

## Overview of SLO Process Work for the Division

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (BHES) Automotive Technology	AUTO 50A	Student will be able to answer correctly, selected questions on the final exam concerning engine theory, lubrication, and basic electrical fundamentals.				
		Student will be able to answer correctly, selected questions on the final exam concerning engine theory, lubrication, and basic electrical fundamentals.				
	AUTO 50B	Student will be able to answer correctly, selected questions on the final exam concerning engine service, cooling system maintenance and battery testing.				
		Student will be able to answer correctly, selected questions on the final exam concerning engine service, cooling system maintenance and battery testing.				
	AUTO 51A	Student will be able to answer correctly, selected questions on the final exam concerning drive line theory, clutch and transmission service and diagnosis.				
		Student will be able to answer correctly, selected questions on the final exam concerning drive line theory, clutch and transmission service and diagnosis.				
	AUTO 51B	Student will be able to answer correctly, selected questions on the final exam concerning tire service including balancing, disc and drum brake service, and front and rear suspension service.				

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Dept - (PSME) Astronomy	ASTR 10	Appraise the benefits to society of astronomical research concerning stars and stellar systems.				
		Appraise the benefits to society of astronomical research concerning stars and stellar systems.				
		Evaluate astronomical news items or theories about stellar astronomy based upon the scientific method.				
		Evaluate astronomical news items or theories about stellar astronomy based upon the scientific method.				
		Evaluate the impact on Earth's characteristics of the evolution of stars and stellar systems.				
		Evaluate the impact on Earth's characteristics of the evolution of stars and stellar systems.				
	ASTR 4	Appraise the benefits to society of planetary research and exploration.				
		Appraise the benefits to society of planetary research and exploration.				
		Compare and contrast the development of planetary systems and of the major planet types, including those factors that have led to Earth's unique characteristics.				
		Compare and contrast the development of planetary systems and of the major planet types, including those factors that have led to Earth's unique characteristics.				
		Evaluate astronomical news				

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Dept - (PSME) Chemistry	CHEM 10	items or theories concerning solar system astronomy based upon the scientific method.				
		Evaluate astronomical news items or theories concerning solar system astronomy based upon the scientific method.				
		Develop problem solving techniques by applying the "Scientific Method" to chemical data.				
		Develop problem solving techniques by applying the "Scientific Method" to chemical data.				
	CHEM 12A	Evaluate the relationship between molecular structure and chemical properties of compounds.				
		Evaluate the relationship between molecular structure and chemical properties of compounds.				
		Apply principles of thermodynamics, kinetics, and equilibrium to organic reaction systems.				
		Apply principles of thermodynamics, kinetics, and equilibrium to organic reaction systems.				
		Construct molecular structure from spectroscopic data.				
		Construct molecular structure from spectroscopic data.				
		Generate logical stepwise reaction mechanisms.				
		Generate logical stepwise reaction mechanisms.				
		Predict the product of a chemical reaction.				
		Predict the product of a chemical				

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		reaction.				
	CHEM 12B	Apply molecular orbital theory to predict the outcome of selected chemical reactions.				
		Apply molecular orbital theory to predict the outcome of selected chemical reactions.				
		Apply resonance theory to predict the major and minor products of chemical reactions.				
		Apply resonance theory to predict the major and minor products of chemical reactions.				
		Construct logical stepwise reaction mechanisms for increasingly complex chemical systems.				
		Construct logical stepwise reaction mechanisms for increasingly complex chemical systems.				
		Generate logical multi-step syntheses of increasingly complex molecules.				
		Generate logical multi-step syntheses of increasingly complex molecules.				
	CHEM 12C	Apply the principles of thermodynamics, kinetics, equilibrium to biologically important molecules.				
		Apply the principles of thermodynamics, kinetics, equilibrium to biologically important molecules.				
		Conduct spectroscopic analysis and identify structures of biologically important molecules.				
		Conduct spectroscopic analysis and identify structures of biologically important molecules.				
		Design logical syntheses and				

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		structural modifications of biologically important molecules.				
		Design logical syntheses and structural modifications of biologically important molecules.				
		Generate stepwise reaction mechanisms of biologically important molecules.				
		Generate stepwise reaction mechanisms of biologically important molecules.				
	CHEM 1A	Apply the first law of thermodynamics to chemical reactions.				
		Apply the first law of thermodynamics to chemical reactions.				
		Construct balanced reaction equations and illustrate principles of stoichiometry.				
		Construct balanced reaction equations and illustrate principles of stoichiometry.				
		Identify and explain trends in the periodic table.				
		Identify and explain trends in the periodic table.				
	CHEM 1B	Apply principles of chemical equilibrium to chemical reactions.				
		Apply principles of chemical equilibrium to chemical reactions.				
		Apply the second and third laws of thermodynamics to chemical reactions.				
		Apply the second and third laws of thermodynamics to chemical reactions.				
		Demonstrate a knowledge of intermolecular forces.				
		Demonstrate a knowledge of	blah blah blah			

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		intermolecular forces.	blah blah blah			
		Evaluate the principles of molecular kinetics.				
		Evaluate the principles of molecular kinetics.				
	CHEM 1C	Apply the principles of equilibrium and thermodynamics to electrochemical systems.				
		Apply the principles of equilibrium and thermodynamics to electrochemical systems.				
		Apply the principles of transition metal chemistry to predict outcomes of chemical reactions and physical properties.				
		Apply the principles of transition metal chemistry to predict outcomes of chemical reactions and physical properties.				
		Evaluate isotopic decay pathways.				
		Evaluate isotopic decay pathways.				
	CHEM 30A	Apply acid-base chemical principles to biological processes.				
		Apply acid-base chemical principles to biological processes.				
		Predict the behavior of ideal gasses using Kinetic Molecular Theory.				
		Predict the behavior of ideal gasses using Kinetic Molecular Theory.				
		Solve stoichiometric problems by applying appropriate molar relationships.				
		Solve stoichiometric problems by applying appropriate molar relationships.				
	CHEM	Differentiate the general				

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Dept - (PSME) Engineering	30B	reactions of the principle organic functional groups.				
		Differentiate the general reactions of the principle organic functional groups.				
		Evaluate the major classes of biological compounds from a chemical perspective.				
		Evaluate the major classes of biological compounds from a chemical perspective.				
	CHEM 50	Assess the fundamental concepts of modern atomic and molecular theory.				
		Assess the fundamental concepts of modern atomic and molecular theory.				
		Demonstrate a fundamental understanding of mathematical concepts pertaining to chemical experimentation and calculations.				
		Demonstrate a fundamental understanding of mathematical concepts pertaining to chemical experimentation and calculations.				
Dept - (PSME) Engineering	ENGR 10	Evaluate the standard classes of chemical reactions.				
		Evaluate the standard classes of chemical reactions.				
		The student will be able to analyze, graph and develop a formula for a given data set.				
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		The student will be able to write technical documentation both written and orally.				
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		technical documentation both written and orally.				
		The student will work collaboratively on an engineering team.				
		The student will work collaboratively on an engineering team.				
	ENGR 35	The student will be able to analyze two- and three-dimensional force systems on rigid bodies in static equilibrium using vector and scalar analysis methods.				
		The student will be able to analyze two- and three-dimensional force systems on rigid bodies in static equilibrium using vector and scalar analysis methods.				
	ENGR 37	The student will be able to analyze circuits containing resistive, capacitive, inductive passive elements, along with op-amps interconnected to voltage and current sources.				
		The student will be able to analyze circuits containing resistive, capacitive, inductive passive elements, along with op-amps interconnected to voltage and current sources.				
		The student will be able to use circuit laws and network theorems to solve DC steady state circuits, RC, RL, and RLC DC circuit transients and sinusoidal AC steady state circuits.				
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		sinusoidal AC steady state circuits.				
Dept - (PSME) Geology	GEOL 10	Apply scientific methodology and geologic principles to analyze the impact of the Earth system on humanity, from specific natural hazards and the availability, use, and distribution of Earth resources.				
		Apply scientific methodology and geologic principles to analyze the impact of the Earth system on humanity, from specific natural hazards and the availability, use, and distribution of Earth resources.				
		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.				
		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	Questions from midterm exams and questions from final exam	<p>Question 1 (data from 12 students):</p> <p>Correct choice: 58 percent Almost-correct choice: 25 percent Incorrect choices: 17 percent</p> <p>Question 2 (data from 24 students):</p> <p>Correct choice: 96 percent Almost-correct choice: 4 percent Incorrect choices: 0 percent</p> <p>Question 3 (data from 19 students):</p> <p>Correct choice: 42 percent Almost-correct choice: 16 percent Incorrect choices: 42 percent</p> <p>Question 4 (data from 24</p>	<p>As this was the first SLO assessed by the department, the assessment data have been examined for a baseline of target success date. The first fact that is apparent in the data is that success percentages can vary greatly. In the case of Question 2, virtually the entire class recognized the correct alternative hypothesis. For the other questions, slightly more or less than half of the class chose the best answer, with most of the remaining students choosing the 'almost correct' answer.</p> <p>This raises a number of interesting questions regarding how student success on SLO tasks may arise. While the SLOs are designed to be represent important cognitive skills, it is always possible for 'skill</p>	

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		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	Questions from midterm exams and questions from final exam	<p>students):</p> <p>Correct choice: 42 percent Almost-correct choice 1: 42 percent Almost-correct choice 2: 16 percent Incorrect choice: 0 percent</p>	acquisition' to be mimicked by 'learning a story'. It is possible that in the case of some or all of these questions, the 'story' behind how scientists figured out the relevant portion of the Earth system might have been more or less memorable for students. This could, in turn, depend on how the material was presented in class.	
		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	Questions from midterm exams and questions from final exam	<p>This SLO was assessed by tabulating the multiple-choice responses that the students selected on their tests. (The Parscore system made it possible to count how many students selected 'a', 'b', etc? for any given question.) For each test question used in the SLO assessment, there is a correct response, one or more 'bad' responses, and in most cases, an 'almost correct' response. Each question had four choices, total - one correct, two or three bad choices, and in most cases, one 'almost correct' choice.</p> <p>Each test question that was chosen for SLO assessment was evaluated in the following way: The percentage of students choosing the 'correct', 'almost', and 'bad' choices were reported as a percentage of total responses. The total number of tests used in the assessment was also recorded. For example, if 75 tests were used, this was reported as 'N=75'.</p> <p>The results of the tabulation(s) can be seen as a PDF file in the 'Related Documents'.</p>	<p>E1: It would be desirable to see more students select the correct answer. This is a case in which the students needed to have done some straightforward memorization, and less than half of them memorized the information correctly. Improving performance on this aspect of SLO 1 will probably involve finding ways to motivate the students to do a better job of the 'memorization' part of their studying.</p> <p>E2: By choosing the correct answer 2-to-1 over the aggregate of both bad answers, students succeeded pretty well at SLO 1 in this case.</p> <p>E3: Clearly, the subject of plate tectonics is sufficiently complicated and detailed that students stand a fair chance of not succeeding at SLO 1. It is probably worth examining how the lectures are structured and presented, and considering using newer pedagogical methods, such as those described under the category of 'peer instruction'.</p> <p>Final, question 1: By choosing</p>	<p>This is a generalized Action plan for Enhancement of student success in the Student Learning Outcomes for Geology 10. It is based on SLOAC results for one year of SLO 1 (2010-2011) and one year of SLO 2 (2011-2012).</p> <p>Averaged over two school years and both SLOs, a broad pattern exists for student performance on a typical 4-item multiple-choice question from an in-class exam: About 60 percent of the students choose the correct response, with the remainder of the chosen responses distributed pretty evenly between the three incorrect choices. This performance level thus represents a 'baseline' from which improvements can be</p>

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		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	Questions from midterm exams and questions from final exam	<p>Student response data were tabulated for all three midterm exams (`E1', `E2', and `E3'), as well as for two questions on the final exam.</p> <p>On E1, a question about mineral cleavage was assessed. The students were asked to imagine a friend who suggests that minerals are made of atoms arranged in organized patterns. (This is, in fact, true.) They were further asked to imagine that they, the students, have proposed breaking a mineral to check for cleavage. (This is, in fact, a good test of the friend's hypothesis.) Question: What is a `fool you' mineral that lacks cleavage? This question requires the students to know enough about minerals and their cleavage to avoid an important pitfall that might arise when testing the friend's hypothesis.</p> <p>Student responses were about equally split between the correct choice (quartz, 39 percent), the `almost' response (pyroxene, which rarely displays its cleavage characteristics well, 31 percent, and the two bad answers (feldspar, mica, which both show distinct cleavage).</p> <p>The selected question from E2 asked the students to try and imagine examining layers of sedimentary rock in widely-separated areas. How might they determine whether the layers in the two areas are of the same age? 60 percent of the</p>	<p>the correct answer 2-to-1 over the aggregate of both bad answers, students succeeded pretty well at SLO 1 in this case.</p> <p>Final, question 2: It seemed clear from the 50-50 split between correct and incorrect answers that the students had not done a sufficient job of `keeping straight' the details about sedimentary structures, and/or they had not correctly visualized the problem. Possible ways of improving performance on this type of question might include giving them practice work of some sort, such as making drawings of sedimentary structures in tilted sequences of beds, and exchanging them with other students to analyze and interpret.</p>	<p>sought.</p> <p>Examples of low and high success rates on SLO-assessment embedded questions can be drawn from a number of different parts of the `parameter space' represented by the overall pool of assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult `memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be `kept straight', additional pedagogical</p>

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		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	Questions from midterm exams and questions from final exam	<p>students selected the best answer (finding index fossils), 32 percent chose the various bad answers, and only 6 percent chose the 'almost' answer (finding fossils of organisms with hard skeletal parts).</p> <p>On E3, the tabulated question asked the students what *new* evidence revived the debate over continental drift, after the hypothesis had been rejected in the early 20th century? In this case, 71 percent of students selected one or the other of the bad answers. 16 percent selected the 'almost' answer, and only 13 percent selected the correct answer (apparent polar-wander paths that did not match from continent to continent).</p> <p>The first tabulated question from the final exam asked the students to imagine examining an outcrop of igneous rock. What would constitute good evidence for an *intrusive* origin of the igneous rock? 64 percent of students selected the correct answer (an igneous dike cutting across other rocks), 31 percent selected one or the other of the bad answers (descriptions of sedimentary rocks), and only 5 percent selected the 'almost' answer.</p> <p>The second tabulated question from the final exam asked the students to imagine examining a tilted sequence of sedimentary beds. What might indicate that the beds were overturned, if such were the case? Student</p>	<p>E1: It would be desirable to see more students select the correct answer. This is a case in which the students needed to have done some straightforward memorization, and less than half of them memorized the information correctly. Improving performance on this aspect of SLO 1 will probably involve finding ways to motivate the students to do a better job of the 'memorization' part of their studying.</p> <p>E2: By choosing the correct answer 2-to-1 over the aggregate of both bad answers, students succeeded pretty well at SLO 1 in this case.</p> <p>E3: Clearly, the subject of plate tectonics is sufficiently complicated and detailed that students stand a fair chance of not succeeding at SLO 1. It is probably worth examining how the lectures are structured and presented, and considering using newer pedagogical methods, such as those described under the category of 'peer instruction'.</p> <p>Final, question 1: By choosing the correct answer 2-to-1 over the aggregate of both bad answers, students succeeded pretty well at SLO 1 in this case.</p> <p>Final, question 2: It seemed clear from the 50-50 split between correct and incorrect answers that the students had not done a sufficient job of 'keeping straight' the details</p>	<p>emphasis is needed.</p> <p>Students in Geology 10 face other challenges as well, such as interpreting visual cues from drawings, or visualizing scenarios described to them in words. This suggests that additional pedagogical emphasis may be needed for all forms of visualization and visual pattern recognition.</p> <p>Specific pedagogical actions can be undertaken to try and increase success rates on SLOs. The most attractive set of new teaching methods falls under the heading of 'peer instruction'. Pioneered by instructors like Eric Mazur, a physics professor at Harvard, they involve students attempting to answer conceptual questions about the material, and then attempting to explain their answers to each other. Peer-instruction methods can take many forms, such as 'think-pair-share' exercises, and the use of Personal</p>

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		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	Questions from midterm exams and questions from final exam	<p>over continental drift, after the hypothesis had been rejected in the early 20th century? In this case, 71 percent of students selected one or the other of the bad answers. 16 percent selected the 'almost' answer, and only 13 percent selected the correct answer (apparent polar-wander paths that did not match from continent to continent).</p> <p>The first tabulated question from the final exam asked the students to imagine examining an outcrop of igneous rock. What would constitute good evidence for an *intrusive* origin of the igneous rock? 64 percent of students selected the correct answer (an igneous dike cutting across other rocks), 31 percent selected one or the other of the bad answers (descriptions of sedimentary rocks), and only 5 percent selected the 'almost' answer.</p> <p>The second tabulated question from the final exam asked the students to imagine examining a tilted sequence of sedimentary beds. What might indicate that the beds were overturned, if such were the case? Student responses were split evenly between the correct answer (downward-fining in a sandstone bed) and the three bad answers (descriptions of sedimentary structures in *upright* orientations).</p>	<p>E1: It would be desirable to see more students select the correct answer. This is a case in which the students needed to have done some straightforward memorization, and less than half of them memorized the information correctly. Improving performance on this aspect of SLO 1 will probably involve finding ways to motivate the students to do a better job of the 'memorization' part of their studying.</p> <p>E2: By choosing the correct answer 2-to-1 over the aggregate of both bad answers, students succeeded pretty well at SLO 1 in this case.</p> <p>E3: Clearly, the subject of plate tectonics is sufficiently complicated and detailed that students stand a fair chance of not succeeding at SLO 1. It is probably worth examining how the lectures are structured and presented, and considering using newer pedagogical methods, such as those described under the category of 'peer instruction'.</p> <p>Final, question 1: By choosing the correct answer 2-to-1 over the aggregate of both bad answers, students succeeded pretty well at SLO 1 in this case.</p> <p>Final, question 2: It seemed clear from the 50-50 split between correct and incorrect answers that the students had not done a sufficient job of 'keeping straight' the details</p>	<p>overall pool of assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult 'memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be 'kept straight', additional pedagogical emphasis is needed.</p> <p>Students in Geology 10 face other challenges as well, such as interpreting visual cues from drawings, or visualizing scenarios described to them in words. This suggests</p>



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		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	Questions from midterm exams and questions from final exam	<p>This SLO was assessed by tabulating the multiple-choice responses that the students selected on their tests. (The Parscore system made it possible to count how many students selected 'a', 'b', etc? for any given question.) For each test question used in the SLO assessment, there is a correct response, one or more 'bad' responses, and in most cases, an 'almost correct' response. Each question had four choices, total - one correct, two or three bad choices, and in most cases, one 'almost correct' choice.</p> <p>Each test question that was chosen for SLO assessment was evaluated in the following way: The percentage of students choosing the 'correct', 'almost', and 'bad' choices were reported as a percentage of total responses. The total number of tests used in the assessment was also recorded. For example, if 75 tests were used, this was reported as 'N=75'.</p> <p>The results of the tabulation(s) can be seen as a PDF file in the 'Related Documents'.</p> <p>Student response data were tabulated for all three midterm exams ('E1', 'E2', and 'E3'), as well as for two questions on the final exam.</p> <p>On E1, a question about mineral cleavage was assessed. The students were asked to imagine a friend who suggests that</p>	about sedimentary structures, and/or they had not correctly visualized the problem. Possible ways of improving performance on this type of question might include giving them practice work of some sort, such as making drawings of sedimentary structures in tilted sequences of beds, and exchanging them with other students to analyze and interpret.	<p>that additional pedagogical emphasis may be needed for all forms of visualization and visual pattern recognition.</p> <p>Specific pedagogical actions can be undertaken to try and increase success rates on SLOs. The most attractive set of new teaching methods falls under the heading of 'peer instruction'. Pioneered by instructors like Eric Mazur, a physics professor at Harvard, they involve students attempting to answer conceptual questions about the material, and then attempting to explain their answers to each other. Peer-instruction methods can take many forms, such as 'think-pair-share' exercises, and the use of Personal Response System ('clickers'). Research by instructors like Mazur at Harvard, and a number of instructors in Geology and Astronomy at several universities, have demonstrated (through research and data) that peer-</p>

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		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	Questions from midterm exams and questions from final exam	<p>minerals are made of atoms arranged in organized patterns. (This is, in fact, true.) They were further asked to imagine that they, the students, have proposed breaking a mineral to check for cleavage. (This is, in fact, a good test of the friend's hypothesis.) Question: What is a 'fool you' mineral that lacks cleavage? This question requires the students to know enough about minerals and their cleavage to avoid an important pitfall that might arise when testing the friend's hypothesis.</p> <p>Student responses were about equally split between the correct choice (quartz, 39 percent), the 'almost' response (pyroxene, which rarely displays its cleavage characteristics well, 31 percent, and the two bad answers (feldspar, mica, which both show distinct cleavage).</p> <p>The selected question from E2 asked the students to try and imagine examining layers of sedimentary rock in widely-separated areas. How might they determine whether the layers in the two areas are of the same age? 60 percent of the students selected the best answer (finding index fossils), 32 percent chose the various bad answers, and only 6 percent chose the 'almost' answer (finding fossils of organisms with hard skeletal parts).</p> <p>On E3, the tabulated question asked the students what 'new' evidence revived the debate</p>	<p>E1: It would be desirable to see more students select the correct answer. This is a case in which the students needed to have done some straightforward memorization, and less than half of them memorized the information correctly. Improving performance on this aspect of SLO 1 will probably involve finding ways to motivate the students to do a better job of the 'memorization' part of their studying.</p> <p>E2: By choosing the correct answer 2-to-1 over the aggregate of both bad answers, students succeeded pretty well at SLO 1 in this case.</p> <p>E3: Clearly, the subject of plate tectonics is sufficiently complicated and detailed that students stand a fair chance of not succeeding at SLO 1. It is probably worth examining how the lectures are structured and presented, and considering using newer pedagogical methods, such as those described under the category of 'peer instruction'.</p> <p>Final, question 1: By choosing the correct answer 2-to-1 over the aggregate of both bad answers, students succeeded pretty well at SLO 1 in this case.</p> <p>Final, question 2: It seemed clear from the 50-50 split between correct and incorrect answers that the students had not done a sufficient job of 'keeping straight' the details</p>	<p>instruction methods can significantly enhance student understanding of material.</p> <p>The Geology department has already done research on these methods, and has made preliminary efforts to experiment with them. For example, in-class experiments have been done in Geology 10 to try and use the PSME Division's set of clickers in class. Thus far, these experiments have mostly involved trying to work out the 'logistical' details of implementing systems like those used at other schools. Given the fact that De Anza College does not have graduate teaching assistants or other resources, such as a 4-year school might have, the implementation of peer-instruction methods can be difficult. Additionally, whereas a 4-year school might easily be able to ask its students to buy in-class tools like clickers, this would be a difficult thing to ask</p>

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		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	Questions from midterm exams and questions from final exam	This SLO was assessed by tabulating the multiple-choice responses that the students selected on their tests. (The	E1: Overall, students performed well on this question, selecting the correct choice by a more than 2-to-1 margin over the	This is a generalized Action plan for Enhancement of student success in

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			Questions from midterm exams and questions from final exam	<p>Parscore system made it possible to count how many students selected 'a', 'b', etc? for any given question.) For each test question used in the SLO assessment, there is a correct response, one or more 'bad' responses, and in most cases, an 'almost correct' response. Each question had four choices, total - one correct, two or three bad choices, and in most cases, one 'almost correct' choice.</p> <p>Each test question that was chosen for SLO assessment was evaluated in the following way: The percentage of students choosing the 'correct', 'almost', and 'bad' choices were reported as a percentage of total responses. The total number of tests used in the assessment was also recorded. For example, if 75 tests were used, this was reported as 'N=75'.</p> <p>The results of the tabulation(s) can be seen as a PDF file in the 'Related Documents'.</p> <p>The Spring 2011 class that was selected for SLO 1 assessment was a 30-person night class. One question was selected from each of the four graded items in the course: The three midterm exams ('E1', 'E2', and 'E3'), and the final exam.</p> <p>On E1, students were asked what was the 'early' evidence for organized atomic structure in crystals? The hypothesis that crystals have such an atomic</p>	<p>'almost' choice, and by a more than 3-to-1 margin over the aggregate of the bad choices.</p> <p>E2: Students overwhelmingly recalled the correct story that really explains the existence of large, rounded rock masses in desert areas.</p> <p>E3: As in Winter 2011, student success on SLO 1, in the topic area of plate tectonics, was not especially good. This may reflect the general complexity of the topic. Concepts such as paleomagnetism and apparent polar-wander paths are quite complex. It may be necessary to devote more time in lecture to these topics, and/or to do more hands-on exercises in lab, as well as possibly employing peer-instruction techniques, in which students would help each other clarify and reinforce their understanding.</p> <p>Final: The split between 'fossil correlation' and correlation of lithologies suggests that the students might not have understood the importance of the principle of fossil succession. It may be worth clarifying this point in the lecture, and/or the peer-instruction techniques suggested above, for E3.</p>	<p>the Student Learning Outcomes for Geology 10. It is based on SLOAC results for one year of SLO 1 (2010-2011) and one year of SLO 2 (2011-2012).</p> <p>Averaged over two school years and both SLOs, a broad pattern exists for student performance on a typical 4-item multiple-choice question from an in-class exam: About 60 percent of the students choose the correct response, with the remainder of the chosen responses distributed pretty evenly between the three incorrect choices. This performance level thus represents a 'baseline' from which improvements can be sought.</p> <p>Examples of low and high success rates on SLO-assessment embedded questions can be drawn from a number of different parts of the 'parameter space' represented by the overall pool of assessed questions. In some cases, students will succeed</p>

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		Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	Questions from midterm exams and questions from final exam	<p>This SLO was assessed by tabulating the multiple-choice responses that the students selected on their tests. (The Parscore system made it possible to count how many students selected 'a', 'b', etc? for any given question.) For each test question used in the SLO assessment, there is a correct response, one or more 'bad' responses, and in most cases, an 'almost correct' response. Each question had four choices, total - one correct, two or three bad choices, and in most cases, one 'almost correct' choice.</p> <p>Each test question that was chosen for SLO assessment was evaluated in the following way: The percentage of students choosing the 'correct', 'almost', and 'bad' choices were reported as a percentage of total responses. The total number of tests used in the assessment was also recorded. For example, if 75 tests were used, this was reported as 'N=75'.</p> <p>The results of the tabulation(s) can be seen as image files in the 'Related Documents'.</p> <p>For the question used in this assessment, about half of the students selected the correct answer, and about half selected incorrect answers.</p>	<p>The question used in this assessment required the students to envision testing a hypothesis. They are presented with the hypothesis that a particular rock sample is a metamorphic rock called *schist*, which forms when pre-existing rock (typically shale or mudstone) is exposed to high heat and pressure in the roots of a developing mountain range. What observable characteristics should the sample show, if it is in fact schist? It should show a foliation defined by aligned mica crystals.</p>	<p>assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult 'memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be 'kept straight', additional pedagogical emphasis is needed.</p> <p>Students in Geology 10 face other challenges as well, such as interpreting visual cues from drawings, or visualizing scenarios described to them in words. This suggests that additional</p>

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		Use data and observations to track and predict changes in the Earth system resulting from dynamic Earth Processes.				

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		Use data and observations to track and predict changes in the Earth system resulting from dynamic Earth Processes.	Questions from midterm exams and questions from final exam	<p>and those rocks have undergone intense chemical weathering. What would best describe the environment in which this weathering occurred? 56 percent of students chose the correct response (an environment with a lot of water), 10 percent chose the 'almost' response (a wet, but *cold* environment), and 34 percent chose one or the other of the bad responses (dry environments).</p> <p>On E2, students were asked about changes in the Earth system in this way: What events marked the boundaries between the Paleozoic and Mesozoic Eras, and between the Mesozoic and Cenozoic Eras? 61 percent of students selected the correct response (mass extinctions), 13 percent selected the 'almost' response (mass extinctions, with one of the extinction dates wrong), and 26 percent selected one or the other of the bad responses (evolution of various traits that did not lead to mass extinctions).</p> <p>On E3, students were asked to choose what sort of data would best provide evidence for the changing relative positions of continents (i.e. continental drift) through time? 34 percent of students chose the correct answer (ancient, non-tilted lava flows in Antarctica, with horizontal paleomagnetic fields in them), 16 percent of students chose the 'almost' answer (same, but with steeply-inclined</p>	<p>study skills training'.</p> <p>E3: As has been noticed in the assessment of SLO 1, questions related to plate tectonics tend to have the lowest success rates in SLO 2 as well. This may be a case in which students generally have more difficulty understanding the many details of paleomagnetism and plate-tectonic theory than the instructor does. Plate tectonics, especially as it intersects with the various SLOs, may require special attention, either in the form of revised lectures, more lecture time, covering it earlier in the quarter, and/or the use of new pedagogical techniques, such as those that involve peer-instruction techniques.</p> <p>Final, first question assessed: Student success was quite good on SLO 2, at nearly 80 percent correct. This is a case where they seemed to remember the details of the 'Cambrian' explosion of life forms with hard skeletal parts, and its importance for the geological record. Although this is a 'success story' for SLO 2, it may be worth asking 'what made the students remember *this* part of the story better than, say the information about mass extinctions from the E2 question?</p> <p>Final, second question assessed: Student success on this question was quite good, with correct responses outnumbering the others by</p>	<p>parts of the 'parameter space' represented by the overall pool of assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult 'memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be 'kept straight', additional pedagogical emphasis is needed.</p> <p>Students in Geology 10 face other challenges as well, such as interpreting visual cues from drawings, or</p>

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		Use data and observations to track and predict changes in the Earth system resulting from dynamic Earth Processes.	Questions from midterm exams and questions from final exam	This SLO was assessed by tabulating the multiple-choice responses that the students selected on their tests. (The Parscore system made it possible to count how many students selected 'a', 'b', etc?	E2, first question: In this case, students did not generally do a good job of recognizing 'upside-down' sedimentary structures. They had been presented with examples of this sort of thing in class, but did not seem to have	<p>Enhancement / Action:</p> <p>This is a generalized Action plan for Enhancement of student success in</p>

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		Use data and observations to track and predict changes in the Earth system resulting from dynamic Earth Processes.	Questions from midterm exams and questions from final exam	<p>core).</p> <p>Final, first question assessed: As in Fall 2011 and Winter 2012, students were asked why Precambrian rocks do not show much of a fossil record. 83 percent of students chose the correct answer (organisms had not yet evolved hard skeletal parts), 4 percent chose the `almost' answer (there were no more organisms with hard skeletal parts, which gets Earth history backward), and 13 percent chose one or the other of the bad answers (non-factual accounts of climate and sedimentation).</p> <p>Final exam, second question: Students were asked to describe some of the original evidence for an ice age. 63 percent of students selected the correct choice (moraines far from present-day glaciers), no one selected the `almost' choice (volcanic landforms that erupted through ice), and 37 percent selected one or the other of the bad choices (non-factual scenarios).</p>	<p>not get exposed at the surface. The material on types of deformation probably needs to be presented in a different way, along with a re-emphasis of the point (made at the beginning of the quarter) that the core is too dense for any of it to be exposed at the Earth's surface.</p> <p>Final, first question: The success rate were quite high for this assessment of SLO 2, at nearly 85 percent. This part of the story of the evolutionary history of life on Earth seems to be a reasonably straightforward thing for students to understand and to recall.</p> <p>Final, second question: Success was high, at over 60 percent, but a significant fraction of the class (slightly over a third) chose one of the factually incorrect scenarios given as answer choices. This raises the question of how completely the subject was covered in the reading and lectures, relative to other parts of the topic of glaciation. Previous quarters (e.g. Winter 2012) did better on this assessment of SLO 2, so clearly it is possible for students to succeed at higher rates in this area.</p>	<p>class tools like clickers, this would be a difficult thing to ask of our students. Thus, it has been necessary to experiment with the rather basic set of clickers available in the PSME Division. New ways of implementing this technology, in which the students do not buy or own their own clickers, are in the process of development.</p> <p>While technology like `clickers' is only one example of peer-based instruction, it is generally hoped that experiments with peer instruction and related pedagogy can lead to greater student success in the learning outcomes for Geology 10. Experiments with these methods over the next few years will hopefully yield data that can be compared with the 2010-2011 and 2011-2012 cycles for SLO 1 and SLO 2.</p>
		Use data and observations to track and predict changes in the Earth system resulting from dynamic Earth Processes.	Questions from midterm exams and questions from final exam	This SLO was assessed by tabulating the multiple-choice responses that the students selected on their tests. (The Parscore system made it possible to count how many students selected `a', `b', etc? for any given question.) For	<p>E1: Students succeeded at SLO 2 at a high level, over 60 percent, although this number could conceivably be improved. It is possible that those students who got the question wrong might have had difficulty *visualizing* the landscape</p>	<p>Enhancement / Action:</p> <p>This is a generalized Action plan for Enhancement of student success in the Student Learning</p>

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		Use data and observations to track and predict changes in the Earth system resulting from dynamic Earth Processes.	Questions from midterm exams and questions from final exam	<p>This SLO was assessed by tabulating the multiple-choice responses that the students selected on their tests. (The Parscore system made it possible to count how many students selected 'a', 'b', etc? for any given question.) For each test question used in the SLO assessment, there is a correct response, one or more 'bad' responses, and in most cases, an 'almost correct' response. Each question had four choices, total - one correct, two or three bad choices, and in most cases, one 'almost correct' choice.</p> <p>Each test question that was chosen for SLO assessment was evaluated in the following way: The percentage of students choosing the 'correct', 'almost', and 'bad' choices were reported as a percentage of total responses. The total number of tests used in the assessment was also recorded. For example, if 75 tests were used, this was reported as 'N=75'.</p> <p>The results of the tabulation(s) can be seen as a PDF file in the 'Related Documents'.</p> <p>For the assessment of SLO 2 in Winter 2011, one question was selected from each midterm exam ('E1', 'E2', and 'E3'), and two questions were selected from the final exam.</p> <p>On E1, the students were asked to imagine that they were exploring the Goat Rocks, a real</p>	<p>better, or making it easier to understand those facts. One suggestion might be to incorporate more exercises involving paleontology and fossils into the class, either as think-pair-share exercises in the lecture hall, or in the laboratory portion of the class.</p> <p>Final, second question: The success rate was fairly high for this assessment of SLO 2. In order to try and improve the success rate, it would probably be necessary for students to have read, heard, or researched an even more detailed account of the Earth's glacial history and how this history was elucidated.</p>	<p>visualizing scenarios described to them in words. This suggests that additional pedagogical emphasis may be needed for all forms of visualization and visual pattern recognition.</p> <p>Specific pedagogical actions can be undertaken to try and increase success rates on SLOs. The most attractive set of new teaching methods falls under the heading of 'peer instruction'. Pioneered by instructors like Eric Mazur, a physics professor at Harvard, they involve students attempting to answer conceptual questions about the material, and then attempting to explain their answers to each other. Peer-instruction methods can take many forms, such as 'think-pair-share' exercises, and the use of Personal Response System ('clickers'). Research by instructors like Mazur at Harvard, and a number of instructors in Geology and Astronomy at several universities,</p>



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		Use data and observations to track and predict changes in the Earth system resulting from dynamic Earth Processes.	Questions from midterm exams and questions from final exam	<p>place in Washington state. This group of small mountains are the remnants of an extinct, eroded volcano, made of alternating layers of ash and lava. What type of volcano was the Goat Rocks at an earlier time in Earth history? 62 percent of students chose the correct response (a composite volcano, or 'stratovolcano'), 10 percent chose the 'almost' response (a shield volcano), and 28 percent chose one or the other of the bad responses (cinder cone, rhyolite dome, both of which are relatively small).</p> <p>On E2, students were asked about the significance of the 'leftovers' of weathering. By choosing the correct response, they could demonstrate their understanding of how rocks and Earth materials change through time. 62 percent of students chose the correct response (the 'leftovers' are the ingredients of sedimentary rocks), 32 percent chose one or the other of the bad responses (various factually incorrect statements), and 6 percent chose the 'almost' response.</p> <p>E3: The re-arrangement of the positions of the continents through time is one of the most important changes in the Earth system that can be tracked with data. In the selected question from E3, students were asked to identify a piece of evidence that had been used by Alfred Wegener when he first proposed the existence of the</p>	<p>E1: Students succeeded at SLO 2 at a high level, over 60 percent, although this number could conceivably be improved. It is possible that those students who got the question wrong might have had difficulty *visualizing* the landscape being very different in the past. They might also have failed to pick up on the key clue - that the alternating layers of ash and lava are what made the old edifice a composite volcano.</p> <p>E2: Student success was reasonably high - about 2-to-1 in favor of the correct response over the aggregate of the bad ones - but it might be higher, if students had more experience working with the concept of the rock cycle.</p> <p>E3: Student success was good for this particular assessment of SLO 2, with the percentage of correct choices greatly outnumbering the percentages for any of the other choices. It seemed in this case that students remembered well the 'story' of how Wegener first proposed continental drift.</p> <p>Final, first question: Students succeeded at a high level on SLO 2 in this case, with correct responses very greatly outnumbering incorrect ones. However, it might be possible to increase the success rate in this aspect of SLO 2. This would involve finding a way to make students remember this facts about the history of life on Earth</p>	<p>have demonstrated (through research and data) that peer-instruction methods can significantly enhance student understanding of material.</p> <p>The Geology department has already done research on these methods, and has made preliminary efforts to experiment with them. For example, in-class experiments have been done in Geology 10 to try and use the PSME Division's set of clickers in class. Thus far, these experiments have mostly involved trying to work out the *logistical* details of implementing systems like those used at other schools. Given the fact that De Anza College does not have graduate teaching assistants or other resources, such as a 4-year school might have, the implementation of peer-instruction methods can be difficult. Additionally, whereas a 4-year school might easily be able to ask its students to buy in-</p>

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Use data and observations to track and predict changes in the Earth system resulting from dynamic Earth Processes.	Questions from midterm exams and questions from final exam	<p>supercontinent Pangea. 66 percent of students chose the correct answer (Paleozoic orogens divided across the Atlantic), 18 percent chose the 'almost' answer (pre-Paleozoic orogens divided across the Pacific), and 16 percent chose one or another of the bad answers (various non-factual accounts).</p> <p>Final exam, first question: As was done for SLO 2 in Fall 2011, students were asked why Precambrian rocks don't show much of a fossil record. 69 percent of students chose the correct answer (organisms hadn't yet evolved hard skeletal parts), 9 percent chose the 'almost' answer (there were no more organisms with hard skeletal parts, a choice which gets Earth history backward), and 22 percent chose one or the other of the bad answers (non-factual accounts of erosion and sedimentation).</p> <p>Final exam, second question: Students were asked to describe some of the original evidence for an ice age. 78 percent of students selected the correct choice (moraines far from present-day glaciers), 9 percent selected the 'almost' choice (volcanic landforms that erupted through ice), and 13 percent selected one or the other of the bad choices (non-factual scenarios).</p>	<p>better, or making it easier to understand those facts. One suggestion might be to incorporate more exercises involving paleontology and fossils into the class, either as think-pair-share exercises in the lecture hall, or in the laboratory portion of the class.</p> <p>Final, second question: The success rate was fairly high for this assessment of SLO 2. In order to try and improve the success rate, it would probably be necessary for students to have read, heard, or researched an even more detailed account of the Earth's glacial history and how this history was elucidated.</p>	<p>class tools like clickers, this would be a difficult thing to ask of our students. Thus, it has been necessary to experiment with the rather basic set of clickers available in the PSME Division. New ways of implementing this technology, in which the students do not buy or own their own clickers, are in the process of development.</p> <p>While technology like 'clickers' is only one example of peer-based instruction, it is generally hoped that experiments with peer instruction and related pedagogy can lead to greater student success in the learning outcomes for Geology 10. Experiments with these methods over the next few years will hopefully yield data that can be compared with the 2010-2011 and 2011-2012 cycles for SLO 1 and SLO 2.</p>
		Use observations from the crust and lithosphere of the Earth to determine geologic history at				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		hand-sample, outcrop, local, and regional scales.				
		Use observations from the crust and lithosphere of the Earth to determine geologic history at hand-sample, outcrop, local, and regional scales.				
	GEOL 20	Analyze the dynamic movement of the water column of the oceans, through an application of the physical principles of ocean currents, waves, and tides and their effect on coastal systems and processes.				
		Analyze the dynamic movement of the water column of the oceans, through an application of the physical principles of ocean currents, waves, and tides and their effect on coastal systems and processes.				
		Apply scientific methodology and the principles of oceanography to analyze the impact of the ocean system on humanity, from specific natural hazards and the availability, use, and distribution of ocean resources.				
		Apply scientific methodology and the principles of oceanography to analyze the impact of the ocean system on humanity, from specific natural hazards and the availability, use, and distribution of ocean resources.				
		Apply the principles of scientific methodology to test hypotheses as to how the Earth's oceans work as an integrated system.				
		Apply the principles of scientific				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		methodology to test hypotheses as to how the Earth's oceans work as an integrated system.				
		Use observations and data to characterize the dynamic Earth processes that act to shape the ocean floor and analyze the record of these processes within marine sediments and oceanic crust.				
		Use observations and data to characterize the dynamic Earth processes that act to shape the ocean floor and analyze the record of these processes within marine sediments and oceanic crust.				
Dept - (PSME) Mathematics	MATH 10	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.				
		Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.				
		Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.				
		Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		theory.				
		Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.				
		Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.				
	MATH 11	Compare, evaluate, judge, make informed decisions, and communicate results about various financial opportunities by applying the mathematical concepts and principles of the time value of money.				
		Compare, evaluate, judge, make informed decisions, and communicate results about various financial opportunities by applying the mathematical concepts and principles of the time value of money.				
		Identify, evaluate, and utilize appropriate linear and probability optimization models and communicate results.				
		Identify, evaluate, and utilize appropriate linear and probability optimization models and communicate results.				
	MATH 114	Analyze, interpret, and communicate results of exponential, logarithmic, rational, and discrete models in a logical manner from four points				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	MATH 114	of view - visual, formula, numerical, and written.				
		Analyze, interpret, and communicate results of exponential, logarithmic, rational, and discrete models in a logical manner from four points of view - visual, formula, numerical, and written.				
		Evaluate real-world situations and distinguish between and apply exponential, logarithmic, rational, and discrete function models appropriately.				
		Evaluate real-world situations and distinguish between and apply exponential, logarithmic, rational, and discrete function models appropriately.				
	MATH 12	Evaluate, solve, interpret and communicate business and social science applications using appropriate differentiation and integration methodologies.				
		Evaluate, solve, interpret and communicate business and social science applications using appropriate differentiation and integration methodologies.				
		Use correct notation and mathematical precision in the evaluation and interpretation of derivatives and integrals.				
		Use correct notation and mathematical precision in the evaluation and interpretation of derivatives and integrals.				
	MATH 1A	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.				
		Evaluate the behavior of graphs in the context of limits, continuity and differentiability.				
		Evaluate the behavior of graphs in the context of limits, continuity and differentiability.				
		Recognize, diagnose, and decide on the appropriate method for solving applied real world problems in optimization, related rates and numerical approximation.				
		Recognize, diagnose, and decide on the appropriate method for solving applied real world problems in optimization, related rates and numerical approximation.				
	MATH 1B	Analyze the definite integral from a graphical, numerical, analytical, and verbal approach, using correct notation and mathematical precision.				
		Analyze the definite integral from a graphical, numerical, analytical, and verbal approach, using correct notation and mathematical precision.				
		Apply the definite integral in solving problems in analytical geometry and the sciences.				
		Apply the definite integral in solving problems in analytical geometry and the sciences.				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Formulate and use the Fundamental Theorem of Calculus.				
		Formulate and use the Fundamental Theorem of Calculus.				
	MATH 1C	Apply infinite sequences and series in approximating functions.				
		Apply infinite sequences and series in approximating functions.				
		Graphically, analytically, numerically and verbally analyze infinite sequences and series from the perspective of convergence, using correct notation and mathematical precision.				
		Graphically, analytically, numerically and verbally analyze infinite sequences and series from the perspective of convergence, using correct notation and mathematical precision.				
		Synthesize and apply vectors, polar coordinate system and parametric representations in solving problems in analytic geometry, including motion in space.				
		Synthesize and apply vectors, polar coordinate system and parametric representations in solving problems in analytic geometry, including motion in space.				
	MATH 1D	Graphically and analytically synthesize and apply multivariable and vector-valued functions and their derivatives,				



Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	MATH 1D	using correct notation and mathematical precision.				
		Graphically and analytically synthesize and apply multivariable and vector-valued functions and their derivatives, using correct notation and mathematical precision.				
		Synthesize the key concepts of differential, integral and multivariate calculus.				
		Synthesize the key concepts of differential, integral and multivariate calculus.				
		Use double, triple and line integrals in applications, including Green's Theorem, Stokes' Theorem and Divergence Theorem.				
		Use double, triple and line integrals in applications, including Green's Theorem, Stokes' Theorem and Divergence Theorem.				
	MATH 201	Place, via test at Placement Office, into a mathematics course above Math 210.				
		Place, via test at Placement Office, into a mathematics course above Math 210.	Exit Test			
	MATH 202	Place, via test at Placement Office, into a mathematics course above Math 212.				
		Place, via test at Placement Office, into a mathematics course above Math 212.				
	MATH 203	Place, via test at Placement Office, into a mathematics course above Math 114.				
		Place, via test at Placement Office, into a mathematics course above Math 114.				
	MATH	Demonstrate and apply a				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	210	systematic and logical approach to solving arithmetic and geometric problems.				
		Demonstrate and apply a systematic and logical approach to solving arithmetic and geometric problems.				
		Demonstrate and apply the knowledge and skills required to select the correct introductory formulas, procedures, and concepts from algebra and geometry and use them to solve problems.				
		Demonstrate and apply the knowledge and skills required to select the correct introductory formulas, procedures, and concepts from algebra and geometry and use them to solve problems.				
	MATH 212	Analyze, interpret, and communicate results of linear and quadratic models in a logical manner from four points of view - visual, formula, numerical, and written.				
		Analyze, interpret, and communicate results of linear and quadratic models in a logical manner from four points of view - visual, formula, numerical, and written.				
		Demonstrate an appreciation and awareness of applications in their daily lives.				
		Demonstrate an appreciation and awareness of applications in their daily lives.				
		Evaluate real-world situations and distinguish between and apply linear and quadratic function models appropriately.				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Evaluate real-world situations and distinguish between and apply linear and quadratic function models appropriately.				
	MATH 22	Analyze and apply patterns of discrete mathematical structures to demonstrate mathematical thinking.				
		Analyze and apply patterns of discrete mathematical structures to demonstrate mathematical thinking.				
		Critique a mathematical statement for its truth value, defend choice by formulating a mathematical proof or constructing a counterexample.				
		Critique a mathematical statement for its truth value, defend choice by formulating a mathematical proof or constructing a counterexample.				
	MATH 23	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.				
		Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.				
		Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.				
		Use calculus based mathematics to construct, analyze, apply, and simulate probability and sampling distributions in theory and applications, and to justify appropriate statistical analyses and inferential methods.				
		Use calculus based mathematics to construct, analyze, apply, and simulate probability and sampling distributions in theory and applications, and to justify appropriate statistical analyses and inferential methods.				
	MATH 241	Analyze and develop linear, polynomial, exponential, logarithmic and implicit function models.				
		Analyze and develop linear, polynomial, exponential, logarithmic and implicit function models.				
		Communicate concepts and solutions for problems both verbally and in writing.				
		Communicate concepts and solutions for problems both verbally and in writing.				
	MATH 242	Analyze and develop trigonometric models.				
		Analyze and develop trigonometric models.				
		Communicate concepts and				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		solutions for problems both verbally and in writing.				
		Communicate concepts and solutions for problems both verbally and in writing.				
	MATH 243	Analyze and develop trigonometric, matrix, and discrete models for problems within two- and three-dimensional Cartesian or polar coordinate systems.				
		Analyze and develop trigonometric, matrix, and discrete models for problems within two- and three-dimensional Cartesian or polar coordinate systems.				
		Communicate concepts and solutions for problems both verbally and in writing.				
		Communicate concepts and solutions for problems both verbally and in writing.				
	MATH 2A	Classify, solve and analyze differential equation problems by applying appropriate techniques and theory.				
		Classify, solve and analyze differential equation problems by applying appropriate techniques and theory.				
		Construct and evaluate differential equation models to solve application problems.				
		Construct and evaluate differential equation models to solve application problems.				
	MATH 2B	Apply theoretical principles of linear algebra to define properties of linear transformations, matrices and vector spaces.				
		Apply theoretical principles of				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		linear algebra to define properties of linear transformations, matrices and vector spaces.				
		Construct and evaluate linear systems/models to solve application problems.				
		Construct and evaluate linear systems/models to solve application problems.				
		Solve problems by deciding upon and applying appropriate algorithms/concepts from linear algebra.				
		Solve problems by deciding upon and applying appropriate algorithms/concepts from linear algebra.				
	MATH 41	Investigate, evaluate, and differentiate between algebraic and transcendental functions in their graphic, formulaic, and tabular representations.				
		Investigate, evaluate, and differentiate between algebraic and transcendental functions in their graphic, formulaic, and tabular representations.				
		Synthesize, model, and communicate real-life applications and phenomena using algebraic and transcendental functions.				
		Synthesize, model, and communicate real-life applications and phenomena using algebraic and transcendental functions.				
	MATH 42	Formulate, construct, and evaluate trigonometric models to analyze periodic phenomena, identities, and geometric applications.				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Formulate, construct, and evaluate trigonometric models to analyze periodic phenomena, identities, and geometric applications.				
	MATH 43	Analyze, develop, and evaluate formulas for sequences and series; Justify those formulas by mathematical induction.				
		Analyze, develop, and evaluate formulas for sequences and series; Justify those formulas by mathematical induction.				
		Analyze, investigate, and evaluate linear systems, vectors, and matrices related to two or three dimensional geometric objects.				
		Analyze, investigate, and evaluate linear systems, vectors, and matrices related to two or three dimensional geometric objects.				
		Graph and analyze regions/curves represented by inequalities or trigonometric, polar, and parametric equations, including conic sections.				
		Graph and analyze regions/curves represented by inequalities or trigonometric, polar, and parametric equations, including conic sections.				
	MATH 44	Analyze contemporary mathematical problems, apply problem solving techniques using a variety of methods, and communicate the results mathematically through a variety of forms.				
		Analyze contemporary mathematical problems, apply problem solving techniques using a variety of methods, and				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		communicate the results mathematically through a variety of forms.				
		Demonstrate and correctly apply basic mathematical techniques in at least five of the following ten areas: symmetry, graph theory, fractals and chaos theory, topology, number theory, geometry, combinatorics, methods of social choice, probability and statistics, economics and personal finance.				
		Demonstrate and correctly apply basic mathematical techniques in at least five of the following ten areas: symmetry, graph theory, fractals and chaos theory, topology, number theory, geometry, combinatorics, methods of social choice, probability and statistics, economics and personal finance.				
		Examine and evaluate myths and realities about the contemporary discipline of mathematics and its practitioners.				
		Examine and evaluate myths and realities about the contemporary discipline of mathematics and its practitioners.				
	MATH 46	Analyze mathematical problems from elementary mathematics, apply problem solving techniques using a variety of methods, solve these problems individually and in groups, and communicate results mathematically through a variety of forms.				



Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze mathematical problems from elementary mathematics, apply problem solving techniques using a variety of methods, solve these problems individually and in groups, and communicate results mathematically through a variety of forms.				
		Examine and evaluate myths and realities about the contemporary discipline of mathematics and its practitioners.				
		Examine and evaluate myths and realities about the contemporary discipline of mathematics and its practitioners.				
		Identify and discuss developments in the history of elementary mathematics from a variety of cultures.				
		Identify and discuss developments in the history of elementary mathematics from a variety of cultures.				
		Utilize ideas from number theory, distinguish types and properties of numbers, and employ mathematical rules for operating on rational and irrational numbers using verbal, symbolic, geometric, and numerical methods.				
		Utilize ideas from number theory, distinguish types and properties of numbers, and employ mathematical rules for operating on rational and irrational numbers using verbal, symbolic, geometric, and numerical methods.				
	MATH	Investigate an area of special				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	77	interest and demonstrate an appropriate level of understanding and expertise.				
		Investigate an area of special interest and demonstrate an appropriate level of understanding and expertise.				
Dept - (PSME) Meteorology	MET 10	Analyze and explain the objective techniques used by synoptic meteorologists and climatologists to forecast our planet's weather and to predict future changes in our planet's climate. .				
		Analyze and explain the objective techniques used by synoptic meteorologists and climatologists to forecast our planet's weather and to predict future changes in our planet's climate. .				
		Assess and critique the impact of meteorology and climatology as sciences on local, national and international economic, environmental, ethical and political issues including climate change.				
		Assess and critique the impact of meteorology and climatology as sciences on local, national and international economic, environmental, ethical and political issues including climate change.				
	MET 10L	Assess and defend the analysis and decision-making skills employed by meteorologists to diagnose air patterns, understand air motions and predict future atmospheric conditions.				
		Assess and defend the analysis and decision-making skills				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		employed by meteorologists to diagnose air patterns, understand air motions and predict future atmospheric conditions.				
Dept - (PSME) Physics	PHYS 10	Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of physics in general.				
		Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of physics in general.				
	PHYS 2A	Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of mechanics				
		Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of mechanics				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		their meaning as relative, in an experimental context, to the verification and support of physics theories.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
	PHYS 2B	Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of electricity and magnetism.				
		Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of electricity and magnetism.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
	PHYS 2C	Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of optics, thermodynamics, fluids, and modern physics.				
		Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of optics, thermodynamics, fluids, and modern physics.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
	PHYS 4A	Critically examine new, previously un-encountered problems, analyzing and				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PHYS 4A	evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of mechanics.				
		Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of mechanics.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
	PHYS 4B	Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of electricity and magnetism.				
		Critically examine new, previously un-encountered				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of electricity and magnetism.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
	PHYS 4C	Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of waves, fluids, optics, and thermodynamics.				
		Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of waves, fluids, optics, and thermodynamics.				
		Gain confidence in taking				

Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
	PHYS 4D	Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of modern physics.				
		Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of modern physics.				
		Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
		Gain confidence in taking precise and accurate scientific				



Unit Name	Course /Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.				
	PHYS 50	Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of mechanics				
		Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of mechanics				

## Overview of SLO Process Work for the Division

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (PE) Athletics (Hybrid)	PE 38W	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of Badminton with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of Badminton with an increasing degree of proficiency.	p;l			
	PE 39M	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of Men's Soccer with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of Men's Soccer with an increasing degree of proficiency.				
	PE 39W	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		physical skills of women's soccer with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of women's soccer with an increasing degree of proficiency.				
	PE 40	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of men's football with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of men's football with an increasing degree of proficiency.				
	PE 41	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of water polo with an increasing degree of proficiency while adhering to the De Anza College athletics code of ethics.				
		Perform the techniques, strategies, mental and physical skills of water polo with an increasing degree of proficiency while adhering to the De Anza College athletics				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		code of ethics.				
	PE 42W	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of women's volleyball with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of women's volleyball with an increasing degree of proficiency.				
	PE 43	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of cross country racing with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of cross country racing with an increasing degree of proficiency.				
	PE 44M	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of men's basketball with an increasing				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of men's basketball with an increasing degree of proficiency.				
	PE 44W	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of women's basketball with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of women's basketball with an increasing degree of proficiency.	Team win/loss record.	24 wins and 6 losses.	This was a Team that had great success because of the following qualities: leadership. hard work ethic, knowledge of the sport, and unselfish.	
	PE 45	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of swimming and diving with an increasing degree of proficiency while adhering to the De Anza College athletics code of ethics.				
		Perform the techniques, strategies, mental and physical skills of swimming and diving with an increasing degree of proficiency while adhering to the De Anza College athletics code of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		ethics.				
	PE 46	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of track and field with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of track and field with an increasing degree of proficiency.				
	PE 47M	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of baseball with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of baseball with an increasing degree of proficiency.				
	PE 47W	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of women's softball with an increasing				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of women's softball with an increasing degree of proficiency.				
	PE 48M	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of competitive tennis with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of competitive tennis with an increasing degree of proficiency.				
	PE 48W	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies, mental and physical skills of women's tennis with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of women's tennis with an increasing degree of proficiency.				
	SSLO - All student-athletes will develop and file an educational plan relevant to their academic and athletic goals by the end of their first					

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		SSLO - year of being involved in Athletic athletics.				
		All student-athletes will develop and file an educational plan relevant to their academic and athletic goals by the end of their first year of being involved in athletics.	This is the first assesment cycle conducted, using one-on-one meetings with student-athletes.			
		Student athletes will indicate that the treatment from the athletic trainers speeded their recovery.				
		Student athletes will indicate that the treatment from the athletic trainers speeded their recovery.	We surveyed a diverse group of athletes that utilize our services.			
		Student athletes will indicate that they received quick and adequate treatment for their injury				
		Student athletes will indicate that they received quick and adequate treatment for their injury	This was the first assesment cycle. A survey was used on a cross cultural group.			
		Student athletes will recognize that they are receiving the appropriate equipment for their sport.				
		Student athletes will recognize that they are receiving the appropriate equipment for their sport.	This is the first assesment cycle conducted. Student athletes are fitted with the proper size equipment.If the equipment does not fit properly they can exchange for the right size.Visually make sure the equipment is fitted properly.			
Dept - (PE) Massage Therapy	P E 53	Evaluate what is causing personal stress and then design and implement a stress reduction program.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Evaluate what is causing personal stress and then design and implement a stress reduction program.	Completion of personal stress inventory and stress log and the development of personal stress reduction program (midterm assignment)			
	P E 54	Apply knowledge of the different bodily systems and a variety of massage strokes to design and perform a one-hour relaxation massage using proper techniques.				
		Apply knowledge of the different bodily systems and a variety of massage strokes to design and perform a one-hour relaxation massage using proper techniques.	Written examinations to ascertain if students have achieved knowledge of the bodily system and the effect of a variety of strokes help the designed and perform a 1 hour relaxation massage.			
		Performing a safe one-hour massage with proper draping and communication.				
		Performing a safe one-hour massage with proper draping and communication.	Perform a one hour relaxation massage while being evaluated with a 100 point section grading rubric.			
	P E 54A	Utilize assessment and palpation skills to analyze myofascial restrictions and then use the data to formulate a treatment program to reduce pain and dysfunction.				
		Utilize assessment and palpation skills to analyze myofascial restrictions and then use the data to formulate a treatment program to reduce pain and dysfunction.	Students conduct a thorough physical assessment of a client with myofascial pain. They then administer ten treatments utilizing the techniques instructed in class. After ten treatments they administer the same battery of assessments as the pretest. They then discuss the results answering: What worked? What did not work? and What			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Utilize assessment and palpation skills to analyze myofascial restrictions and then use the data to formulate a treatment program to reduce pain and dysfunction.	they would do differently if they did the project again?			
	P E 54B	Appraise common athletic injuries and the factors that contribute to them.				
		Appraise common athletic injuries and the factors that contribute to them.				
		Formulate and demonstrate with proper techniques 20 minute pre-event, post-event and maintenance massage sequences, according to the needs of the athlete.				
		Formulate and demonstrate with proper techniques 20 minute pre-event, post-event and maintenance massage sequences, according to the needs of the athlete.				
	P E 54C	Differentiate between tender points and trigger points and then demonstrate with proper form appropriate techniques to treat them.				
		Differentiate between tender points and trigger points and then demonstrate with proper form appropriate techniques to treat them.				
	P E 54D	Analyze a client's medical intake form and then design and perform an effective treatment, which is then documented using proper soap note charting procedures.				
		Analyze a client's medical intake form and then design and perform an effective	Students fills out a anonymous questionnaire at the end of the class.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		treatment, which is then documented using proper soap note charting procedures.	Students fills out a anonymous questionnaire at the end of the class.			
		Demonstrate the ability to run all aspects of a massage business while maintaining ethical relationships with the clientele.				
		Demonstrate the ability to run all aspects of a massage business while maintaining ethical relationships with the clientele.	Students fills out a anonymous questionnaire at the end of the class.			
	P E 54E	Utilize oriental medicine protocols to design and demonstrate with proper form a one-hour table shiatsu massage treatment session.				
		Utilize oriental medicine protocols to design and demonstrate with proper form a one-hour table shiatsu massage treatment session.				
	P E 54F	Design and demonstrate with proper form twenty minute chair massage sessions utilizing appropriate techniques.				
		Design and demonstrate with proper form twenty minute chair massage sessions utilizing appropriate techniques.				
	P E 54T	Conduct an effective massage utilizing appropriate techniques, while maintaining proper body mechanics.				
		Conduct an effective massage utilizing appropriate				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		techniques, while maintaining proper body mechanics.				
		Document all treatments utilizing proper S.O.A.P. note format.				
		Document all treatments utilizing proper S.O.A.P. note format.				
	P E 54U	Conduct an effective massage utilizing appropriate techniques, while maintaining proper body mechanics.				
		Conduct an effective massage utilizing appropriate techniques, while maintaining proper body mechanics.				
		Document all treatments utilizing proper S.O.A.P. note format.				
		Document all treatments utilizing proper S.O.A.P. note format.				
	P E 54V	Conduct an effective massage utilizing appropriate techniques, while maintaining proper body mechanics.				
		Conduct an effective massage utilizing appropriate techniques, while maintaining proper body mechanics.				
		Document all treatments utilizing proper S.O.A.P. note format				
		Document all treatments utilizing proper S.O.A.P. note format				
Dept - (PE) Physical Education	P E 10	Perform with increasing proficiency in water & land physical activities.				
		Perform with increasing proficiency in water & land				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		physical activities.				
		Utilize a variety of training modalities ranging from pool to track skills.				
		Utilize a variety of training modalities ranging from pool to track skills.				
	P E 10X	Perform with increasing proficiency in water & land physical activities.				
		Perform with increasing proficiency in water & land physical activities.				
		Utilize a variety of training modalities ranging from pool to track skills.				
		Utilize a variety of training modalities ranging from pool to track skills.				
	P E 10Y	Perform with increasing proficiency in water & land physical activities.				
		Perform with increasing proficiency in water & land physical activities.				
		Utilize a variety of training modalities ranging from pool to track skills.				
		Utilize a variety of training modalities ranging from pool to track skills.				
	P E 11	Apply and demonstrate flexibility concepts and use of proper technique for each joint of the body.				
		Apply and demonstrate flexibility concepts and use of proper technique for each joint of the body.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
	P E 11X	Apply and demonstrate flexibility concepts and use of proper technique for each joint of the body.				
		Apply and demonstrate flexibility concepts and use of proper technique for each joint of the body.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
	P E 12	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.	Multiple choice exam	Approximately 90% of the students understood the concepts of fitness and lifestyle changes.	I was pleased with the outcome of this assessment. I will continue to change my methods of teaching and presenting new materials as the make up of the college community becomes more diverse.	No materials are needed at this time.
		Increased cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and improved body composition.				
		Increased cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and improved body composition.	Students completed an assessment testing cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.	Approximately 85% of the students in this course improved in cardio respiratory fitness, muscular strength, muscular endurance, and flexibility. The only area in which changes were not seen were in body composition due to some individuals not making other lifestyle changes such as nutrition.	I will add more information on nutrition to help students understand the importance of a balanced lifestyle. I will also add a journal to the requirements for this class.	Bands for exercise in the pool, dumbbells and other equipment may be useful in the future.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	P E 12X	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Increased cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and improved body composition.				
		Increased cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and improved body composition.				
	P E 13A	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.	50 questions from Fit and Well text. Final exam.	89% students were successful	Noticed that two questions that were very poorly written. Wording/language caused confusion (esp. by ESL students). You found that study guides and quizzes to help prepare them for the test appears to have helped them succeed	Will rewrite poorly written questions and continue with the study guides and quizzes to and reassess this method of assessment.
		Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.				
	P E 13AX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform with increased				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		proficiency the skills, footwork, and strategies of the sport of badminton.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.				
	P E 13B	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.	Written Final of 50 Questions on Fit and Well Book.	99% of the students succeeded on the final.	The students were very successful as of a result of the study guides I gave them to prepare for the test.	Continue to give students a study guide for the final.
		Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.	I gave a 50 Question Final and Quizzes for my assessment.			
	P E 13BX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.				
	P E 13C	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform with increased				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		proficiency the skills, footwork, and strategies of the sport of badminton.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.				
	P E 13CX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of badminton.				
	P E 13T	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies and physical skills of badminton with an increasing degree of proficiency.				
		Perform the techniques, strategies and physical skills of badminton with an increasing degree of proficiency.				
	P E 13TX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Perform the techniques, strategies and physical skills of badminton with an increasing degree of proficiency.				
		Perform the techniques, strategies and physical skills of badminton with an increasing degree of proficiency.				
	P E 14A	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Demonstrate with increasing proficiency fundamental offensive and defensive skills utilized in bouting with the French foil.				
		Demonstrate with increasing proficiency fundamental offensive and defensive skills utilized in bouting with the French foil.				
	P E 14AX	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Demonstrate with increasing proficiency fundamental offensive and defensive skills utilized in bouting with the French foil.				
		Demonstrate with increasing proficiency fundamental offensive and defensive skills utilized in bouting with the French foil.				
	P E	Apply knowledge of basic				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	14B	fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Demonstrate with increasing proficiency the implementation of fundamental offensive and defensive skills related to bouting with the French foil.				
		Demonstrate with increasing proficiency the implementation of fundamental offensive and defensive skills related to bouting with the French foil.				
	P E 14BX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Demonstrate with increasing proficiency the implementation of fundamental offensive and defensive skills related to bouting with the French foil.				
		Demonstrate with increasing proficiency the implementation of fundamental offensive and defensive skills related to bouting with the French foil.				
	P E 15	Apply the knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply the knowledge of basic fitness concepts as they apply to health and fitness.				
		Perform with increased proficiency the skills and strategies of the sport of bowling.				
		Perform with increased proficiency the skills and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		strategies of the sport of bowling.				
	P E 15X	Apply the knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply the knowledge of basic fitness concepts as they apply to health and fitness.				
		Perform with increased proficiency the skills and strategies of the sport of bowling.				
		Perform with increased proficiency the skills and strategies of the sport of bowling.				
	P E 16A	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.	embedded questions about muscular strength and endurance, flexibility, nutrition and self-assessment relative to a healthy lifestyle	95% of the students were able to recognize and analyze concepts about fitness, nutrition and a healthy lifestyle.	The questions need to be more interactive so that they will show that they can employ the concepts to their lifestyles.	Rewrite the questions and provide specific text references that will help students find material in the text. Implement changes by summer of 2013.
		Demonstrate knowledge of rules, etiquette and safety in the sport of golf.				
		Demonstrate knowledge of rules, etiquette and safety in the sport of golf.	Course embedded questions and exhibit appropriate behavior during final tournament.	95% of the students were successful in both tests.	The written exam and tournament format were good.	The tournament was excellent. But ran out of time due to review of written exam. Need to reassess format of tournament.
		Perform and execute a degree of proficiency with the basic fundamental of beginning golf.				
		Perform and execute a degree of proficiency with the basic fundamental of beginning golf.	Skills test: Putting 3 tries from 3 and 6 ft; Chipping to target area between two cones 5/10; pitching to land in circle 5/10; full-swing: post up - K and follow-thru 10/10. Participate in class tournament and demonstrate etiquette and	All students who attended regularly were able to perform these skills.	The skills testing itself was complex. Intermediate students were able to help, but it was very time consuming. In the summer quarter when this assessment took place, we had 1 hr and 40 minutes. It took two sessions to complete	Only do two skills per day.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Perform and execute a degree of proficiency with the basic fundamental of beginning golf.	safety.	All students who attended regularly were able to perform these skills.	the assessments.	Only do two skills per day.
	P E 16AX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Demonstrate knowledge of rules, etiquette and safety in the sport of golf.				
		Demonstrate knowledge of rules, etiquette and safety in the sport of golf.				
		Perform and execute a degree of proficiency with the basic fundamental of beginning golf.				
		Perform and execute a degree of proficiency with the basic fundamental of beginning golf.				
	P E 16B	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Demonstrate knowledge of rules, etiquette and safety in the sport of golf.				
		Demonstrate knowledge of rules, etiquette and safety in the sport of golf.				
		Perform and execute an intermediate level of fundamental skills as it pertains to the sport of golf.				
		Perform and execute an intermediate level of fundamental skills as it pertains to the sport of golf.				
	P E	Apply knowledge of basic				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	16BX	fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Demonstrate knowledge of rules, etiquette and safety in the sport of golf.				
		Demonstrate knowledge of rules, etiquette and safety in the sport of golf.				
		Perform and execute an intermediate level of fundamental skills as it pertains to the sport of golf.				
		Perform and execute an intermediate level of fundamental skills as it pertains to the sport of golf.				
	P E 19A	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform with an increasing degree of proficiency basic skills of volleyball.				
		Perform with an increasing degree of proficiency basic skills of volleyball.				
	P E 19AX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform with an increasing degree of proficiency basic skills of volleyball.				
		Perform with an increasing degree of proficiency basic				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		skills of volleyball.				
	P E 19B	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.	The students took an exam related to the first six chapters of the Fit and Well book which covers nutrition, muscular strength and endurance, and overall wellness.	93% of my students were successful on the Final Exam.	I will continue to improve upon my teaching methods and knowledge.	
		Perform with an increasing degree of proficiency basic skills of volleyball.				
		Perform with an increasing degree of proficiency basic skills of volleyball.	The students performed 3 skills tests: 10 passes to target, 10 sets to target, and 10 serves over the net.	95% of my students met the proficient level of all 3 skills tests.	I will continue to improve upon my teaching methods and engage my students so that we can get up to 100% successful.	To enhance and improve upon my teaching and the success of my students it would be very beneficial to video the skills so that we can assess to evaluate.
	P E 19BX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies and physical skills of volleyball with an increasing degree of proficiency.				
		Perform the techniques, strategies and physical skills of volleyball with an increasing degree of proficiency.				
	P E 19C	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies and physical skills of volleyball with an increasing degree of proficiency.				
		Perform the techniques,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		strategies and physical skills of volleyball with an increasing degree of proficiency.				
	P E 19CX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies and physical skills of volleyball with an increasing degree of proficiency.				
		Perform the techniques, strategies and physical skills of volleyball with an increasing degree of proficiency.				
	P E 19T	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the techniques, strategies and physical skills of tournament level volleyball with an increasing degree of proficiency.				
		Perform the techniques, strategies and physical skills of tournament level volleyball with an increasing degree of proficiency.				
	P E 1A	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform, thru play, with increased proficiency the basic skills associated with team offensive and defensive skills				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and strategies of softball.				
		Perform, thru play, with increased proficiency the basic skills associated with team offensive and defensive skills and strategies of softball.				
	P E 1AX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform, thru play, with increased proficiency the basic skills associated with team offensive and defensive skills and strategies of softball.				
		Perform, thru play, with increased proficiency the basic skills associated with team offensive and defensive skills and strategies of softball.				
	P E 1H	Apply and demonstrate fundamental understanding of street and formal rules of basketball.				
		Apply and demonstrate fundamental understanding of street and formal rules of basketball.				
		Perform, thru play/activity, the basic skills associated with team offensive and defensive concepts of basketball.				
		Perform, thru play/activity, the basic skills associated with team offensive and defensive concepts of basketball.				
	P E 1HX	Apply and demonstrate fundamental understanding of street and formal rules of basketball.				
		Apply and demonstrate				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		fundamental understanding of street and formal rules of basketball.				
		Perform, thru play/activity, the basic skills associated with team offensive and defensive concepts of basketball.				
		Perform, thru play/activity, the basic skills associated with team offensive and defensive concepts of basketball.				
	P E 20A	Ability to perform beginning archery skills.				
		Ability to perform beginning archery skills.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness				
		Apply knowledge of basic fitness concepts as they apply to health and wellness				
	P E 20AX	Ability to perform beginning archery skills.				
		Ability to perform beginning archery skills.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness				
		Apply knowledge of basic fitness concepts as they apply to health and wellness				
	P E 20B	Ability to perform intermediate archery skills.				
		Ability to perform intermediate archery skills.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
	P E	Ability to perform intermediate				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	20BX	archery skills.				
		Ability to perform intermediate archery skills.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness				
		Apply knowledge of basic fitness concepts as they apply to health and wellness				
	P E 21A	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Perform with increasing proficiency the skills and footwork of the game of tennis.				
		Perform with increasing proficiency the skills and footwork of the game of tennis.				
	P E 21AX	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Perform with increasing proficiency the skills and footwork of the game of tennis.				
		Perform with increasing proficiency the skills and footwork of the game of tennis.				
	P E 21B	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform with increasing proficiency the skills and footwork of the game of tennis.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Perform with increasing proficiency the skills and footwork of the game of tennis.				
	P E 21BX	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Perform with increasing proficiency the skills and footwork of the game of tennis.				
		Perform with increasing proficiency the skills and footwork of the game of tennis.				
	P E 21C	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Implement with increasing proficiency the skills and footwork of the game of tennis.				
		Implement with increasing proficiency the skills and footwork of the game of tennis.				
	P E 21CX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Implement with increasing proficiency the skills and footwork of the game of tennis.				
		Implement with increasing proficiency the skills and footwork of the game of tennis.				
	P E 21D	Apply knowledge of basic fitness concepts as they apply to health and wellness.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Implement with increasing proficiency the skills and footwork of the game of tennis.				
		Implement with increasing proficiency the skills and footwork of the game of tennis.				
	P E 21DX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Implement with increasing proficiency the skills and footwork of the game of tennis.				
		Implement with increasing proficiency the skills and footwork of the game of tennis.				
	P E 21E	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Implement with increasing proficiency the skills and footwork of the game of tennis in various game situations.				
		Implement with increasing proficiency the skills and footwork of the game of tennis in various game situations.				
	P E 26A	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Perform with increasing				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		proficiency forward propulsive movements in prone and supine positions.				
		Perform with increasing proficiency forward propulsive movements in prone and supine positions.				
	P E 26AX	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Perform with increasing proficiency forward propulsive movements in prone and supine positions.				
		Perform with increasing proficiency forward propulsive movements in prone and supine positions.				
	P E 26B	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Perform with increasing proficiency forward propulsive movements in prone, side and supine positions.				
		Perform with increasing proficiency forward propulsive movements in prone, side and supine positions.				
	P E 26BX	Apply knowledge of basic fitness concepts to health and fitness				
		Apply knowledge of basic fitness concepts to health and fitness				
		Perform with increasing proficiency forward propulsive				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		movements in prone, side and supine positions.				
		Perform with increasing proficiency forward propulsive movements in prone, side and supine positions.				
	P E 26C	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Perform with increasing proficiency propulsive movements, breathing and timing, and body balance in the water while in prone, side and supine positions.				
		Perform with increasing proficiency propulsive movements, breathing and timing, and body balance in the water while in prone, side and supine positions.				
	P E 26CX	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Perform with increasing proficiency propulsive movements, breathing and timing, and body balance in the water while in prone, side and supine positions.				
		Perform with increasing proficiency propulsive movements, breathing and timing, and body balance in the water while in prone, side and supine positions.				
	P E	Apply knowledge of basic				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	26D	fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Perform with increasing proficiency propulsive movements, breathing and timing, and body balance in the water while in prone, side and supine positions.				
		Perform with increasing proficiency propulsive movements, breathing and timing, and body balance in the water while in prone, side and supine positions.				
	P E 26DX	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Perform with increasing proficiency propulsive movements, breathing and timing, and body balance in the water while in prone, side and supine positions.				
		Perform with increasing proficiency propulsive movements, breathing and timing, and body balance in the water while in prone, side and supine positions.				
	P E 28A	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Demonstrate skills that relate to saving lives of victims in				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		various emergency situations in and around the water.				
		Demonstrate skills that relate to saving lives of victims in various emergency situations in and around the water.	1) Red Cross multiple-choice exams 2) CPR/AED skills, active and submerged victim rescues	<p>21 passed the written exam for CPR and earned the certification (not all students took this exam). 17 passed the other two written exams for lifeguard certification (not all students took these exams). All members of the class passed the Red Cross skills tests for CPR/AED as well the active and submerged victim rescues. 3 did not have enough strength and or speed to do the victim rescues to the standards of the Red Cross to be able to certify. 2 failed two tries at the submerged victim rescue final skills test and did not certify, but did eventually pass this skills test. One student did not earn any certifications due to excessive absences.</p> <p>An end of the quarter class survey of students: I know when to use the skills in this course: 24 students strongly agree, 0 students agree, 0 students disagree, 0 students not sure. I have confidence I can use these skills correctly: 18 students strongly agree, 6 students agree, 0 students disagree, 0 students not sure.</p>	<p>This quarter we had new Red Cross standards for testing to work with, the most difficult of which involved work in deep water, but the De Anza diving well needed repairs and was not available for much of the quarter. We were still able to try the skills tests multiple times before the official Red Cross skills exam, yet 2 failed two tries at the submerged victim rescue final skills test and did not certify. The volunteer Red Cross instructors working with me and I agree that the pressure of the time limit on the test was what caused them to fail, as their skills had been good before the final testing.</p>	In the future we will try to have more practice tests in the hope that all students will be able to not only pass the skills tests in practice, but also in the final exam format. We will also tell students which parts of the tests were failed when people were a little less careful with their skills as they were under time pressure and only had two tries at the final exam..
		Demonstrate skills that relate to saving lives of victims in various emergency situations in and around the water.	1) Red Cross multiple-choice exams 2) CPR/AED skills, active and submerged victim rescues	<p>29 passed the written exam for CPR and earned the certification; three failed the maximum two tries at the exam (not all students took this exam).</p> <p>23 passed the other two</p>	<p>Reflection and analysis was a collaborative effort of the instructor, teaching assistants, and students in the class.</p> <p>Students who attend extra practice sessions with teaching assistants and the</p>	Continue to encourage successful students to come back as teaching assistants/tutors and role models.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate skills that relate to saving lives of victims in various emergency situations in and around the water.	1) Red Cross multiple-choice exams 2) CPR/AED skills, active and submerged victim rescues	<p>written exams for lifeguard certification (not all students took these exams).</p> <p>All members of the class passed the Red Cross skills tests for CPR/AED as well as the active and submerged victim rescues.</p> <p>An end of the quarter class survey of students (not all students replied):</p> <p>I know when to use the skills in this course: 25 students strongly agree, 9 students agree, 1 student disagrees, 0 students not sure</p> <p>I have confidence I can use these skills correctly: 22 students strongly agree, 12 students agree, 1 student disagrees, 0 students not sure</p>	<p>instructor succeed at a high rate.</p> <p>Regular surveys of graduates and the people who hire them helps the instructor emphasize those skills that are most needed in professional lifeguarding.</p>	Continue to encourage successful students to come back as teaching assistants/tutors and role models.
	P E 28G	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Demonstrate skills related to teaching students to swim.				
		Demonstrate skills related to teaching students to swim.	1) Red Cross multiple choice exam for certification	<p>10 of 10 students who took the Red Cross exam passed it and earned their certification (not all students took the exam).</p> <p>An end of the quarter survey of students (not all students replied): As a result of this training I feel prepared to teach swimming and water</p>	<p>Reflection and analysis was a collaborative effort of the instructor, teaching assistants, students in the class and two Red Cross Instructor Trainer candidates I was mentoring.</p> <p>Students who completed all the written projects and had</p>	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate skills related to teaching students to swim.	1) Red Cross multiple choice exam for certification	safety: 13 students strongly agree, 2 students agree, 0 students disagree, 0 students not sure. I have confidence I can plan and prepare a safe and successful learning environment: 13 students strongly agree, 2 students agree, 0 students disagree, 0 students not sure. I have confidence I can intervene effectively to promote swim student learning and success: 13 students strongly agree, 2 students agree, 0 students disagree, 0 students not sure. I have confidence I can create strategies to meet the learning needs of individual participants: 12 students strongly agree, 3 students agree, 0 students disagree, 0 students not sure. As a result of this training I feel prepared to teach swimming and water safety: 13 students strongly agree, 2 students agree, 0 students disagree, 0 students not sure.	extra opportunities to do practice teaching succeed at a high rate.	
	P E 2A	Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Demonstrate fundamental karate techniques at a beginning level.				
		Demonstrate fundamental karate techniques at a beginning level.				
	P E 2AX	Apply knowledge of basic fitness concepts as they apply to health and fitness.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Demonstrate fundamental karate techniques at a beginning level.				
		Demonstrate fundamental karate techniques at a beginning level.				
	P E 2B	Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Demonstrate fundamental karate techniques at an intermediate level.				
		Demonstrate fundamental karate techniques at an intermediate level.				
	P E 2BX	Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Demonstrate fundamental karate techniques at an intermediate level.				
		Demonstrate fundamental karate techniques at an intermediate level.				
	P E 2K	Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				
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Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	P E 2K	Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				
		Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.  edit   copy   delete [Close]  Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				
		Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				
		Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				
	P E 2KX	Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				
	P E 2L	Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				
		Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				
	P E 2LX	Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				
		Demonstrate the ability to perform smooth movement with an aligned posture while blending with an attacker.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
	P E 2P	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Assimilate proper breathing techniques to induce relaxation in life.				
		Assimilate proper breathing techniques to induce relaxation				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		in life.				
		Develop an increasing awareness of the link between the mind - body connection.				
		Develop an increasing awareness of the link between the mind - body connection.				
	P E 2PX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Assimilate proper breathing techniques to induce relaxation in life.				
		Assimilate proper breathing techniques to induce relaxation in life.				
		Develop an increasing awareness of the link between the mind - body connection.				
		Develop an increasing awareness of the link between the mind - body connection.				
	P E 2Q	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Assimilate proper breathing techniques to induce physical relaxation.				
		Assimilate proper breathing techniques to induce physical relaxation.				
	P E 2QX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to health and wellness.				
		Assimilate proper breathing techniques to induce physical relaxation.				
		Assimilate proper breathing techniques to induce physical relaxation.				
	P E 2R	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Assimilate proper breathing techniques to induce physical relaxation while performing Tai Chi.				
		Assimilate proper breathing techniques to induce physical relaxation while performing Tai Chi.				
	P E 2RX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Assimilate proper breathing techniques to induce physical relaxation while performing Tai Chi.				
		Assimilate proper breathing techniques to induce physical relaxation while performing Tai Chi.				
	P E 2S	xxxx				
		xxxx				
	P E 2Y	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply	The exam is based on the the first 6 chapters of the course	There were 30 questions on the exam. The class average	Some of the students with english as a second language	I may opt to use partners for the open book exam. Other



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to health and wellness.	text. The basic concepts covered are cardiovascular and muscular fitness, body composition, general health and wellness, and disease prevention through lifestyle changes. The exam has both multiple choice and true/false questions.	was 25/30, an 83%. 3 students failed the exam out of 43. 93% of my students passed the exam. The exam is open book.	struggled on the exam and did not pass. Other students did not take the time to use the book to take the exam.	than that, the success target was met.
		Assimilate proper breathing techniques to induce relaxation in life.				
		Assimilate proper breathing techniques to induce relaxation in life.	Skills assessment test, utilizing breathing techniques learned and practiced during the quarter. The skills include one Sun Salutation and Warrior I, II, and III.	43 students took part in the skills test and 40 students completed the breathing techniques correctly. This is a 93% success rate.	The skills test is an effective means of teaching students how to utilize proper breathing techniques during the practice of yoga. However, it was not an effective tool for assessing how these breathing techniques induced relaxation in life.	I will continue with the skills test because in order to assimilate proper breathing techniques, each student needs individual feedback on his/her performance. I do need to include a reflective assignment for the students to determine if the breathing techniques are inducing relaxation in life.
		Develop an increasing awareness of the link between the mind- body connection.				
		Develop an increasing awareness of the link between the mind- body connection.	A 20 questions exam. Multiple choice, true/false, and short answer questions.	43/43 students passed the exam. Only one question was repeatedly missed by over half of the students.	The exam was successful at increasing student awareness of the link between the mind and body with the practice of yoga. The exams questions were applicable to help students learn about the mind-body connection.	I will change the one question that seemed to be worded in a way that was confusing to students.
P E 2YX		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Assimilate proper breathing techniques to induce reLAXation in life.				
		Assimilate proper breathing				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		techniques to induce reLaxation in life.				
		Develop an increasing awareness of the link between the mind- body connection.				
		Develop an increasing awareness of the link between the mind- body connection.				
	P E 3	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.	Given a 25 point quiz on the health and wellness from the book fit and well.	25 out of 30 completed the assignment. 23 out 30 received and perfect score. 76 percent successful	I will keep my assessments the same. Maybe add more questions	I plan to add more question to my test. Do not need any equipment for this test.
		Perform with an increasing degree of proficiency the cardiovascular aspect of indoor cycling.				
		Perform with an increasing degree of proficiency the cardiovascular aspect of indoor cycling.	Had all the student write a paper and make a workout and explain the purpose of their workout along with the intensity of the workout.	I had 25 out of 30 student who completed the assignment. 83% of my class was successful	I am going to continue this assignment. They really understand the terminology and how to create a workout which helps them work harder in class.	Keep everything the same relative to the assessment, but request a new brand of cycling bike. (MADD DOG)
	P E 30	Analyze current issues and trends in Physical Education/Kinesiology. Introduce, through lecture material, basic concepts and issues relating to an understanding of the professional discipline.				
		Analyze current issues and trends in Physical Education/Kinesiology. Introduce, through lecture material, basic concepts and issues relating to an understanding of the professional discipline.				
		Apply basic understanding and knowledge to the study of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		motion and movement of the human body when exercising or participating in a physical activity or program, i.e. sports, athletics, fitness, wellness.				
		Apply basic understanding and knowledge to the study of motion and movement of the human body when exercising or participating in a physical activity or program, i.e. sports, athletics, fitness, wellness.				
		Apply, compare, and contrast the specific beneficial or disadvantageous aspects relating to career options and choices in Physical Education/Kinesiology.				
		Apply, compare, and contrast the specific beneficial or disadvantageous aspects relating to career options and choices in Physical Education/Kinesiology.				
	P E 32B	Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Perform defensive techniques, strategies, mental and physical skills of badminton with an increasing degree of proficiency.				
		Perform defensive techniques, strategies, mental and physical skills of badminton with an increasing degree of proficiency.				
	P E 32F	Apply knowledge of basic fitness concepts as they apply to health an wellness.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform defensive Techniques, strategies, mental and physical skills of baseball with an increasing degree of proficiency.				
		Perform defensive Techniques, strategies, mental and physical skills of baseball with an increasing degree of proficiency.				
	P E 32G	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform defensive techniques, strategies, mental and physical skills of baseball with an increasing degree of proficiency.				
		Perform defensive techniques, strategies, mental and physical skills of baseball with an increasing degree of proficiency.				
	P E 32H	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the offensive strategies technical and mental physical skills of football with an increasing degree of proficiency.				
		Perform the offensive strategies technical and mental physical skills of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		football with an increasing degree of proficiency.				
	P E 32I	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform the defensive strategies, techniques and mental physical skills of football with an increasing degree of proficiency.				
		Perform the defensive strategies, techniques and mental physical skills of football with an increasing degree of proficiency.				
	P E 32J	Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Apply knowledge of basic fitness concepts as they apply to health an wellness.	A multiple choice exam was given on the first 6 chapters of the Fit and Well text book. The exam asks questions about basic fitness concepts such as cardiovascular exercise and strength training and body composition and basic nutrition.	88% of the students (28 students out of 32) received a grade of C or better. Only 4 students did not receive a passing grade.	The exam was successful in getting the students to better understand basic fitness and wellness concepts.	The exam is a useful tool for getting the students to better understand the basic fitness concepts and how they apply to their own overall health and wellness.
		Perform defensive techniques, strategies, mental and physical skills of water polo with an increasing degree of proficiency.				
		Perform defensive techniques, strategies, mental and physical skills of water polo with an increasing degree of proficiency.	Perform individual defensive drills 10 times at both the beginning and end of the quarter. Drills include a press, drive defense, and shot blocking for field players and in-goal blocks for the goalie position.	The pre-skills test showed a 48% proficiency level for press defense, a 40% proficiency level for drive defense, and a 34% proficiency level for shot blocking, and a 67% proficiency level for the goalie position. The post-skills test showed an	The drills are a good way to assess improved proficiency level for each student with defensive skills.	I may add a few more skills specific to the team aspect of water polo including 5 on 6 defense and front court defense.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Perform defensive techniques, strategies, mental and physical skills of water polo with an increasing degree of proficiency.	Perform individual defensive drills 10 times at both the beginning and end of the quarter. Drills include a press, drive defense, and shot blocking for field players and in-goal blocks for the goalie position.	88% proficiency for press, a 91% for drive defense, an 85% for shot blocking, and a 95% for the goalie position.	The drills are a good way to assess improved proficiency level for each student with defensive skills.	I may add a few more skills specific to the team aspect of water polo including 5 on 6 defense and front court defense.
		Perform offensive techniques, strategies, mental and physical skills of water polo with an increased degree of proficiency.				
		Perform offensive techniques, strategies, mental and physical skills of water polo with an increased degree of proficiency.	Perform offensive drills 10 time correctly at both the start and end of the quarter. Skills include dry passes, wet passing, outside shots, wet shots, and shots of a drive. 6 on 5 offensive strategies will be performed with and without defense, 10 team plays performed correctly throughout the quarter.	The pre-skills test showed a 56% proficiency level for press defense, a 40% proficiency level for drive defense, and a 47% proficiency level for shot blocking. The post-skills test showed an 89% proficiency for passing, a 93% for shooting, an 85% for shot off a drive.	The skills set is appropriate to accurately assess the target skills set for the performance of offensive strategies and techniques.	No changes are necessary.
	P E 32K	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.	A multiple choice exam was given on the first 6 chapters of the Fit and Well text book. The exam asks questions about basic fitness concepts such as cardiovascular exercise and strength training and basic nutrition.	97% of students were successful.	I liked the way the exam was formulated.	Intend to review the questions for currency and relevancy since we have a new text.
		Perform the techniques and strategies, mental and physical skills of women's and men's basketball with an increasing degree of proficiency.				
		Perform the techniques and strategies, mental and physical skills of women's and	A skills test was given to each student to perform: proficient passing, accurate shooting at	97% of my student-athletes scored above average on the given skill tests.	I will strive to learn innovative and creative ways to teach so I may reach 100% of my	A Shooting Machine that we are receiving in the near future will greatly enhance their

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		men's basketball with an increasing degree of proficiency.	the basket and ball handling.	97% of my student-athletes scored above average on the given skill tests.	student-athletes to score above average. I am going to focus on team building activities to promote better comradry amongst the players.	shooting %.
		Perform the techniques and strategies, mental and physical skills of women's and men's basketball with an increasing degree of proficiency.	A skills test was given to each student to perform: proficient passing, accurate shooting at the basket and ball handling.	97% of my student-athletes scored above average on the given skill tests.	I will strive to learn innovative and creative ways to teach so I may reach 100% of my student-athletes to score above average. I am going to focus on team building activities to promote better comradry amongst the players.	Continue to attend conferences and seek alternate conferences that will focus on team building activities. Investigate public Speaking/community service opportunities.
		Perform the techniques and strategies, mental and physical skills of women's and men's basketball with an increasing degree of proficiency.	A skills test was given to each student to perform: proficient passing, accurate shooting at the basket and ball handling.	97% of my student-athletes scored above average on the given skill tests.	I will strive to learn innovative and creative ways to teach so I may reach 100% of my student-athletes to score above average. I am going to focus on team building activities to promote better comradry amongst the players.	I will continue to develop new and innovative ways of instructing so that 100% of my student-athletes will perform above average.
		Perform the techniques and strategies, mental and physical skills of women's and men's basketball with an increasing degree of proficiency.	A skills test was given to each student to perform: proficient passing, accurate shooting at the basket and ball handling.	97% of the student-athletes scored above average on the given skill tests	I will strive to improve my teaching and attempt to discover unique ways to instruct so that I may reach 100% percent of my student-athletes to score above average.	Seeking funding for shooting/passing machine. (note: will fit in closets in PE 21)
	P E 32L	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.	A multiple choice exam was given on the first 6 chapters of the Fit and Well text book. The exam asks questions about basic fitness concepts such as cardiovascular exercise and strength training and body composition and basic nutrition.	88% of my student-athletes scored a "C" or better on the test.	I will continue to improve upon my teaching and delivery so that 90-100% of my student-athletes can score a "C" or better.	I will continue to improve upon my teaching and delivery so that 90-100% of my student-athletes can score a "C" or better.

Perform the techniques,

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		strategies, mental and physical skills of volleyball with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of volleyball with an increasing degree of proficiency.	A skills test was given to each student to perform: passing to target 10 times, setting to target 10 times, and serving to target 10 times.	98% of my student-athletes scored above average on all three skills tests.	I will continue to improve upon my teaching and delivery so that I can try to get all of my student-athletes 100% above average.	I will continue to improve upon my teaching and delivery so that we can get all of my students scoring above average.
		Perform the techniques, strategies, mental and physical skills of volleyball with an increasing degree of proficiency.	The student-athletes perform different aspects of offensive and defensive drills. (serving, setting, passing, attacking, blocking) 10 attempts for each skill.	95% of my student-athletes succeeded in all skill drills.	I will continue to improve upon my teaching and knowledge.	It would be very beneficial to have video equipment so that both the student-athletes and I could assess the skills and improve.
	P E 32M	Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Perform defensive techniques, strategies, mental and physical skills of soccer with an increasing degree of proficiency.				
		Perform defensive techniques, strategies, mental and physical skills of soccer with an increasing degree of proficiency.				
	P E 32N	Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Perform defensive techniques, strategies, mental and physical skills of track and field with an increasing degree of proficiency.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Perform defensive techniques, strategies, mental and physical skills of track and field with an increasing degree of proficiency.				
	P E 32P	Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Perform defensive techniques, strategies, mental and physical skills of swimming and diving with an increasing degree of proficiency.				
		Perform defensive techniques, strategies, mental and physical skills of swimming and diving with an increasing degree of proficiency.				
	P E 32S	Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Perform defensive techniques, strategies, mental and physical skills of soccer with an increasing degree of proficiency.				
		Perform defensive techniques, strategies, mental and physical skills of soccer with an increasing degree of proficiency.				
	P E 32T	Apply knowledge of basic fitness concepts as they apply to health an wellness.				
		Apply knowledge of basic fitness concepts as they apply to health an wellness.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Perform defensive techniques, strategies, mental and physical skills of tennis with an increasing degree of proficiency.				
		Perform defensive techniques, strategies, mental and physical skills of tennis with an increasing degree of proficiency.				
	P E 32W	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.	Offensive and Defensive skills. Pretest in beginning of quarter post test during the final. Hitting and fielding test	Incorporated a diet and a workout plan for the student-athletes after the pretest and during the post test had a 90 percent success level.	Apply a test to know if the student-athletes understand the the material and purpose of the diet/workout/ plan.	Have a new book that applies to athletics and sport conditioning.
		Perform the techniques, strategies, mental and physical skills of softball with an increasing degree of proficiency.				
		Perform the techniques, strategies, mental and physical skills of softball with an increasing degree of proficiency.	Offensive and Defensive skills test	My student-athletes actually improved more on the mental part of the test rather than the physical part.	Add more conditioning to the assessments to increase the physical part of the activity	I need more conditioning equipment (Medicine balls, box jumps, resistance bands and TRX trainers) along with softball equipment (bats, balls, buckets, gloves, fundamental gloves) to help my athletes to achieve better success.
	P E 33A	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of soccer.				
		Perform with increased proficiency the skills, footwork,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and strategies of the sport of soccer.				
	P E 33AX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of soccer.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of soccer.				
	P E 33I	Apply knowledge of basic fitness concepts to health and wellness.				
		Apply knowledge of basic fitness concepts to health and wellness.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of indoor soccer.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of indoor soccer.				
	P E 33IX	Apply knowledge of basic fitness concepts to health and wellness.				
		Apply knowledge of basic fitness concepts to health and wellness.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of indoor soccer.				
		Perform with increased proficiency the skills, footwork, and strategies of the sport of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		indoor soccer.				
	P E 35	Develop a understanding of the appropriate methods to determine severity of injuries.				
		Develop a understanding of the appropriate methods to determine severity of injuries.				
		Develop an understanding of the mechanical forces generated with athletic injuries.				
		Develop an understanding of the mechanical forces generated with athletic injuries.				
	P E 3AX	Analyze and apply all bicycle theory from gearing to fitment.				
		Analyze and apply all bicycle theory from gearing to fitment.				
		Apply outdoor cycling to fitness, safety, efficiency and transportation.				
		Apply outdoor cycling to fitness, safety, efficiency and transportation.				
	P E 3AY	Analyze and apply all bicycle theory from gearing to fitment.				
		Analyze and apply all bicycle theory from gearing to fitment.				
		Apply outdoor cycling to fitness, safety, efficiency and transportation.				
		Apply outdoor cycling to fitness, safety, efficiency and transportation.				
	P E 3G	Ability to demonstrate front and rear releases for a variety of grasps and holds.				
		Ability to demonstrate front and rear releases for a variety of grasps and holds.				
		Demonstrate knowledge of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		gender differences and fitness concepts when applying self defense techniques and preventive measures for various situations.				
		Demonstrate knowledge of gender differences and fitness concepts when applying self defense techniques and preventive measures for various situations.				
	P E 3GX	Ability to demonstrate front and rear releases for a variety of grasps and holds.				
		Ability to demonstrate front and rear releases for a variety of grasps and holds.				
		Demonstrate knowledge of gender differences and fitness concepts when applying self defense techniques and preventive measures for various situations.				
		Demonstrate knowledge of gender differences and fitness concepts when applying self defense techniques and preventive measures for various situations.				
	P E 4	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform safe and appropriate use of resistance. Training machines and free weights.				
		Perform safe and appropriate use of resistance. Training machines and free weights.	I had all my student student record where they started with weight on the machines. Such as the leg press, bench press and other the machines they			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Perform safe and appropriate use of resistance. Training machines and free weights.	were interested in working with throughout the quarter.			
	P E 4X	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform safe and appropriate use of resistance. Training machines and free weights.				
		Perform safe and appropriate use of resistance. Training machines and free weights.				
	P E 4XX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Perform safe and appropriate use of resistance training machines and free weights.				
		Perform safe and appropriate use of resistance training machines and free weights.				
	P E 5AX	Analyze and apply all swim and indoor cycling theory and technique.				
		Analyze and apply all swim and indoor cycling theory and technique.				
		Apply indoor cycling and swimming as a fitness training program.				
		Apply indoor cycling and swimming as a fitness training program.				
	P E 5AY	Analyze and apply all swim and indoor cycling theory and technique.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze and apply all swim and indoor cycling theory and technique.				
		Apply indoor cycling and swimming as a fitness training program.				
		Apply indoor cycling and swimming as a fitness training program.				
	P E 6B	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Increased cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and improved body composition.				
		Increased cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and improved body composition.				
	P E 6BX	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Increased cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and improved body composition.				
		Increased cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and improved body composition.				
	P E 6D	Apply knowledge of basic fitness concepts as they apply				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	P E 6D	to health and fitness.  Apply knowledge of basic fitness concepts as they apply to health and fitness.	During the course of the quarter my class reviews our book fit and well and concepts of over all wellness. I give a 8 question essay form exam at the end of the quarter going over fitness concepts in the book.	90% of my student were above the proficient levels	I will continue to enhance my teaching and keep my students engaged.	
		Design and implement strength training program applying resistance principles to produce desired training effects.				
		Design and implement strength training program applying resistance principles to produce desired training effects.	I have my student go through a series of strength and conditioning exercises.	My students set goals after the first series of tests. I also had them write a journal about the workouts and the difference in their bodies (fitness) throughoutthe quarter.	Feel the test and journals are helping my students set goals and see change in themselves over the quarter.	Updating our equipment
	P E 6DX	Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Design and implement strength training program applying resistance principles to produce desired training effects.				
		Design and implement strength training program applying resistance principles to produce desired training effects.				
	P E 6F	Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic	Students were given a multiple			



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		fitness concepts as they apply to health and fitness.	choice, and true false exam to complete.			
		Demonstrate improvement in cardiorespiratory endurance and strength.				
		Demonstrate improvement in cardiorespiratory endurance and strength.	Students were timed for how many widths of the pool they could complete in a 12 minute period. The students were assess at the beginning of the quarter to see where they were at and at the end of the quarter to compare results.			
		Demonstrate proper deep water running techniques.				
		Demonstrate proper deep water running techniques.	Student demonstrated proper deep water running technique during the 12 minute test.			
	P E 6FX	Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Demonstrate improvement in cardiorespiratory endurance and strength.				
		Demonstrate improvement in cardiorespiratory endurance and strength.				
		Demonstrate proper deep water running techniques.				
		Demonstrate proper deep water running techniques.				
	P E 6G	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Demonstrate improvement in cardiorespiratory endurance.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate improvement in cardiorespiratory endurance.				
	P E 6GX	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Demonstrate improvement in cardiorespiratory endurance.				
		Demonstrate improvement in cardiorespiratory endurance.				
	P E 6H	Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Demonstrate improvement in cardiorespiratory endurance.				
		Demonstrate improvement in cardiorespiratory endurance.				
	P E 6K	Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Apply knowledge of basic fitness concepts as they apply to health and fitness.				
		Demonstrate improvement in cardiorespiratory, strength and flexibility.				
		Demonstrate improvement in cardiorespiratory, strength and flexibility.				
		Demonstrate proper technique when performing a jab, a cross, upper cut, hook, front kick and roundhouse kicks.				
		Demonstrate proper technique when performing a jab, a cross, upper cut, hook, front kick and roundhouse kicks.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	P E 6Q	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Demonstrate improvement in cardiorespiratory, strength and flexibility.				
		Demonstrate improvement in cardiorespiratory, strength and flexibility.				
	P E 6R	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.				
		Demonstrate improvement in cardiorespiratory, strength and flexibility.				
		Demonstrate improvement in cardiorespiratory, strength and flexibility.				
	P E 6S	Apply knowledge of basic fitness concepts to health and fitness.				
		Apply knowledge of basic fitness concepts to health and fitness.	A multiple choice exam based on the first 6 chapters of the Fit and Well text book is given during the quarter that examines basic fitness concepts such as cardiovascular exercise, body composition, and basic nutrition.	89% of the students received a C or better (24/27 students).	The exam was a good tool for learning about the basic fitness concepts. The 3 students who did not pass, chose not to use the book for information when taking the exam. I will strive to bring more of these concepts at the beginning or end of each class.	I will continue to strive to improve upon the discussion of these concepts in class. The exam is an effective tool for better understanding of fitness concepts and how they apply to overall health and wellness.
		Apply knowledge of basic fitness concepts to health and fitness.	A true and false exam was administered to the students which covered the first 6 chapters of the Fit and Well text book.	85% of my students received a grade of 80% or higher.	I will continue to improve upon my teaching and knowledge.	It would be helpful to have a variety of textbooks that relate to the material that we cover in class.
		Apply knowledge of basic fitness concepts to health and fitness.	A true and false exam was administered to the students which covered the first 6 chapters of the Fit and Well text book.	86% of my students scored an A or better (24/27 students).	I will continue to improve upon my teaching and knowledge.	It would be helpful to have a variety of textbooks that relate to the material that we cover in class.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		fitness concepts to health and fitness.	administered to the students which covered the first 6 chapters of the Fit and Well text book.	80% or higher on the exam.	my teaching and knowledge so that I can increase the number of students who are proficient in the exam.	
		Implement proper techniques and choreography related to step aerobics.				
		Implement proper techniques and choreography related to step aerobics.	A skills test was performed to evaluate proper techniques. I gave verbal instructions and students were expected to demonstrate two specific skills, u-turn and over the top.	85% of my students were successful on both skill assessments.	I will continue to improve upon my verbal cues and knowledge so that I can increase the number of students who are proficient in the skills test.	I will continue to improve upon my verbal cues and knowledge so that I can increase the number of students who are proficient in the skills test.
		Implement proper techniques and choreography related to step aerobics.	A skills test was performed to evaluate proper techniques. I gave verbal instructions and students were expected to demonstrate two specific skills, u-turn and over the top.	90% of my students were successful with both skills.	I will continue to enhance and improve upon my teaching and knowledge.	It would be nice to have a larger gym space so that the students can spread out further. This will allow more movement and overall better fitness levels.
		Implement proper techniques and choreography related to step aerobics.	Two skills demonstration were given to evaluate proper technique. A variety of different steps were used for demonstration including the basic right, basic left, and V Step in the first demonstration and the "around-the-world" combination in the second demonstration.	87% of students received a passing grade on the first demonstration (24/27). Two of the students who did not pass the demonstration were absent, and 1 had been absent frequently. The second demonstration showed a 96% passing rate. Only one student did not pass.	I will continue to work on my verbal cues to aid the students with the combination of movements. I also strive to improve the variety of steps that are demonstrated in class.	The skills demonstrations are effective means of encouraging students to learn and improve upon skills and step choreography.
	P E 6U	Apply knowledge of basic fitness concepts as they apply to health wellness.				
		Apply knowledge of basic fitness concepts as they apply to health wellness.	I give my class a twenty question test that is on the human anatomy, and nutrition.	All of my student were above the proficient level of success.	My students had a better awareness and understanding of the human body as it pertains to functional movements, strength development, balance, agility and coordination.	
		Demonstrates an an incresing control of skills pertaining to: cardiovascular, strength, flexibility, agility and balance.				
		Demonstrates an an incresing	At the beginning of every	My students set goals after the	I found that this test helped to	To improve this class, we need

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		control of skills pertaining to: cardiovascular, strength, flexibility, agility and balance.	quarter I have my class do a mile run, sit-ups, push-ups and squat ( 1 minute with each exercise).	first series of tests. I also had them write a journal about the workouts and the difference in their bodies (fitness) throughout the quarter.	motivate the students to work harder throughout the quarter. This class involves dynamic movement and motor skills necessary for functional movements.	mats, resistance bands, medicine balls, bosu, stability balls and gliding.
	P E 6V	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.	During the course of the quarter my class reviews our book fit and well and concepts of over all wellness. I give a 8 question essay form exam at the end of the quarter going over fitness concepts in the book.	90% of the students were successful on the final exam.	I will continue to to enhance my knowledge and teaching.	
		Perform with an increasing degree of proficiency balance, trunk strength, and stability as it pertains to core training.				
		Perform with an increasing degree of proficiency balance, trunk strength, and stability as it pertains to core training.	In the beginning of the quarter I have my student's perform a bunch of different exercises that increses balance, core strength, stability and over endurance.	Their was a great improvement in 85% of the students over strength and balance since the beginning of the quarter.	The class has improved throughout the quarter and I will continue my education and become creative with my teaching.	I believe that if we can implement TRX trainers to our core and body sculpting classes.
	P E 71	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Demonstrate improvement of cardiovascular strength and flexibility through total fitness.				
		Demonstrate improvement of cardiovascular strength and flexibility through total fitness.				
	P E 8	Apply knowledge of basic fitness concepts as they apply to health and wellness.				
		Apply knowledge of basic	During the course of the	95% of my students completed	I am going to continue to bring	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		fitness concepts as they apply to health and wellness.	quarter my class reviews our book fit and well and concepts of over all wellness. I give a 8 question essay form exam at the end of the quarter going over fitness concepts in the book.	and recieved a grade of 90% and higher	creative way of learning the material in our book. I will also continue up dating my tests through the years.	
		Demonstrate improvement of cardiovascular, strength and flexibility through total fitness.				
		Demonstrate improvement of cardiovascular, strength and flexibility through total fitness.	At the beginning of the quarter I have a pre-test on a mile run. Midterm they have another mile run to see their progression in 6 weeks. For my students final I have them run their last mile of the year.	90% of my students were successful.	I noticed that my student had set goals from the beginning of the quarter as to what the expected mile time they wanted at the end of the quarter. Ninety percent of the students hit their goal or beat it.	My students would benefit from our department getting more equipment. We need more medicine balls, resistance bands, bosu balls and other equipment that could use some updating.
		Demonstrate improvement of cardiovascular, strength and flexibility through total fitness.	At the beginning of the quarter I have a pre-test on a mile run. Midterm they have another mile run to see their progression in 6 weeks. For my students final I have them run their last mile of the year.	90% of my students were successful.	I noticed that my student had set goals from the beginning of the quarter as to what the expected mile time they wanted at the end of the quarter. Ninety percent of the students hit their goal or beat it.	xxxxx
P E 85		Compare and contrast the different energy systems of the body and the effect of diet and exercise on their capacity to provide energy.				
		Compare and contrast the different energy systems of the body and the effect of diet and exercise on their capacity to provide energy.				
		Investigate the theories of exercise phyiology as they relate to the body and its ability to move and perform exercise.				
		Investigate the theories of exercise phyiology as they relate to the body and its				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		ability to move and perform exercise.				
	P E 85A	Apply knowledge of fitness assessment results, client goals, and fitness and training concepts in to an individualized exercise program.				
		Apply knowledge of fitness assessment results, client goals, and fitness and training concepts in to an individualized exercise program.				
	P E 85S	Assess fitness of clients using tests and guidelines developed by the American College of Sports Medicine.				
		Assess fitness of clients using tests and guidelines developed by the American College of Sports Medicine.				
		Construct a basic fitness program using the results of the fitness testing.				
		Construct a basic fitness program using the results of the fitness testing.				
	P E 88A	Evaluate career options in specific levels of amateur and professional sports and athletic coaching.				
		Evaluate career options in specific levels of amateur and professional sports and athletic coaching.				
	P E 88B	Analyze and critique the need for fundraising in education for sports and athletics programs.				
		Analyze and critique the need for fundraising in education for sports and athletics programs.				
		Customize goal setting, time				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		management, personal planning, and procedures related to fund raising.				
		Customize goal setting, time management, personal planning, and procedures related to fund raising.				
		Evaluate the types, techniques and strategies of fundraising.				
		Evaluate the types, techniques and strategies of fundraising.				
	P E 9	Apply both aerobic and anaerobic training techniques.				
		Apply both aerobic and anaerobic training techniques.	I have my students go through a series of exercises that involve anaerobic and aerobic exercises. My students run three 1 mile runs throughout the quarter to see how much they have improved their time.	I have noticed that my student have made personal goals for themselves throughout the quarter and 92% have hit their target goal. Some have improved their times by 2 minutes.	I try to be creative during the quarter with my workouts I give my students. I do my best to keep them engaged and involved and focused on their ending goals.	More equipment would help with the success of these classes
		Perform physical training and demonstrate multi-phasic planning.				
		Perform physical training and demonstrate multi-phasic planning.	I give a 8 question essay form final at the end of the quarter, that goes over the concepts and muscles we have discussed and used throughout the quarter.	95% were successful in completing and passing the final test for the quarter.	I will continue to engage and be creative with my teaching style and be creative to help our student be successful.	Our book continues to bring out new editions every year. Maybe if we had other books to more specific to classes.
	P E 99	The students will demonstrate knowledge of the CCCAA eligibility rules pertaining to full-time academic student status while competing during the Intercollegiate season.				
		The students will demonstrate knowledge of the CCCAA eligibility rules pertaining to full-time academic student status while competing during the Intercollegiate season.				
		The students will demonstrate knowledge of the CCCAA				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		eligibility rules pertaining to the second season of competition in Intercollegiate athletics.				
		The students will demonstrate knowledge of the CCCAA eligibility rules pertaining to the second season of competition in Intercollegiate athletics.				

## Overview of SLO Process Work for the Division

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (LA) English	ELIT 10	Analyze fiction in writing from multiple critical perspectives.	Students were assessed on their ability to analyze fiction through the means of short essay questions on an exam as well as writing a paper in which they had to analyze one or more of the assigned texts.	Assessment Data Summary: A total of 26 students completed the final exam and paper. For the final exam, 25 out of 26 students passed the final exam. For the final paper, 26 out of 26 students passed the final paper.	Reflection and Analysis: For the final exam, 96% of students successfully demonstrated the ability to analyze fiction from a variety of critical perspectives and 100% of students successfully demonstrated the ability to do so for the final paper. It is difficult to determine of this success is due to the learning that occurred during the quarter or if the students had these abilities coming into the class. While these results show excellent success, having a survey at the beginning of the quarter to show students' abilities and then again at the end of the quarter would assist in determining how much the students learned over the quarter.	* Have students take a diagnostic quiz to determine their ability to recognize key elements of fiction necessary in the analysis of fiction.
		Analyze fiction in writing from multiple critical perspectives.	Students were assessed on their ability to analyze fiction through the means of short essay questions on an exam as well as writing a paper in which they had to analyze one or more of the assigned texts.	Assessment Data Summary: A total of 26 students completed the final exam and paper. For the final exam, 25 out of 26 students passed the final exam. For the final paper, 26 out of 26 students passed the final paper.	Reflection and Analysis: For the final exam, 96% of students successfully demonstrated the ability to analyze fiction from a variety of critical perspectives and 100% of students successfully demonstrated the ability to do so for the final paper. It is difficult to determine of this success is due to the learning that occurred during the quarter or if the students had these abilities coming into the class. While these results show excellent success,	* Have students take a self-assessment at the beginning of the quarter to determine their comfort level with analyzing fiction

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze fiction in writing from multiple critical perspectives.	Students were assessed on their ability to analyze fiction through the means of short essay questions on an exam as well as writing a paper in which they had to analyze one or more of the assigned texts.	Assessment Data Summary: A total of 26 students completed the final exam and paper. For the final exam, 25 out of 26 students passed the final exam. For the final paper, 26 out of 26 students passed the final paper.	having a survey at the beginning of the quarter to show students' abilities and then again at the end of the quarter would assist in determining how much the students learned over the quarter.	* Have students take a self-assessment at the beginning of the quarter to determine their comfort level with analyzing fiction
		Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques.				
		Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques.	We created a grading system that assesses if students are understanding the nature of narrative structure, figurative language, genre, literary periods, traditional to experimental styles when understanding themes within the work of fiction.			
ELIT 11		Analyze poems in writing from multiple critical and cultural perspectives.				
		Analyze poems in writing from multiple critical and cultural perspectives.				
		Identify, articulate, and evaluate poetic texts in English and in translation ranging from classical to contemporary and employing a variety of styles and techniques.				
		Identify, articulate, and evaluate poetic texts in English and in translation ranging from classical to contemporary and employing a variety of styles and techniques.	An essay to determine how well students understand both the techniques poets use and the content they convey. My rubric is I ask them to explicate a poem and judge them on their understanding of style and content.			
ELIT		Analyze in writing plays from				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	12	multiple critical perspectives. Analyze in writing plays from multiple critical perspectives.	As part of the Fall 2012 Lit. Committee's SLO assessment survey, students will be asked to rank their comfort level with using critical perspectives in their analysis.			
		Identify, articulate, and evaluate the nature and variety of dramatic texts, styles, and techniques.				
		Identify, articulate, and evaluate the nature and variety of dramatic texts, styles, and techniques.	The students in ELIT 12 will be assessed as part of the Lit. Committee's SLO assessment survey in Fall 2012. The students will be asked to rank their confidence level with identifying, articulating, and evaluating the nature of dramatic texts.			
	ELIT 17	Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare.				
		Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare.	Julie Pesano used a final research essay to assess whether the students could apply the social and cultural contexts they had learned to a literature analysis.			
		Produce analytical writing based on complex texts.				
		Produce analytical writing based on complex texts.	Research Paper Students will use a chapter of the Bedford Companion to Shakespeare as the inspiration for further research on background knowledge for understanding the plays and poems of William Shakespeare.			
		Show the ability to examine the use of language in				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		literature. Show the ability to examine the use of language in literature.				
ELIT 19		Compare and contrast myth and narrative structures to other ancient Mediterranean and world literatures.				
		Compare and contrast myth and narrative structures to other ancient Mediterranean and world literatures.	Assignment ? Compare the story of Noah and the Flood to Utnapishtim?s flood story in Gilgamesh.	This assignment is part of a series of readings that give students a good amount of historical context in order to better understand the bible. The readings seemed to really help lay some of the groundwork. This assignment and post discussion helped students better understand the bible in the context of our larger world.	This assignment was eye-opening for the students. People who do not question the bible rarely see the many similarities it has to other world myths. We did this assignment a few weeks into the quarter, but in hindsight, I feel like I should have done this reading and this assignment earlier. Also, I should have presented additional examples of character, story and structure parallels.	?Present earlier in the quarter ?Add more examples of parallels than just Gilgamesh
		Identify and analyze a range of literary expression in the Old and New Testaments and Apocrypha.				
		Identify and analyze a range of literary expression in the Old and New Testaments and Apocrypha.	Reading Response to Leland Ryken?s How to Read the Bible as Literature ? I chose to accompany the Oxford College Bible with Leland Ryken?s How to Read the Bible as Literature. The book does a very good job of focus on the ?range of literary expression? in the bible. Every week the students had reading from the book and a reading response.	Student responses to the Ryken material was strong. I paired the appropriate Ryken readings with specific genres from the bible (parable, poetry, hero, etc) and this seemed to really help the students? understanding of the different literary expressions in the bible.	This was the first time I have taught this class, and so choosing texts was a challenge. I wasn?t sure if Ryken was going to be the best book, but in the end, I feel like it was an excellent book for this class. The students seemed to appreciate the focus the book gave on the different aspects of literature found in the bible.	?Continue to become more familiar with Leland Ryken?s How to Read the Bible as Literature
		Identify and analyze the stories and figures that are the basis for countless works of art, literary allusions, and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		philosophical constructs of the western tradition.				
		Identify and analyze the stories and figures that are the basis for countless works of art, literary allusions, and philosophical constructs of the western tradition.	Weekly Online Discussions: This is a hybrid class and the students are required to do a weekly online discussion assignment. The discussions are based on specific topics and questions that encourage students to use critically thinking in order to identify these bible stories and figures and analyze them in connection with a myriad of art, literary allusions, and philosophical constructs of the western tradition.	The Weekly Online Discussions work well. Through this weekly assignment, students are able to take our ideas from class discussion and other assignments and take them further by using their critical thinking skills to connect the bible's literary structures, stories and characters to other ancient and historical texts all the way into our contemporary society and culture.	<p>I like the way the online discussions turned out. Since they were in addition to our class discussion and more specific assignments, the students seemed to be able to be more comfortable in them, which better enabled them to connect the readings to themselves and the world they live in. I made up the topics and questions each week, which allowed me to capitalize on ideas from class or encourage new direction. Also, the discussions were post on Ning.com, which is a social networking site. I feel like this also helped them feel more comfortable and contemporary.</p> <p>One thought is the students often had assignments to respond to other students, but they did not have to respond other students each week. I think they should. Also, to keep the ideas flowing online and in class, the discussions need to be graded immediately each week.</p>	<p>?Continue to use a social networking site</p> <p>?Require a discussion post and response each week</p> <p>?Grade discussions quickly each week</p> <p>?Find a faster way to grade discussions.</p>
		Identify, articulate and apply a range of possible interpretations of selected texts.				
		Identify, articulate and apply a range of possible interpretations of selected texts.	Mid Term and Final Essay. The midterm and the final essay are both essentially the same. Both are analytical essay in which they need to look at least two different	In general, the students did well on both the midterm and the final. They really seemed to be able to use critical analysis to present strong, individual interpretations of the	I was happy with the midterm and final essays. The students seemed to do a great job of presenting refreshing interpretations and interesting insight.	Continue with the assignment

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Identify, articulate and apply a range of possible interpretations of selected texts.	things (stories, characters, conflicts, etc.). The only difference is that the midterm focuses on the Old Testament readings and the Final focuses on the New Testament readings.	texts.	I was happy with the midterm and final essays. The students seemed to do a great job of presenting refreshing interpretations and interesting insight.	Continue with the assignment
	ELIT 20	Analyze the defining thematic, formal and stylistic attributes of selected author(s)				
		Analyze the defining thematic, formal and stylistic attributes of selected author(s)				
		Assess the influence of socio-historical, cultural and political movements and events on the production and reception of selected author(s).				
		Assess the influence of socio-historical, cultural and political movements and events on the production and reception of selected author(s).				
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of works by selected author(s).				
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of works by selected author(s).				
	ELIT 21	Analyze influence of class, culture, and sexual orientation on women as writers, characters, subjects and leaders in literary texts.				
		Analyze influence of class, culture, and sexual orientation on women as writers, characters, subjects and leaders in literary texts.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate understanding of a variety of literary texts by and about women.				
		Demonstrate understanding of a variety of literary texts by and about women.				
	ELIT 22	Analyze elements, themes and motifs of myths, traditional stories and floktales.				
		Analyze elements, themes and motifs of myths, traditional stories and floktales.				
		Apply a variety of critical perspectives in the interpretations of myths, traditional stories, folktales and their cultural contexts.				
		Apply a variety of critical perspectives in the interpretations of myths, traditional stories, folktales and their cultural contexts.	End of quarter presentation. At the end of the quarter, students do a class presentation where they present their own interpretation and analysis of a character, story, or narrative structure from a world myth, folktale, legend or our contemporary, pop culture mythology (superheroes, comics, movies, etc.).	Summary: The presentations were a success. This is really a great way for students to express themselves and share their knowledge. The nature of a class like this attracts many students who have a strong interest in fantasy, comics, video games, anime, superheroes, pop culture, etc. This really gives them the freedom to explore the things they already love through a more enlightened, academic and critical lens.	This was a lot of fun. These students have such a wealth of knowledge and they have such interesting perspectives. This assignment gives many of them a chance to really show off their knowledge and unique perspective. My only concern is that some students only presented information without interpretation or true analysis. The analysis is the key to this, so I have rewrite the assignment to emphasize this.	Enhancement/Action: Rewrite assignment to emphasize analysis Show strong examples from this class next time.
	ELIT 39	Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature.				
		Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature.	Assessment Method: Take Home Midterm & Take Home Final with multiple (15-20) prompts each; students are to choose at least two for midterm (for a total of 900+	Students showed increasing skill from midterm to final at analyzing and writing about contemporary literary texts, and of integrating explanatorily powerful insights related to	Reflection and Analysis: In literature classes I foreground reading/interpreting while in a small way muting the importance of students' major formal written responses.	Also, at strategic intervals throughout the quarter ?come up for air? and remind the class why we're doing this, why we're studying literature?



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature.	words, w/minimum wordcount of 350 per prompt) and three prompts for the final (1400 ? 2,000 words w/minimum 400 per prompt). Students are required choose prompts that force them to reference multiple texts.	cultural, psychological, political, and historical sources of contemporary literature.	Nonetheless, I do require 1-2 take home essays per quarter. However, I like and always assign take-home midterms and finals, writing opportunities requiring shorter responses that allow students to concentrate on their ideas and on marshaling apposite evidence.	because it?s pure oxygen for mind and spirit and has much to teach us about self and world.
		Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature.	Assessment Method: Take Home Midterm & Take Home Final with multiple (15-20) prompts each; students are to choose at least two for midterm (for a total of 900+ words, w/minimum wordcount of 350 per prompt) and three prompts for the final (1400 ? 2,000 words w/minimum 400 per prompt). Students are required choose prompts that force them to reference multiple texts.	Students showed increasing skill from midterm to final at analyzing and writing about contemporary literary texts, and of integrating explanatorily powerful insights related to cultural, psychological, political, and historical sources of contemporary literature.	Reflection and Analysis: In literature classes I foreground reading/interpreting while in a small way muting the importance of students? major formal written responses. Nonetheless, I do require 1-2 take home essays per quarter. However, I like and always assign take-home midterms and finals, writing opportunities requiring shorter responses that allow students to concentrate on their ideas and on marshaling apposite evidence.	Model, model, model?continue to archive samples of student writing excellence for midterms, finals, essays. Pass these out in class or upload them to class website to be clear about what I?m asking students to do, about my criteria for excellence.
		Demonstrate the ability to analyze the diverse range of contemporary literary forms, focusing on works created after WWII.				
		Demonstrate the ability to analyze the diverse range of contemporary literary forms, focusing on works created after WWII.	The assessment methodology, the first analytical essay, shows whether students understand the elements of fiction and their ability to critically analyze the class texts from WWII and after.			
	ELIT 44	Compare the issues raised by non-Western fiction and experience to American fiction and experience.				
		Compare the issues raised by non-Western fiction and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		experience to American fiction and experience.				
		Demonstrate knowledge of how different cultures produce different answers to timeless questions of human existence.				
		Demonstrate knowledge of how different cultures produce different answers to timeless questions of human existence.				
		Express understanding of how fictional works are shaped by historical circumstances.				
		Express understanding of how fictional works are shaped by historical circumstances.				
	ELIT 46A	Acquire knowledge of the historical and cultural period, major writers, and key texts of Medieval and Renaissance British Literature.				
		Acquire knowledge of the historical and cultural period, major writers, and key texts of Medieval and Renaissance British Literature.				
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Medieval and Renaissance British Literature.				
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Medieval and Renaissance British Literature.				
		Students will identify and assess the development of literary styles, forms, and genres as well as the depiction of male and female roles and various ethnic and social classes in the literature of the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		period. Students will identify and assess the development of literary styles, forms, and genres as well as the depiction of male and female roles and various ethnic and social classes in the literature of the period.				
	ELIT 46B	Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature.				
		Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature.	Historical and Cultural Presentations	Assessment Data Summary: Breakdown by grade of Presentations 23 A+, 14 A, 2 A-, 2 B+, 1 B, 0 C, 0 D, 0 F	Almost all students received an A on this assignment with only some receiving B?s. Everyone clearly passed with a 70% or higher.	In order for everyone to get an A, I would like to see the college make the course have a 1A prerequisite and have English Majors have priority registration. Some students who register are not prepared for high level communicating and thinking without these foundation courses.
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature.				
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature.	Midterm exam	Assessment Data Summary: Breakdown by grade of Midterm exam 1 A+, 12 A, 6 A-, 5 B+, 10 B, 4 B-, 3 C+, 1 C, 0 D, 0 F	While not everyone received an A, all students passed the exam with at least a C 70% or higher.	In order for everyone to get an A, I would like to see the college make the course have a 1A advisory and have English majors have priority registration. Some students who register are not prepared for this high level writing and thinking without the foundation courses.
	ELIT 46C	Develop direct textual analysis skills and apply to understanding the Victorian social and psychological				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ELIT 46C	pressures and desires.				
		Develop direct textual analysis skills and apply to understanding the Victorian social and psychological pressures and desires.				
		Understanding of the capitalist and religious bind of the Victorian period writers.				
		Understanding of the capitalist and religious bind of the Victorian period writers.	The assessment tool was selected as a means for evaluating student understanding, analysis, and synthesis of the course material. Using writing asks the students to construct meaning from connections between the texts and their ideas.	n/a	n/a	
	ELIT 48A	Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855.				
		Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855.				
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1620-1855.				
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1620-1855.				
	ELIT 48B	Analyze the defining formal and stylistic attributes of a variety of American literary				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ELIT 48B	genres, schools and movements, including realism and naturalism in American literature from the Civil War to the early 20th Century.				
		Analyze the defining formal and stylistic attributes of a variety of American literary genres, schools and movements, including realism and naturalism in American literature from the Civil War to the early 20th Century.				
		Assess the influence of sociohistorical, cultural and political movements and events on the production of literary texts during this period.				
		Assess the influence of sociohistorical, cultural and political movements and events on the production of literary texts during this period.				
	ELIT 48C	Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.				
		Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.	The mid-term and final exam (weeks 6 and 12) are two-part assessments in-class to determine how well the students understand the historical significance of Modernism as well as the literary themes. Students are asked to identify, analyze, and make connections between details of the text and the	53 Students Total: 25 As 20 Bs 6 Cs 2 Fs	The students engaged in process writing for both assignments by participating in class peer review before the due date. Many students came to office hours or discussed text/topics with my before of after class. Students posted questions about process and writing and specific quotes on the class Facebook page for	Smart classroom *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.	literary history. Mid-term and Final Exam, Part 1: Passage Identification and Analysis Students must select from quotes, and first identify the author, title, year, and narrator, and then they are asked to analyze the details of the passage using literary terms (tone, metaphor, diction, point of view) and then connect to larger themes of American Modernism. The mid-term covers the first six weeks of reading, including Ernest Hemingway, William Faulkner, Langston Hughes, T.S. Eliot, Wallace Stevens. The final covers the last six weeks of reading, including Zora Neale Hurston, John Cheever, Raymond Carver, Sylvia Plath, Anne Sexton, Jhumpa Lahiri, Amy Hempel. Mid-Term and Final Exam, Part 2: Short Critical Answer Students must respond critically to specific short answer questions about Modernism and the literary movements included in American 20th century literature, such as: Southern Gothic, Harlem Renaissance, Psychological Realism, the Beat Movement, San Francisco Renaissance, Confessional Poetry, Pathetic Fallacy, Dirty Realism, Narrative Fiction. Students must also respond to literary terms using textual examples, such as ?how is Jake Barnes	53 Students Total: 25 As 20 Bs 6 Cs 2 Fs	additional support. The students were successful. The only element for revision: a greater variety of student examples to show the range of successful possibilities in terms both of writing and analysis	Smart classroom *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.	an example of an unreliable narrator??	53 Students Total: 25 As 20 Bs 6 Cs 2 Fs	The students engaged in process writing for both assignments by participating in class peer review before the due date. Many students came to office hours or discussed text/topics with my before of after class. Students posted questions about process and writing and specific quotes on the class Facebook page for additional support. The students were successful. The only element for revision: a greater variety of student examples to show the range of successful possibilities in terms both of writing and analysis	Smart classroom *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space
		Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.	The mid-term and final exam (weeks 6 and 12) are two-part assessments in-class to determine how well the students understand the historical significance of Modernism as well as the literary themes. Students are asked to identify, analyze, and make connections between details of the text and the literary history. Mid-term and Final Exam, Part 1: Passage Identification and Analysis Students must select from quotes, and first identify the author, title, year, and narrator, and then they are asked to analyze the details of the passage using literary terms (tone, metaphor, diction, point of view) and then connect to larger themes of American Modernism. The mid-term covers the first six	53 students total: 25 As 18 Bs 9 Cs 1 F	The students were offered two review sessions (during and outside of class) to prepare for both the mid-term and the final. Because EWRT 1A is a suggested prerequisite for ELIT 48C, not all of the students are skilled at college-level composition, so this assessment method allows for students to engage directly with the details of the texts, respond critically, and make textual and historical connections through writing but without writing a formal paper. The students who were most successful developed their ideas further with more cohesive and comprehensive development. The students cover an expansive amount of material and demonstrated great knowledge of the course readings and concepts.	Adding a Smart classroom as a requirement for the class: *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.	weeks of reading, including Ernest Hemingway, William Faulkner, Langston Hughes, T.S. Eliot, Wallace Stevens. The final covers the last six weeks of reading, including Zora Neale Hurston, John Cheever, Raymond Carver, Sylvia Plath, Anne Sexton, Jhumpa Lahiri, Amy Hempel. Mid-Term and Final Exam, Part 2: Short Critical Answer Students must respond critically to specific short answer questions about Modernism and the literary movements included in American 20th century literature, such as: Southern Gothic, Harlem Renaissance, Psychological Realism, the Beat Movement, San Francisco Renaissance, Confessional Poetry, Pathetic Fallacy, Dirty Realism, Narrative Fiction. Students must also respond to literary terms using textual examples, such as ?how is Jake Barnes an example of an unreliable narrator??	53 students total: 25 As 18 Bs 9 Cs 1 F	The students were offered two review sessions (during and outside of class) to prepare for both the mid-term and the final. Because EWRT 1A is a suggested prerequisite for ELIT 48C, not all of the students are skilled at college-level composition, so this assessment method allows for students to engage directly with the details of the texts, respond critically, and make textual and historical connections through writing but without writing a formal paper. The students who were most successful developed their ideas further with more cohesive and comprehensive development. The students cover an expansive amount of material and demonstrated great knowledge of the course readings and concepts.	Adding a Smart classroom as a requirement for the class: *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present.				
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present.	Students write 2 analytical responses (Weeks 4 and 9) that focus on the literary details of 2 quotes (tone, voice, images, irony) and/or the narrative form as a whole			



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present.	(narrator, characterization, conflict) that also considers how form, style, structure, themes, and voice reflect the Modernist literary period. Depending on quotes, may also consider critical details (social/internalized oppression, exoticism, double-consciousness). Analysis focuses closely on the details of the quotes, and then makes larger connections to the text as a whole (or related texts), course themes, literary histories, and/or personal reactions. Requirements include: 1) 3 page typed analysis of at least 2 quote (with author's name and page number using MLA format). Quote(s) at the top of the page with the analysis following. Analysis is detailed and links the quotes in some clear and developed way. 2) Although thesis isn't required, the relationship between evidence and thinking is clearly organized for writing cohesion. 3) Development of all ideas?especially details from the quotes?fully in connection to larger ideas within the text and literary genre. 4) Writing shows proficiency in voice, style, sentence variety and construction.			
	ELIT 58	Demonstrate the ability to apply key methods of interpreting and evaluating literary texts written for children.				
		Demonstrate the ability to apply key methods of				

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		interpreting and evaluating literary texts written for children.				
		Demonstrate the knowledge of the role of literature as an educational tool.				
		Demonstrate the knowledge of the role of literature as an educational tool.				
	ELIT 97	Analyze the effect of the performance in successfully communicating the major themes presented in the texts.				
		Analyze the effect of the performance in successfully communicating the major themes presented in the texts.				
		Demonstrate an understanding of the scheduled plays through preparatory classes.				
		Demonstrate an understanding of the scheduled plays through preparatory classes.				
		Evaluate the success of the major production values upon the audience.				
		Evaluate the success of the major production values upon the audience.				
	EWRT 1A	Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.				
		Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.	Analytical Essay Assignment, a thesis-driven examination of a short story or essay, which includes the following parts: a first draft with peer review, a final, revised version of approximately 750 words, a	Summary: Number of A grades=39/111 Number of B grades=45/111 Number of C grades=18/111 Number of D grades=5/111 Number of F grades=4/111	An emphasis on analytical writing as PROCESS that begins with observations from reading and ends with a revised version in essay form enables instructors to address what appears for many	The department decided to create a common rubric for all 1A classes and to investigate using a portfolio as part of 1A.  Additionally, the slo team felt that additional resource

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		Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.	reflection on the writing process. Final grade evaluates performance of all parts--composing, reviewing, revising, reflecting--according to the following rubric.	Most of the students were successful with a grade of C and above with a mean of a grade of B. The results demonstrate the performance of students in their fourth out of a total of five essays with the same goals and requirements, a good sign as many students are progressing with their reading, composing, revising, and reflecting skills. The best essays demonstrate the ability of a student to articulate her understanding of a text in writing in a clear, precise and meaningful way with depth. This student not only shows the ability to produce a final version of the essay, but also an understanding of the drafting, reviewing and reflecting stages of the writing process. Students that struggle with this writing task show weaknesses in one or more of the stages, their final versions often lacking depth.	students like discrete skills?formulating a thesis, developing paragraphs, examining evidence, editing errors?in the context of completing a writing task. In other words, an instructor conveys to the students that these skills are all related and necessary parts for composing an effective analytical essay in response to reading. Special attention to a student?s ability to reflect on her writing process is important for she will be able to acknowledge her own strengths and address her weaknesses in order to develop as an analytical writer.	allocations for more full-time faculty positions; maintenance and upkeep of smart classrooms; training for technology; training for tutoring; maintenance and upkeep for existing support programs, Writing Center and counseling staff would help with the success rates.
		Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.				
		Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.	Analytical essay, written in-class, examining a long text. A thesis-driven essay examining an issue or theme in Zadie Smith's novel, White Teeth. Students read the novel over the course of the term. The task is a cumulative one in which students synthesize prior assignments about the novel and articulate their	Summary Number of A grades=27/111 Number of B grades=49/111 Number of C grades=26/111 Number of D grades=5/111 Number of F grades=4/111  A cumulative task, the final exam essay provides students the opportunity to demonstrate what they have learned	Evaluating and then reflecting on a cumulative task such as a final exam, in-class essay enables one to review not only the reading material for the task, but also the steps and stages necessary for completing the task successfully. Selecting a long text which is appropriate for this task involves finding	The department began the process of creating a grading rubric for all 1A essays, and it also began investigating using a portfolio system for 1A.  To fully implement these changes the department would require: Additional resource allocations for more full-time faculty positions; maintenance

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		Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.	understanding of it in essay form written with a two hour time constraint (final exam).	<p>throughout the term about reading and writing analytically. Over the course of the term they read, discuss, and write about White Teeth, a 450 page novel. Weeks of producing discussion and short writing assignments and receiving feedback lead up to the task of synthesizing and articulating their understanding of an issue or theme in the novel in essay form under time constraints. While writing in-class under time constraints poses a challenge for many 1A students, they have had over the course of the term several in-class writing exercises, including a midterm with the almost identical task on the same reading, to practice and to receive feedback. The in-class essay exam allows the student to demonstrate her or his facility with the writing process with one attempt?a task which complements the achievement demonstrated from a sequence of essay assignments (5) which Outcome 1 evaluates.</p> <p>The majority of the students in these 4 sections completed the assignment with a grade of C and above, with the grade of B as the mean. In the most successful essays, students demonstrated an ability to formulate and develop an evolving thesis, one that examines an issue or theme in the novel. For an in-class essay, the paragraphs were</p>	<p>material that is not just engaging but also challenging. The text should allow students from diverse background to engage it in meaningful ways. For the cumulative assignment to work well, constant review of the reading-writing process?the stages and steps involved to produce a successful in-class essay exam?is crucial. One reviews the tasks and assignments directly related to the final exam and relevant long text AND the tasks and assignments related to the other essay assignments and related readings. BOTH lines of instruction have to be consistent in order for the cumulative assignment to work well.</p>	<p>and upkeep of smart classrooms; training for technology; training for tutoring; maintenance and upkeep for existing support programs, Writing Center and counseling staff.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.	Analytical essay, written in-class, examining a long text. A thesis-driven essay examining an issue or theme in Zadie Smith's novel, <i>White Teeth</i> . Students read the novel over the course of the term. The task is a cumulative one in which students synthesize prior assignments about the novel and articulate their understanding of it in essay form written with a two hour time constraint (final exam).	<p>concise but conveyed enough depth consistent with their idea. In the least successful essays, though students were able to address a theme or issue from the novel, their approach to explanation was plot summary. So while the paragraphs may have been lengthy, these weaker papers were not analytical enough.</p> <p>In-class essays tend to reveal second language issues with composing in standard, edited English. Students who attempted to articulate their understanding of the novel with some depth also produced more grammatical errors. Evaluation of an in-class essay with several grammatical errors was a challenge for one who acknowledges the errors which result from trying to convey a complex idea with depth. Since the essay exam is a closed book and closed notes task, ALL students demonstrated their writing proficiency without the aid of an outside source.</p>	<p>Evaluating and then reflecting on a cumulative task such as a final exam, in-class essay enables one to review not only the reading material for the task, but also the steps and stages necessary for completing the task successfully. Selecting a long text which is appropriate for this task involves finding material that is not just engaging but also challenging. The text should allow students from diverse background to engage it in meaningful ways. For the cumulative assignment to work well, constant review of the reading-writing process?the stages and steps involved to produce a successful in-class essay exam?is crucial. One reviews the tasks and assignments directly related to the final exam and relevant long text AND the tasks and assignments related to the other essay assignments and related readings. BOTH lines of instruction have to be consistent in order for the cumulative assignment to work</p>	<p>The department began the process of creating a grading rubric for all 1A essays, and it also began investigating using a portfolio system for 1A.</p> <p>To fully implement these changes the department would require: Additional resource allocations for more full-time faculty positions; maintenance and upkeep of smart classrooms; training for technology; training for tutoring; maintenance and upkeep for existing support programs, Writing Center and counseling staff.</p>
	EWRT 1B	Comparatively evaluate multiple points of view and integrate them in analytical research paper				
		Comparatively evaluate multiple points of view and integrate them in analytical research paper	Traditional documented research paper approx. 1500 words in length, based on other assignments done earlier in quarter. The general theme for the quarter was gender, and students had many choices of gender-	<p>The average grade for all students who did the paper was a solid B+, with the grades ranging from C to A+. (The average of final course grades for all students who completed the course was B.) This was partly due to the fact</p>	The assignment itself and the sequence of related assignments were successful, but the sequence was a little redundant. As a result, the students did well, but at the cost of some excitement.	The department began discussions of a formal rubric for this class to norm instructors, and also the department began to investigate using portfolios.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Comparatively evaluate multiple points of view and integrate them in analytical research paper	related topics (including topics related to the representation of gender in literature and popular culture, though few students chose literary topics).	<p>that this paper was a direct revision and expansion of another paper; it was also connected to previous assignments as well as a group oral presentation.</p> <p>In general, the papers were very thoughtful and well-focused (clear, specific thesis). Most did a good job of using substantive outside sources to test and support a thesis, though sometimes research was skimpy and/or documentation was imprecise. Most students were able to compare and evaluate sources (strength of evidence, connection between evidence and claims), partly because an earlier paper asked them to do exactly that (with two sources). Most students put a lot of effort into this paper, but some put in very little. Most students liked the topics and felt that they had something to say.</p> <p>All in all, the assignment was successful, and students demonstrated their ability to comparatively evaluate multiple points of view and integrate them in an analytical research paper.</p>	<p>Similarly, most students liked the gender-related focus of the course, but a few students were bored by the focus on one central theme (mandated by the course outline).</p> <p>It might be wise to introduce more variety into the course and into the assignment sequence, at a possible cost in coherence and depth.</p>	The department began discussions of a formal rubric for this class to norm instructors, and also the department began to investigate using portfolios.

		Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue				
		Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue	Essay Assignment: Find a family issue that emerges from the assigned class readings in the ?Family? section of	Number of A Grades: 6/49 Number of B Grades: 26/49 Number of C Grades: 15/49 Number of D Grades: 2/49	In future essays, I expect to see improvement of correct documentation using the MLA format, investigation of more	The department decided to create a common rubric to help instructors to be normed on essay standards, and the

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue	Literature and Ourselves as well as from class discussion. Do substantive, MLA documented research to explore this issue further. Develop a thesis about this issue in a 4-6 page, typed, double-spaced essay that includes quotes and/or paraphrases from at least three different assigned readings in the Family section of LAO in addition to the quotes and paraphrases from your researched material. The title page will have the thesis copied onto it from wherever else it appears in the body of the paper. The Works Cited page will use the MLA documentation format.	<p>Number of F Grades: 0</p> <p>All students identified a family issue worth investigation and thought. All but one generated a workable thesis and supported it with examples from the literary works as well as information from the researched sources. Incorporating quotes and paraphrases from the researched sources presented more difficulty both in signaling the source effectively and in pointing to the corresponding Works Cited entry.</p> <p>The best papers synthesized information from many sources while the weaker ones relied too heavily on one source or did not make clear how the researched material illuminated their points.</p> <p>Encouragingly, even students having moderate to severe problems with Standard Edited English expressed engagement with the topic and insightful applications of the assigned readings to their chosen family issue.</p>	scholarly and scientific sources, and increased ability to state explicitly and thoroughly the ways the research contributes to the understanding of the issue.	department began investigating the creation of a 1A portfolio.
		Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue				
		Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue	A series of papers on the central theme of gender, including a sequence of research-based assignments on a specific gender-related topic of the student's choosing.	The average grade on each paper (of the students who completed the assignment) was generally B, and the final course grade for all students who completed the course	Grammar and word usage were a challenge, especially since students were at very different levels and many were far below "grade level." Teachers could pursue	The department began work on a common grading rubric and investigated the idea of a 1B portfolio.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue	A series of papers on the central theme of gender, including a sequence of research-based assignments on a specific gender-related topic of the student's choosing.	<p>(which included a contribution/effort component) was also B. Although the average did not significantly change, many students did improve over the course.</p> <p>Most papers were thoughtful, well-focused, well-organized, and well-developed (relatively detailed evidence and examples), though some were unclear and under-developed. Research papers generally did a good job of using outside sources to test and support a clear thesis.</p> <p>Demonstration of grammar and word usage skills varied widely, despite the fact that grammar review (technically beyond the scope of EWRT 1B) played a part in the course: in class, on the class website, on papers, and so on. Some students showed good grammar skills; some were able to edit their papers and improve; but most either didn't try or simply weren't able. Some international students wrote insightful, well-developed papers but didn't show much progress in grammar and word usage despite their best efforts.</p> <p>More advanced writing strategies such as examining a key example in special depth and detail and showing the evolution of one's thesis (based on ideas in WRITING ANALYTICALLY by Rosenwasser and Stephen)</p>	<p>alternative teaching/learning strategies or devote less time and space to these issues on the theory that basic language learning is a gradual process and professional guidance won't speed up or change the process very much.</p> <p>Most students liked the gender-related focus of the course, but a few students were bored by the focus on one central theme (mandated by the course outline). It might be wise to introduce more variety into the course, at a possible cost in coherence and depth.</p>	The department began work on a common grading rubric and investigated the idea of a 1B portfolio.



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue	A series of papers on the central theme of gender, including a sequence of research-based assignments on a specific gender-related topic of the student's choosing.	<p>had limited success. Only a few students were able to carry them out. Some students initially had trouble grasping what an example is; they couldn't distinguish between an example and an idea or a statement. But after practice and instruction, most were able to grasp the concept and most were able to support their ideas with some evidence and examples, if not in special depth and detail.</p> <p>All in all, the assignments were successful, and students demonstrated their analytical, organizational, verbal, and research skills in essays based on a common theme or issue. Most students liked the topics and felt that they had something to say.</p>	<p>Grammar and word usage were a challenge, especially since students were at very different levels and many were far below "grade level." Teachers could pursue alternative teaching/learning strategies or devote less time and space to these issues on the theory that basic language learning is a gradual process and professional guidance won't speed up or change the process very much.</p> <p>Most students liked the gender-related focus of the course, but a few students were bored by the focus on one central theme (mandated by the course outline). It might be wise to introduce more variety into the course, at a possible cost in coherence and depth.</p>	The department began work on a common grading rubric and investigated the idea of a 1B portfolio.
EWRT 1C		Analyze the cultural and historical background of literary texts.				
		Analyze the cultural and historical background of literary texts.	We used reading quizzes, student presentations, an in-class essay-format exam, and four essays. Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer.	<p>Our assessment results indicated that students were mostly ignorant of the cultural and historical background of literary texts--this was revealed through testing and class discussion.</p> <p>Student performance in this area can be improved by assigned "research" homework, lectures on the cultural and historical background of literary texts and follow-up quizzes on said lectures.</p>	The department will use the assessment results in terms of recommending that faculty assign fewer literary works that demand knowledge of cultural and historical background in the beginning of the course.	The faculty began creating a list of suggested texts, assignments, and course pacing schedules for this class.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze the cultural and historical background of literary texts.	We used reading quizzes, student presentations, an in-class essay-format exam, and four essays. Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer.	Students did not meet our expectations of proficiency in this area.	The department will use the assessment results in terms of recommending that faculty assign fewer literary works that demand knowledge of cultural and historical background in the beginning of the course.	The faculty began creating a list of suggested texts, assignments, and course pacing schedules for this class.
		Demonstrates a progressive knowledge of the literary texts in essays and discussion through increasing length and/or the inclusion of appropriate quotations and close readings.				
		Demonstrates a progressive knowledge of the literary texts in essays and discussion through increasing length and/or the inclusion of appropriate quotations and close readings.	We used reading quizzes, student presentations, an in-class, essay-format exam, and four essays. Our methodology was to demand from students in questions ranging from literal events in a text to broad, philosophical, entire class discussion topics and in discussions that range from focus on a single word to the most complex meanings a text may communicate, a full engagement with the entire range of meanings and values that literary texts offer.	Our assessment results indicate that students need a great deal more work in the close reading of literary texts, but that over eleven weeks they are capable of making great strides in that work.  Student performance was outstanding in grappling with and writing about a play.  Our students by the end of the quarter were somewhat proficient in close reading.	We will require more close reading in order to improve student learning and we will test for it.	The Department began work on a formal Essay Grading rubric and began investigating staff development for how to write clearer prompts.  Needs: 1. More staff development for a best practices workshop series. 2. A tutoring workshop for students on textual analysis. 3. More full-time faculty trained in composition studies and literary analysis.
		Identify the multiple levels of meaning of literary texts in journals, discussion, and essays.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Identify the multiple levels of meaning of literary texts in journals, discussion, and essays.	We used reading quizzes, student presentation, an in-class essay-format exam, and four essays. Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer.	<p>The need for students to become better adult readers capable of basic literacy was revealed as well as the the need for greater analytical thinking.</p> <p>Student performance was outstanding in terms of the learning progression of several individual students.</p> <p>Overall student performance can be improved in terms of analytical writing.</p> <p>Our students overall did meet basic expectations of student proficiency.</p>	The department needs to improve the guidelines for student presentations and revise questions used for the poetry exam.	The department is planning on designing a new grading rubric for presentations and a a common grading rubric for analytical writing assignments
		Write effectively organized, academic (analytical, argumentative) essays based on literary texts.				
		Write effectively organized, academic (analytical, argumentative) essays based on literary texts.	<p>Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer.</p> <p>We asked students to write four essays on literary texts.</p>	<p>Our assessment of students ability to successfully write essays on literary texts is that by the end of the quarter students had progressed greatly and were able to learn the intensely analytical writing taught for the writing assignments.</p> <p>Student writing can be improved by linking the essay assignments very carefully to daily class activity, by modeling student work on these assignments and by devoting class time to working on these assignments.</p>	Assessment results will be applied to the revision and improvement of essay assignments and to the planning of class activities in support of them.	<p>Enhancement (Part II): We see an increasing need for tutoring services for students whose writing skills are still developing. WRC CAT tutors might be ideal for this purpose. This is a course which does not review fundamentals, and students weak in their writing skills need more support to succeed.</p> <p>We also see an increasing need for "smart" classrooms that have Internet access available in the classroom. This is required for students to not only make their presentations successfully, but also to further provide literary contexts within</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Write effectively organized, academic (analytical, argumentative) essays based on literary texts.	Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer.	Our assessment of students ability to successfully write essays on literary texts is that by the end of the quarter students had progressed greatly and were able to learn the intensely analytical writing taught for the writing assignments.  Student writing can be improved by linking the essay assignments very carefully to daily class activity, by modeling student work on these assignments and by devoting class time to working on these assignments.	Assessment results will be applied to the revision and improvement of essay assignments and to the planning of class activities in support of them.	the classroom discussions.
EWRT 2		Apply critical thinking skills to writing and complex readings.				
		Apply critical thinking skills to writing and complex readings.	In the beginning of the quarter, students were lined up against a wall and asked to close their eyes. Students were asked to take a step forward in accordance with their answer to a question. Four questions were asked: 1. Are you racist? 2. Are you sexist? 3. Are you homophobic or heterosexist? 4. Are you ableist?  For each question that a student answered "yes" to, they took one step forward. Students were then allowed to open their eyes. The instructor recorded the number of steps each student took.  The assessment was repeated	This assessment was aimed at measuring the application of critical thinking skills that students learned throughout the quarter. Since critical thinking requires individuals to question their beliefs, assumptions, and integrity, this assessment tool measured any change in the individual on these grounds.  In the assessment for Fall 2010, all but 5 students took a different number of steps forward. This revealed a change of opinion, belief, or ideology. One assumes that this change was due to the material covered in class.	Assessment results will improve student learning outcomes by honing content and assignments to encourage students to think critically about their biases and self-delusions. For example, if the assessment revealed that no students changed their views on the topics in question, then content or assignments would be added to enlighten students to the intricacies of racism, sexism, homophobia, and ableism.	In order to add content or assignments pertaining to ableism, resources such as visiting speakers or field trips would be useful. Also, presentation of material relating to ableism and homophobia are often found on the internet or in digital format, so smart classrooms and access to the internet is essential.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Apply critical thinking skills to writing and complex readings.	at the end of the quarter. The instructor recorded how many students took a different number of steps from the beginning of the quarter.	<p>This assessment was aimed at measuring the application of critical thinking skills that students learned throughout the quarter. Since critical thinking requires individuals to question their beliefs, assumptions, and integrity, this assessment tool measured any change in the individual on these grounds.</p> <p>In the assessment for Fall 2010, all but 5 students took a different number of steps forward. This revealed a change of opinion, belief, or ideology. One assumes that this change was due to the material covered in class.</p>	<p>Assessment results will improve student learning outcomes by honing content and assignments to encourage students to think critically about their biases and self-delusions. For example, if the assessment revealed that no students changed their views on the topics in question, then content or assignments would be added to enlighten students to the intricacies of racism, sexism, homophobia, and ableism.</p>	<p>In order to add content or assignments pertaining to ableism, resources such as visiting speakers or field trips would be useful. Also, presentation of material relating to ableism and homophobia are often found on the internet or in digital format, so smart classrooms and access to the internet is essential.</p>
		Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.				
		Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.	They will write an analytical essay demonstrating their understanding of complex texts.	<p>Marilyn: In the two sections I assessed for Fall Quarter, twenty-five students succeeded at the A level in accomplishing all three goals. Twenty-eight succeeded at the B level, usually by falling short primarily on either strongly showing the two arguments equally or else in failing to focus on the effects of language within the argument. Seven students passed at the C level, generally due to under-development of the argument. Three students performed at the D level, lacking synthesis and clarity. Three students took</p>	<p>Student needs and issues: Some of the topics students chose were more difficult than others. Outstanding: The students made unique arguments and generally showed excellent grasp of critical thinking skills which we had been working on all quarter. Improvement is needed in all areas but particularly in the focus on showing two or three major points of view clearly. Yes, students met my expectations.</p> <p>Winter Quarter students met my expectations better than</p>	<p>The other issue for the students is that there is so little financial and staff support for the Writing and Reading Center that students at the EWRT 2 level are literally turned away when they request help. This leaves the entire drafting burden on me -- and I had about 107 students this quarter, about 1/4 to 1/3 of them international students. The WRC, which used to play a wonderful role in student success, was not helping when I needed help.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.	They will write an analytical essay demonstrating their understanding of complex texts.	Incompletes. In the three sections I assessed for Winter Quarter, 2011, fifty-five students succeeded at the A or A- level, while twenty-three succeeded at the B or B- level, primarily due to "limited understanding of the ways in which language . . . and values . . . inform an argument," and eight passed at the C level, generally due to lack of attention to weak documentation and lack of attention to more than one perspective	students in my Fall Quarter classes. One of the reasons was that I focused on ensuring that we had adequate technological support and partly because I changed the sequencing of the course and included two essays devoted to this particular outcome instead of just one.	The other issue for the students is that there is so little financial and staff support for the Writing and Reading Center that students at the EWRT 2 level are literally turned away when they request help. This leaves the entire drafting burden on me -- and I had about 107 students this quarter, about 1/4 to 1/3 of them international students. The WRC, which used to play a wonderful role in student success, was not helping when I needed help.
		Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.	They will write an analytical essay demonstrating their understanding of complex texts.	Marilyn: In the two sections I assessed for Fall Quarter, twenty-five students succeeded at the A level in accomplishing all three goals. Twenty-eight succeeded at the B level, usually by falling short primarily on either strongly showing the two arguments equally or else in failing to focus on the effects of language within the argument. Seven students passed at the C level, generally due to under-development of the argument. Three students performed at the D level, lacking synthesis and clarity. Three students took Incompletes. In the three sections I assessed for Winter Quarter, 2011, fifty-five students succeeded at the A or A- level, while twenty-three succeeded at the B or B- level, primarily due to "limited understanding of the ways in which language . . . and values . . . inform an	Student needs and issues: Some of the topics students chose were more difficult than others. Outstanding: The students made unique arguments and generally showed excellent grasp of critical thinking skills which we had been working on all quarter. Improvement is needed in all areas but particularly in the focus on showing two or three major points of view clearly. Yes, students met my expectations. Winter Quarter students met my expectations better than students in my Fall Quarter classes. One of the reasons was that I focused on ensuring that we had adequate technological support and partly because I changed the sequencing of the course and included two essays devoted to this particular outcome instead of just one.	Because this learning outcome should be at all stages directly integrated with use of technology, my students and I were consistently hampered in every way by the lack of available technology. Lack of classroom computers, lack of projectors, and lack of computer lab time for directed research were the three technology hindrances to performance. I do believe that if we had technology available within our classrooms and more computer lab time, at least half the students who performed at B level could have risen to the A level.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.	They will write an analytical essay demonstrating their understanding of complex texts.	argument," and eight passed at the C level, generally due to lack of attention to weak documentation and lack of attention to more than one perspective		Because this learning outcome should be at all stages directly integrated with use of technology, my students and I were consistently hampered in every way by the lack of available technology. Lack of classroom computers, lack of projectors, and lack of computer lab time for directed research were the three technology hindrances to performance. I do believe that if we had technology available within our classrooms and more computer lab time, at least half the students who performed at B level could have risen to the A level.
		Demonstrate analysis, comparison, synthesis, and documentation of independent research.				
		Demonstrate analysis, comparison, synthesis, and documentation of independent research.	Students will complete an annotated bibliography assignment that demonstrates their ability to analyze, synthesize, and document their research.			
	EWRT 30	Demonstrate a personal creative process in multiple literary genres.				
		Demonstrate a personal creative process in multiple literary genres.	Assessment Method: Since a creative process involves facing both technical (?how do I write a radio play??) and psychological (fear of judgment, writers? block, fear of exposing art to criticism, fear of unearthing strong emotions) hurdles, students will face and accomplish many of the steps in class.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a personal creative process in multiple literary genres.	?Start small with 15-minute exercises in class ?Learn from instructor and textbooks how to provide helpful and appropriate feedback. Apply this to classmate?s portfolio of 10+ pages of creative work ?Accomplish significant revision by turning a poem into creative nonfiction on the same material, a memoir piece into fiction. (More advanced students have option of a third iteration: poem into nonfiction into fiction) ?Learn through reading and guest writers how professional creative writers manage time, fear, and blocks ?Examine and practice techniques individually, e.g., echoing/repetition, narrative/plot arc, significant detail, metaphor and apply them in class to their in-progress pieces (revising).			
		Demonstrate a personal creative process in multiple literary genres.	In EWRT 30, students are split into peer workshops for each genre of writing they practice (non-fiction, fiction, poetry and drama). During each of these workshops, students must read their peers' work and provide critical commentary about its strengths and weaknesses. By evaluating the work of other students in these workshops, students learn how to think critically about the creative process and how this process applies to their own work as well. The final portfolio is another crucial methodology for this	Assessment Data Summary: As of May 24, 2012, all in-class writings had been completed by 21/25 students. 21/25 had completed two double versions (poem into nonfiction, nonfiction into fiction). 12/25 had done an optional third iteration. 24/25 had completed work in three genres for a portfolio. 23/25 had completed feedback on a creative work	Enhancement/Action: Creative writing students may be more prone than many to psychological difficulties such as depression, self-harm, harsh self-criticism. Five students reported serious depression. One needed to be hospitalized. Counseling resources on campus might be expanded to include family therapists and experienced depression counselors. Students also struggled to meet goals of attending class because of childcare difficulties and working full-time while going to school full-	Enhancement/Action: Creative writing students may be more prone than many to psychological difficulties such as depression, self-harm, harsh self-criticism. Five students reported serious depression. One needed to be hospitalized. Counseling resources on campus might be expanded to include family therapists and experienced depression counselors. Students also struggled to meet goals of attending class because of childcare difficulties and working full-time while going to school full-time. Many



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a personal creative process in multiple literary genres.	student learning outcome. Students must submit a portfolio which consists of two significantly revised drafts in different genres chosen from the four assignments they've submitted during the course of the quarter. These final revisions represent the critical and creative gains they've achieved through reading works by professional writers, crafting their own imaginative works and participating in the peer review process. Once students gain skills to assess the strengths and weaknesses in any creative work, they can employ these strategies to make their drafts more coherent, unified and complex.	Assessment Data Summary: As of May 24, 2012, all in-class writings had been completed by 21/25 students. 21/25 had completed two double versions (poem into nonfiction, nonfiction into fiction). 12/25 had done an optional third iteration. 24/25 had completed work in three genres for a portfolio. 23/25 had completed feedback on a creative work	time. Many students need more financial aid especially book grants and inexpensive means of printing and photocopying. I'd like to request funding for five copies of the textbooks to be placed on reserve in the library and for each student who needs it to have a \$20 printing/photocopying card.	students need more financial aid especially book grants and inexpensive means of printing and photocopying. I'd like to request funding for five copies of the textbooks to be placed on reserve in the library and for each student who needs it to have a \$20 printing/photocopying card.
		Evaluate one's peers' and one's own imaginative writing.				
		Evaluate one's peers' and one's own imaginative writing.	In EWRT 30, students are split into peer workshops for each genre of writing they practice (non-fiction, fiction, poetry and drama). During each of these workshops, students must read their peers' work and provide critical commentary about its strengths and weaknesses. By evaluating the work of other students in these workshops, students learn how to think critically about the creative process and how this process applies to their own work as well. The final portfolio is another crucial methodology for this student learning outcome. Students must submit a portfolio which consists of two significantly revised drafts in			

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		Evaluate one's peers' and one's own imaginative writing.	different genres chosen from the four assignments they've submitted during the course of the quarter. These final revisions represent the critical and creative gains they've achieved through reading works by professional writers, crafting their own imaginative works and participating in the peer review process. Once students gain skills to assess the strengths and weaknesses in any creative work, they can employ these strategies to make their drafts more coherent, unified and complex.			
		Identify and apply major technical and stylistic elements of imaginative writing.				
		Identify and apply major technical and stylistic elements of imaginative writing.	Students were required to submit two pieces--one nonfiction, one fiction--and a "self-reflective" memo as their final portfolio. The self-reflective memo allowed them to frame their submissions in the context of their efforts to develop a personal creative process (a "voice" in both genres); it also gave them a chance to reflect on the progress they'd made throughout the quarter--as close readers, as peer-critiquers, and as independent creative writers.			
	EWRT 40	Demonstrate a personal creative process in fiction writing.				

Demonstrate a personal

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		creative process in fiction writing.				
		Evaluate one's peers' and one's own stories.				
		Evaluate one's peers' and one's own stories.				
		Identify and apply major technical and stylistic elements of fiction.				
		Identify and apply major technical and stylistic elements of fiction.				
EWRT 41		Demonstrate a personal creative process in poetry writing.				
		Demonstrate a personal creative process in poetry writing.	Students keep a poet's notebook devoted entirely to their own process. This includes class notes, rough drafts, in-class writings, personal jottings, ideas for pieces, beginnings or even snatches of dialogue or just single images?and in many cases favorite poems or quotes either copied or pasted in scrapbook-style?even newspaper clippings. Students are also invited to include art or draw in their notebooks or illustrate them. A poet's notebook needs to be discrete?solely a notebook for writing?not also a notebook for other coursework. A three ring	Half of the notebooks from winter, 2011 were ?thin,? which is to say, minimal or worse.. This is an assignment that needs to evolve, perhaps partly because so many students now write on laptops, iPads, or mobile devices. I may want to change the assignment to choosing between either a notebook or a blog?or an equivalent level of participation on the course listserv. Two problems: 1) notebooks are private, and blogs and listservs aren't?and second, notebooks are for rough material as opposed to polished. So I'll have to figure out a way to make a bog or	Reflection and Analysis: Half of the notebooks from winter, 2011 were ?thin,? which is to say, minimal or worse.. This is an assignment that needs to evolve, perhaps partly because so many students now write on laptops, iPads, or mobile devices. I may want to change the assignment to choosing between either a notebook or a blog?or an equivalent level of participation on the course listserv. Two problems: 1) notebooks are private, and blogs and listservs aren't?and second, notebooks are for rough material as opposed to polished. So I'll have to figure	Enhancement/Action: This reflection points out once again the need for well-funded, ongoing staff development funding (as well as conference funding) ?for teachers still transitioning into new media and technologies. As I learn to bring assignments/ assessment methods like this one into the digital age, I'll want institutional backing and commitment to well-funded labs, training programs, and dissemination of best practices.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a personal creative process in poetry writing.	<p>binder is fine since then notebook can then also hold copies, handouts, printouts of word-processed drafts, other inserted materials, but students can also create a notebook in terms of size, type, and shape (etc), that most reflects their personal style.</p> <p>Engaging the daily activity and developing a personal writing process that they can celebrate and discuss is so central to the work of young poets that students are given 200 points or 1/5th of their course grade based on the quality of this notebook. The rubric emphasizes engagement?and (an almost) daily practice. It also emphasizes the generation of new material and at least some evidence of revision/ editing/ multiple drafts/ rewrites.</p>	electronic option for the assignment that foregrounds creative process and not just public sharing.	out a way to make a bog or electronic option for the assignment that foregrounds creative process and not just public sharing.	Enhancement/Action: This reflection points out once again the need for well-funded, ongoing staff development funding (as well as conference funding) ?for teachers still transitioning into new media and technologies. As I learn to bring assignments/ assessment methods like this one into the digital age, I?ll want institutional backing and commitment to well-funded labs, training programs, and dissemination of best practices.
		Evaluate one's peers' and one's own poems.				
		Evaluate one's peers' and one's own poems.	Weekly small group peer feedback sessions running between 30-40 minutes include providing both verbal and written feedback to peers. Poets read their poems aloud and also provide each other with written copies; students are given a protocol and a checklist that directs them to practice readerly/ experiential feedback while responding both from the gut and with appropriate vocabulary from	During the winter of 2012, I had good success with this assessment. Only students with chronic attendance problems received ?C? or worse in this component of the course. Out of 20 students, 16 received either an ?A? or a ?B? on this assessment, which I measured in two ways: observation during group sessions, and collection and analysis of student feedback when I took the poems home	This is a crucial assignment and a necessary ongoing measure. Early in the quarter, students are absorbing a) how to talk about poetry using specific criteria and vocabulary; b) how to be positive and helpful readers while asking tough/ honest questions and offering praise and/or constructive criticism; and c) how to accept feedback gracefully and in some cases revise one?s own work and	At best, the arts inspire and form highly charged communities of diverse and engaged critical thinkers. Core values are forged and tested in those fires. Measures of how students evaluate and interrelate as artists in community can be applied to how we all might interrelate as institutional visionaries and citizens in a democratic society. Beauty is truth, truth beauty?that is all ye know on

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Evaluate one's peers' and one's own poems.	the discipline?feedback sessions guide them to talk to each other about poetry as well as practice editing techniques studied in class. Poetry isn't fully alive until it is read; students learn a great deal by testing their work out on audiences (peers, instructor).	that night and could read written peer comments as well.	approach to poetry writing based on course teachings and the course community. I also use the course listserv as a way for students to read each others? work and give feedback; I could offer this electronic environment as a makeup option at least once per quarter for those who miss their in-class face-to-face feedback group. It's important that students inspire each other as much or more than the instructor or textbook. Poetry needs to be alive in these ways. Peer poetry evaluation, if done properly and in the right spirit, greatly facilitates learning.	earth, and all ye need to know. Let's save two things: our cultural commitment to community college education, and our cultural commitment to arts education.
		Identify and apply major technical and stylistic elements of poetry.				
		Identify and apply major technical and stylistic elements of poetry.				
EWRT 42		Demonstrate a personal creative process in the writing of memoir and creative non-fiction.				
		Demonstrate a personal creative process in the writing of memoir and creative non-fiction.	Through a series of writing assignments, demonstrate how past memories can be interpreted and embellished in artistic form through voice, humor, portrayal of characters and setting.	94% of students properly completed the coursework, transforming previous facts from their lives into literary works of art (in progress).	Students who enroll in EWRT 42 generally have a creative bent, which allows them to successfully interpret their life through a creative lens. The few students who don?t feel creatively inclined should be	1) The school could sponsor a published writer to attend the campus. The author would discuss his or her creative process of writing. 2) Identify a book or set of essays that describes the creative process

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a personal creative process in the writing of memoir and creative non-fiction.	Through a series of writing assignments, demonstrate how past memories can be interpreted and embellished in artistic form through voice, humor, portrayal of characters and setting.	94% of students properly completed the coursework, transforming previous facts from their lives into literary works of art (in progress).	paired with more creative students in hopes that they will learn new techniques and become engaged in the creative process. In addition, anxiety can stifle creativity, and some of our students may have a traumatic past which can elicit angst. In these cases, we allow students to reshape their memoirs toward themes that are easier to write about.	and how to tap into it for the purpose of writing.
		Evaluate one's peers' and one's own creative non-fiction.				
		Evaluate one's peers' and one's own creative non-fiction.	Through written and oral presentation, student work is evaluated by student peers. Evaluations are based on constructive, thoughtful feedback on how effectively the work in question has implemented elements of memoir, and suggested areas of strength and weakness with respect to the implementation.	99% of students fulfilled this SLO requirement.	Because art is subjective, students were permitted to highlight areas of theirs and others? writing that required revision according to their aesthetic standards. To avoid broad and abstract discussions of these aesthetics, students were supplied with explicit terminology to assist them in articulating their critiques, and thus making their feedback much more concrete and effective.	: 1) In order to ensure that students receive useful critiques that can help them further develop their craft, it would be ideal to evaluate peer critiques and give student-critics feedback on how to better identify and articulate areas of creative improvement in this genre. 2) For group critique?s, assign students specific elements/literary devices to focus on; this will encourage a diversity of critiques for a given work, and avoid duplicate suggestions for the work. 3) Provide models of high-quality critiques design an in-class process for using critiques to arrive upon an example-backed conception of what constitutes the art of the memoir.
		Identify and apply major technical and stylistic elements of creative non-fiction.				
		Identify and apply major technical and stylistic	Through the development of students? written work (rough-	96% of the class fulfilled the SLO requirement.	The memoir that I used as a text modeled great stylistics	1) Some students feel like only people with ?talent? or some ?

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		elements of creative non-fiction.	draft through final-draft), determine if their memoir is shaping a dramatic story arc that incorporates the vehicles of the memoir genre: pacing, dialogue, characterization, theme, and structure.	96% of the class fulfilled the SLO requirement.	elements, such as tone and voice, but the story, as a whole, was very dramatic in nature. Perhaps I should have included a published memoir that finds a way to transform the banal into dramatic tension, or a text that better illustrates this issue. This would allow students to then incorporate stylistic elements to the technical component of the memoir.	magic tough? can write a good memoir, so by having professional writers? discuss mechanics/strategies/ learned techniques, students can see that success comes not just from innate creative ability, but by using learned techniques to help shape and guide their writing. 2) Present paragraphs in class that lack some necessary elements of narrative flair and, as a class, provide stylistic enhancements and witness how the writing is transformed to fulfill SLO requirement.
	EWRT 65, 65X	Apply design principles and production skills to publish a literary magazine.				
		Apply design principles and production skills to publish a literary magazine.	Each spring, students in EWRT/JOUR 65 engage in the ultimate class project: they produce a book that indelibly & transparently reflects everything they've learned and accomplished. Through creating a book, they are applying design principles and production skills to publish a literary magazine?in this case an approximately 125 pp. anthology of the best De Anza student creative writing and art from the current academic year. EWRT/JOUR 65 students produce the book in eleven weeks, culminating in a literary reading and book party during finals. Much of the first half of the quarter involves solicitation of student work and reading and voting on manuscripts. Starting in week six and seven, however,	Each year about 2/3rds of spring EWRT/JOUR 65 students perform with outstanding teamwork and individual passion in producing the journal on deadline while about 1/3rd of the class feels overwhelmed with other time pressures and stays on the margins in terms of skillful participation and commitment. This year (spring, 2012), 14 out of 21 students threw themselves into the design and production phases and contributed significantly to meeting the necessary deadlines, while 7 students coasted on the margins.	Some range in student participation in the design and production phase of the magazine class is inevitable. What I'd like to test out next year is to complement the usual specialty team/ subcommittee work with a series of self-assessments, say during weeks 5, 8, and 11, in which students are able to express to me on their own a) what and how much they feel they are accomplishing/ contributing in their specialty areas, and b) if they have any additional goals or ways in which they would like to contribute down the stretch.  I schedule extra afternoon and evening sessions (as one might for theatrical and musical performances) during weeks seven through ten in	Institutional commitment to a well-staffed, state-of-the-art Student Publications Lab is essential to the life of a campus committed to free speech, the empowerment of student voices, creative expression, and the importance of publishing in print and online in the digital age.  The possibility of linking EWRT/JOUR 65 to InDesign courses taught through Foothill College (if they still exist?) is a thought to consider as well.  I'd also like to enhance Red Wheelbarrow?s online presence both as an online journal and as a better maintained website; institutional support for these enhancements and actions would be appreciated.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Apply design principles and production skills to publish a literary magazine.	design and production?the physical process of publishing?move front and center. Student subcommittees are formed to help with manuscript revision & editing, volume order, layout, copy-editing, page design, art quality and layout/composition, art distribution within the journal, cover design, and proofreading. Students volunteer for subcommittees early in the quarter and often focus their work in a particular genre or design area?but everyone is also a generalist required to take part to at least some degree in copy editing and proofreading as well. Managing editors, genre editors, and student designers lead subcommittee teams to ensure that work is done on deadline. Students are charged with making a book with high production values that they can sell and that makes the contributors?, their friends and families, and campus proud, so students are highly motivated to effectively apply their knowledge. A massive publication project is very much like a public performance, demanding a similar level of preparation, focus, and teamwork.	Each year about 2/3rds of spring EWRT/JOUR 65 students perform with outstanding teamwork and individual passion in producing the journal on deadline while about 1/3rd of the class feels overwhelmed with other time pressures and stays on the margins in terms of skillful participation and commitment. This year (spring, 2012), 14 out of 21 students threw themselves into the design and production phases and contributed significantly to meeting the necessary deadlines, while 7 students coasted on the margins.	the student publications lab?and will continue to do so in order to involve as many people as possible in the production and design processes. In fact, I should probably consider adding a lab component to the course that schedules these extra sessions in.	
		Establish and apply aesthetic criteria to selection of material for magazine.				
		Establish and apply aesthetic criteria to selection of material	Assessment Method: EWRT/JOUR 65. Red	Assessment Data Summary: This assignment works pretty	Reflection and Analysis: During week two of the	Institutional commitment to well-staffed, state-of-the-art



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		for magazine.	Wheelbarrow, the literary magazine class, has two incarnations per year: in winter it is a national journal in which course students play an advisory editorial role in their evaluation of professional writing from across the country?while in spring, the quarter I'm assessing here, students have the final say (the teacher has one vote as do the students) in creating an annual anthology of the best student creative writing and art front that academic year at De Anza. So spring course outcomes	well in stimulating early involvement and debate among new staff and orienting students to the online environment and the nature of course thought and discussion. In 2012, I had 82% (18/22) involvement in the online demonstration & articulation of criteria and ranking of manuscripts. This is similar to what I had in 2011 (actually up from 2011, which had 80% acceptable completion of the assignment?16/20). Since I start the assignment in class, student interactivity on this assignment is routine, but interactivity is also measured by students doing a minimum of two qualitative online responses to peers. 70-75% (both years) engaged in the interactive online aspect of the assignment successfully	quarter, students are often still having issues engaging all aspects of the online shell. This accounts for for four-five students per year not following through with the assignment online. Still, I think with some more careful implementation, I should be able to reach my target and significantly deepen the impact of the assignment in reaching its predicted outcome as well.  1)In the future, to reach my target, I'll take the class over to the ATC English Computer Lab during week two so as to all	English computer lab classrooms is essential to complementing best practices in hybrid instruction. I say this because:  1)In the future, to reach my target, I'll take the class over to the ATC English Computer Lab during week two so as to all login and interact online together as well as F2F on this assignment, and troubleshoot together in that way. This may be the perfect assignment to integrate with an early lab visit. I'll focus on the outcome more explicitly by having students actually draw up their own rough personal evaluation rubrics/ rating sheets as part of the assignment we carry into the lab with us?and then we'll all draw up a preliminary consensus class rubric together /in the lab using the overhead projector. In so doing, maybe the assignment is evolving from a ?Demonstration? of applied principles and critical thinking to a demonstration culminating in a ?Class Project? that follows up on and deepens the initial assignment?s effectiveness.
	EWRT 200	Approach and interact confidently with a variety of texts.				
		Approach and interact confidently with a variety of texts.	The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence			

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		Approach and interact confidently with a variety of texts.	interacting with a variety of tests. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in reading skills? and ?what reading skills do you want to work on??			
		Approach and interact confidently with a variety of texts.	The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence interacting with a variety of texts. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in reading skills? and ?what reading skills do you want to work on??	<p>Assessment Data Summary:</p> <p>The pre-survey data did reveal that 90% of students lacked confidence in their reading abilities and reported a desire to work on vocabulary, reading analytically, and 20% of students wanted to learn how to use quotes better.</p> <p>The post-survey revealed that 90% of EWRT 200 Students were more confident in their reading abilities, but 20% revealed that they now lacked confidence in using quotes in their writing.</p>	<p>Reflection and Analysis:</p> <p>The survey data revealed that, while students were being exposed to a variety of text and gaining confidence in their reading abilities, they were not making the connection between the reading and their writing. Instead, the 20% who reported lacking confidence in their abilities to use quotes/text in their essays made the SLO assessment team realize their might be a flaw in the SLO and how teachers were incorporating that into their classes.</p>	We feel that the question was not specific enough to get at the students? confidence in using texts within their writing, so the department will review and potentially re-write the SLO and the course outline to better gauge the students? ability to use a variety of texts in their writing e.g. non-fiction, fiction, visual, etc. Then, re-survey the students with a more specific question.
		Approach and interact confidently with a variety of texts.	To assess confident student interaction with a variety of texts, we used a reading journal to evaluate reading comprehension and critical/personal understanding. Students will be required to use at least 5 new vocabulary words in their journal.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Approach and interact confidently with a variety of texts.	This assessment will require students to read assigned texts, write a 1-2 paragraph response to a reading responding to a critical question. Their reading journal will incorporate their interpretation of the text, their personal connections, and new vocabulary.			
		Follow a writing process in order to convey focused, developed ideas in paragraph form.				
		Follow a writing process in order to convey focused, developed ideas in paragraph form.	Portfolio of student's writing at the end of the quarter.			
		Follow a writing process in order to convey focused, developed ideas in paragraph form.	The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on??	<p>Assessment Data Summary:</p> <p>Pre-Survey Results:</p> <p>95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar.</p> <p>Post-Survey Results:</p> <p>The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their</p>	<p>The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students' ability to recognize progress in their writing of essays as being connected to their paragraphing skills.</p>	<p>Enhancement/Action:</p> <p>The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students' paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.</p> <p>The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.</p>

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		Follow a writing process in order to convey focused, developed ideas in paragraph form.	The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on??	essays were stronger, but they did not identify their paragraphs as getting stronger.	The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students' ability to recognize progress in their writing of essays as being connected to their paragraphing skills.	<p>Enhancement/Action:</p> <p>The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students' paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.</p> <p>The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.</p>
		Follow a writing process in order to convey focused, developed ideas in paragraph form.	The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on??	<p>Assessment Data Summary:</p> <p>Pre-Survey Results:</p> <p>95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar.</p> <p>Post-Survey Results:</p> <p>The Post-Survey results revealed that 90% of students</p>	The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students' ability to recognize progress in their writing of essays as being connected to their paragraphing skills.	The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Follow a writing process in order to convey focused, developed ideas in paragraph form.	The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on??	were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their paragraphs as getting stronger.	The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their paragraphing skills.	The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.
		Follow a writing process in order to convey focused, developed ideas in paragraph form.	The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on??	<p>Assessment Data Summary:</p> <p>Pre-Survey Results:</p> <p>95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar.</p> <p>Post-Survey Results:</p> <p>The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their</p>	The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their paragraphing skills.	The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Follow a writing process in order to convey focused, developed ideas in paragraph form.	The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on??	paragraphs as getting stronger.	The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students' ability to recognize progress in their writing of essays as being connected to their paragraphing skills.	The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students' paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.
		Recognize and generate effective writing at the sentence level.				
		Recognize and generate effective writing at the sentence level.	The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in recognizing and generating effective sentences. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on??	<p>Assessment Data Summary:</p> <p>Pre-Survey Results: 95% of students reported lacking confidence in their writing skills. Over 70% of students reported lacking confidence in grammar concepts and their ability to write sentences clearly.</p> <p>Post-Survey Results: 90% of students reported being more confident in their writing ability, but over 30% reported a desire to learn more about grammar and sentence level writing.</p>	<p>Reflection and Analysis:</p> <p>The SLO team felt encouraged that students were gaining confidence in their writing, but the team was concerned about the students who were still desiring more instruction on grammar and sentence level writing. ?The team would like to know whether the desire comes from being more aware of grammar and sentence structure or a continued lack of awareness. ?The team was also interested in surveying instructors to see how they are teaching sentence level grammar.</p>	<p>Enhancement/Action:</p> <p>1.To tweak the survey language to ask specifically about their confidence with grammar in the pre and post survey 2.To add a question to the survey to ask which grammar concerns they had at the beginning and which they had at the end. 3.To do a faculty focus group on how grammar is taught in their 200 classroom. 4.To offer faculty ?Best Practices Workshops? on teaching grammar to 200 level students.</p>
		Recognize and generate effective writing at the	To assess effective writing at the sentence level, we will give			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		sentence level.	<p>a quiz after a 2-3 week unit. This quiz will assess student control of sentence boundaries, focusing on run-on sentences and sentence fragments.</p> <p>The quiz will require students to identify/correct run-ons and fragments and to write original sentences free of run-on sentences and fragments.</p> <p>Students will be required to demonstrate competence in the following areas: use of punctuation (periods and commas) and conjunctions (coordinating and subordinating).</p>			
EWRT 211		1. Clear ability to respond critically to one's own and others' experiences and ideas				
		1. Clear ability to respond critically to one's own and others' experiences and ideas	<p>We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition.</p>	<p>Out of 45 students in the two sections of EWRT 211, 15 and 16, 41 students passed. Of the 4 students who failed, two did not turn in portfolios at all and two students were deemed by the team of portfolio unready to take EWRT 1A because of the lack of English proficiency.</p> <p>At least half of the students turned in portfolios that were judged as strongly passing, indicating a high probability that those students will receive a B or better in EWRT 1A.</p>	<p>One area in which the portfolio process could be improved is in a push to have the students turn in all strongly passing work, instead of doing the minimum required to pass a pass/ no pass class.</p>	<p>The students need support in the following areas:</p> <ol style="list-style-type: none"> <li>1. Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process.</li> <li>2. More connection to the EDC and DSS so that the students can take advantage of the services which can enable their success.</li> <li>3. More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course.</li> </ol>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		1. Clear ability to respond critically to one's own and others' experiences and ideas	We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition.	<p>Out of 45 students in the two sections of EWRT 211, 15 and 16, 41 students passed. Of the 4 students who failed, two did not turn in portfolios at all and two students were deemed by the team of portfolio unready to take EWRT 1A because of the lack of English proficiency.</p> <p>At least half of the students turned in portfolios that were judged as strongly passing, indicating a high probability that those students will receive a B or better in EWRT 1A.</p>	One area in which the portfolio process could be improved is in a push to have the students turn in all strongly passing work, instead of doing the minimum required to pass a pass/ no pass class.	4. More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems.
		1. Clear ability to respond critically to one's own and others' experiences and ideas	We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition.	<p>Out of 45 students in the two sections of EWRT 211, 15 and 16, 41 students passed. Of the 4 students who failed, two did not turn in portfolios at all and two students were deemed by the team of portfolio unready to take EWRT 1A because of the lack of English proficiency.</p> <p>At least half of the students turned in portfolios that were judged as strongly passing, indicating a high probability that those students will receive a B or better in EWRT 1A.</p>	One area in which the portfolio process could be improved is in a push to have the students turn in all strongly passing work, instead of doing the minimum required to pass a pass/ no pass class.	<p>Will ask for funding of:</p> <p>1. Smart classrooms for all 211 classes.</p> <p>2. More staffing for EDC and DSS.</p> <p>3. More staffing for counseling.</p> <p>4. More tutors for students at risk.</p> <p>5. More staff development for training of tutors.</p>
		2. Clear sequential relationship between supporting ideas and central argument/controlling idea				
		2. Clear sequential relationship between supporting ideas and central argument/controlling idea	We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in	Out of 30 students in the one section of EWRT 211, 26 students passed. The grading breakdown was as follows:	To work with other areas of the campus to support students in the following areas:	<p>Request funding for:</p> <p>1. Smart classrooms for all 211 classes.</p> <p>2. More staffing for EDC and</p>



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
			reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition	Strong Pass 5; Pass 17; Borderline Pass 4; No Pass 4. Historically, students who take EWRT 211 during the spring quarter may possess a weaker skill set to begin the course. This section of students did fall into that pattern. Consequently, the rate of Strong Pass was lower than for the winter sections.	<p>1. Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process.</p> <p>2. More connection to the EDC and DSS so that the students can take advantage of the services which can enable their success.</p> <p>3. More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course.</p> <p>4. More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems.</p>	<p>DSS.</p> <p>3. More staffing for counseling.</p> <p>4. More tutors for students at risk.</p> <p>5. More staff development for training of tutors.</p>
		3. Evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills				
		3. Evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills	We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition.	Out of 30 students in the one section of EWRT 211, 26 students passed. The grading breakdown was as follows: Strong Pass 5; Pass 17; Borderline Pass 4; No Pass 4. Historically, students who take EWRT 211 during the spring quarter may possess a weaker skill set to begin the course. This section of students did fall into that pattern. Consequently, the rate of Strong Pass was lower than for the winter sections. Some	<p>To work with other areas of the campus to create pathways for student in the following areas:</p> <p>The students need support in the following areas:</p> <p>1. Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process.</p> <p>2. More connection to the EDC</p>	<p>To request funds for:</p> <p>1. Smart classrooms for all 211 classes.</p> <p>2. More staffing for EDC and DSS.</p> <p>3. More staffing for counseling.</p> <p>4. More tutors for students at risk.</p> <p>5. More staff development for training of tutors.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		3. Evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills	We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition.	students also struggled with the level of reading required. Since many of the writing assignments in the course were based upon textual analysis, the wide range of writing performance reflected the lesser reading skills.	and DSS so that the students can take advantage of the services which can enable their success.  3. More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course.  4. More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems.	To request funds for: 1. Smart classrooms for all 211 classes. 2. More staffing for EDC and DSS. 3. More staffing for counseling. 4. More tutors for students at risk. 5. More staff development for training of tutors.
Dept - (LA) English as a Second Language	ESL 200	Comprehend, analyze and respond to reading and listening materials.				
		Comprehend, analyze and respond to reading and listening materials.				
		Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.				
		Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.				
		Write a group of topic-related sentences using level specific grammar and vocabulary.				
		Write a group of topic-related sentences using level specific grammar and vocabulary.				
	ESL 210	Demonstrate level appropriate communication skills in a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ESL 210	conversational setting with speakers of different languages and cultural backgrounds.				
		Demonstrate level appropriate communication skills in a conversational setting with speakers of different languages and cultural backgrounds.				
		Demonstrate the ability to express personal opinions and experiences related to a variety of different cross-cultural topics.				
		Demonstrate the ability to express personal opinions and experiences related to a variety of different cross-cultural topics.				
		Demonstrate the ability to participate actively in unrehearsed and extended conversations.				
		Demonstrate the ability to participate actively in unrehearsed and extended conversations.				
	ESL 211	Demonstrate the ability to listen and respond critically to speakers in a variety of different contexts, such as news programs, talk shows, and films.				
		Demonstrate the ability to listen and respond critically to speakers in a variety of different contexts, such as news programs, talk shows, and films.				
		Demonstrate the ability to listen effectively and supportively to peers in multi-cultural discussions.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate the ability to listen effectively and supportively to peers in multi-cultural discussions.				
	ESL 213	Demonstrate the ability to recall idioms and expressions and use them in unrehearsed situations.				
		Demonstrate the ability to recall idioms and expressions and use them in unrehearsed situations.				
		Demonstrate the ability to use idioms and expressions in original sentences, dialogues, and in short stories, both orally and in writing.				
		Demonstrate the ability to use idioms and expressions in original sentences, dialogues, and in short stories, both orally and in writing.				
		Recognize Idioms and expressions used commonly in conversation, in print, in films, and on television.				
		Recognize Idioms and expressions used commonly in conversation, in print, in films, and on television.				
	ESL 214	Demonstrate the ability to comprehend and analyze academic reading passages.				
		Demonstrate the ability to comprehend and analyze academic reading passages.				
		Demonstrate the ability to comprehend and respond critically to the key ideas in an academic lecture.				
		Demonstrate the ability to comprehend and respond critically to the key ideas in an				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		academic lecture.				
		Demonstrate the ability to take effective notes on an academic lecture and summarize the content to peers.				
		Demonstrate the ability to take effective notes on an academic lecture and summarize the content to peers.				
	ESL 216	Demonstrate the ability to interact with other readers to gain a wider understanding of the text and to share differing points of view.				
		Demonstrate the ability to interact with other readers to gain a wider understanding of the text and to share differing points of view.				
		Demonstrate the ability to respond critically and personally to an extended text, such as a novel or an autobiography.				
		Demonstrate the ability to respond critically and personally to an extended text, such as a novel or an autobiography.				
	ESL 222	Demonstrate the ability to analyze the main ideas of stories reported by the media.				
		Demonstrate the ability to analyze the main ideas of stories reported by the media.				
		Demonstrate the ability to interact with other readers to understand different opinions and cultural perspectives.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate the ability to interact with other readers to understand different opinions and cultural perspectives.				
		Demonstrate the ability to respond to the ideas of a current news topic from a personal point of view.				
		Demonstrate the ability to respond to the ideas of a current news topic from a personal point of view.				
	ESL 223	Demonstrate an appreciation for reading in English by becoming actively engaged in sharing ideas in response to a level appropriate text, such as a short novel or autobiography.				
		Demonstrate an appreciation for reading in English by becoming actively engaged in sharing ideas in response to a level appropriate text, such as a short novel or autobiography.				
		Demonstrate the ability to read extended texts comprehensively without stopping to look up every word.				
		Demonstrate the ability to read extended texts comprehensively without stopping to look up every word.				
	ESL 230	Comprehend the main ideas in a variety of listening contexts, including short television and film clips, songs, and other audio resources.				
		Comprehend the main ideas in a variety of listening contexts, including short television and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		film clips, songs, and other audio resources.				
		Demonstrate the ability to listen effectively and respond clearly in conversation to both native speakers and speakers of other languages.				
		Demonstrate the ability to listen effectively and respond clearly in conversation to both native speakers and speakers of other languages.				
		Demonstrate the ability to understand and critique American customs as they are compared to the customs of other world cultures.				
		Demonstrate the ability to understand and critique American customs as they are compared to the customs of other world cultures.				
	ESL 234	Comprehend, analyze and respond to reading and listening low-intermediate materials.				
		Comprehend, analyze and respond to reading and listening low-intermediate materials.	ESL 234 faculty met two times as well as kept email correspondence during the spring quarter of 2012. The faculty met in the middle of the spring quarter and again in the last week of instruction in the spring quarter. Due to conflicting teaching schedules, 234 faculty used email correspondence to review the SLOs for ESL 234 and share relevant findings from the assessments. They agreed that the SLOs were a great way to get a better understanding of how students are meeting course			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Comprehend, analyze and respond to reading and listening low-intermediate materials.	<p>expectations and how to create more opportunities for student success.</p> <p>For the first face-to-face meeting in the middle of the spring quarter, ESL 234 faculty shared rubrics, assessments and some student work. Because ESL 234 is a multi-skill course including listening, speaking, reading, and writing, the faculty agreed to 2 different assessments to assess the different skill areas. One assessment was a reading followed by comprehension and vocabulary questions and a writing component in response to the reading. The other assessment tool was an oral presentation assignment requiring that students work in groups to practice giving presentations and listening to each other's presentations and then present their speech in front of the class. The SLOAC 234 faculty created a rubric for each assessment.</p> <p>At the final meeting, the ESL 234 faculty brought the scored rubrics for each assessment. The faculty discussed the results of each assessment and whether students met the SLOs and ways to improve student success in ESL 234.</p>			
		Demonstrate understanding and usage of level-specific grammar and vocabulary in				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		reading, writing, listening and speaking.				
		Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.	ESL 234 faculty met two times as well as kept email correspondence during the spring quarter of 2012. The faculty met in the middle of the spring quarter and again in the last week of instruction in the spring quarter. Due to conflicting teaching schedules, 234 faculty used email correspondence to review the SLOs for ESL 234 and share relevant findings from the assessments. They agreed that the SLOs were a great way to get a better understanding of how students are meeting course expectations and how to create more opportunities for student success.			
			For the first face-to-face meeting in the middle of the spring quarter, ESL 234 faculty shared rubrics, assessments and some student work. Because ESL 234 is a multi-skill course including listening, speaking, reading, and writing, the faculty agreed to 2 different assessments to assess the different skill areas. One assessment was a reading followed by comprehension and vocabulary questions and a writing component in response to the reading. The other assessment tool was an oral presentation assignment requiring that students work in groups to practice giving presentations and listening to			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.	each other's presentations and then present their speech in front of the class. The SLOAC 234 faculty created a rubric for each assessment.			
		Write a group of topic-related sentences using level specific grammar and vocabulary.				
		Write a group of topic-related sentences using level specific grammar and vocabulary.	ESL 234 faculty met two times as well as kept email correspondence during the spring quarter of 2012. The faculty met in the middle of the spring quarter and again in the last week of instruction in the spring quarter. Due to conflicting teaching schedules, 234 faculty used email correspondence to review the SLOs for ESL 234 and share relevant findings from the assessments. They agreed that the SLOs were a great way to get a better understanding of how students are meeting course expectations and how to create more opportunities for student success.			
			For the first face-to-face meeting in the middle of the spring quarter, ESL 234 faculty shared rubrics, assessments and some student work. Because ESL 234 is a multi-skill course including listening, speaking, reading, and writing, the faculty agreed to 2 different assessments to assess the different skill areas. One assessment was a reading followed by comprehension			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Write a group of topic-related sentences using level specific grammar and vocabulary.	and vocabulary questions and a writing component in response to the reading. The other assessment tool was an oral presentation assignment requiring that students work in groups to practice giving presentations and listening to each other's presentations and then present their speech in front of the class. The SLOAC 234 faculty created a rubric for each assessment.			
	ESL 244	Comprehend, analyze and respond to reading and listening low-intermediate materials.				
		Comprehend, analyze and respond to reading and listening low-intermediate materials.				
		Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.				
		Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.				
		Write a group of topic-related sentences using level specific grammar and vocabulary.				
		Write a group of topic-related sentences using level specific grammar and vocabulary.				
	ESL 251	Demonstrate understanding of essential points of discussions or speeches on selected topics.				
		Demonstrate understanding of essential points of discussions				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		or speeches on selected topics.				
		Recognize and demonstrate level-appropriate spoken American English in class discussions and speeches on selected topics.				
		Recognize and demonstrate level-appropriate spoken American English in class discussions and speeches on selected topics.				
	ESL 252	Demonstrate comprehension of literal and inferred meaning of level-specific reading materials.				
		Demonstrate comprehension of literal and inferred meaning of level-specific reading materials.	Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students' summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level.			
		Demonstrate understanding and usage of level-specific vocabulary in readings.				
		Demonstrate understanding and usage of level-specific vocabulary in readings.	Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students' summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level.			
		Identify organization and rhetorical modes of extended reading materials.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Identify organization and rhetorical modes of extended reading materials.	Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students' summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level.			
		Identify the main and supporting ideas of a level-appropriate text.				
		Identify the main and supporting ideas of a level-appropriate text.	Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students' summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level.			
	ESL 253	Demonstrate understanding and usage of level-specific grammar and vocabulary in writing.				
		Demonstrate understanding and usage of level-specific grammar and vocabulary in writing.				
		Evaluate own writing for rhetorical structure, grammatical correctness, and for clarity by means of revision and editing.				
		Evaluate own writing for rhetorical structure, grammatical correctness, and for clarity by means of revision and editing.				
		Write well developed, single				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and connected narrative, descriptive, and analytical paragraphs demonstrating level specific grammar and vocabulary in response to reading materials.				
		Write well developed, single and connected narrative, descriptive, and analytical paragraphs demonstrating level specific grammar and vocabulary in response to reading materials.				
	ESL 254	Demonstrate the ability to compare and evaluate American customs from different cultural perspectives in response to the content of American television and films.				
		Demonstrate the ability to compare and evaluate American customs from different cultural perspectives in response to the content of American television and films.				
		Demonstrate the ability to comprehend and respond critically to American television and English language films.				
		Demonstrate the ability to comprehend and respond critically to American television and English language films.				
	ESL 260	Apply the knowledge of the sound system and patterns of spoken English by orally producing level appropriate speech that is intelligible and accurate.				
		Apply the knowledge of the sound system and patterns of spoken English by orally producing level appropriate speech that is intelligible and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		accurate.				
		Comprehend and respond appropriately to the patterns of spoken English.				
		Comprehend and respond appropriately to the patterns of spoken English.				
		Demonstrate knowledge of the sound system and patterns of spoken English.				
		Demonstrate knowledge of the sound system and patterns of spoken English.				
		Demonstrate the ability to analyze one's own speech mistakes and correct these mistakes independently.				
		Demonstrate the ability to analyze one's own speech mistakes and correct these mistakes independently.				
	ESL 261	Demonstrate effective speaking skills in a variety of academic settings.				
		Demonstrate effective speaking skills in a variety of academic settings.				
		Demonstrate listening comprehension of a variety of level-specific materials, including academic lectures, newscasts, dialogues and formal speeches by taking notes and answering questions.				
		Demonstrate listening comprehension of a variety of level-specific materials, including academic lectures, newscasts, dialogues and formal speeches by taking notes and answering questions.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ESL 262	Demonstrate comprehension of literal and inferred meaning of level-specific academic reading materials and fiction.				
		Demonstrate comprehension of literal and inferred meaning of level-specific academic reading materials and fiction.				
		Demonstrate understanding and usage of level-specific vocabulary in academic readings.				
		Demonstrate understanding and usage of level-specific vocabulary in academic readings.				
		Identify and analyze organization and rhetorical modes of extended reading materials.				
		Identify and analyze organization and rhetorical modes of extended reading materials.				
		Identify the main and supporting ideas of a level-appropriate text.				
		Identify the main and supporting ideas of a level-appropriate text.				
	ESL 263	Evaluate own writing for unity, coherence, clarity and development rhetorical structure and clarity to revise and edit.				
		Evaluate own writing for unity, coherence, clarity and development rhetorical structure and clarity to revise and edit.				
		Write well-developed, single and connected analytical paragraphs demonstrating				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		level-specific grammar and vocabulary in response to reading materials.				
		Write well-developed, single and connected analytical paragraphs demonstrating level-specific grammar and vocabulary in response to reading materials.				
	ESL 272	Demonstrate comprehension of literal and inferred meaning of fiction and nonfiction texts, and identify main and supporting ideas of expository prose.				
		Demonstrate comprehension of literal and inferred meaning of fiction and nonfiction texts, and identify main and supporting ideas of expository prose.				
		Demonstrate critical analysis and evaluation of ideas, persuasive techniques, and/or validity of argument found in readings through responsive writing.				
		Demonstrate critical analysis and evaluation of ideas, persuasive techniques, and/or validity of argument found in readings through responsive writing.				
		Demonstrate in writing understanding and usage of academic vocabulary and language that is relatively free of basic errors.				
		Demonstrate in writing understanding and usage of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		academic vocabulary and language that is relatively free of basic errors.				
	ESL 273	Demonstrate level-specific grammar, sentence structures and vocabulary in writing.				
		Demonstrate level-specific grammar, sentence structures and vocabulary in writing.				
		Evaluate own writing for rhetorical structure and clarity by means of revision and editing.				
		Evaluate own writing for rhetorical structure and clarity by means of revision and editing.				
		Write well-developed essays that analyze and synthesize main ideas and differing viewpoints from a variety of academic reading materials.				
		Write well-developed essays that analyze and synthesize main ideas and differing viewpoints from a variety of academic reading materials.				
	ESL 274	Analyze and use English grammar, usage and mechanics for correctness in writing for various academic purposes.				
		Analyze and use English grammar, usage and mechanics for correctness in writing for various academic purposes.				
		Critically read, discuss, and analyze various genres and analytically respond in writing.				
		Critically read, discuss, and analyze various genres and analytically respond in writing.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Evaluate own writing to edit and proofread effectively.				
		Evaluate own writing to edit and proofread effectively.				
	ESL 5	Analyze and evaluate college-level fiction & nonfiction texts.				
		Analyze and evaluate college-level fiction & nonfiction texts.	The ESL 5 SLOAC team consisted of both full-time and part-time faculty teaching this course. We had a total of three meetings. In the first meeting, we reviewed the SLOs and course objectives on the course outline for ESL 5; shared materials (textbooks, packets, novels), types of assignments, and rubrics (the department's ESL 5 Rubric, as well as individual ones developed for specific assignments). In the second meeting, we decided that we would use the final exam essays for assessment and the Department's ESL 5 Rubric as assessment tool. We agreed that the final exam would be an in-class essay that required students to analyze, synthesize texts/readings and to express ideas with sentence variety. Each instructor on the team would bring a set of final exam samples on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), along with the final exam prompt and materials that helped team members to assess the samples. In the third meeting, we traded papers and read one another's sets of samples, assigned grade and wrote brief comments on each	For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not.	Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments. Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts. Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.	More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach in course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills.  Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze and evaluate college-level fiction & nonfiction texts.	paper. Then, we proceeded to discuss if students met the SLO standards, if the assessment was reliable and valid, and if the instructional aspects of the course could be improved.	For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not.	Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments. Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts. Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.	More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach in course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills.  Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.
		Apply research skills and documentation conventions in citing sources.				
		Apply research skills and documentation conventions in	The ESL 5 SLOAC team consisted of both full-time and	For instructors who brought in their final exam samples, only	Design assignments for analysis and synthesis of text-	More practices on skills of paraphrasing and synthesizing

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		citing sources.	part-time faculty teaching this course. We had a total of three meetings. In the first meeting, we reviewed the SLOs and course objectives on the course outline for ESL 5; shared materials (textbooks, packets, novels), types of assignments, and rubrics (the department's ESL 5 Rubric, as well as individual ones developed for specific assignments). In the second meeting, we decided that we would use the final exam essays for assessment and the Department's ESL 5 Rubric as assessment tool. We agreed that the final exam would be an in-class essay that required students to analyze, synthesize texts/readings and to express ideas with sentence variety. Each instructor on the team would bring a set of final exam samples on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), along with the final exam prompt and materials that helped team members to assess the samples. In the third meeting, we traded papers and read one another's sets of samples, assigned grade and wrote brief comments on each paper. Then, we proceeded to discuss if students met the SLO standards, if the assessment was reliable and valid, and if the instructional aspects of the course could be improved.	one instructor met the target of eighty-percent of students passing. The others did not.	<p>based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts.</p> <p>Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.</p>	<p>materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach in course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate college-level grammar, sentence structure, and vocabulary in writing.				
		Demonstrate college-level grammar, sentence structure, and vocabulary in writing.	The ESL 5 SLOAC team consisted of both full-time and part-time faculty teaching this course. We had a total of three meetings. In the first meeting, we reviewed the SLOs and course objectives on the course outline for ESL 5; shared materials (textbooks, packets, novels), types of assignments, and rubrics (the department's ESL 5 Rubric, as well as individual ones developed for specific assignments). In the second meeting, we decided that we would use the final exam essays for assessment and the Department's ESL 5 Rubric as assessment tool. We agreed that the final exam would be an in-class essay that required students to analyze, synthesize texts/readings and to express ideas with sentence variety. Each instructor on the team would bring a set of final exam samples on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), along with the final exam prompt and materials that helped team members to assess the samples. In the third meeting, we traded papers and read one another's sets of samples, assigned grade and wrote brief comments on each paper. Then, we proceeded to discuss if students met the SLO standards, if the assessment was reliable and	For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not.	<p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts.</p> <p>Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.</p>	<p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. To improve reading skills: Design tasks, such as journal writing to respond and reflect on the main ideas in the reading, to demonstrate their skills in interacting with texts. Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different aspects ranging from cultural, psychological, social, to political.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate college-level grammar, sentence structure, and vocabulary in writing.	valid, and if the instructional aspects of the course could be improved.	For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not.	<p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts.</p> <p>Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.</p>	send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.
		Write well-developed expository and argumentative essays based on personal experience, critical responses				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to readings, and research materials.				
		Write well-developed expository and argumentative essays based on personal experience, critical responses to readings, and research materials.	The ESL 5 SLOAC team consisted of both full-time and part-time faculty teaching this course. We had a total of three meetings. In the first meeting, we reviewed the SLOs and course objectives on the course outline for ESL 5; shared materials (textbooks, packets, novels), types of assignments, and rubrics (the department's ESL 5 Rubric, as well as individual ones developed for specific assignments). In the second meeting, we decided that we would use the final exam essays for assessment and the Department's ESL 5 Rubric as assessment tool. We agreed that the final exam would be an in-class essay that required students to analyze, synthesize texts/readings and to express ideas with sentence variety. Each instructor on the team would bring a set of final exam samples on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), along with the final exam prompt and materials that helped team members to assess the samples. In the third meeting, we traded papers and read one another's sets of samples, assigned grade and wrote brief comments on each paper. Then, we proceeded to discuss if students met the SLO standards, if the assessment was reliable and valid, and if the instructional	For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not.	<p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts.</p> <p>Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.</p>	<p>More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach for course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during classes. Identify students with less language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p>



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Write well-developed expository and argumentative essays based on personal experience, critical responses to readings, and research materials.	aspects of the course could be improved.	For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not.	<p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts.</p> <p>Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.</p>	<p>More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach for course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during classes. Identify students with less language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ESL 6	academic vocabulary in writing.				
		Demonstrate correct grammar, sentence structure, and academic vocabulary in writing.	ESL 6, the highest level of writing class in the ESL program, is offered once a year in the spring quarter. One full-time faculty member (Clara Lam) has been the sole instructor teaching this course for the past fifteen years. For the ESL 6 SLOAC, two other faculty members (one full-time and one part-time) who teach ESL 5, the previous level, were invited to participate in the assessment. A total of two meetings were held. In the first meeting, we reviewed the ESL 6 SLOs and green sheet, and came to an agreement that we would use the in-class final exam essay as the assessment tool. Because the final exam was based on a lengthy article, team members were emailed the article, exam prompt, and a set of four sample essays on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), ahead of time. In the second meeting, we reviewed the rubric that the ESL 6 instructor brought in and agreed that it covers all the essential elements (critical thinking, argumentation strategies, sentence variety, and grammar accuracy) for assessing the samples. Except for one essay, all three instructors were in total agreement on the grade assigned to each of the samples. For the essay in question, one ESL 5 instructor thought that it should score	Over 80 percent of the students passed the final exam with a C or better grade.	Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on parallelism, verb tenses, and subject-verb agreement. Arrange multiple library orientations conducted by reference librarians to equip students with research skills.	Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate correct grammar, sentence structure, and academic vocabulary in writing.	higher than the grade given by the ESL 6 instructor. The question was resolved after the instructors engaged themselves in a discussion on their respective rationales for their grades.	Over 80 percent of the students passed the final exam with a C or better grade.	Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on parallelism, verb tenses, and subject-verb agreement. Arrange multiple library orientations conducted by reference librarians to equip students with research skills.	Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.
		Develop analytical, interpretive, and integrative reading skills in readings that reflect multiple forms of diversity.				
		Develop analytical, interpretive, and integrative reading skills in readings that reflect multiple forms of diversity.	ESL 6, the highest level of writing class in the ESL program, is offered once a year in the spring quarter. One full-time faculty member (Clara Lam) has been the sole instructor teaching this course for the past fifteen years. For the ESL 6 SLOAC, two other faculty members (one full-time	Over 80 percent of the students passed the in-class final exam with a C or better grade.	Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin	Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Develop analytical, interpretive, and integrative reading skills in readings that reflect multiple forms of diversity.	and one part-time) who teach ESL 5, the previous level, were invited to participate in the assessment. A total of two meetings were held. In the first meeting, we reviewed the ESL 6 SLOs and green sheet, and came to an agreement that we would use the in-class final exam essay as the assessment tool. Because the final exam was based on a lengthy article, team members were emailed the article, exam prompt, and a set of four sample essays on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), ahead of time. In the second meeting, we reviewed the rubric that the ESL 6 instructor brought in and agreed that it covers all the essential elements (critical thinking, argumentation strategies, sentence variety, and grammar accuracy) for assessing the samples. Except for one essay, all three instructors were in total agreement on the grade assigned to each of the samples. For the essay in question, one ESL 5 instructor thought that it should score higher than the grade given by the ESL 6 instructor. The question was resolved after the instructors engaged themselves in a discussion on their respective rationales for their grades.	Over 80 percent of the students passed the in-class final exam with a C or better grade.	the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on parallelism, verb tenses, and subject-verb agreement.	<p>Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p>
		Write well developed, analytical essays based on critical readings of literary texts and research.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Write well developed, analytical essays based on critical readings of literary texts and research.	ESL 6, the highest level of writing class in the ESL program, is offered once a year in the spring quarter. One full-time faculty member (Clara Lam) has been the sole instructor teaching this course for the past fifteen years. For the ESL 6 SLOAC, two other faculty members (one full-time and one part-time) who teach ESL 5, the previous level, were invited to participate in the assessment. A total of two meetings were held. In the first meeting, we reviewed the ESL 6 SLOs and green sheet, and came to an agreement that we would use the in-class final exam essay as the assessment tool. Because the final exam was based on a lengthy article, team members were emailed the article, exam prompt, and a set of four sample essays on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), ahead of time. In the second meeting, we reviewed the rubric that the ESL 6 instructor brought in and agreed that it covers all the essential elements (critical thinking, argumentation strategies, sentence variety, and grammar accuracy) for assessing the samples. Except for one essay, all three instructors were in total agreement on the grade assigned to each of the samples. For the essay in question, one ESL 5 instructor thought that it should score higher than the grade given by the ESL 6 instructor. The	Over 80 percent of the students passed the final exam essay with a C or better grade.	Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on parallelism, verb tenses, and subject-verb agreement. Arrange multiple library orientations conducted by reference librarians to equip students with research skills.	Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Write well developed, analytical essays based on critical readings of literary texts and research.	question was resolved after the instructors engaged themselves in a discussion on their respective rationales for their grades.	Over 80 percent of the students passed the final exam essay with a C or better grade.	Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on parallelism, verb tenses, and subject-verb agreement. Arrange multiple library orientations conducted by reference librarians to equip students with research skills.	Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.
Dept - (LA) Journalism and Mass Communication	JOUR 2	Analyze and critique the impact of mass media and the controversies and biases inherent in legal and ethical aspects of the media.				
		Analyze and critique the impact of mass media and the controversies and biases inherent in legal and ethical aspects of the media.				
		Demonstrate knowledge of the history, operation and culture of different forms of mass				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		media.				
		Demonstrate knowledge of the history, operation and culture of different forms of mass media.				
		Explain and illustrate the basic facets of communication theory.				
		Explain and illustrate the basic facets of communication theory.				
		Investigate career opportunities in the mass media.				
		Investigate career opportunities in the mass media.				
	JOUR 21A	Demonstrate the use of ethical principles in reporting a news story.				
		Demonstrate the use of ethical principles in reporting a news story.				
		Evaluate and access sources to report a multi-source news story and develop it for publication in print or online.				
		Evaluate and access sources to report a multi-source news story and develop it for publication in print or online.				
		Judge and rank characteristics of a news story.				
		Judge and rank characteristics of a news story.				
		Synthesize important details to create the lead for a news story.				
		Synthesize important details to create the lead for a news story.				
	JOUR	Appraise and critique feature				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	21B	stories for originality, sourcing and writing style.				
		Appraise and critique feature stories for originality, sourcing and writing style.				
		Illustrate how to present feature stories in non-print formats.				
		Illustrate how to present feature stories in non-print formats.				
		Produce opinion and critique stories using students' own observations and sourcing.				
		Produce opinion and critique stories using students' own observations and sourcing.				
		Report and construct original multi-source feature stories including incorporating ethical principles and defending the use of sources.				
		Report and construct original multi-source feature stories including incorporating ethical principles and defending the use of sources.				
	JOUR 61	Construct news, feature and opinion pieces for a print newspaper and at least one electronic medium.				
		Construct news, feature and opinion pieces for a print newspaper and at least one electronic medium.				
		Demonstrate judgement of what makes a news story and how to go about gathering information.				
		Demonstrate judgement of what makes a news story and how to go about gathering information.	Review news stories in students' portfolios to evaluate news values and use of sources.			



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Develop a portfolio of work suitable for publication in a newspaper or for a news organization Web site.				
		Develop a portfolio of work suitable for publication in a newspaper or for a news organization Web site.				
	JOUR 62	Demonstrate the ability to complete assignments within specified deadlines.				
		Demonstrate the ability to complete assignments within specified deadlines.				
		Develop content for a media outlet, suitable for publication or presentation.				
		Develop content for a media outlet, suitable for publication or presentation.				
	JOUR 63	Demonstrate an understanding of a newspaper's business operations.				
		Demonstrate an understanding of a newspaper's business operations.				
		Demonstrate the process of how to work with an advertising client.				
		Demonstrate the process of how to work with an advertising client.				
		Design and produce an advertisement.				
		Design and produce an advertisement.				
	JOUR 77W	Special Projects - These are projects that students propose and carry through with lab supervision, but not classroom instruction (FYI - no load)				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Special Projects - These are projects that students propose and carry through with lab supervision, but not classroom instruction (FYI - no load)				
	JOUR 78W	The student chooses the topic and it's a traditional class. Past topics: Sports journalism, careers in writing, the image of the journalist in popular culture.				
		The student chooses the topic and it's a traditional class. Past topics: Sports journalism, careers in writing, the image of the journalist in popular culture.				
Dept - (LA) Language Arts	LART 200	1. Students will recognize and generate effective writing at the sentence level.				
		1. Students will recognize and generate effective writing at the sentence level.	A survey of all FALL 2011 LART 200 students.	<p>Assessment Data Summary:</p> <p>Pre-Survey Results: 95% of students reported lacking confidence in their writing skills. Over 70% of students reported lacking confidence in grammar concepts and their ability to write sentences clearly.</p> <p>Post-Survey Results: 90% of students reported being more confident in their writing ability, but over 30% reported a desire to learn more about grammar and sentence level writing.</p>	<p>Reflection and Analysis:</p> <p>The SLO team felt encouraged that students were gaining confidence in their writing, but the team was concerned about the students who were still desiring more instruction on grammar and sentence level writing. ?The team would like to know whether the desire comes from being more aware of grammar and sentence structure or a continued lack of awareness. ?The team was also interested in surveying instructors to see how they are teaching sentence level grammar.</p>	<p>Enhancement/Action:</p> <p>1.To tweak the survey language to ask specifically about their confidence with grammar in the pre and post survey 2.To add a question to the survey to ask which grammar concerns they had at the beginning and which they had at the end. 3.To do a faculty focus group on how grammar is taught in their 200 classroom. 4.To offer faculty ?Best Practices Workshops? on teaching grammar to 200 level students.</p>
		2. Students will demonstrate knowledge and aptitude with				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		the writing process in order to convey focused, developed ideas in paragraph form.				
		2. Students will demonstrate knowledge and aptitude with the writing process in order to convey focused, developed ideas in paragraph form.	<p>Assessment Method:</p> <p>The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on??</p>	<p>Assessment Data Summary:</p> <p>Pre-Survey Results: 95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar.</p> <p>Post-Survey Results:  The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their paragraphs as getting stronger.</p>	<p>Reflection and Analysis:</p> <p>The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their paragraphing skills.</p>	<p>Enhancement/Action:</p> <p>The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.</p>
		2. Students will demonstrate knowledge and aptitude with the writing process in order to convey focused, developed ideas in paragraph form.	<p>Assessment Method:</p> <p>The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test</p>	<p>Assessment Data Summary:</p> <p>Pre-Survey Results: 95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills;</p>	<p>Reflection and Analysis:</p> <p>The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their</p>	<p>The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.</p>

Unit Name	Cours e/Servi ce ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		2. Students will demonstrate knowledge and aptitude with the writing process in order to convey focused, developed ideas in paragraph form.	was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on??	<p>instead, the students mostly reported that they wanted help with essay structure and grammar.</p> <p>Post-Survey Results:</p> <p>The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their paragraphs as getting stronger.</p>	<p>paragraphing skills.</p> <p>The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.</p>	
		3. Students will demonstrate ability through writing to approach and interact confidently with a variety of texts				
		3. Students will demonstrate ability through writing to approach and interact confidently with a variety of texts	The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence interacting with a variety of tests. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking LART 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking LART 200. The survey questions that assessed their confidence were: ?How confident are you in reading skills? and ?what reading skills do you want to work on??	<p>Assessment Data Summary:</p> <p>The pre-survey data did reveal that 90% of students lacked confidence in their reading abilities and reported a desire to work on vocabulary, reading analytically, and 20% of students wanted to learn how to use quotes better.</p> <p>The post-survey revealed that 90% of LART 200 Students were more confident in their reading abilities, but 20% revealed that they now lacked confidence in using quotes in their writing.</p>	The survey data revealed that, while students were being exposed to a variety of text and gaining confidence in their reading abilities, they were not making the connection between the reading and their writing. Instead, the 20% who reported lacking confidence in their abilities to use quotes/text in their essays made the SLO assessment team realize their might be a flaw in the SLO and how teachers were incorporating that into their classes.	We feel that the question was not specific enough to get at the students? confidence in using texts within their writing, so the department will review and potentially re-write the SLO and the course outline to better gauge the students? ability to use a variety of texts in their writing e.g. non-fiction, fiction, visual, etc. Then, re-survey the students with a more specific question
		4.Students will demonstrate the ability to decide on the use				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		of appropriate reading strategies to improve reading comprehension.				
		4.Students will demonstrate the ability to decide on the use of appropriate reading strategies to improve reading comprehension.	<p>For the past year, our department has worked with the English department to create a linked Reading and Writing portfolio for the 200 level. The purpose of this was to increase the success rates of students moving from 200 to English 1A. For the reading side of the portfolio, we included: a reading and writing reflective paper, a textual response paper, a vocabulary paragraph, and a tutoring report. These items were chosen by the Reading Department during the Spring 2011 retreat, where we also created a rubric with which to evaluate the portfolio.</p> <p>Students were given the grading rubric prior to turning in their portfolio so as to increase their understanding of the portfolio process. The portfolios were graded holistically according to the following categories: students' literal knowledge and comprehension of the reading, their application of specific reading strategies, their analysis of text, and their vocabulary knowledge, comprehension, and application.</p> <p>Within these categories, we evaluated students using the following scale: no pass, pass, and strong pass. The LART 200 Reading and Writing</p>	<p>Students performed well on the application of specific strategies with 55% pass, 40% strong pass, and only 5% no pass. They also performed well on the literal knowledge and comprehension of the reading with 60% pass, 30% strong pass, and 10% no pass. In analysis of text, they performed less well but still were strong: 50% pass, 30% strong pass, and 20% no pass. In vocabulary, students scored 60% pass, 30% strong pass, and 10% no pass.</p>	<p>Students' strong responses on this assessment reflect the success of the portfolio process. Currently, approximately 35% of students who test into 200 go onto complete ENG 1A. The purpose of the portfolio is to increase this number by building connections between reading and writing so that students have transferable skills for success. The portfolio reinforces the notion that reading and writing are processes which take practice and reflection. Consequently, rather than giving up, students persist with their reading and writing assignments by continuing to revise and make them better. This is evident in the section students performed best, choosing and appropriate strategy, because after much practice with this process, they were able to perform this successfully with only 5% not mastering the skill.</p>	<p>Since the 200 portfolio was a pilot this year, we suggest that the portfolio be implemented in all sections of EWRT and READ 200 so as to continue and build on this success rate. Much like the EWRT 211 portfolio, this will ensure that more students successfully make it to ENG 1A while also maintaining department standards.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		4.Students will demonstrate the ability to decide on the use of appropriate reading strategies to improve reading comprehension.	instructors met at the end of the quarter to share and evaluate portfolios.	Students performed well on the application of specific strategies with 55% pass, 40% strong pass, and only 5% no pass. They also performed well on the literal knowledge and comprehension of the reading with 60% pass, 30% strong pass, and 10% no pass. In analysis of text, they performed less well but still were strong: 50% pass, 30% strong pass, and 20% no pass. In vocabulary, students scored 60% pass, 30% strong pass, and 10% no pass.	Students' strong responses on this assessment reflect the success of the portfolio process. Currently, approximately 35% of students who test into 200 go onto complete ENG 1A. The purpose of the portfolio is to increase this number by building connections between reading and writing so that students have transferable skills for success. The portfolio reinforces the notion that reading and writing are processes which take practice and reflection. Consequently, rather than giving up, students persist with their reading and writing assignments by continuing to revise and make them better. This is evident in the section students performed best, choosing and appropriate strategy, because after much practice with this process, they were able to perform this successfully with only 5% not mastering the skill.	Since the 200 portfolio was a pilot this year, we suggest that the portfolio be implemented in all sections of EWRT and READ 200 so as to continue and build on this success rate. Much like the EWRT 211 portfolio, this will ensure that more students successfully make it to ENG 1A while also maintaining department standards.
		4.Students will demonstrate the ability to decide on the use of appropriate reading strategies to improve reading comprehension.	For the past year, our department has worked with the English department to create a linked Reading and Writing portfolio for the 200 level. The purpose of this was to increase the success rates of students moving from 200 to English 1A. For the reading side of the portfolio, we included: a reading and writing reflective paper, a textual response paper, a vocabulary paragraph, and a tutoring report. These items were chosen by the Reading	Students performed well on the application of specific strategies with 55% pass, 40% strong pass, and only 5% no pass. They also performed well on the literal knowledge and comprehension of the reading with 60% pass, 30% strong pass, and 10% no pass. In analysis of text, they performed less well but still were strong: 50% pass, 30% strong pass, and 20% no pass. In vocabulary, students scored 60% pass, 30% strong pass, and 10% no pass.	Students' strong responses on this assessment reflect the success of the portfolio process. Currently, approximately 35% of students who test into 200 go onto complete ENG 1A. The purpose of the portfolio is to increase this number by building connections between reading and writing so that students have transferable skills for success. The portfolio reinforces the notion that reading and writing are processes which take practice	To enable the longevity of the portfolio process, we suggest that the division and the college sponsor staff development workshops on the portfolio process so as to introduce faculty to the portfolio process and ensure proper implementation.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		4.Students will demonstrate the ability to decide on the use of appropriate reading strategies to improve reading comprehension.	<p>Department during the Spring 2011 retreat, where we also created a rubric with which to evaluate the portfolio.</p> <p>Students were given the grading rubric prior to turning in their portfolio so as to increase their understanding of the portfolio process. The portfolios were graded holistically according to the following categories: students' literal knowledge and comprehension of the reading, their application of specific reading strategies, their analysis of text, and their vocabulary knowledge, comprehension, and application.</p> <p>Within these categories, we evaluated students using the following scale: no pass, pass, and strong pass. The LART 200 Reading and Writing instructors met at the end of the quarter to share and evaluate portfolios.</p>	<p>Students performed well on the application of specific strategies with 55% pass, 40% strong pass, and only 5% no pass. They also performed well on the literal knowledge and comprehension of the reading with 60% pass, 30% strong pass, and 10% no pass. In analysis of text, they performed less well but still were strong: 50% pass, 30% strong pass, and 20% no pass. In vocabulary, students scored 60% pass, 30% strong pass, and 10% no pass.</p>	<p>and reflection. Consequently, rather than giving up, students persist with their reading and writing assignments by continuing to revise and make them better. This is evident in the section students performed best, choosing and appropriate strategy, because after much practice with this process, they were able to perform this successfully with only 5% not mastering the skill.</p>	<p>To enable the longevity of the portfolio process, we suggest that the division and the college sponsor staff development workshops on the portfolio process so as to introduce faculty to the portfolio process and ensure proper implementation.</p>
	LART 211	2. Students will demonstrate knowledge of a clear sequential relationship between supporting ideas and central argument/controlling ideas in their writing and reading				
		2. Students will demonstrate knowledge of a clear sequential relationship between supporting ideas and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		central argument/controlling ideas in their writing and reading				
		1. Students will demonstrate a clear ability to respond critically to one's own and others' experiences and ideas in writing				
		1. Students will demonstrate a clear ability to respond critically to one's own and others' experiences and ideas in writing	We expected students, on average, to achieve 70% or better on this assessment.			
		3. Students will defend a choice of meaning of vocabulary words appropriate to context.				
		3. Students will defend a choice of meaning of vocabulary words appropriate to context.	Students were given a college level expository newspaper article titled?He Wails for the World by Ben Fong-Torres. We chose this article as a department because the subject matter was engaging for students since it is about popular rock icon, Carlos Santana. We underlined ten academic words for students to apply and comprehend the definitions of in context. The results of this assessment were shared among the LART 211 teachers.			
		4.Students will show evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills in their writing.				
		4.Students will show evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills in				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		their writing.				
		5. Students will demonstrate the ability to critique and analyze readings.				
		5. Students will demonstrate the ability to critique and analyze readings.	During their midterm exam, students were given a college level expository newspaper article. After reading and annotating the article, students were asked to write a summary paragraph. Prior to the exam, students were given a rubric to help guide them in writing a successful summary. We chose summary writing because it requires literal comprehension as well as analysis of the hierarchy of ideas. We designed the rubric specifically to assess the components of a summary: main idea, identifying and organizing supporting details, quoting and paraphrasing, length, concluding sentence, and proofreading. Students were graded on a scale of no pass, pass, and strong pass. The LART 211 Reading instructors met to share results.	In writing a main idea, student's scored lowest with 50% pass, 25% strong pass, and 25% no pass. Students' responses were highest in identifying and organizing, supporting details with 70% receiving pass scores, 20% strong pass, and 10% no pass. Students also scored well on length with 50% receiving pass scores, 30% strong pass, and 10% no pass. In proofreading, students scored 50% pass, 35% strong pass, and 15% no pass.	In sharing our results, we determined that students' difficulty with creating the main idea illustrates a problem in distinguishing between writing a summary paragraph and writing an expository essay. In an expository essay, students must begin with a hook or attention grabber; however, the first sentence of a summary must be the main idea, which includes the author's name, article title, and the author's opinion on the topic. Approximately 70% of the students who did not pass the main idea did so because they included an attention grabber before their main idea. This suggests that the reading and writing teachers must include more specific instructions on the differences between expository and summary writing.  On the other hand, we theorized that students performed well on identifying and organizing supporting details, length, concluding sentence, and proofreading because they were in a linked class, in which both the Reading and the English teacher were reinforcing the material for students. We would like to perform this assessment in a stand alone READ 211 class to determine	Due to students' success on this assessment, which we attribute to the nature of the linked Reading/Writing format, we suggest that continued work be made to grow the LinC program and increase the number of LARTS. A joint Reading and Writing retreat would also help continue to build partnerships and success between Reading and Writing.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		5. Students will demonstrate the ability to critique and analyze readings.	During their midterm exam, students were given a college level expository newspaper article. After reading and annotating the article, students were asked to write a summary paragraph. Prior to the exam, students were given a rubric to help guide them in writing a successful summary. We chose summary writing because it requires literal comprehension as well as analysis of the hierarchy of ideas. We designed the rubric specifically to assess the components of a summary: main idea, identifying and organizing supporting details, quoting and paraphrasing, length, concluding sentence, and proofreading. Students were graded on a scale of no pass, pass, and strong pass. The LART 211 Reading instructors met to share results.	In writing a main idea, student's scored lowest with 50% pass, 25% strong pass, and 25% no pass. Students' responses were highest in identifying and organizing, supporting details with 70% receiving pass scores, 20% strong pass, and 10% no pass. Students also scored well on length with 50% receiving pass scores, 30% strong pass, and 10% no pass. In proofreading, students scored 50% pass, 35% strong pass, and 15% no pass.	if students do just as well when they are not taking a writing class.	Due to students' success on this assessment, which we attribute to the nature of the linked Reading/Writing format, we suggest that continued work be made to grow the LinC program and increase the number of LARTS. A joint Reading and Writing retreat would also help continue to build partnerships and success between Reading and Writing.
		5. Students will demonstrate the ability to critique and analyze readings.	During their midterm exam, students were given a college level expository newspaper article. After reading and annotating the article, students were asked to write a summary paragraph. Prior to the exam, students were given a rubric to help guide them in writing a successful summary. We chose summary writing because it requires literal comprehension as well as analysis of the hierarchy of ideas. We designed the rubric specifically to assess the components of a summary: main idea, identifying and organizing supporting details,	In writing a main idea, student's scored lowest with 50% pass, 25% strong pass, and 25% no pass. Students' responses were highest in identifying and organizing, supporting details with 70% receiving pass scores, 20% strong pass, and 10% no pass. Students also scored well on length with 50% receiving pass scores, 30% strong pass, and 10% no pass. In proofreading, students scored 50% pass, 35% strong pass, and 15% no pass.	In sharing our results, we determined that students' difficulty with creating the main idea illustrates a problem in distinguishing between writing a summary paragraph and writing an expository essay. In an expository essay, students must begin with a hook or attention grabber; however, the first sentence of a summary must be the main idea, which includes the author's name, article title, and the author's opinion on the topic. Approximately 70% of the students who did not pass the main idea did so because they included an attention	In the future, the Reading and Writing instructors will work to more explicitly instruct students in the difference between summary and expository writing so that they do not include attention grabbers in their summary paragraphs. We will do so providing students with example summary paragraphs from previous classes.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		5. Students will demonstrate the ability to critique and analyze readings.	quoting and paraphrasing, length, concluding sentence, and proofreading. Students were graded on a scale of no pass, pass, and strong pass. The LART 211 Reading instructors met to share results.	In writing a main idea, student's scored lowest with 50% pass, 25% strong pass, and 25% no pass. Students' responses were highest in identifying and organizing, supporting details with 70% receiving pass scores, 20% strong pass, and 10% no pass. Students also scored well on length with 50% receiving pass scores, 30% strong pass, and 10% no pass. In proofreading, students scored 50% pass, 35% strong pass, and 15% no pass.	grabber before their main idea. This suggests that the reading and writing teachers must include more specific instructions on the differences between expository and summary writing.  On the other hand, we theorized that students performed well on identifying and organizing supporting details, length, concluding sentence, and proofreading because they were in a linked class, in which both the Reading and the English teacher were reinforcing the material for students. We would like to perform this assessment in a stand alone READ 211 class to determine if students do just as well when they are not taking a writing class.	In the future, the Reading and Writing instructors will work to more explicitly instruct students in the difference between summary and expository writing so that they do not include attention grabbers in their summary paragraphs. We will do so providing students with example summary paragraphs from previous classes.
Dept - (LA) Reading	READ 70	Students will appraise the levels of support for an author's main idea.				
		Students will appraise the levels of support for an author's main idea.				
		Students will decide the most appropriate meta-cognitive reading process for a reading.				
		Students will decide the most appropriate meta-cognitive reading process for a reading.				
	READ 200	Students will decide on the use of appropriate reading strategies to improve reading comprehension.				
		Students will decide on the use of appropriate reading strategies to improve reading	Our department used a editorial article from The New York Times, entitled,	The students met the outcome at the basic literal comprehension and	We discussed our finding that of the higher level critical analysis of author's thesis	The reading department will review their course curriculum and see if and when each

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		comprehension.	"Message to Muslims: I'm Sorry" by Nicolas Kristof. Because the level of reading was originally too high for the college level, William Turner revised the document for the appropriate reading level. Also, Turner created an reading comprehension test of six questions that ranged from basic comprehension to synthesis. Students were also assessed on the types of strategies they used to approach, read and understand the article.	understanding fact and opinion level. In this area, students scored between 87% - 97% which is mastery level. 82% of the students scored 70% and above to apply appropriate reading strategies to a basic comprehension task	using inferential comprehension, cause and effect, awareness of author's audience is weaker. For critical analysis using inference and cause and effect, students scored from 66% - 74%. Students are stronger in literal comprehension than inferential comprehension even at week 8 of the quarter.	teacher will start teaching reading materials that will include readings that require inferential comprehension.  More time is needed for teachers to meet together to discuss this very important level and course for entering students who need the most support.
READ 211		Students will critique readings.				
		Students will critique readings.	During convocation day, we met as a department and decided to perform another SLOAC cycle on our READ 211 course. In our previous assessment, which occurred in Spring 2010, we gave students a college level article from The New York Times, and we asked them to write a reading response to it, which was graded on evaluation, synthesis, and analysis. Because students had difficulty with this article, we revised our assessment method this time to better target our students' skills.  We asked students to write a double-entry journal, also known as a dialectical journal, on an expository, college-level text. In a double-entry journal, students choose quotes to write in the left column, and they write their responses to			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will critique readings.	the quotes in the right column. As a department, we devised a rubric with which to grade the journals. We gave this rubric to students before they completed the task so as promote their understanding of the task. The rubric included a five-point scale, with five being the best score, and 1 being the worst. A five score indicated synthesis, a four interpretation, a three simple paraphrase, a two minimal word changes, and a one verbatim repetition. We met as a department to review the student responses.			
		Students will critique readings.	Editorial article at college level from The New York Times, Reading response prompt and rubric. We met as a department to draft the reading prompt to engage readers in a critical response. We designed the rubric specifically to assess the components of critical reading: analysis, evaluation and synthesis from the student responses. We met as a department to review the student responses, the article and the assessment tool.	Students' responses were highest in Evaluation with 45% adequate. In Synthesis, 40% of the responses were adequate. In Analysis, only 27% were adequate. Between 12-14% of our students scored strong on analysis, evaluation and synthesis.	Student responses reflect the difficulty of the reading which is rated at the level of English 1A and beyond. We were pleased with students ability to synthesize the material (to come up with one or more new ideas based on the reading). We understand that our students need more work in analysis, which is most likely the most difficult aspect of reading for them. We would like to sample this same assessment in an English 1A course to make a comparison since students should be able to analyze this level of reading more effectively. We will administer the same reading prompt and rubric with a reading at the developmental level to determine if the scores improve. We were aware that the reading we selected is difficult, but we also value reader response, and we believe that students use	We suggest that there are more opportunities for reading instructors to discuss teaching analysis, evaluation and synthesis in the classroom. We would like part time instructors to receive stipends. We also are interested in videotaping reading teachers and classes involved in critical reading and to receive neutral feedback.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will critique readings.	Editorial article at college level from The New York Times, Reading response prompt and rubric. We met as a department to draft the reading prompt to engage readers in a critical response. We designed the rubric specifically to assess the components of critical reading: analysis, evaluation and synthesis from the student responses. We met as a department to review the student responses, the article and the assessment tool.	Students' responses were highest in Evaluation with 45% adequate. In Synthesis, 40% of the responses were adequate. In Analysis, only 27% were adequate. Between 12-14% of our students scored strong on analysis, evaluation and synthesis.	analysis, evaluation and synthesis more effectively when they read a selection that is culturally responsive, socially relevant or that provokes a response on the part of the reader. We were very impressed by the level of thoughtfulness of the part of the students who read and responded with purpose and meaning.	We suggest that there are more opportunities for reading instructors to discuss teaching analysis, evaluation and synthesis in the classroom. We would like part time instructors to receive stipends. We also are interested in videotaping reading teachers and classes involved in critical reading and to receive neutral feedback.
		Students will critique readings.	Editorial article at college level from The New York Times, Reading response prompt and rubric. We met as a department to draft the reading prompt to engage readers in a critical response. We designed the rubric specifically to assess the components of critical reading: analysis, evaluation and synthesis from the student responses. We met as a department to review the student responses, the article and the assessment tool.	Students' responses were highest in Evaluation with 45% adequate. In Synthesis, 40% of the responses were adequate. In Analysis, only 27% were adequate. Between 12-14% of our students scored strong on analysis, evaluation and synthesis.	Student responses reflect the difficulty of the reading which is rated at the level of English 1A and beyond. We were pleased with students ability to synthesize the material (to come up with one or more new ideas based on the reading). We understand that our students need more work in analysis, which is most likely the most difficult aspect of reading for them. We would like to sample this same assessment in an English 1A course to make a comparison since students should be able to analyze this level of reading more effectively. We will administer the same reading prompt and rubric with a reading at the developmental level to determine if the scores improve. We were aware that the reading we selected is difficult, but we also value reader response, and we believe that students use analysis, evaluation and synthesis more effectively	We will focus on analysis more in our classes and introduce and reinforce additional reading strategies (i.e., charts, graphic organizers, patterns of organization, notetaking, defending analyses, etc.)

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will critique readings.	Editorial article at college level from The New York Times, Reading response prompt and rubric. We met as a department to draft the reading prompt to engage readers in a critical response. We designed the rubric specifically to assess the components of critical reading: analysis, evaluation and synthesis from the student responses. We met as a department to review the student responses, the article and the assessment tool.	Students' responses were highest in Evaluation with 45% adequate. In Synthesis, 40% of the responses were adequate. In Analysis, only 27% were adequate. Between 12-14% of our students scored strong on analysis, evaluation and synthesis.	when they read a selection that is culturally responsive, socially relevant or that provokes a response on the part of the reader. We were very impressed by the level of thoughtfulness of the part of the students who read and responded with purpose and meaning.	We will focus on analysis more in our classes and introduce and reinforce additional reading strategies (i.e., charts, graphic organizers, patterns of organization, notetaking, defending analyses, etc.)
		Students will defend choice of meaning of vocabulary words appropriate to context.				
		Students will defend choice of meaning of vocabulary words appropriate to context.	We agreed upon a reading that is at the appropriate level for Read 211 students from the New York Times. The college level reading had at least 10 academic words with contextual information that students could use to understand the meaning of the words.	We tallied our results to find that the highest number of students (21) scored 67% on the vocabulary assessment (i.e., reading an article and answering a multiple choice series of questions on vocabulary definitions). Although 21 students scored 67%, 22 students scored between 73-84%, definitely a passing score. Overall, 63 students scored below 70% on the assessment. 37 students scored over 70% on the assessment.	<p>This assessment proved the need for more vocabulary instruction in Read 211. With the loss of the Readiness labs, we hope to create a new co requisite course to improve vocabulary acquisition and development, since vocabulary is key to successful reading comprehension.</p> <p>Vocabulary instruction is a significant part of the READ 211 curriculum, but it cannot dominate the course outline, so we need to put in place additional vocabulary instruction.</p> <p>Students often comment in person, on diagnostics, in reading autobiographies, and on student information sheets,</p>	Our SLO indicates that we need further reading instruction, i.e., supplemental instruction or an additional course offering.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will defend choice of meaning of vocabulary words appropriate to context.	We agreed upon a reading that is at the appropriate level for Read 211 students from the New York Times. The college level reading had at least 10 academic words with contextual information that students could use to understand the meaning of the words.	We tallied our results to find that the highest number of students (21) scored 67% on the vocabulary assessment (i.e., reading an article and answering a multiple choice series of questions on vocabulary definitions). Although 21 students scored 67%, 22 students scored between 73-84%, definitely a passing score. Overall, 63 students scored below 70% on the assessment. 37 students scored over 70% on the assessment.	that vocabulary is the area they most want improvement on. So, more vocabulary instruction is warranted.	Our SLO indicates that we need further reading instruction, i.e., supplemental instruction or an additional course offering.
		Students will defend choice of meaning of vocabulary words appropriate to context.	We agreed upon a reading that is at the appropriate level for Read 211 students from the New York Times. The college level reading had at least 10 academic words with contextual information that students could use to understand the meaning of the words.	We tallied our results to find that the highest number of students (21) scored 67% on the vocabulary assessment (i.e., reading an article and answering a multiple choice series of questions on vocabulary definitions). Although 21 students scored 67%, 22 students scored between 73-84%, definitely a passing score. Overall, 63 students scored below 70% on the assessment. 37 students scored over 70% on the assessment.	<p>This assessment proved the need for more vocabulary instruction in Read 211. With the loss of the Readiness labs, we hope to create a new co requisite course to improve vocabulary acquisition and development, since vocabulary is key to successful reading comprehension.</p> <p>Vocabulary instruction is a significant part of the READ 211 curriculum, but it cannot dominate the course outline, so we need to put in place additional vocabulary instruction.</p> <p>Students often comment in person, on diagnostics, in reading autobiographies, and on student information sheets, that vocabulary is the area they most want improvement on. So, more vocabulary instruction is warranted.</p>	We will share best practices on the teaching of vocabulary. We will seek approval on a new vocabulary (1 unit) course. We may investigate a vocabulary portfolio for Read 211 classes.



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
(LA) Speech Communication	1	reflect on the effectiveness of presentations to provide positive, growth-producing feedback.				
		Collaborate with peers to reflect on the effectiveness of presentations to provide positive, growth-producing feedback.	Peer feedback forms.			
		Demonstrate effective listening skills.				
		Demonstrate effective listening skills.	Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills.	Listening habits improved from pre- to post-. Important highlights include: 1. 41% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion. 2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact whilethe other person is speaking. 3) 72% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 80% of	Department assessment for 2011-2012 focused on listening improvement in the contexts of interpersonal, group, and public contexts.. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry standard Listening Habits Questionnaire. Listening habits improved from pre- to post-. We found most useful from this assessment the activities/assignments/teaching methods students found most helped them to improve their listening habits and skills including giving peer critiques/feedback, formulating and asking questions after speeches, and active listening activities.	Faculty will share best practices for helping students improve listening habits and skills during opening day meetings.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate effective listening skills.	Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills.	respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying. 4) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves. 5) 46% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said.	Department assessment for 2011-2012 focused on listening improvement in the contexts of interpersonal, group, and public contexts.. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry standard Listening Habits Questionnaire. Listening habits improved from pre- to post-. We found most useful from this assessment the activities/assignments/teaching methods students found most helped them to improve their listening habits and skills including giving peer critiques/feedback, formulating and asking questions after speeches, and active listening activities.	Faculty will share best practices for helping students improve listening habits and skills during opening day meetings.
		Develop original, organized informative and persuasive presentations that are personalized to the audience, developed with an effective plan and purpose, and uses information supported with quality sources that are accurately documented during the speech and in speech outlines.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Develop original, organized informative and persuasive presentations that are personalized to the audience, developed with an effective plan and purpose, and uses information supported with quality sources that are accurately documented during the speech and in speech outlines.	Faculty will select from the following assessments: Outline (longitudinal) assessments, performance rubrics assessing speech organization, content and delivery.			
		Display increasing confidence in speaking extemporaneously.				
		Display increasing confidence in speaking extemporaneously.	PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program.	Communication apprehension decreased from pre- to post-both for group work and giving a speech. Some of the most commonly listed activities/assignments that helped students to reduce communication apprehension include group activities (listed most often), getting to know everyone, impromptu speeches, giving multiple speeches in front of the class, peer and instructor feedback, lots of practice.	Communication apprehension greatly influences student success in presenting ideas in interpersonal, group, and public contexts. This is common knowledge in our discipline. What we found most useful from this assessment are the measures that are most successful at reducing communication apprehension, including get acquainted activities, improv, group impromptus, outline peer review, and group presentations.	
	SPCH 10	Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical listening.				
		Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical listening.	Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills.	Listening habits improved from pre- to post-. Important highlights include: 1. 41% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the	Students demonstrated marked improvement in empathic listening, active listening, and critical listening skills. What we found most useful from these assessments are the measures that are most	Faculty will share best practices for helping students improve listening habits at 2012-2013 opening day meetings.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical listening.	Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills.	<p>discussion, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion.</p> <p>2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact whilethe other person is speaking.</p> <p>3) 72% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 80% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying.</p> <p>4) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the</p>	successful at helping students improve listening skills, including active listening exercises, having to formulate and ask questions after speeches, peer critiques/feedback after speeches, and group discussions. All full-time and part-time faculty have found the Listening Habits Questionnaire a useful measure. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices at department meetings, opening days/SLO convocation, department retreats, and via e-mail for helping students improve listening habits.	Faculty will share best practices for helping students improve listening habits at 2012-2013 opening day meetings.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical listening.	Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills.	speaker onto themselves. 5) 46% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said.	Students demonstrated marked improvement in empathic listening, active listening, and critical listening skills. What we found most useful from these assessments are the measures that are most successful at helping students improve listening skills, including active listening exercises, having to formulate and ask questions after speeches, peer critiques/feedback after speeches, and group discussions. All full-time and part-time faculty have found the Listening Habits Questionnaire a useful measure. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices at department meetings, opening days/SLO convocation, department retreats, and via e-mail for helping students improve listening habits.	Faculty will share best practices for helping students improve listening habits at 2012-2013 opening day meetings.
		Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.				
		Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.	PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.				
		Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.	Faculty will select from the following assessments: Outline (longitudinal) assessments, performance rubrics assessing speech organization, content and delivery.			
SPCH 15		Demonstrate critical listening and comprehension skills.				
		Demonstrate critical listening and comprehension skills.	Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills.	Listening habits improved from pre- to post-. Important highlights include: 1. 41% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion. 2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact whilethe other person is speaking. 3) 72% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by	Listening habits improved from pre- to post- assessment. We found most useful the activities/assignments that most helped students improve their critical listening and comprehension skills including group discussion activities geared specifically to listening improvement, and practice giving critical feedback on speeches and group presentations.	Faculty will share best practices to help students improve critical listening and comprehension skills at 2012-2013 opening day department meetings.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate critical listening and comprehension skills.	Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills.	<p>sending signals that show they are genuinely interested in what the other person is saying, while 80% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying. 4) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves. 5) 46% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said.</p>	Listening habits improved from pre- to post- assessment. We found most useful the activities/assignments that most helped students improve their critical listening and comprehension skills including group discussion activities geared specifically to listening improvement, and practice giving critical feedback on speeches and group presentations.	Faculty will share best practices to help students improve critical listening and comprehension skills at 2012-2013 opening day department meetings.
		Develop, present, and critically evaluate informative and persuasive group presentations that are personalized to the audience, organized with an effective plan and purpose, and use information supported with quality sources that are				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		accurately documented during the presentations and outlines.				
		Develop, present, and critically evaluate informative and persuasive group presentations that are personalized to the audience, organized with an effective plan and purpose, and use information supported with quality sources that are accurately documented during the presentations and outlines.				
		Display increasing confidence in ability to use a range of models and methods for problem solving, decision making, and collaborating.				
		Display increasing confidence in ability to use a range of models and methods for problem solving, decision making, and collaborating.	PRCA-24			
	SPCH 16	Demonstrate effective listening skills appropriate for interpersonal contexts including empathic listening, active listening, and critical listening.				
		Demonstrate effective listening skills appropriate for interpersonal contexts including empathic listening, active listening, and critical listening.	Listening Habits Questionnaire	Overall listening habits improved from pre- to post-. Important highlights: 1) 69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking. 2) 72% of respondents to the	Department assessment for 2011-2012 focused on listening improvement in the contexts of interpersonal, group, and public contexts.. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry standard Listening Habits Questionnaire. Listening habits improved from pre- to post-. We found most useful from this assessment the	Faculty will share best practices for helping students improve listening habits and skills at opening day meetings.



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate effective listening skills appropriate for interpersonal contexts including empathic listening, active listening, and critical listening.	Listening Habits Questionnaire	Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 80% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying. 3) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves.	activities/assignments/teaching methods students found most helped them to improve their listening habits and skills including giving peer critiques/feedback, formulating and asking questions after speeches, and active listening activities.	Faculty will share best practices for helping students improve listening habits and skills at opening day meetings.
		Demonstrate increasing confidence in the ability to use a range of speaking, listening, and collaboration skills in interpersonal contexts.				
		Demonstrate increasing confidence in the ability to use a range of speaking, listening, and collaboration skills in interpersonal contexts.	PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program.	Communication apprehension decreased from pre- to post-both for interpersonal and group contexts. Students experience less apprehension in interpersonal and group contexts and more communication apprehension in public speaking contexts. Some of the most commonly listed activities/assignments that helped students to reduce	Department assessment for 2009-2010, 2010-2011, and 2011-2012 focused on one of the most important SLO's across speech curriculum--reduction of communication apprehension. With the support of institutional research, we surveyed all speech students to measure communication apprehension using existing industry	Faculty have share best-practices for reducing communication apprehension in interpersonal contexts at opening day meetings.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate increasing confidence in the ability to use a range of speaking, listening, and collaboration skills in interpersonal contexts.	PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program.	communication apprehension include group activities (listed most often), getting to know everyone, communication skills building activities, peer and instructor feedback, and lots of practice.	standard PRCA-24 survey. Results show various kinds of group activities play a key role in helping students overcome their communication apprehension. Results indicate no bias across demographic groups. All full-time and part-time faculty have found the PRCA-24 a useful measure. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices for reducing communication apprehension at department meetings, opening days/SLO convocations, department retreats, and via e-mail.	Faculty have share best-practices for reducing communication apprehension in interpersonal contexts at opening day meetings.
		Develop increasing communication competence in building and maintaining relationships by adapting to other people, the goals of the speaker, and the requirements of the interpersonal communication context (e.g., cultural, social, and business).				
		Develop increasing communication competence in building and maintaining relationships by adapting to other people, the goals of the speaker, and the requirements of the interpersonal communication context (e.g., cultural, social, and business).				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	70	effectiveness and ethics of organizational communication through case studies, self-reflection and shared feedback.				
		Critically assess the effectiveness and ethics of organizational communication through case studies, self-reflection and shared feedback.	Portfolio	error in documenting. will update later.	error in documenting. will update later.	
		Develop increasing communication competence by adapting to other people, the goals of the speaker, and the requirements of the organizational communication context (e.g., cultural, social, and corporate).				
		Develop increasing communication competence by adapting to other people, the goals of the speaker, and the requirements of the organizational communication context (e.g., cultural, social, and corporate).				
		Display increasing confidence in ability to apply organizational communication concepts and strategies when using a range of speaking, listening, and collaboration skills.				
		Display increasing confidence in ability to apply organizational communication concepts and strategies when using a range of speaking, listening, and collaboration	Portfolio	Samples of work for our capstone course illustrate student development in our Speech Communication program, high levels of competence in our discipline,	PPortfolios have been a useful measure for students and faculty to assess specific communication skills development/improvement/growth during the course and	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		skills.	Portfolio	and particular exemplars of quality work through case study analysis, self-reflection, and peer feedback. Comprehensive materials include case studies, group analysis reports, communication apprehension inventories, listening inventories, self reflection essays, speech plans/outlines, sample video taped speeches, instructor grading rubrics/feedback, resume, etc., to reflect the extent to which a student has met major goals in our program.	over the course of the program. Students develop recognition of the value of their work, learn to showcase their achievements and articulate their accomplishments to others.	
	SPCH 8	Analyze, evaluate and respond competently to discourse through weighing research, evidence, and critical reasoning.				
		Analyze, evaluate and respond competently to discourse through weighing research, evidence, and critical reasoning.				
		Deconstruct and examine contemporary, socially-relevant issues through development and presentation of argument cases.				
		Deconstruct and examine contemporary, socially-relevant issues through development and presentation of argument cases.				
		Use appropriate argument models to advocate positions effectively and confidently in both oral and written forms.				
		Use appropriate argument models to advocate positions effectively and confidently in				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		both oral and written forms.				
	SPCH 9	Analyze, evaluate and respond competently to discourse through weighing research, evidence, and critical reasoning. Critically analyze, evaluate, and use credible sources.				
		Analyze, evaluate and respond competently to discourse through weighing research, evidence, and critical reasoning. Critically analyze, evaluate, and use credible sources.	Pre- Post-test	proficiency	upon entering spch 9, students consistently have a difficult time finding, evaluating, and documenting trustworthy sources to support claims.	Faculty implemented weekly activities to help students find, evaluate, cite, and document trustworthy sources.
		Critically analyze, evaluate, and use credible sources.				
		Critically analyze, evaluate, and use credible sources.	Pre-/Post test.	At the beginning of the course 23% of students scored in the proficiency to mastery range. Upon completion of the course 100% of students scored in the proficiency to mastery range.	Upon entering SPCH 9, students consistently have a difficult time finding, evaluating, and documenting trustworthy sources to support claims. Weekly activities used to scaffold, especially team research and citation work, supports student mastery of these skills.	Faculty implemented weekly activities to help students find, evaluate, cite, and document trustworthy sources.
		Deconstruct, examine, and confidently debate contemporary, socially-relevant issues through development and presentation of argument cases.				
		Deconstruct, examine, and confidently debate contemporary, socially-relevant issues through development and presentation of argument cases.				
		Examine, design and formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		complex writing and critical thinking.				
		Examine, design and formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking.				
Dept - (LA) Technical Language	TWRT 61	Analyze information gathered and assembled by your team in a Power Point presentation using graphics and tabular presentations as needed.				
		Analyze information gathered and assembled by your team in a Power Point presentation using graphics and tabular presentations as needed.				
		Demonstrate the ability to create business communications such as memos, letters and resumes.				
		Demonstrate the ability to create business communications such as memos, letters and resumes.				
		Utilize purpose and audience to structure technical data into instructions and functional descriptions editing for spelling, grammar and syntax.				
		Utilize purpose and audience to structure technical data into instructions and functional descriptions editing for spelling, grammar and syntax.				
	TWRT 62	Analyze various documents, and integrate effective text and graphics in a group presentation, using overhead transparencies, slides, presentation boards, videos, etc.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze various documents, and integrate effective text and graphics in a group presentation, using overhead transparencies, slides, presentation boards, videos, etc.				
		Collaborate remotely with a virtual team to edit peer documents, review content, and create a written final group project.				
		Collaborate remotely with a virtual team to edit peer documents, review content, and create a written final group project.				
		Design and write analytical reports, proposals, progress reports, and empirical research reports that conform to established industry standards, and deliver a group oral presentation.				
		Design and write analytical reports, proposals, progress reports, and empirical research reports that conform to established industry standards, and deliver a group oral presentation.				
	TWRT 63	Demonstrate the ability to research, plan, design and write a forty to fifty-page manual while balancing time, client reviews, and team issues.				
		Demonstrate the ability to research, plan, design and write a forty to fifty-page manual while balancing time, client reviews, and team issues.				
		Develop effective				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		documentation such as user guides, instructions or functional descriptions, inclusive of title page copyright notice, acknowledgements, glossaries and photos.				
		Develop effective documentation such as user guides, instructions or functional descriptions, inclusive of title page copyright notice, acknowledgements, glossaries and photos.				
		Exhibit the appropriate interview skills required for the acquisition of necessary information to create a technically accurate manual.				
		Exhibit the appropriate interview skills required for the acquisition of necessary information to create a technically accurate manual.				
	TWRT 64	Develop appropriate questions to interview an independent client about the content needed to design and produce a final project such as a web site, brochure, or manual.				
		Develop appropriate questions to interview an independent client about the content needed to design and produce a final project such as a web site, brochure, or manual.				
		Develop effective team communication and time-management skills and, collaborative work strategies in a virtual work environment.				
		Develop effective team communication and time-management skills and, collaborative work strategies in				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		a virtual work environment.				
		Produce a publication plan, style sheet, and an index for a document, with emphasis on clarity, conciseness, technical precision, and grammatical accuracy.				
		Produce a publication plan, style sheet, and an index for a document, with emphasis on clarity, conciseness, technical precision, and grammatical accuracy.				
	TWRT 67	Analyze articles revising them for grammatical accuracy, format, coherence, readability, completeness and inappropriate material.				
		Analyze articles revising them for grammatical accuracy, format, coherence, readability, completeness and inappropriate material.				
		Produce publication plans for two non-fiction articles with an emphasis on clarity, conciseness, technical precision, grammatical accuracy and publishable quality.				
		Produce publication plans for two non-fiction articles with an emphasis on clarity, conciseness, technical precision, grammatical accuracy and publishable quality.				
	TWRT 71	Define "on-line documentation", describe its scope, and evaluate the appropriateness of on-line implementation for a given technical communication need.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Define "on-line documentation", describe its scope, and evaluate the appropriateness of on-line implementation for a given technical communication need.				
		Identify screen display guidelines and apply what your knowledge for accessing information, to design an on-line document.				
		Identify screen display guidelines and apply what your knowledge for accessing information, to design an on-line document.				
		Revise on-line documentation for correct spelling grammar, syntax, word usage, and appropriateness for the audience, organization and scope.				
		Revise on-line documentation for correct spelling grammar, syntax, word usage, and appropriateness for the audience, organization and scope.				

## Overview of SLO Process Work for the Division

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (IIS) Arabic	ARBC 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	ARBC 2	<ul style="list-style-type: none"> <li>- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</li> <li>- Develop accuracy and fluency in pronunciation and writing of Arabic letters</li> <li>- Acquire reading and writing comprehension of basic vocabulary and language structure</li> <li>- Learn to use culturally appropriate social greetings and other expressions</li> <li>- Study the culture of and diversity in the Arabic-speaking world</li> </ul>				
		<ul style="list-style-type: none"> <li>- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</li> <li>- Develop accuracy and fluency in pronunciation and writing of Arabic letters</li> <li>- Acquire reading and writing comprehension of basic vocabulary and language structure</li> </ul>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		- Learn to use culturally appropriate social greetings and other expressions				
		- Study the culture of and diversity in the Arabic-speaking world				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Arabic, preparing for a class, school life, shopping				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and transportation. Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Arabic, preparing for a class, school life, shopping and transportation.				
	ARBC 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	ARBC 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Arabic-speaking cultures, by analyzing and comparing them				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
	ARBC 5	Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of ARABIC-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of ARABIC-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
ARBC Compose lenghtier and more						

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	6	accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
Dept - (IIS) Cantones e	CANT 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Develop the native sense of the tone usage of Cantonese pronunciation and demonstrate a working command of essential				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		vocabulary (recognize and reproduce some 150 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, interests and leisure activities, family, time and physical appearances.				
		Develop the native sense of the tone usage of Cantonese pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, interests and leisure activities, family, time and physical appearances.				
	CANT 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as shopping and prices, commuting, what are they doing, do me a favor and where is it.				
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as shopping and prices, commuting, what are they doing, do me a favor				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and where is it.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	CANT 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		experiences and on the telephone.				
		Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	CANT 60A	Demonstrate a cursory grasp of social protocols and contributions of Cantonese-				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CANT 60A	speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
	CANT 60B	Demonstrate a deeper grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short,				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
	CANT 60C	Demonstrate an increasingly accurate grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		extract main ideas and supporting detail.				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
	CANT 61A	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
	CANT 61B	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Derive meaning from oral				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
	CANT 61C	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (IIS) French	FREN 1	sustained command of vocabulary and language structures.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, leave-taking, description of family members,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		daily activities and hobbies, expression of (dis)likes and future plans.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, leave-taking, description of family members, daily activities and hobbies, expression of (dis)likes and future plans.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	FREN 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as expressing desire, ability and obligation, expressing negation, narration of past events.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as expressing desire, ability and obligation, expressing negation, narration of past events.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
FREN		Compose comprehensible,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	3	more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as nature and environment, physical and mental wellness, subjective statements of advice, doubt, expectation, (dis)approval, and hypothetical scenarios.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as nature and environment, physical and mental wellness, subjective statements of advice, doubt, expectation, (dis)approval, and hypothetical scenarios.				
		Demonstrate an increasingly accurate grasp of social				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	FREN 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as summaries, comparisons and reactions to subtitled movies, transcribed broadcasts of songs, magazines, newspapers, and web sites.				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as summaries, comparisons and reactions to subtitled movies, transcribed broadcasts of songs, magazines, newspapers, and web sites.				
		Derive meaning from longer texts of increasing complexity, relying less on contextual clues to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, relying less on contextual clues to extract main ideas and supporting details, and to interpret some subtleties of the text.				
	FREN 5	Compose extended, paragraph-level discourse about familiar topics to reflect				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	FREN 5	a somewhat sustained command of vocabulary and language structures.				
		Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a somewhat sustained command of essential vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as points of view based on exposure to and analysis of audiovisual, printed, and electronic media, description and narration in any tense.				
		Demonstrate a somewhat sustained command of essential vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as points of view based on exposure to and analysis of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		audiovisual, printed, and electronic media, description and narration in any tense.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	FREN 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of essential vocabulary and language structures necessary to spontaneously and accurately request and provide, orally and in writing, about a wide				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.				
		Demonstrate a sustained command of essential vocabulary and language structures necessary to spontaneously and accurately request and provide, orally and in writing, about a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
	FREN 60A	Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in high frequency situations on				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
	FREN 60B	Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contextual clues to extract the gist and an increasing amount of detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
	FREN 60C	Demonstrate an increasingly accurate grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Produce comprehensible, more complex speech about familiar topics to reflect a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		somewhat consistent command of core vocabulary and language structures.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
Dept - (IIS) German	GERM 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Demonstrate a working command of essential	Oral interview and follow-up discussion, assessed using a			



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.	rubric.			
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	GERM 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to on's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to on's own culture(s).				
		Demonstrate a greater working command of essential vocabulary and language				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	GERM 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	Written exam with composition, assessed with a rubric.	All of the 31 students demonstrated good to excellent proficiency when composing short essays about a familiar topic (22 students were in the 'A' range, 9 students in the 'B' range.)	Continued assignment of writing exercises resulting in greater mastery of grammar and syntax should support the success rate in the future. German students will benefit from access to tutors.	
		Demonstrate a somewhat consistent working command of essential vocabulary and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.	Oral questions in German had to be answered by students in writing complete German sentences.	Student performance was very good in the rubric of aural comprehension. Out of 31 students, 26 students received an 'A' (92-100%). The weakest category was fluency (answering questions in whole sentences and creating sentences beyond the recitation of memorized phrases). However, after only 2 1/2 quarters of German, even this level of fluency is not a realistic expectation. Overall, students met my expectations of proficiency.	German language students will benefit from access to tutors for practicing oral communication.	
		Demonstrate an increasingly accurate grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).	Oral presentation in form of a skit, assessed using a rubric.	Student performance was very good in the rubric of identifying cultural differences. Everyone performed satisfactorily in the rubric of cultural sensitivity. The students met my expectations with regard to analyzing and comparing German-speaking cultures to their own one.	Continued assignments of 'culture-related' exercises should support this success rate in the future. Students will benefit from access to tutors for an authentic exchange of cultural perspectives.	
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	Written exam that included a text with comprehension questions, assessed using a rubric.	Out of 31 students, 19 students were in the 'A' range, 9 students in the 'B' range, and 3 students were in the 'D' range. Therefore, a satisfactory percentage of students showed good to excellent reading skills.	Continued assignment of weekly homework resulting in vocabulary expansion should support this success rate in the future. German students will benefit from access to tutors for expanding their vocabulary in the target language.	
	GERM 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		range of somewhat sophisticated information.				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
	GERM 5	Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	GERM 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
Dept - (IIS) Hindi	HNDI 1	Complete understanding of composing basic two syllable words and demonstrating an ability to enunciate the words, also showing familiarity with their meanings. The ability to recite numbers from 1 through 20.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (IIS) Hindi	HNDI 1	Complete understanding of composing basic two syllable words and demonstrating an ability to enunciate the words, also showing familiarity with their meanings. The ability to recite numbers from 1 through 20.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.	Written and Oral Test.			
		Demonstrate a cursory grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).	Projects, Group discussion, Essay.			
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contexts.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.	oral exam			
		Demonstrate a working command of reading and writing Hindi, in the Devanagari script. Memorizing Hindi Alphabets, Vowels and Consonants and basic language structures necessary to construct greetings in everyday situations.				
		Demonstrate a working command of reading and writing Hindi, in the Devanagari script. Memorizing Hindi Alphabets, Vowels and Consonants and basic language structures necessary to construct greetings in everyday situations.				
		Demonstrate a working command of reading and writing Hindi, in the Devanagari script. Memorizing Hindi Alphabets, Vowels and Consonants and basic language structures necessary to construct greetings in everyday situations. Level 1 Part 2 Complete understanding of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		composing basic two syllable words and demonstrating an ability to enunciate the words, also showing familiarity with their meanings. The ability to recite numbers from 1 through 20.				
		Demonstrate a working command of reading and writing Hindi, in the Devanagari script. Memorizing Hindi Alphabets, Vowels and Consonants and basic language structures necessary to construct greetings in everyday situations. Level 1 Part 2 Complete understanding of composing basic two syllable words and demonstrating an ability to enunciate the words, also showing familiarity with their meanings. The ability to recite numbers from 1 through 20.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.	Paper			
HNDI 2		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Hindi, preparing for a class, school life, shopping and transportation.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Hindi, preparing for a class, school life, shopping and transportation.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	HNDI 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
Dept - (IIS) Intercultural Studies	ICS 10	Analyze the impact of racism and discrimination on the economic and social conditions of African Americans in North America.				
		Analyze the impact of racism and discrimination on the economic and social conditions of African Americans in North America.	Reflective Paper. A paper that reflects on a personal event or experience with African Americans/Blacks and knowledge of African American History and African American Studies. If student identifies as an African American/Black they reflect on their experiences with other African Americans or their experience as an African American/Black person living in the United States.	A = 45%; B = 13%; C = 18%; D = 0%; F = 22%; 76% received a passing grade.	The target goals were met. However, the percentage of students receiving an F was higher than the targeted goal. A major factor in this outcome was due to the fact that 4 out of 5 students who received an F did not do the assignment.	
		Identify the historical forces that gave rise to Black Studies, and areas of study				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		within the discipline				
		Identity the historical forces that gave rise to Black Studies, and areas of study within the discipline	Midterm Examination			
		Show proficiency in use of research methods in the field of African American Studies through the completion of a research paper.				
		Show proficiency in use of research methods in the field of African American Studies through the completion of a research paper.	Research Paper. A paper that analyzes a major political moment, person, or debate within African American Studies that focuses on political activism. Each student will consider the meaning or historical significance of the moment, person, or debate.	A = 27%; B = 4.5%; C = 4.5%; D = 4.5%; F = 59%. 40.5% received a passing grade.	The target goal was not met. 12/13 F's resulted from student's not doing the assignment. The students are also lacking basic writing and research skills and would benefit from supplemental assistance and Basic Skills development.	
ICS 11		Analyze the historical relationship between people of African descent, people of Western European descent, and the institution of slavery and its effects on the African American experience through the book and miniseries Roots.				
		Analyze the historical relationship between people of African descent, people of Western European descent, and the institution of slavery and its effects on the African American experience through the book and miniseries Roots.				
		Define key concepts such as race, ethnicity, culture, capitalism, class, and explain how such concepts functions within both the African American community and the larger United States' society.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Define key concepts such as race, ethnicity, culture, capitalism, class, and explain how such concepts function within both the African American community and the larger United States' society.				
		Recognize and understand the African Diaspora and the value of one's cultural heritage.				
		Recognize and understand the African Diaspora and the value of one's cultural heritage.				
		Understand that there is no monolithic experience within the African American community.				
		Understand that there is no monolithic experience within the African American community.				
	ICS 12	Analyze the methodology of selected African-American writers.				
		Analyze the methodology of selected African-American writers.				
		Articulate similarities and differences in content presented by African-American writers				
		Articulate similarities and differences in content presented by African-American writers				
		Compose an annotated bibliography of the major African-American non-fiction writers.				
		Compose an annotated bibliography of the major African-American non-fiction writers.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ICS 14	<p>Students will demonstrate critical thinking skills by analyzing African American portrayals in films and will identify, analyze and discuss the five dominant depictions of African Americans in the cinema.</p> <p>Methods My assessment tools include four papers, one paper analyzing and assessing the impact and evolution of the portrayals of African Americans in an early 20th century film, another paper to the 1930s, the third paper to the 1970's, and the last paper up to a contemporary film.</p> <p>Exams The tests include one midterm and a final to assess, demonstrate, and evaluate the student's understanding of the impact and evolution of cinematic portrayals African Americans.</p>				
		<p>Students will demonstrate critical thinking skills by analyzing African American portrayals in films and will identify, analyze and discuss the five dominant depictions of African Americans in the cinema.</p> <p>Methods My assessment tools include four papers, one paper analyzing and assessing the impact and evolution of the portrayals of African Americans in an early 20th</p>	<p>My assessment tools include four papers, one paper analyzing and assessing the impact and evolution of the portrayals of African Americans in an early 20th century film, another paper to the 1930s, the third paper to the 1970's, and the last paper up to a contemporary film.</p>			



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>century film, another paper to the 1930s, the third paper to the 1970's, and the last paper up to a contemporary film.</p> <p>Exams The tests include one midterm and a final to assess, demonstrate, and evaluate the student's understanding of the impact and evolution of cinematic portrayals African Americans.</p>	<p>My assessment tools include four papers, one paper analyzing and assessing the impact and evolution of the portrayals of African Americans in an early 20th century film, another paper to the 1930s, the third paper to the 1970's, and the last paper up to a contemporary film.</p>			
		<p>Students will demonstrate critical thinking skills by analyzing African American portrayals in films and will identify, analyze and discuss the five dominant depictions of African Americans in the cinema.</p> <p>Methods My assessment tools include four papers, one paper analyzing and assessing the impact and evolution of the portrayals of African Americans in an early 20th century film, another paper to the 1930s, the third paper to the 1970's, and the last paper up to a contemporary film.</p> <p>Exams The tests include one midterm and a final to assess, demonstrate, and evaluate the student's understanding of the impact and evolution of cinematic portrayals African Americans.</p>	<p>The tests include one midterm and a final to assess, demonstrate, and evaluate the student's understanding of the impact and evolution of cinematic portrayals African Americans.</p>			
ICS		Students will demonstrate and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	16A	apply knowledge of pre-history up to 1800 African history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of pre-history up to 1800 African history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret pre-history up to 1800 African primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret pre-history up to 1800 African primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
	ICS 16B	Students will demonstrate and apply knowledge of 19th and 20th century African history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of 19th and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		20th century African history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret 19th and 20th century African primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret 19th and 20th century African primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
ICS 17		Analyze and assess solutions to these problems from a variety of traditions.				
		Analyze and assess solutions to these problems from a variety of traditions.				
		Articulate and defend student's own position on at least one issue related to social change.				
		Articulate and defend student's own position on at least one issue related to social change.				
		Demonstrate an application of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		these tools to student's own actions and decisions.				
		Demonstrate an application of these tools to student's own actions and decisions.				
		Identify and analyze the philosophical problems pertaining to critical consciousness and social change.				
		Identify and analyze the philosophical problems pertaining to critical consciousness and social change.				
	ICS 18A	Analyze the horrific experience of the Middle Passage for Africans				
		Analyze the horrific experience of the Middle Passage for Africans				
		Critique the role slavery played in American History				
		Critique the role slavery played in American History				
		Evaluate the influence of West African culture on the lives of African Americans				
		Evaluate the influence of West African culture on the lives of African Americans				
		Investigate significant events leading to the Civil War and end of slavery in 1865				
		Investigate significant events leading to the Civil War and end of slavery in 1865				
	ICS 18B	Analyze key legislation involving the civil rights of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ICS 18B	African Americans				
		Analyze key legislation involving the civil rights of African Americans				
		Assess the contributions of significant Black leaders in the 20th Century				
		Assess the contributions of significant Black leaders in the 20th Century				
		Evaluate how segregation and racism shaped the lives of African Americans				
		Evaluate how segregation and racism shaped the lives of African Americans				
		Investigate the contributions of African Americans in art, music, literature, political, sports and international relationships.				
		Investigate the contributions of African Americans in art, music, literature, political, sports and international relationships.				
	ICS 20	Be able to analyze significant issues and events in Asian American history.				
		Be able to analyze significant issues and events in Asian American history.	The exams include one midterm and a final to assess their understanding of race, racism, racial inequality, and Asian American history.	Final scores for ICS 20 Fall 2011 100% - 96.5% = A+0 96.4% - 93.0% = A0 92.9% - 89.5% = A-4 89.4% - 86.5% = B+5 86.4% - 83.0% = B2 82.9% - 79.5% = B-8 79.4% - 76.5% = C+5 76.4% - 70.0% = C7 69.9% - 66.5% = D+1	The curve looks pretty good with only 7 scores below a C, 7 C's, and 24 scores above a C. See the attached excel file for more info. I feel the target was met since the target was 10% get A's, 15% get B's, 50% get C's, 15% get D's 10% get F's and the actual outcome was 11 % A's, 42% B's, 33% C's, 15% D's 3% F's so the	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Be able to analyze significant issues and events in Asian American history.	The exams include one midterm and a final to assess their understanding of race, racism, racial inequality, and Asian American history.	66.4% - 63.0% = D2 62.9% - 59.5% = D-2 below 59.5% = F1	curve was shifted to the left.	
		Be able to research and present a significant issue related to Asian American history or contemporary community.				
		Be able to research and present a significant issue related to Asian American history or contemporary community.	A group performance project assesses the student's understanding of a particular aspect of Asian American history.			
		Be able to research and present a significant issue related to Asian American history or contemporary community.	One paper analyzing and discussing a racist incident in their lives and how that relates to their particular Asian American ethnic group.	A+17 A8 A-2 F6 Total33 So 82% got A's and 18% got F's	The target was met for the most part, but I would like to get the % of F's reduced. For some reason, students just do not turn in the project regardless of how much you remind them in class etc.	
		Become aware and engage in Asian Pacific American community activity.				
		Become aware and engage in Asian Pacific American community activity.	One paper analyzing, describing, and discussing a community event they attended, or volunteer activity they participated in. Volunteering at the Asian American Film Festival or Hep B screenings for example. The paper explains what they did and learned from the experience.	I usually make the community event/volunteering paper extra credit since most students work and have a difficult time doing something requiring a few hours off site. Transportation is also an issue. 15/33 students did the extra credit with 73% A, 7% B, 20% C grade.	I suppose I could make the assignment mandatory but have not had good luck with that including some students just faking the entire assignment.	
	ICS 22	Be able to analyze significant issues and events in the contemporary Asian Pacific American community, with an awareness of Asian American history.				
		Be able to analyze significant	The exams include one			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		issues and events in the contemporary Asian Pacific American community, with an awareness of Asian American history.	midterm and a final to assess their understanding of race, racism, racial inequality, and issues in Asian America.			
		Be able to research and present a significant issue related to contemporary Asian America.				
		Be able to research and present a significant issue related to contemporary Asian America.	A group performance project assesses the student's understanding of a particular issue in Asian America.			
		Become aware and have capacity to engage in Asian Pacific American community activity.				
		Become aware and have capacity to engage in Asian Pacific American community activity.	One paper analyzing, describing, and discussing a community event they attended, or volunteer activity they participated in. Volunteering at the Asian American Film Festival or Hep B screenings for example. The paper explains what they did and learned from the experience.			
ICS 24		Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.				
		Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.				
		Identify multiple cultural and historical issues pertaining to Asian American Pacific Islanders in literature.				
		Identify multiple cultural and historical issues pertaining to Asian American Pacific				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Islanders in literature.				
	ICS 28	Students will demonstrate and apply knowledge the history of human societies' influence on their environments to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge the history of human societies' influence on their environments to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret history of human societies' influence on their environments primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret history of human societies' influence on their environments primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
	ICS 29	The ability to critically think about and analyze the effect court rulings and legislation have on cultural diversity/cultural pluralism in				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ICS 29	the United States today. The ability to critically think about and analyze the effect court rulings and legislation have on cultural diversity/cultural pluralism in the United States today.				
	ICS 30	Students will be able to describe the diversity of titles and identities that are found within the Chicano Community.				
		Students will be able to describe the diversity of titles and identities that are found within the Chicano Community.				
		Students will demonstrate an awareness of historical and contemporary Chicano social movements and their relationship to the greater US society.				
		Students will demonstrate an awareness of historical and contemporary Chicano social movements and their relationship to the greater US society.				
		Students will recognize and evaluate institutional inequality and practices of social justice in the context of Chicano Communities.				
		Students will recognize and evaluate institutional inequality and practices of social justice in the context of Chicano Communities.	35 item, two part exam focusing on historical and political experiences of the Mexican people in the United States			
	ICS 31	Student will be able to discuss				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ICS 31	how and why beliefs, values, assumptions and communications practices interact to shape ways of being and knowing within the Chicano experience.				
		Student will be able to discuss how and why beliefs, values, assumptions and communications practices interact to shape ways of being and knowing within the Chicano experience.				
		Students will be able to discuss and evaluate the cultural dynamics between traditional and non-traditional cultural patterns, gender roles, and religiosity within the present day Chicano experience.				
		Students will be able to discuss and evaluate the cultural dynamics between traditional and non-traditional cultural patterns, gender roles, and religiosity within the present day Chicano experience.				
		Students will be able to discuss and evaluate the dynamic nature of culture and processes of culture change.				
		Students will be able to discuss and evaluate the dynamic nature of culture and processes of culture change.				
		Students will be able to identify and evaluate the elements of cultural syncretism and their respective role within Chicano experience.				
		Students will be able to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		identify and evaluate the elements of cultural syncretism and their respective role within Chicano experience.				
	ICS 32	Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.				
		Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.				
		Students will be able to assess the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southwest.				
		Students will be able to assess the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southwest.				
	ICS 33	Students will be able to identify and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicano/a Art				
		Students will be able to identify and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicano/a Art				
		Students will be able to identify the concept rasquachismo and assess its				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		impact on the sense of aesthetics within Chicano Art.				
		Students will be able to identify the concept rasquachismo and assess its impact on the sense of aesthetics within Chicano Art.				
	ICS 35	Students will be able to analyze and evaluate Chicano/a literature in the sociocultural context of Latino and American literary traditions.				
		Students will be able to analyze and evaluate Chicano/a literature in the sociocultural context of Latino and American literary traditions.				
		Students will be able to assess the history and characteristics of various Mexican American regional literary traditions.				
		Students will be able to assess the history and characteristics of various Mexican American regional literary traditions.				
	ICS 37	Students will be able to access current debates in the interpretation of ancient Mexican artistic, religious, and historical traditions.				
		Students will be able to access current debates in the interpretation of ancient Mexican artistic, religious, and historical traditions.				
		Students will be able to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		distinguish and compare major artistic styles, belief systems, and indigenous concepts characteristic of the ancient Mexican people.				
		Students will be able to distinguish and compare major artistic styles, belief systems, and indigenous concepts characteristic of the ancient Mexican people.				
		Students will be able to distinguish and compare the diversity of cultures and the major sites, periods, and trends in the development of ancient Mexican civilizations.				
		Students will be able to distinguish and compare the diversity of cultures and the major sites, periods, and trends in the development of ancient Mexican civilizations.				
		Students will be able to distinguish basic characteristics of indigenous writing and calendar systems and relate them to ancient Mexican religious and political ideology.				
		Students will be able to distinguish basic characteristics of indigenous writing and calendar systems and relate them to ancient Mexican religious and political				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		ideology.				
	ICS 38A	Student will able to analyze and describe the significance of the term mestizaje as it pertains to the creating of the culture and society of Colonial Latin America.				
		Student will able to analyze and describe the significance of the term mestizaje as it pertains to the creating of the culture and society of Colonial Latin America.				
		Students will demonstrate and apply knowledge of Colonial Latin American history from the 1400s until the 1820s to construct defensible statements of meaning and evaluation about this period's developments.				
		Students will demonstrate and apply knowledge of Colonial Latin American history from the 1400s until the 1820s to construct defensible statements of meaning and evaluation about this period's developments.				
	ICS 38B	Students will be able to describe the different paths taken by the Independent Nations of Latin America to achieve modernization.				
		Students will be able to describe the different paths taken by the Independent Nations of Latin America to achieve modernization.				
		Students will be able to describe the different paths taken by the Spanish New World Colonies to achieve independence.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will be able to describe the different paths taken by the Spanish New World Colonies to achieve independence.				
	ICS 4	Students will demonstrate critical thinking skills by analyzing race, racism, and racial inequality and will identify, analyze and discuss different responses to various forms of racism and racial inequality.				
		Students will demonstrate critical thinking skills by analyzing race, racism, and racial inequality and will identify, analyze and discuss different responses to various forms of racism and racial inequality.	Used an end-of-quarter survey with a Likert-type scale to ask students to assess their learning based on the following three statements: 1. Through the course, I have developed critical thinking skills to better analyze the concepts of race, as well as racism and racial inequality in the U.S. context. 2. Through this course, I have learned how to evaluate social policies in terms of whether or not they improve or worsen conditions of racism and racial inequality in the U.S. context. 3. Through the course, I have broadened my vocabulary such that I can better discuss issues of race, racism, and racial inequality in the U.S. context.	The results of the end-of-quarter student survey were as follows:  Question 1: 2% Strongly Disagree, 0% Somewhat Disagree, 22% Somewhat Disagree, 76% Strongly Agree ==> 98% Agree  Question 2: 2% Strongly Disagree, 2% Somewhat Disagree, 32% Somewhat Disagree, 64% Strongly Agree ==> 98% Agree  Question 3: 2% Strongly Disagree, 4% Somewhat Disagree, 22% Somewhat Agree, 72% Strongly Agree ==> 94% Agree	The SLO target for ICS 4 was met. For each of the three statements on the student survey, more than 94% of students indicated that they "Somewhat Agree" and "Strongly Agree."	
	ICS 41	Students will be able to describe the diversity of contemporary identities that are found within American Indian/Alaskan Native Communities.				
		Students will be able to describe the diversity of contemporary identities that				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		are found within American Indian/Alaskan Native Communities.				
		Students will demonstrate an awareness of historical and contemporary American Indian/Alaskan Native social movements and their relationship to the greater US society.				
		Students will demonstrate an awareness of historical and contemporary American Indian/Alaskan Native social movements and their relationship to the greater US society.				
		Students will recognize and evaluate institutional inequality and practices of social justice in the context of American Indian/Alaskan Native Communities.				
		Students will recognize and evaluate institutional inequality and practices of social justice in the context of American Indian/Alaskan Native Communities.				
	ICS 42	Student will be able to actively engage in the complex California American Indian multicultural pasts by integrating historical understanding within historical thinking skills.				
		Student will be able to actively engage in the complex California American Indian multicultural pasts by integrating historical understanding within historical thinking skills.				
		Students will be able to assess				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		the pre-historic diversity, histories, cultures and cultural changes of California American Indian peoples.				
		Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of California American Indian peoples.				
	ICS 43	Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.				
		Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.				
		Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of American Indian and Alaskan Natives peoples.				
		Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of American Indian and Alaskan Natives peoples.				
	ICS 44	Student will be able to discuss how and why beliefs, values, assumptions, communication and spiritual practices interact to shape ways of being and knowing within the American Indian/Alaskan native experience.				
		Student will be able to discuss how and why beliefs, values, assumptions, communication and spiritual practices interact to shape ways of being and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		knowing within the American Indian/Alaskan native experience.				
		Students will be able to identify and evaluate the elements of religious syncretism and its respective roles within American Indian/Alaskan native experience.				
		Students will be able to identify and evaluate the elements of religious syncretism and its respective roles within American Indian/Alaskan native experience.				
	ICS 45	Students will be able to identify and evaluate the principals, qualities, characteristics, politically-based and identity-based themes found within the arts of American Indian and Alaskan Natives.				
		Students will be able to identify and evaluate the principals, qualities, characteristics, politically-based and identity-based themes found within the arts of American Indian and Alaskan Natives.				
		Students will be able to identify the concepts of tradition and cultural continuity and assess their impact on the sense of aesthetics within American Indian/Alaskan Native Arts.				
		Students will be able to identify the concepts of tradition and cultural continuity and assess their impact on the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		sense of aesthetics within American Indian/Alaskan Native Arts.				
	ICS 46	Students will be able to compare and contrast literatures of American Indian and Alaskan Native cultural traditions, including their adaptation and accommodation to Euro-centric literature traditions.				
		Students will be able to compare and contrast literatures of American Indian and Alaskan Native cultural traditions, including their adaptation and accommodation to Euro-centric literature traditions.				
		Students will be able to demonstrate the ability to analyze American Indian/Alaskan native traditional and contemporary forms of literature in social, historical, and tribal cultural contexts.				
		Students will be able to demonstrate the ability to analyze American Indian/Alaskan native traditional and contemporary forms of literature in social, historical, and tribal cultural contexts.				
	ICS 5	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.				
		Students will apply skills demonstrating their abilities to	Either a series of short papers or a longer research paper			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.	analyzing examples of art within either a museum, gallery or community context.			
		Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.				
		Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.	Research paper and/or several short problem-solving papers utilizing a combination of community-based resources, scholarly perspectives (both from within and outside of the particular ethnic community) and artist interviews.			
		Students will demonstrate critical analysis based upon social constructs of race, class, ethnicity, gender and other factors of identity to gain cultural competence in a local, national and global context.				
		Students will demonstrate critical analysis based upon social constructs of race, class, ethnicity, gender and other factors of identity to gain cultural competence in a local, national and global context.	Problem papers and/or essay exams where students demonstrate an understanding of original artistic sources from various ethnic communities, as well as incorporating Western artistic practices.			
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Student presentations and/or student contributions to class dialogue through either group work or class Q and A.			
		Students will identify, examine and authenticate the values,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		experiences and cultural contributions of marginalized populations in the United States.				
		Students will identify, examine and authenticate the values, experiences and cultural contributions of marginalized populations in the United States.	Essay exams identifying issues, terminology, key concepts and artistic solutions relative to each ethnic community and within the disciplines of Intercultural Studies and Art History and/or a series of in-class writing exercises and worksheets completed individually and through group interaction.			
	ICS 7	Demonstrate increased ability to competently interact with and adapt to persons of different cultural backgrounds, by applying intercultural communication concepts and skills to intercultural interactions.				
		Demonstrate increased ability to competently interact with and adapt to persons of different cultural backgrounds, by applying intercultural communication concepts and skills to intercultural interactions.				
		Evaluate and assess his/her own culture-specific verbal and nonverbal communication, through self-reflection and shared feedback.				
		Evaluate and assess his/her own culture-specific verbal and nonverbal communication, through self-reflection and shared feedback.				
		Explain and analyze culture and communication as both affect intercultural interactions,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		particularly stereotyping, prejudice, and discrimination.				
		Explain and analyze culture and communication as both affect intercultural interactions, particularly stereotyping, prejudice, and discrimination.	blah blah			
		Explain and analyze culture and communication as both affect intercultural interactions, particularly stereotyping, prejudice, and discrimination.	Scores on Discussion (written answers) of Unit 5 (History, Privilege, Discrimination)			
ICS 8		Critique the multiple identities within ourselves and in the larger society.				
		Critique the multiple identities within ourselves and in the larger society.				
		Explain the role of key historical events that shaped the present situation of Women of Color in the U.S.				
		Explain the role of key historical events that shaped the present situation of Women of Color in the U.S.				
		Recognize the ways in which we have privilege and oppression. Investigate how we alternately behave as oppressors and as the oppressed.				
		Recognize the ways in which we have privilege and oppression. Investigate how we alternately behave as oppressors and as the oppressed.				
		Understand and analyze the social construction of race,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		class, gender, and sexuality and the impact of racism, sexism, classism, and heterosexism on Women of Color in the U.S.				
		Understand and analyze the social construction of race, class, gender, and sexuality and the impact of racism, sexism, classism, and heterosexism on Women of Color in the U.S.				
	ICS 9	Apply theories, concepts, and methodological approaches to studying race and ethnicity in specific American social and historical contexts with an emphasis on analyzing inequality.				
		Apply theories, concepts, and methodological approaches to studying race and ethnicity in specific American social and historical contexts with an emphasis on analyzing inequality.				
Dept - (IIS) International Studies	INTL 10	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.				
		Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.				
		Students will critically analyze and evaluate diverse scholarly perspectives in Asian art history.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will critically analyze and evaluate diverse scholarly perspectives in Asian art history.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.				
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.				
		Students will investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.				
		Students will investigate and validate the artistic				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.				
		Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.				
		Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.				
	INTL 11	Compare and contrast the styles, genres and themes of the immigrants' writings and the American born literary expression.				
		Compare and contrast the styles, genres and themes of the immigrants' writings and the American born literary expression.				
		Distinguish and identify the influences of the traditional models of expressions in the vernacular and in the newly adopted language of the immigrant generation.				
		Distinguish and identify the influences of the traditional models of expressions in the vernacular and in the newly adopted language of the immigrant generation.				
		Interpret and analyze the various issues inclusive of cultural, psychological and social aspects as presented and discussed by the second generation of writers (the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		American born generation) in their creative expressions.				
		Interpret and analyze the various issues inclusive of cultural, psychological and social aspects as presented and discussed by the second generation of writers (the American born generation) in their creative expressions.				
		Select from a number of works among the Vietnamese American literary repertoire to highlight an issue that is prominent within the diaspora and analyze from a number of perspectives.				
		Select from a number of works among the Vietnamese American literary repertoire to highlight an issue that is prominent within the diaspora and analyze from a number of perspectives.				
	INTL 13	Analyze the Korean cultural concept of body in terms of gender/ sexuality and the various cultural dimensions of Korean value system through self, love/marriage, and family.				
		Analyze the Korean cultural concept of body in terms of gender/ sexuality and the various cultural dimensions of Korean value system through self, love/marriage, and family.				
		Evaluate the historical and contemporary relations of power between Western influences and Korean/Asian culture and analyze the circumstances and conditions of the Korean diaspora/emergence of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Korean American identity and culture.				
		Evaluate the historical and contemporary relations of power between Western influences and Korean/Asian culture and analyze the circumstances and conditions of the Korean diaspora/emergence of Korean American identity and culture.				
		Identify the impact of social, historical, political contexts on visual and musical expression illustrated in the case of Korean popular culture.				
		Identify the impact of social, historical, political contexts on visual and musical expression illustrated in the case of Korean popular culture.				
	INTL 19A	Students will be able to analyze key historical issues in Pre-Modern East Asian History from remote antiquity to 1800 CE.				
		Students will be able to analyze key historical issues in Pre-Modern East Asian History from remote antiquity to 1800 CE.				
		Students will be able to examine and critique a sample of scholarly writing on Pre-Modern East Asian History from remote antiquity to 1800CE.				
		Students will be able to examine and critique a sample				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		of scholarly writing on Pre-Modern East Asian History from remote antiquity to 1800CE.				
		Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped traditional East Asian aesthetics and artistic sensibilities.				
		Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped traditional East Asian aesthetics and artistic sensibilities.				
	INTL 19B	Students will be able to analyze key historical issues in Modern East Asian History from 1800 CE- 2000 CE.				
		Students will be able to analyze key historical issues in Modern East Asian History from 1800 CE- 2000 CE.				
		Students will be able to examine and critique a sample of scholarly writing on Modern East Asian History from 1800CE to 2000 CE.				
		Students will be able to examine and critique a sample of scholarly writing on Modern East Asian History from 1800CE to 2000 CE.				
		Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		modern East Asian fine arts and material arts, as they have shaped Modern East Asian aesthetics and artistic sensibilities.				
		Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped Modern East Asian aesthetics and artistic sensibilities.				
	INTL 21	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.				
		Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.	Midterm and final exams composed of written responses to slide identifications.			
		Students will critically analyze and evaluate diverse scholarly perspectives in Mesoamerican and Andean art history.				
		Students will critically analyze and evaluate diverse scholarly perspectives in Mesoamerican and Andean art history.	Students will conduct research and write a paper using at least four scholarly sources.			
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Class presentation addressing contemporary Mesoamerican and/or Andean art and social issues.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Mesoamerican and Andean art forms in a current global context.				
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Mesoamerican and Andean art forms in a current global context.	Class presentation addressing either misconceptions or contemporary social issues faced by indigenous artists and communities.			
		Students will investigate and validate the artistic contributions of Mesoamerican and Andean cultures, critically comparing these contributions from diverse indigenous peoples of the Americas.				
		Students will investigate and validate the artistic contributions of Mesoamerican and Andean cultures, critically comparing these contributions from diverse indigenous peoples of the Americas.	Midterm and final exams composed of written responses to questions addressing class readings and slide identification.			
	INTL 22	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.				
		Students will apply skills	Midterm and final exams	Assessment results included	On exams, most students	In-class activities will be

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.	composed of written responses to questions addressing class readings and slide identification.	16 students performing at a superior level (A- or higher), successfully completing a high score on exams, 19 students achieving an average score and 7 students failing either one or both exams.	were successful when providing context (social, cultural, historical, etc.) about the art, but frequently struggled when they needed to integrate specific examples of art to support their arguments. The opposite was true with the paper assignment. Students were able to describe objects in the museum, but had difficulty pursuing research beyond internet sources. The instructor added a study guide composed of pictures of artworks studied in class and the reading assignments that students can refer to when writing answers to essay questions on exams. This will help students make the necessary connections between the art and the indigenous artists and cultures.	expanded to include more discussions of test examples (artworks) to improve exam scores.
		Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.				
		Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.	Students will conduct research and write a paper using at least four scholarly sources.	Assessment results include 37 students (out of 42) successfully finishing the research paper assignment and 17 (out of 42) receiving at least an A- on the assignment.	It became apparent that most students needed additional help integrating research from diverse scholarly sources into the assignment, despite classroom activities designed to get students to think critically about written sources. Students need more exercises to help them develop good skills in researching topics and in evaluating sources. Students also need to learn proper formatting and how to document sources in a paper.	The instructor is planning to restore a library workshop previously used in the class to help students expand their skills in conducting research. A class handout will be developed to help improve formatting and documentation of sources. Instructor will continue to use exercises in class to get students to critically analyze sources since such methods seem to be useful in preparation of the paper assignment.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.	Students will conduct research and write a paper using at least four scholarly sources.	Assessment results include 37 students (out of 42) successfully finishing the research paper assignment and 17 (out of 42) receiving at least an A- on the assignment.		
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Class presentation addressing contemporary indigenous art and social issues.	Assessment results include 18 students (out of 42) successfully completing the oral presentation.	Oral presentations are not required in this course, however points from the assignment contribute to the final class grade. Because of this, some students who did not finish the oral presentation demonstrated adequate oral communication and articulation of visual literacy and critical thinking in class discussions and small groups. Students met expectations of student success in this area. After reflection, the instructor believes the topics offered to the students for this assignment may have been too limited and difficult for research, hence the low number of student participants.	Instructor was pleased with the results of the small cohort of students completing the oral presentation. However, the assignment needs to be changed and expanded to include more topics that can be addressed through research students can conduct in a brief time frame (this assignment is given near the end of the quarter). This will improve student participation and success. In addition, more time for class responses after oral presentations will be included as this allows for students who are not presenting to be more actively involved. Instructor will also continue to integrate more opportunities for class dialogue.
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional indigenous art forms in a current global context.				
		Students will develop an	Class presentation addressing	Assessment results included	The class presentation is not	The instructor was pleased



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional indigenous art forms in a current global context.	contemporary indigenous art, stereotypes and/or contemporary social struggles faced by indigenous communities.	18 students (out of 42 total) successfully demonstrating through oral presentations an awareness of contemporary global issues or misconceptions of indigenous peoples.	required in this class, hence the low number of students completing this activity. However, the instructor included opportunities for class discussion, providing an avenue for all students to speak. Overall, students were able to successfully articulate oral responses critiquing misconceptions and stereotypes, however improvement can be made in presenting ideas in written work.	with the small cohort of students who completed excellent class presentations covering this objective. However, to encourage more student participation, the instructor will continue to add creative exercises to encourage more class discussion and to help students present their ideas clearly in group discussion.
		Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.				
		Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.	Midterm and final exam include essays in response to class readings and discussion.	Assessment results included 16 students performing at a superior level (A- or higher), successfully completing a high score on exams, 19 students achieving an average score and 7 students failing the exams.	Exam questions challenged students to explore indigenous art traditions in a thorough historical and cultural context and to critically compare different indigenous regions of the world. Exams included essay responses to assigned reading requiring the student to write an analysis of the art within the larger social and cultural contexts. One area that needs improvement is that students need to integrate more specific examples of artworks into their essays. Overall improvement is needed in basic writing and study skills for success on exams for the failing group. Instructor tried giving exam essay questions to students a few days before the exam and	The instructor was pleased with the success of students in completing essay exams and she will continue to provide rubrics and sample essay questions in advance. More class time will be devoted to group exercises designed to help students prepare for these essays. In addition, class discussion will be expanded to help students practice how to integrate art examples into their essay responses.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.	Midterm and final exam include essays in response to class readings and discussion.	Assessment results included 16 students performing at a superior level (A- or higher), successfully completing a high score on exams, 19 students achieving an average score and 7 students failing the exams.	this seemed to help them prepare and to apply critical thinking more consistently in their responses.	The instructor was pleased with the success of students in completing essay exams and she will continue to provide rubrics and sample essay questions in advance. More class time will be devoted to group exercises designed to help students prepare for these essays. In addition, class discussion will be expanded to help students practice how to integrate art examples into their essay responses.
	INTL 23	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.				
		Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.	Group project, discussion, and then presentation			
		Students will critically analyze and evaluate diverse scholarly perspectives addressing Islamic arts and cultures.				
		Students will critically analyze and evaluate diverse scholarly perspectives addressing Islamic arts and cultures.	Visit museum write a Research Paper			
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Class participation grade			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Islamic art forms in a current global context.				
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Islamic art forms in a current global context.	Research and Group Presentation			
		Students will investigate and validate the artistic contributions of Islamic cultures from around the world, critically comparing these contributions from diverse countries of origin.				
		Students will investigate and validate the artistic contributions of Islamic cultures from around the world, critically comparing these contributions from diverse countries of origin.	Exams	h	h	
		Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.				
		Students will write a research	Exams			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.	Exams			
	INTL 24	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.				
		Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.	Midterm and final exams composed of written responses to artworks and reading questions.	Assessment results included 12 students performing at a superior level, successfully completing a high score on exams and written homework, 15 students achieving an average score and 14 students failing either the exams or the written homework and group work.	Overall student performance was better on the paper assignment (37 out of 41 student success rate) than on the exams (27 out of 41 student success rate). Tallying results throughout the quarter, 28 out of 41 students were able to consistently provide strong written responses to both in-class and homework assignments. Due to limited basic skills, students are able to score higher on assignments, such as the research paper, that allow more time and editing of written work. Some students need practice writing in-class responses and polishing their test-taking skills. In-class discussions and group work reveal a satisfactory level of student success with this objective, however conveying understanding through written work still needs work.	Students need more opportunities to practice presenting their ideas and reflections into written work. They are able to grasp visual (stylistic analysis) fairly easily, but they seem to wrestle with the importance of analyzing art within the larger social and historical context. More in-class writings after group discussion will be added to help students improve writing skills, which hopefully will help improve exam scores. Instructor has created a rubric to demonstrate sample written answers.
		Students will critically analyze and evaluate diverse scholarly perspectives addressing African arts and cultures.				
		Students will critically analyze and evaluate diverse scholarly perspectives addressing	Students research and write a paper using and evaluating four scholarly sources.	Assessment results include 37 students (out of 41) successfully finishing the	The assessment tool was a research paper assignment in response to a museum visit. It	The instructor is planning to restore a library workshop previously used in the class to

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		African arts and cultures.	Students research and write a paper using and evaluating four scholarly sources.	research paper assignment and 18 (out of 41) receiving at least a B on the assignment.	included descriptive analysis of the art as well as research into the cultural context of the art. Students were required to use four scholarly sources. It became apparent that most students needed additional help integrating research from diverse scholarly sources into the assignment, despite classroom activities designed to get students to think critically about written sources. Students need more exercises to help them develop good skills in researching topics and in evaluating sources. Students also need to learn proper formatting and how to document sources in a paper.	help students expand their skills in conducting research. A class handout will be developed to help improve formatting and documentation of sources. Instructor will continue to use exercises in class to get students to critically analysis sources since such methods seem to be useful in preparation of the paper assignment.
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Class presentation addressing contemporary African art and relevant social issues.	Assessment results include 28 students (out of 41) successfully completing the oral presentation. Oral presentations are not required in this course, however points from the assignment contribute to the final class grade. Because of this, some students who did not finish the oral presentation demonstrated adequate oral communication and articulation of visual literacy and critical thinking in class discussions and small groups. Students met expectations of	Instructor was pleased with the overall results of the assessment of this outcome. The current oral presentation assignment will not be changed, however more time for class responses after oral presentations will be included as this allows for students who are not presenting to be more actively involved. Instructor will also continue to integrate more opportunities for class dialogue.	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Class presentation addressing contemporary African art and relevant social issues.	student success in this area.	Instructor was pleased with the overall results of the assessment of this outcome. The current oral presentation assignment will not be changed, however more time for class responses after oral presentations will be included as this allows for students who are not presenting to be more actively involved. Instructor will also continue to integrate more opportunities for class dialogue.	
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional African art forms in a current global context.				
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional African art forms in a current global context.	Class presentation addressing traditional African artistic traditions in a contemporary context or through an example of contemporary African art.	Assessment results include 28 students (out of 41 total) successfully demonstrating through oral presentations critical analysis of either global issues, misconceptions about Africa or current social and political topics relevant to the study of African arts.	The instructor was pleased with the positive results of the student class presentations covering this objective (NOTE: Class presentation is an optional assignment, hence lower number of student success in data). The instructor observed that after presentations, active class discussion often helped students who were not presenting to be more engaged in the analysis of critical issues. More students were able to apply an awareness of such issues on	More class time will be devoted to reactions and discussions following student presentations.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional African art forms in a current global context.	Class presentation addressing traditional African artistic traditions in a contemporary context or through an example of contemporary African art.	Assessment results include 28 students (out of 41 total) successfully demonstrating through oral presentations critical analysis of either global issues, misconceptions about Africa or current social and political topics relevant to the study of African arts.	the final exam. As a result, more class time will be devoted to reactions and discussions following student presentations.	More class time will be devoted to reactions and discussions following student presentations.
		Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional African art forms in a current global context.	Students are required to work in small groups, participating in class exercises addressing stereotypes and misconceptions of African cultures and arts.	80% of the students were able to complete group assignments and worksheets.	Instructor added several in-class discussion topics addressing misconceptions and common stereotypes of Africa, diverse African ethnic groups and art traditions. In addition, the contemporary art sections of the course were expanded to include more global topics relevant to Africa. Students benefited from small group interaction and discussion. Instructor was satisfied with the percentage of students able to complete group worksheets successfully.	
		Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.				
		Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.	Midterm and final exams include essay responses to questions addressing class readings and slide identification.	Assessment results included 12 students performing at a superior level, successfully completing a high score on exams and written homework, 15 students achieving an average score and 14 students failing either the exams or the written homework and group work.	Through test questions and written work, students were asked to demonstrate an understanding of each art tradition within the specific cultural context and to actively compare traditions from diverse cultures. Students were given reading questions to answer as homework and	The instructor recognizes the need to continue to utilize rubrics, review materials and in-class writing exercises to help students practice applying critical thinking to in-class writing, which in turn can improve exam scores. Group discussions of study slides (examples of artworks students

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.	Midterm and final exams include essay responses to questions addressing class readings and slide identification.	Assessment results included 12 students performing at a superior level, successfully completing a high score on exams and written homework, 15 students achieving an average score and 14 students failing either the exams or the written homework and group work.	through group discussion. These questions challenged students to explore African art traditions in a thorough historical and cultural context and to critically compare different regions in Africa. Exams included essay responses to these reading questions as well as slide identification requiring the student to write an analysis of the art within the context of African history. Overall improvement is needed in basic writing and study skills for success on exams for the failing group. Some students were able to demonstrate greater critical thinking through answering reading questions at home and then sharing through group work. These activities in turn resulted in higher test scores on the final exam than the midterm.	need to know and analysis on exams) greatly improved final exam scores for a number of students and so more class time will be devoted to slide review and discussion.
	INTL 30	In writing students will explain the origins and trace the development of Islam from its beginnings to the modern age.				
		In writing students will explain the origins and trace the development of Islam from its beginnings to the modern age.				
		In writing students will identify and discuss the original sources of Islam including the Qur'an, the Hadith, and Shari'ah.				
		In writing students will identify and discuss the original sources of Islam including the Qur'an, the Hadith, and Shari'ah.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		In writing students will identify and explain the core beliefs and values of Islam.				
		In writing students will identify and explain the core beliefs and values of Islam.				
		In writing students will identify, discuss and compare and contrast masterworks of Islamic art, architecture, music, poetry and/or prose.				
		In writing students will identify, discuss and compare and contrast masterworks of Islamic art, architecture, music, poetry and/or prose.				
	INTL 5	Students will analyze cultural, political, social and economic dimensions of globalization.				
		Students will analyze cultural, political, social and economic dimensions of globalization.				
		Students will critique the formal and informal structures which dominate global interactions, including the World Bank, IMF, WTO, as well as informal structures such as the drug trade, human trafficking, and flows of people who are both immigrants and refugees.				
		Students will critique the formal and informal structures which dominate global interactions, including the World Bank, IMF, WTO, as well as informal structures such as the drug trade, human trafficking, and flows of people who are both immigrants and refugees.				
Dept - (IIS)	ITAL 1	Compose comprehensible, simple phrases or sentences				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Italian	ITAL 1	about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		detail. Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	ITAL 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	ITAL 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	ITAL 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Italian-speaking cultures, by				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
Dept - (IIS) Japanese	JAPN 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.	Composition: Final Exam (Free Writing) - Students were asked to write about what they did over the weekend, using the past tense forms and including Adjectives and Adjectival Nouns.	Most students (29 out of 31) composed five or more sentences. The common mistakes were found in relationals and conjugation of predicates.	I will hold a review session focusing on relationals and conjugation of predicates before the final exam.	
		Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	Homework Assignment - Students are asked to choose one aspect of Japanese culture from the following; "Greeting", "Politeness in the Japanese language", and "Vagueness in the Japanese language", and describe it in English (one page with double-space).	It seems that the given topics were a little difficult to write about. Many students wrote about the topic of their own choice.	To enhance the students' awareness of Japanese culture, more general, daily related topics including their free choices should be given.	
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce 46 Japanese syllable-based Hiragana characters as well as Katakana characters respectively), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, books, weather, and invitations.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally	Speaking: Oral Interview - Students were asked to interact with the rater. Ten questions (regarding such as students family, hometown, its	Most students (28 out of 31) lost points for the wrong usage of relationals and Adjective conjugation. Most students enjoyed interacting	I will hold a review session focusing on relationals and Adjective conjugation before the final exam. I will give a short icebreaker before oral	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and in writing (recognize and reproduce 46 Japanese syllable-based Hiragana characters as well as Katakana characters respectively), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, books, weather, and invitations.	weather and etc) were asked, and their responses were rated on a scale of 1 to 4, with 4 being the best score. The level of proficiency was distinguished by considering the four interrelated assessment criteria underlying the proficiency descriptions: Accuracy, Fluency, Pronunciation, and Listening Comprehension. Writing: Final Exam - Given a specific situation for each question, students were asked to respond.	with the rater, but some students (5 out of 31) were too nervous to answer.	interviews.	
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.	Reading: Homework Assignment - Students read a dialogue for each lesson that includes the new sentence structures and grammar points they learned, and answer the questions based on the dialogue.	Most students did well on the reading part of the assignment for each lesson.	I will spend a little more time on reading each lesson dialogue in class to enhance the students' comprehension ability.	
	JAPN 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.	Composition: Final Exam Students were asked to complete sentences which included an inflectional verb ending, a dependent noun and two different types of connectives.	25 out of 30 students received 80 % or higher. The answers had to be both grammatically and semantically correct.	The types of their mistakes depended on each student. Some students were not good at contextualization, and some other students were not good at verb forms.	I'll keep giving students writing exercises which require both grammatical and semantic understanding of the Japanese language.
Demonstrate a deeper grasp						



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	Culture: Final Exam Students were asked to choose one aspect of Japanese culture from the following, and describe by comparing it with their own culture. 1.The relationship between a salesman and a customer in Japan. 2.The relationship between Senpai and Kohai in Japan. 3.Hanami in Japan.	Half of the students received a full-point ?5?on the cultural part of the exam. The students who received 4 instead of 5 didn't write much about the Japanese culture, but mainly wrote about their own culture.	The instruction on the exam was probably not clear enough.Next time, I'll emphasize that students have to describe ?the Japanese culture? in the instruction.	Next time, I'll emphasize that students have to describe ?the Japanese culture? in the instruction.
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce a total of 50 Kanji), an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as sightseeing, visiting friends, shopping, college student's life, telephone, and flower viewing.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce a total of 50 Kanji), an increasing range of basic/simple information relating to high-frequency situations in familiar contexts	Speaking: Skit There were three students in a group, and each group had to make a script for the skit in casual speech by using at least three sentence structures provided by the instructor. Each student had to have at least 5 lines and memorize and perform them.	Because casual speech in Japanese doesn't require strict grammar, most students didn't have so many troubles in accuracy. However, fluency really depends on each student.	It seemed that students who often watch a Japanese T.V. program or video felt comfortable to speak Japanese casually. The students were asked to use at least three sentence structures provided by the instructor; however, they also included sentence structures or expressions which they hadn't	Encourage students to watch a Japanese T.V. or video.  Tell students not to use sentence structures or expressions which they haven't learned in class.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		such as sightseeing, visiting friends, shopping, college student's life, telephone, and flower viewing.	Listening: Final Exam Students had to listen to 5 questions given by the instructor and write the answers in the exam.	Because casual speech in Japanese doesn't require strict grammar, most students didn't have so many troubles in accuracy. However, fluency really depends on each student.	learned in class.	Encourage students to watch a Japanese T.V. or video.  Tell students not to use sentence structures or expressions which they haven't learned in class.
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.	Reading: Final Exam Students read a story about sightseeing in Japan and answer the questions.	Most students did well on the reading part of the exam. 25 out of 30 students received 80% or higher.	The sentence structures used in the story in the exam were from a particular lesson. So, questions must have been easy.	Next time, I'll expand the story by adding more sentence patterns or expressions from several lessons, and let students practice before the exam.
	JAPN 3	Compse comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compse comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	Composition: Final Exam Students were asked to create a sentence using a given structure, (Predicate Modifier) + Verb + Noun ) and a contrastive connective.	The overall achievement rate was 68%, but scores are dispersed among the students.	The question was very comprehensive which required accumulative knowledge about the Japanese language, and many students made mistakes on grammar which they had learned in Japanese 1 or 2.	Give more writing assignments which require more accumulative knowledge about the Japanese language. Include more review in class activities.
		Compse comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	Composition: Final Exam Students were asked to create a sentence using a given structure, (Predicate Modifier) + Verb + Noun ) and a contrastive connective.	The overall achievement rate was 68%, but scores are dispersed among the students.	The question was very comprehensive which required accumulative knowledge about the Japanese language, and many students made mistakes on grammar which they had learned in Japanese 1 or 2.	I'll include the writing section in the final exam next time.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compse comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working commnad of core vocabulary and lanugae structures.		The overall achievement rate was 68%, but scores are dispersed among the students.	The question was very comprehensive which required accumulative knowledge about the Japanese language, and many students made mistakes on grammar which they had learned in Japanese 1 or 2.	I?ll include the writing section in the final exam next time.
		Compse comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working commnad of core vocabulary and lanugae structures.	Writing: Homework assignments Students were asked to write a formal letter to the instructor. The format, context and the level of sentence structures were graded with the highest points of 5 for each category.	Students were asked to write a formal letter to the instructor. The format, context and the level of sentence structures were graded with the highest points of 5 for each category.	5 students didn?t submit the writing assignment and received a zero for this. Although I emphasized the importance of this homework assignment, some students didn?t turn it in. I should have included this in the final exam.	I?ll continue to save some time for teaching Japanese culture during the quarter.
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 70 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as transportation, library, classroom, country of Japan, cooking, and map.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 70 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as transportation, library, classroom, country of Japan, cooking, and map.	Speaking: Group project (Skit) Each group of three students were asked to create a skit dialogue with given sentence structures and perform it in class. The level of proficiency was distinguished by considering the three interrelated assessment criteria underlying the proficiency descriptions: Clarity, Accuracy and Fluency.	Three quarters of the students received an A for both the speaking and writing parts of the exam. I usually emphasize SLO 1 when I teach, so I think it reflects on students? grades. One group didn?t do well on creating a skit dialogue in terms of clarity.	The group that didn?t do a good job on creating a dialogue didn?t show me the draft before the exam, so I didn?t have a chance to correct it.	When I let students make a skit dialogue next time, I?ll make it mandatory for them to show me the dialogue before the exam.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 70 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as transportation, library, classroom, country of Japan, cooking, and map.	<p>Speaking: Oral Interview Students were asked 10 questions by the instructor, and their responses were rated on a scale of 1 to 5, with 5 being the best score. The level of proficiency was distinguished by considering the three interrelated assessment criteria underlying the proficiency descriptions: Accuracy, Fluency, and Pronunciation.</p> <p>Writing: Final Exam Students were asked to complete a dialogue between themselves. When completing the dialogue, they were asked to give advice to their friend by using a conditional clause and comparative sentence structure.</p>	<p>Most students were better at demonstrating communication skills in writing than orally, especially in accuracy in speaking. Furthermore, in the second part of the oral exam which required students to talk about memory of their childhood, the length of their story varied depending on each student.</p>	<p>Although two third of students met the target success in demonstrating their communication skills in writing, only one third of students satisfied it orally. I think I didn't clearly state my expectations of the oral exam.</p> <p>State criteria for grading and my expectation more explicitly regarding the oral exam.</p> <p>Show the model speech in order to give students an idea of the length of speech or acceptability.</p>	<p>State criteria for grading and my expectation more explicitly regarding the oral exam.</p> <p>Show the model speech in order to give students an idea of the length of speech or acceptability.</p>
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	<p>Culture: Final Exam Students were asked to choose one aspect of Japanese culture from the following, and describe by comparing it with their own culture.</p> <p>a) The classroom in Japan b) Indirectness in the Japanese</p>	<p>Most students received a full-point ?5? on the cultural part on the exam. Among the three topics ?the classroom in Japan, ??Indirectness in the Japanese language, ? ?Modesty in Japan, ? the least students chose ?Indirectness in the Japanese language.</p>	<p>The fact that the least students chose ?Indirectness in the Japanese language? suggests that it was the most difficult topic for students to write about or they were not interested in the topic although it is very important for them to understand.</p>	<p>I'll give more examples to explain how the Japanese language affects Japanese culture and vice versa.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	language b) Modesty in Japan		The fact that the least students chose "Indirectness in the Japanese language" suggests that it was the most difficult topic for students to write about or they were not interested in the topic although it is very important for them to understand.	I'll give more examples to explain how the Japanese language affects Japanese culture and vice versa.
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	Culture: Final exam Students were asked to choose one of the following topics: "Indirectness in the Japanese language" or "Modesty in Japan" and describe by comparing it with their own culture including (an) example(s), a reason and their comments.	23 out of 24 students received a B or above.	I spent more time than usual on teaching Japanese culture this quarter. Furthermore, the students presented some important parts of Japanese culture that are related to the Japanese language before the exam. That also helped them understand it.	
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	Reading: Final Exam Students read a dialogue that included the comparative and desiderative structures and answered the questions based on the dialogue	Most students did well on the reading part on the exam. (2 out of 22 students received a C or below.)	I asked students some questions based on a dialogue I created. Since each sentence was short, and the dialogue was similar to the one in the textbook, questions were relatively easy.	Next time I'll use a story instead of a dialogue for the reading section and create longer reading materials for reading exercises.
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	Reading: Final Exam Students read a story based on Lesson 11 that included comparative structures and relative clauses and answered comprehension questions based on the story.	Students read a story based on Lesson 11 that included comparative structures and relative clauses and answered comprehension questions based on the story.	16 out of 24 students (67%) received a B or above. Reflection: The reading questions were relatively easy and no students asked me any questions when I let students practice a similar reading in class, so I believed that everyone understood the level of difficulty. However, it seemed one third of students	In order to find out who is having trouble understanding reading, I'll add reading quizzes to vocabulary quizzes before the final.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	Reading: Final Exam Students read a story based on Lesson 11 that included comparative structures and relative clauses and answered comprehension questions based on the story.	Students read a story based on Lesson 11 that included comparative structures and relative clauses and answered comprehension questions based on the story.	had a hard time understanding the final exam story and how to answer the questions.	In order to find out who is having trouble understanding reading, I'll add reading quizzes to vocabulary quizzes before the final.
	JAPN 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.	A Kanji quiz is required in each lesson. Correct reproduction, sound recognition in both On-reading and Kun-reading, and okurigana are essential parts of Kanji quiz. Similar Kanji questions are asked in the two exams.			
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.	Students practice and turn in the homework for newly introduced Kanji in each lesson. The accuracy of producing each Kanji is checked.			
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.	Students write their personal histories in homework: where they were born, places they have lived, family members, activities they have experienced, hobbies, foods, languages to speak, etc.			
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the	Students learn how to put on Japanese traditional kimono			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	and special slippers, history, aethetical value in the class. In the mid-term exams, they are asked the procedures of wearing kimono in multiple choice: For instance, which side is upper layered?: right or left, terminology, etc. Students also compare and contrast kimono with western clothes. Most questions are multiple choices.			
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	Students write paper on the cultural topics covered in class: Ancient capital in Japan, traditional Japanese clothes?kimono, customer services in Japan, experience of visiting in Japan, traditional Japanese house, gift-giving custom-ochuugen and oseibo,			
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to	At the end of each lesson, students collaborate and demonstrate a line game consisting of specific questions-response patterns using vocabulary and grammar structures covered in each lesson. This exercise requires listening and immediate response using			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.	specific sophisticated expressions as intermediate level: After this practice, students are asked similar questions via listening on quizzes and exams and immediately answer with similar response patterns in writing. Final Exam: Question: Where are you now (polite respect speech on cell phone). Answer: I am at school (polite speech, but not respect).			
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.	Each student writes a short paper about Japanese culture related the trip to Japan, history, service sectors, clothes, and change of life style and houses etc.			
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.	Students design and demonstrate skits in pairs or groups. All verbal and non-verbal communication elements such as accuracy of pronunciation and grammar structure, tone, pause, gesture, facial expressions are checked. The students choose among the following topics: Trip to the Kansai District, Kanji Learning in Japanese classroom, Traditional Japanese clothes, kimono, Auto-repair services in Japan, American students studying in Japan, Traditional			



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.	Japanese house, Gift-giving custom in Japan.			
		Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.	Reading comprehension is required in the exams. Students read a short passage and answer true or false questions based on the passage.			
		Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.	Students answer questions based on the textbook dialog in each lesson and turn in as homework.			
	JAPN 5	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended, paragraph-level discourse about familiar topics to reflect	Students practice and turn in the homework for newly introduced Kanji in each			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		a somewhat sustained command of vocabulary and language structures.	lesson. The accuracy of producing each Kanji is checked.			
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	Students write paper on the cultural topics covered in class: Ancient capital in Japan, traditional Japanese clothes?kimono, customer services in Japan, experience of visiting in Japan, traditional Japanese house, gift-giving custom-ochuugen and oseibo,			
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.	At the end of each lesson, students collaborate and demonstrate a line game consisting of specific questions-response patterns using vocabulary and grammar structures covered in each lesson. This exercise requires listening and immediate response using specific sophisticated expressions as intermediate level: After this practice, students are asked similar			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.	questions via listening on quizzes and exams and immediately answer with similar response patterns in writing. Final Exam: Question: Where are you now (polite respect speech on cell phone). Answer: I am at school (polite speech, but not respect).			
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.	Students design and demonstrate skits in pairs or groups. All verbal and non-verbal communication elements such as accuracy of pronunciation and grammar structure, tone, pause, gesture, facial expressions are checked. The students choose among the following topics: Japanese family with casual speech, speech between a couple, company speech in terms of hierarchy, going to see a medical doctor, and Japanese natural environment.			
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.	Students listen to a short passage and answer multiple choice questions in the exam. A passage is read twice by the instructor, and students are given five multiple choice questions: asking days, time, durations, places, and activities of business trip.			
		Derive meaning from texts of greater sophistication, to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	JAPN 6	Comprehend longer and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Comprehend longer and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 140 Kanji), about a wide variety of topics such as festivals, industry, restaurants, history, student life, climate, and how				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to use dictionaries.				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 140 Kanji), about a wide variety of topics such as festivals, industry, restaurants, history, student life, climate, and how to use dictionaries.	At the end of each lesson, students collaborate and demonstrate a line game consisting of specific questions-response patterns using vocabulary and grammar structures covered in each lesson. This exercise requires reading question sentences including various Chinese characters, listening and immediate response manipulating specific sophisticated expressions as intermediate level: After this practice, students are asked similar questions via listening on quizzes and exams and immediately answer with similar response patterns in writing.			
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 140 Kanji), about a wide variety of topics such as festivals, industry, restaurants, history, student life, climate, and how to use dictionaries.	Students create interesting short Haiku-style poems and provide meaningful explanations for their works.			
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 140 Kanji), about a wide variety of topics such as festivals,	Students design and perform skits in pairs or groups. All verbal and non-verbal communication elements such as accuracy of pronunciation and grammar structure, tone, pause, gesture, facial expressions are checked. The students choose among the following topics: Going to			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		industry, restaurants, history, student life, climate, and how to use dictionaries.	festival, talking about industry, eating and ordering in restaurant, students' life, college classes, Kanji and Kanji dictionary, and so forth.			
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
	JAPN 60A	Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
	JAPN 60B	Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		structures.				
	JAPN 60C	Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
	JAPN 61A	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	JAPN 61A	to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
	JAPN 61B	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	JAPN 61B	analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
	JAPN 61C	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Produce longer and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
		Produce longer and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
Dept - (IIS) Korean	KORE 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Develop reading the Korean alphabet, Hangeul and demonstrate a working command of essential vocabulary (recognize and reproduce some 180 Korean words and expressions) and language structure necessary to request and provide, orally and in writing, basic /simple information relating to high-frequency situations in familiar contexts, such as greetings, introducing friends, locations, family, making requests, and describing people.				
		Develop reading the Korean alphabet, Hangeul and demonstrate a working command of essential vocabulary (recognize and reproduce some 180 Korean words and expressions) and language structure necessary to request and provide, orally and in writing, basic /simple information relating to high-frequency situations in familiar contexts, such as greetings, introducing friends, locations, family, making requests, and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		describing people.				
	KORE 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 250 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as time, dates/days/schedules, daily activities, weekend plans, counting, weather, directions, saying good-bye, coming and going, giving and receiving, and like/dislikes.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 250 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as time, dates/days/schedules, daily activities, weekend plans, counting, weather, directions, saying good-bye, coming and going, giving and receiving, and like/dislikes.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	KORE 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		(recognize and reproduce at least 400 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high frequency situations in familiar contexts such as making an apology and giving reasons, asking for an opinion, extending/accepting/declining invitations, expressing reservations, asking about prices, and ordering food/describing tastes.				
		Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 400 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high frequency situations in familiar contexts such as making an apology and giving reasons, asking for an opinion, extending/accepting/declining invitations, expressing reservations, asking about prices, and ordering food/describing tastes.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	KORE 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly consistent command of essential vocabulary (recognize and reproduce at least 250 Korean words and expressions) and language				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as indicating possibility and capability, requesting/granting/denying permission, calling a travel agency and buying a plane ticket, giving warnings and asking advice, looking for housing, and giving and responding to compliments.				
		Demonstrate an increasingly consistent command of essential vocabulary (recognize and reproduce at least 250 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as indicating possibility and capability, requesting/granting/denying permission, calling a travel agency and buying a plane ticket, giving warnings and asking advice, looking for housing, and giving and responding to compliments.				
		Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas				

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		and supporting details, and to interpret some subtleties of the text.				
	KORE 5	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 270 Korean words and expressions) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as asking for and giving directions, keeping a journal, following recipes, negotiating prices, expressing hesitation, expressing regrets, reading and composing ads, and talking about stressful events.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 270 Korean words and expressions) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as asking for and giving directions, keeping a journal, following recipes, negotiating prices, expressing hesitation, expressing regrets, reading and composing ads, and talking about stressful events.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	KORE 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to one's own culture(s). Demonstrate a steady grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of vocabulary (recognize and reproduce at least 350 Korean words and expressions) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as making suggestions and arranging schedules, reading newspaper articles, describing a car accident, describing someone's personality, cultural differences, Korean superstitions, expressions of encouragement, talking about majors and career goals.				
		Demonstrate a sustained command of vocabulary (recognize and reproduce at least 350 Korean words and expressions) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as making suggestions and arranging schedules, reading newspaper articles, describing a car accident, describing someone's personality, cultural differences, Korean superstitions, expressions of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		encouragement, talking about majors and career goals.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
Dept - (IIS) Mandarin	MAND 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.	Final Exam (under paragraph writing section): Describe a recent visit to your friend's house. Make sure that you mention whom did you go with, to whose house, what did you do (mention at least three activities), what did you drink (mention two different kinds of drinks) and when did you go back home.			
		Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).	Students select different cultural topics regarding China and Chinese culture and make some comparisons to their own cultures in class as extra credit. Students can make presentations in English.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.	Students need to reply the instructor's letter in Chinese to talk about family members, what food they like the most and etc.			
		Develop the native sense of four tone usage of Mandarin pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts, such as greetings, family, dates/time and hobbies.				
		Develop the native sense of four tone usage of Mandarin pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts, such as greetings, family, dates/time and hobbies.	Pinyin (Pronunciation) Quiz			
	MAND 2	Compose comprehensible, simple sentences about familiar topics to reflect a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	MAND 2	greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.	Mid-Term Exam			
		Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).	Oral presentation with visual aids. Introduce a specific region of China, Hong Kong and Taiwan to talk about their geography, culture, people and be able to compare it to your own culture(s).			
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.				
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary	Mid-Term Exam			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.	Mid-Term Exam			
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.	Mid-Term Exam			
	MAND 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		frequency situations in familiar contexts such as talking about weather, dining, asking directions, birthday party and seeing a doctor.				
		Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as talking about weather, dining, asking directions, birthday party and seeing a doctor.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	MAND 4	Compose comprehensible, paragraph-level discourse				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	MAND 4	about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly consistent command of essential vocabulary (recognize and reproduce at least 600 Chinese characters) and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as dating, renting an apartment, sports, travel and at the airport.				
		Demonstrate an increasingly consistent command of essential vocabulary (recognize and reproduce at least 600 Chinese characters) and language structures necessary to request and provide, orally and in writing, an expanding range of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		somewhat sophisticated information such as dating, renting an apartment, sports, travel and at the airport.				
		Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.				
	MAND 5	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a somewhat sustained command of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		vocabulary (recognize and reproduce at least 1500 Chinese words) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as dorm life, weekend plans, choosing a field of study, apartment hunting, dating, television/the movies and going to the post office.				
		Demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 1500 Chinese words) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as dorm life, weekend plans, choosing a field of study, apartment hunting, dating, television/the movies and going to the post office.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	MAND 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of vocabulary (recognize and reproduce at least 2000 Chinese words) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as the Chinese Traditional. Holidays, sports, family issues, gender equality, medical care, educational systems and environmental issues.				
		Demonstrate a sustained command of vocabulary (recognize and reproduce at least 2000 Chinese words) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as the Chinese Traditional. Holidays, sports, family issues, gender equality,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		medical care, educational systems and environmental issues.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
	MAND 60A	Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		topics to reflect a working command of core vocabulary and language structures.				
	MAND 60B	Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
	MAND	Demonstrate an increasingly				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	60C	accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
	MAND 61A	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
	MAND 61B	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
	MAND 61C	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		range of subtleties in the content and structure of the discourse.				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
Dept - (IIS) Persian	PERS 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to one's own culture(s). Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	PERS 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Persian-				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.				
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	PERS 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Persian-speaking cultures, by				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	PERS 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Persian-speaking cultures, by analyzing and comparing them to one' own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Persian-speaking cultures, by analyzing and comparing them to one' own culture(s).				
		Demonstrate an increasingly consistent command of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
	PERS 5	Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Persian-speaking cultures,				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	PERS 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
Dept - (IIS) Russian	RUSS 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (IIS) Russian	RUSS 1	vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	RUSS 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Russian speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Russian speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as describing family and friends, taking about school life, playing sports, music, expressing opinions, permissions and prohibitions, making polite				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		inquiries. Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as describing family and friends, taking about school life, playing sports, music, expressing opinions, permissions and prohibitions, making polite inquiries.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	RUSS 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	RUSS 61A	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Russian-speaking cultures, by analyzing and comparing				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	RUSS 61A	them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail and to interpret some subtleties in the discourse.				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail and to interpret some subtleties in the discourse.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
	RUSS 61B	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Russian-speaking cultures,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	RUSS 61B	by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
	RUSS 61C	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
Dept - (IIS) Spanish	SPAN 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, and leave taking; description of family members, daily activities and hobbies; expressions of (dis)likes and of future plans.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, and leave taking; description of family members, daily activities and hobbies; expressions of (dis)likes and of future plans.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	SPAN 110A	Demonstrate a cursory grasp of social protocols of Spanish-				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	SPAN 110A	speaking cultures necessary for communication in professional health care contexts, such as (in)formal forms of address, use of last names, importance of extended family, use of slang terms, and gender-specific roles/behaviors.				
		Demonstrate a cursory grasp of social protocols of Spanish-speaking cultures necessary for communication in professional health care contexts, such as (in)formal forms of address, use of last names, importance of extended family, use of slang terms, and gender-specific roles/behaviors.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, simple and high-frequency information in professional health care situations such as making appointments, associating symptoms with parts of human anatomy, and conducting intake interviews of patients' chief complaints.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, simple and high-frequency information in professional health care situations such as making appointments, associating symptoms with parts of human				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		anatomy, and conducting intake interviews of patients' chief complaints.				
		Derive meaning from short, simple medical texts such as brochures and websites, relying on contextual clues to extract the gist and some detail, so as to be able to share with patients.				
		Derive meaning from short, simple medical texts such as brochures and websites, relying on contextual clues to extract the gist and some detail, so as to be able to share with patients.				
	SPAN 110B	Demonstrate a deeper grasp of social protocols of Spanish-speaking cultures necessary for communication in professional health care contexts, such as folklore medicine (midwives, healers, remedies, diets).				
		Demonstrate a deeper grasp of social protocols of Spanish-speaking cultures necessary for communication in professional health care contexts, such as folklore medicine (midwives, healers, remedies, diets).				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of simple and high-frequency information in professional health care situations such as explaining medical procedures to patients				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and giving them instructions, requesting somewhat in-depth answers during intake interview, and associating more illnesses/symptoms with anatomy.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of simple and high-frequency information in professional health care situations such as explaining medical procedures to patients and giving them instructions, requesting somewhat in-depth answers during intake interview, and associating more illnesses/symptoms with anatomy.				
		Derive meaning from short, medical texts such as brochures and websites, relying on contextual clues to extract the gist and an increasing amount of detail, so as to provide more explanations and answers to patients' questions.				
		Derive meaning from short, medical texts such as brochures and websites, relying on contextual clues to extract the gist and an increasing amount of detail, so as to provide more explanations and answers to patients' questions.				
	SPAN 110C	Demonstrate a somewhat consistent command of essential vocabulary and language structures necessary				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	SPAN 110C	to request and provide, orally and in writing, a more complex/abstract range of information within high-frequency, health care settings such as patient education programs.				
		Demonstrate a somewhat consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information within high-frequency, health care settings such as patient education programs.				
		Demonstrate an increasingly accurate grasp and a wider range of social protocols of Spanish-speaking cultures necessary for communication in professional health care contexts.				
		Demonstrate an increasingly accurate grasp and a wider range of social protocols of Spanish-speaking cultures necessary for communication in professional health care contexts.				
		Derive meaning from longer, simple medical texts such as brochures and websites, relying on contextual clues to extract main ideas and supporting details to share in some depth with patients.				
		Derive meaning from longer, simple medical texts such as brochures and websites, relying on contextual clues to extract main ideas and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		supporting details to share in some depth with patients.				
	SPAN 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Spanish, preparing for a class, school life, shopping and transportation.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Spanish, preparing for a class, school life, shopping and transportation.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	SPAN 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	SPAN 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncrasies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncrasies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
	SPAN 5	Compose extended, paragraph-level discourse				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	SPAN 5	about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as points of view after exposure to and analysis of audiovisual, printed, and electronic media; description and narration in any tense.				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as points of view after				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		exposure to and analysis of audiovisual, printed, and electronic media; description and narration in any tense.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties in the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties in the structure and content of the text.				
	SPAN 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		writing, about a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties in the structure and content of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties in the structure and content of the text.				
	SPAN 60A	Demonstrate a cursory grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in high				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
	SPAN 60B	Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
	SPAN 60C	Demonstrate an increasingly accurate grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Produce comprehensible, more complex speech about				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
	SPAN 61A	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail and to interpret some subtleties in the discourse.				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail and to interpret some subtleties in the discourse.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		consistent command of vocabulary and language structures.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
	SPAN 61B	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		command of vocabulary and language structures.				
	SPAN 61C	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
Dept - (IIS) Urdu	URDU 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		extract the gist and some detail.				
	URDU 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Urdu, preparing for a class, school life, shopping and transportation.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Urdu, preparing for a class, school life, shopping and transportation.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	URDU 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of URDU-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of URDU-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	URDU 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
	URDU 5	Demonstrate a noticeably accurate grasp of the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	URDU 5	subtleties in the idiosyncracies of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	URDU 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of URDU-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of URDU-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
Dept - VIET 1 (IIS)		Compose comprehensible, simple phrases or sentences				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Vietnamese	VIET 1	about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	VIET 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	VIET 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	VIET 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of vietnamese-speaking				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
		Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.				
	VIET 5	Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	VIET 5	command of vocabulary and language structures.				
		Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.				
		Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	VIET 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
Dept - (IIS) Women's Studies	WMST 1	Students will analyze core values of Women's Studies in a multicultural and class sensitive manner, including feminism, 'voice', consciousness-raising, and others of the instructor's choice.				
		Students will analyze core values of Women's Studies in a multicultural and class sensitive manner, including feminism, 'voice', consciousness-raising, and others of the instructor's choice.				
		Students will research local organizations which support women's goals, and engage in community activities.				
		Students will research local organizations which support women's goals, and engage in community activities.				
	WMST 28	The student will analyze and critique social inequality in the United States and the world using key sociological theories and concepts.				
		The student will analyze and critique social inequality in the United States and the world using key sociological theories and concepts.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical and institutional processes on groups and individuals, including one's own experiences.				
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical and institutional processes on groups and individuals, including one's own experiences.				
		The student will distinguish sociology, its perspective and methods, from other sciences.				
		The student will distinguish sociology, its perspective and methods, from other sciences.				
		The student will practice and display empathy, known in sociology as taking-the-role-of-the-other.				
		The student will practice and display empathy, known in sociology as taking-the-role-of-the-other.				
	WMST 30	Students will analyze women's engagement in community, local, state, national and global actions leading to greater access to resources by women and nondominant peoples.				
		Students will analyze women's engagement in community, local, state, national and global actions leading to greater access to resources by				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		women and nondominant peoples.				
		Students will engage with a group to take action to further women's political involvement.				
		Students will engage with a group to take action to further women's political involvement.				
	WMST 8	Critique the multiple identities within ourselves and in the larger society.				
		Critique the multiple identities within ourselves and in the larger society.				
		Explain the role of key historical events that shaped the present situation of Women of Color in the U.S.				
		Explain the role of key historical events that shaped the present situation of Women of Color in the U.S.				
		Recognize the ways in which we have privilege and oppression. Investigate how we alternately behave as oppressors and as the oppressed.				
		Recognize the ways in which we have privilege and oppression. Investigate how we alternately behave as oppressors and as the oppressed.				
		Understand and analyze the social construction of race, class, gender, and sexuality and the impact of racism, sexism, classism, and heterosexism on Women of Color in the U.S.				
		Understand and analyze the social construction of race,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		class, gender, and sexuality and the impact of racism, sexism, classism, and heterosexism on Women of Color in the U.S.				

## Overview of SLO Process Work for the Division

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (CA) Art	ARTS 10A	The student will apply critical thinking, problem solving and analytical skills through idea exploration.				
		The student will apply critical thinking, problem solving and analytical skills through idea exploration.				
		The student will apply knowledge of basic elements and principles of design and use various basic materials appropriate to three-dimensional work.				
		The student will apply knowledge of basic elements and principles of design and use various basic materials appropriate to three-dimensional work.				
		The student will use basic hand and power tools appropriate for each assignment.				
		The student will use basic hand and power tools appropriate for each assignment.				
	ARTS 10B	The student will apply an advanced level of elements and design principles. Explore and formulate an in-depth, personal and concise visual statement.				
		The student will apply an advanced level of elements				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and design principles. Explore and formulate an in-depth, personal and concise visual statement.				
		The student will construct an individually advanced project focusing on specific materials appropriate to a more involved three-dimensional concept.				
		The student will construct an individually advanced project focusing on specific materials appropriate to a more involved three-dimensional concept.				
		The student will develop enhanced critical thinking and problem solving skills.				
		The student will develop enhanced critical thinking and problem solving skills.				
	ARTS 12	Students will utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.				
		Students will utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.				
	ARTS 14A	Students will communicate and express ideas creatively in watercolor painting while demonstrating and applying techniques of the creative process.				
		Students will communicate and express ideas creatively in watercolor painting while				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		demonstrating and applying techniques of the creative process.				
	ARTS 14B	The student will create paintings that explore a range of color as well as technical and conceptual variations in their artwork and demonstrate an understanding of the creative process.				
		The student will create paintings that explore a range of color as well as technical and conceptual variations in their artwork and demonstrate an understanding of the creative process.				
		The student will reproduce basic watercolor painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.				
		The student will reproduce basic watercolor painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.				
	ARTS 14C	The student will create a series of paintings that explore a range of color as well as a technical and conceptual theme uniting their artwork and demonstrating an understanding of the creative process.				
		The student will create a series of paintings that explore a range of color as well as a technical and conceptual theme uniting their artwork				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and demonstrating an understanding of the creative process.				
		The student will reproduce basic watercolor painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.				
		The student will reproduce basic watercolor painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.				
	ARTS 15A	The student will demonstrate an understanding of the creative process.				
		The student will demonstrate an understanding of the creative process.				
		The student will reproduce basic acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.				
		The student will reproduce basic acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.				
	ARTS 15B	The student will create paintings that explore a range of color as well as technical and conceptual variations in their artwork.				
		The student will create paintings that explore a range				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		of color as well as technical and conceptual variations in their artwork.				
		The student will demonstrate an understanding of the creative process.				
		The student will demonstrate an understanding of the creative process.				
		The student will reproduce basic acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.				
		The student will reproduce basic acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.				
	ARTS 15C	The student will create a series of paintings that explore a range of color as well as a technical and conceptual theme uniting their artwork.				
		The student will create a series of paintings that explore a range of color as well as a technical and conceptual theme uniting their artwork.				
		The student will demonstrate an understanding of the creative process.				
		The student will demonstrate an understanding of the creative process.				
		The student will reproduce basic acrylic painting techniques to create a variety of paintings that draw from an				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		objective point of view using still-lives and photographs as well as from the imagination.				
		The student will reproduce basic acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.				
	ARTS 16A	Students will develop and utilize critical thinking skills in their understanding of paintings from several time periods, demonstrating this in three ways: aesthetically, technically, and philosophically.				
		Students will develop and utilize critical thinking skills in their understanding of paintings from several time periods, demonstrating this in three ways: aesthetically, technically, and philosophically.				
	ARTS 16B	Apply more advanced techniques with various brushes.				
		Apply more advanced techniques with various brushes.				
		Construct rigid and flexible supports for oil paint media.				
		Construct rigid and flexible supports for oil paint media.				
	ARTS 16C	Apply advanced color theories related to an original theme.				
		Apply advanced color theories related to an original theme.				
		Demonstrate aesthetic growth through decision making processes related to original				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		theme.				
		Demonstrate aesthetic growth through decision making processes related to original theme.				
	ARTS 17	Analyze and define the history of mural making in relation to today's art practices.				
		Analyze and define the history of mural making in relation to today's art practices.				
		Apply the techniques of traditional mural painting by developing and executing an original mural.				
		Apply the techniques of traditional mural painting by developing and executing an original mural.				
	ARTS 18A	Students will be able to demonstrate competency in basic construction techniques; pinch, coil, slab, and wheel.				
		Students will be able to demonstrate competency in basic construction techniques; pinch, coil, slab, and wheel.				
		Students will be able to demonstrate competency in glaze application.				
		Students will be able to demonstrate competency in glaze application.				
	ARTS 18B	Students will be able to demonstrate competency in basic wheel throwing techniques; centering, opening, pulling, shaping and finishing.				
		Students will be able to demonstrate competency in basic wheel throwing techniques; centering,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		opening, pulling, shaping and finishing.				
		Students will be able to demonstrate competency in trimming and completing thrown forms.				
		Students will be able to demonstrate competency in trimming and completing thrown forms.				
	ARTS 18C	Students will be able to demonstrate competency in intermediate wheel throwing techniques; centering, opening, pulling, shaping and finishing.				
		Students will be able to demonstrate competency in intermediate wheel throwing techniques; centering, opening, pulling, shaping and finishing.				
		Students will be able to demonstrate competency in trimming and completing intermediate thrown forms.				
		Students will be able to demonstrate competency in trimming and completing intermediate thrown forms.				
	ARTS 18D	Students will be able to demonstrate competency in glaze and slip application.				
		Students will be able to demonstrate competency in glaze and slip application.				
		Students will be able to demonstrate competency in hand construction techniques; pinch, coil, slab.				
		Students will be able to demonstrate competency in hand construction techniques;				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		pinch, coil, slab.				
	ARTS 18E	Students will be able to demonstrate competency in advanced wheel throwing techniques; centering, opening, pulling, shaping and finishing.				
		Students will be able to demonstrate competency in advanced wheel throwing techniques; centering, opening, pulling, shaping and finishing.				
		Students will be able to demonstrate competency in trimming and completing advanced thrown forms.				
		Students will be able to demonstrate competency in trimming and completing advanced thrown forms.				
	ARTS 19G	students will be able to demonstrate competency combining feldspars, oxides, clay, silica, and assorted man made materials to form glaze that matures and fits various claybodies.				
		students will be able to demonstrate competency combining feldspars, oxides, clay, silica, and assorted man made materials to form glaze that matures and fits various claybodies.				
		students will be able to demonstrate competency in glaze material selection and disposal.				
		students will be able to demonstrate competency in glaze material selection and disposal.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ARTS 19H	Students will be able to demonstrate competency in contemporary raku firing technique; post firing smoking, patina development and development of surface refinement.				
		Students will be able to demonstrate competency in contemporary raku firing technique; post firing smoking, patina development and development of surface refinement.				
	ARTS 19I	Students will be able to demonstrate competency in art making as a process; idea-planning, skill-craftsmanship, execution and evaluation				
		Students will be able to demonstrate competency in art making as a process; idea-planning, skill-craftsmanship, execution and evaluation				
		Students will be able to demonstrate competency in the use of clay as a unique medium and will use it for it's characteristics				
		Students will be able to demonstrate competency in the use of clay as a unique medium and will use it for it's characteristics				
	ARTS 19J	Students will be able to demonstrate competency in a variety of ceramic construction techniques				
		Students will be able to demonstrate competency in a variety of ceramic construction techniques				
		Students will be able to demonstrate competency in				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		combining ceramic construction techniques on the same ceramic form.				
		Students will be able to demonstrate competency in combining ceramic construction techniques on the same ceramic form.				
	ARTS 19K	students will be able to demonstrate competency in a variety of ceramic surface decoration techniques developed in the firing; pit, raku, soda, wood.				
		students will be able to demonstrate competency in a variety of ceramic surface decoration techniques developed in the firing; pit, raku, soda, wood.				
		students will be able to demonstrate competency in a variety of ceramic surface decoration techniques techniques; oxide, slip, luster, china paint, carving.				
		students will be able to demonstrate competency in a variety of ceramic surface decoration techniques techniques; oxide, slip, luster, china paint, carving.				
	ARTS 19M	Students will be able to demonstrate competency in selecting low fire materials and incorporating them into ceramic work.				
		Students will be able to demonstrate competency in selecting low fire materials and incorporating them into ceramic work.				
		Students will be able to identify low fired ceramic work				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		from a variety of cultures.				
		Students will be able to identify low fired ceramic work from a variety of cultures.				
	ARTS 19N	Students will be able to demonstrate competency in selecting porcelain materials and incorporating them into ceramic work.				
		Students will be able to demonstrate competency in selecting porcelain materials and incorporating them into ceramic work.				
		Students will be able to identify porcelain ceramic work from a variety of cultures.				
		Students will be able to identify porcelain ceramic work from a variety of cultures.				
	ARTS 1A	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was defining factor in the production of works of art.				
		Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was defining factor in the production of works of art.				
	ARTS 1B	Students will analyze the social experience of architects, demonstrating how architects' relationship with their patrons was a defining factor in the production of buildings and monuments.				
		Students will analyze the social experience of architects, demonstrating how architects' relationship with their patrons				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		was a defining factor in the production of buildings and monuments.				
	ARTS 20	students will be able to demonstrate competency in using the ceramic studio equipment.				
		students will be able to demonstrate competency in using the ceramic studio equipment.				
		students will be able to demonstrate competency in working individually on projects developed with the instructor.				
		students will be able to demonstrate competency in working individually on projects developed with the instructor.				
	ARTS 2A	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.				
		Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.				
	ARTS 2B	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.				
		Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		production of works of art.				
	ARTS 2C	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.				
		Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.				
	ARTS 2D	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.				
		Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.				
	ARTS 37A	The student will develop and apply a personal and concise visual statement which represents a specific concept in a sculptural format. Place an emphasis on idea development and visual investigation.				
		The student will develop and apply a personal and concise visual statement which represents a specific concept in a sculptural format. Place an emphasis on idea development and visual investigation.				
		The student will practice				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		critical thinking and problem solving skills.				
		The student will practice critical thinking and problem solving skills.				
		The student will use a variety of materials effectively and safely. Use basic hand and power tools properly and safely which apply to the sculpture making process.				
		The student will use a variety of materials effectively and safely. Use basic hand and power tools properly and safely which apply to the sculpture making process.				
ARTS 37B		The student will develop critical thinking and problem solving skills. Further express a personal and concise visual statement which represents specific concepts in a sculptural format.				
		The student will develop critical thinking and problem solving skills. Further express a personal and concise visual statement which represents specific concepts in a sculptural format.				
		The student will expand on idea development to include technical skills, visual investigation and the making process.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will expand on idea development to include technical skills, visual investigation and the making process.				
	ARTS 37C	The student will practice critical thinking and problem solving skills.				
		The student will practice critical thinking and problem solving skills.				
		The student will apply a knowledge of both safe and proper use of all shop tools.				
		The student will apply a knowledge of both safe and proper use of all shop tools.				
		The student will emphasize on idea development, visual investigation and the sculpture making process on an advanced level.				
		The student will emphasize on idea development, visual investigation and the sculpture making process on an advanced level.				
		The student will employ materials appropriate to advanced sculptural work.				
		The student will employ materials appropriate to advanced sculptural work.				
	ARTS 3TC	Students will analyze the social experiences of artists, demonstrating how artists'				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ARTS 3TC	relationships with their patrons was a defining factor in the production of works of art.				
		Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.				
	ARTS 3TD	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.				
		Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.				
	ARTS 3TE	Apply critical thinking skills when critiquing studio projects from a global perspective.				
		Apply critical thinking skills when critiquing studio projects from a global perspective.				
		Develop concepts related to course material in Arts 3TE through various projects as well as written assignments.				
		Develop concepts related to course material in Arts 3TE through various projects as well as written assignments.				
	ARTS 3TEL	Apply critical thinking skills when critiquing studio projects from a global perspective.				
		Apply critical thinking skills when critiquing studio projects from a global perspective.				
		Develop concepts related to course material in Arts 3TE				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		through various projects as well as written assignments.				
		Develop concepts related to course material in Arts 3TE through various projects as well as written assignments.				
	ARTS 4A	The student will create drawing compositions using the basic elements and principles of design.				
		The student will create drawing compositions using the basic elements and principles of design.				
		The student will draw from an objective point of view using still-lives and photographs as well as from the imagination.				
		The student will draw from an objective point of view using still-lives and photographs as well as from the imagination.				
		The student will reproduce the use of freehand drawing skills using a variety of techniques with traditional drawing media such as charcoal, graphite and ink.				
		The student will reproduce the use of freehand drawing skills using a variety of techniques with traditional drawing media such as charcoal, graphite and ink.				
	ARTS 4B	The student will create expressive drawings that show the student's point of view and an understanding of the creative process.				
		The student will create expressive drawings that show the student's point of view and an understanding of the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		creative process.				
		The student will demonstrate an understanding of color as both an element of design and concept.				
		The student will demonstrate an understanding of color as both an element of design and concept.				
		The student will reproduce the use of freehand drawing skills using a variety of techniques with a variety of drawing media including color media such as colored pencils and pastels.				
		The student will reproduce the use of freehand drawing skills using a variety of techniques with a variety of drawing media including color media such as colored pencils and pastels.				
	ARTS 4C	The student will create drawings that show an understanding of basic human anatomy and proportion.				
		The student will create drawings that show an understanding of basic human anatomy and proportion.				
		The student will reproduce the human figure using a variety of drawing techniques using a variety of media including charcoal, graphite, ink, or conte crayon.				
		The student will reproduce the human figure using a variety of drawing techniques using a variety of media including charcoal, graphite, ink, or conte crayon.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ARTS 4D	The student will create drawings using naturalistic and illusionistic rendering techniques which includes an understanding of line, value, texture, volume, light and shadow.				
		The student will create drawings using naturalistic and illusionistic rendering techniques which includes an understanding of line, value, texture, volume, light and shadow.				
		The student will demonstrate an understanding of spatial and linear perspective techniques and relationships in a two-dimensional composition.				
		The student will demonstrate an understanding of spatial and linear perspective techniques and relationships in a two-dimensional composition.				
	ARTS 50	Students will be able to demonstrate competency in firing ceramic pieces without a kiln; pit, deep trench, metal drum, dung stack.				
		Students will be able to demonstrate competency in firing ceramic pieces without a kiln; pit, deep trench, metal drum, dung stack.				
		Students will be able to demonstrate competency in shaping and selecting clay to use in primitive firings.				
		Students will be able to demonstrate competency in shaping and selecting clay to use in primitive firings.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ARTS 51	Students will be able to demonstrate competency in producing a plan and select materials for a ceramic kiln; updraft, downdraft.				
		Students will be able to demonstrate competency in producing a plan and select materials for a ceramic kiln; updraft, downdraft.				
		Students will be able to demonstrate competency using ceramic brick to construct a raku kiln.				
		Students will be able to demonstrate competency using ceramic brick to construct a raku kiln.				
	ARTS 53A	The student will demonstrate a basic knowledge of digital terminology currently used by professional Graphic Designers and fine artists.				
		The student will demonstrate a basic knowledge of digital terminology currently used by professional Graphic Designers and fine artists.				
		The student will demonstrate basic skills of professional software/hardware currently used by Graphic Designers and fine artists.				
		The student will demonstrate basic skills of professional software/hardware currently used by Graphic Designers and fine artists.				
		The student will exhibit a critical understanding of performance of the design process through directed laboratory discussions.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will exhibit a critical understanding of performance of the design process through directed laboratory discussions.				
	ARTS 53B	The student will demonstrate the creative potential of art and design software through directed laboratory exercises.				
		The student will demonstrate the creative potential of art and design software through directed laboratory exercises.				
		The student will further develop an awareness to the computer as an effective and important mode of visual communication used by artists and designers today.				
		The student will further develop an awareness to the computer as an effective and important mode of visual communication used by artists and designers today.				
	ARTS 55A	The student will demonstrate an understanding of the design process through directed laboratory exercises.				
		The student will demonstrate an understanding of the design process through directed laboratory exercises.				
		The student will explore the analysis and interpretation of the elements and principles of graphic design as applied to the practice of visual communication.				
		The student will explore the analysis and interpretation of the elements and principles of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		graphic design as applied to the practice of visual communication.				
	ARTS 55B	The student will further demonstrate an understanding of the design process through directed laboratory exercises.				
		The student will further demonstrate an understanding of the design process through directed laboratory exercises.				
		The student will further develop the analysis and interpretation of the elements and principles of graphic design as applied to the practice of visual communication.				
		The student will further develop the analysis and interpretation of the elements and principles of graphic design as applied to the practice of visual communication.				
	ARTS 55C	The student will demonstrate an understanding of the design process and current graphic production techniques through directed laboratory exercises.				
		The student will demonstrate an understanding of the design process and current graphic production techniques through directed laboratory exercises.				
		The student will explore the analysis and interpretation of the elements and principles of graphic design as applied to the practice of visual communication and current graphic production techniques.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will explore the analysis and interpretation of the elements and principles of graphic design as applied to the practice of visual communication and current graphic production techniques.				
	ARTS 56	The student will demonstrate an advanced understanding of the design process as it relates to the use of the computer to create typography and image in electronic publishing.				
		The student will demonstrate an advanced understanding of the design process as it relates to the use of the computer to create typography and image in electronic publishing.				
		The student will exhibit an understanding of the elements and principles of graphic design as applied to the practice of publication design.				
		The student will exhibit an understanding of the elements and principles of graphic design as applied to the practice of publication design.				
	ARTS 57	The student will use typographic design to demonstrate a knowledge of the elements and principles of design, organization of design elements, materials and forms of communication.				
		The student will use typographic design to demonstrate a knowledge of the elements and principles of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		design, organization of design elements, materials and forms of communication.				
		The students will analyze styles in typographic design, type selection, and type specification, in relation to new computer technology and the World Wide Web.				
		The students will analyze styles in typographic design, type selection, and type specification, in relation to new computer technology and the World Wide Web.				
	ARTS 58A	The student will apply critical thinking skills and problem solving skills while creating our project.				
		The student will apply critical thinking skills and problem solving skills while creating our project.				
		The student will demonstrate proper safety procedures using appropriate tools and machinery.				
		The student will demonstrate proper safety procedures using appropriate tools and machinery.				
		The student will practice basic woodworking skills and techniques.				
		The student will practice basic woodworking skills and techniques.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The students will define a fundamental understanding of design within the parameters of furniture construction.				
		The students will define a fundamental understanding of design within the parameters of furniture construction.				
	ARTS 58B	The student will apply critical thinking and problem solving skills, while utilizing a further understanding of the process of creating a piece of furniture.				
		The student will apply critical thinking and problem solving skills, while utilizing a further understanding of the process of creating a piece of furniture.				
		The student will demonstrate proper safety procedures when using tools and machinery.				
		The student will demonstrate proper safety procedures when using tools and machinery.				
		The student will practice intermediate skills of woodworking techniques and produce a work of art furniture.				
		The student will practice intermediate skills of woodworking techniques and produce a work of art furniture.				
	ARTS 58C	The student will apply critical thinking and problem solving				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ARTS 58C	skills to a more advanced approach to the design of art furniture.				
		The student will apply critical thinking and problem solving skills to a more advanced approach to the design of art furniture.				
		The student will demonstrate a thorough command of design within the parameters of furniture construction.				
		The student will demonstrate a thorough command of design within the parameters of furniture construction.				
		The student will integrate advanced skills of woodworking and metal working techniques to produce a work of art furniture and demonstrate proper safety procedures when using tools and machinery.				
		The student will integrate advanced skills of woodworking and metal working techniques to produce a work of art furniture and demonstrate proper safety procedures when using tools and machinery.				
	ARTS 63	The student will demonstrate through directed laboratory exercises an understanding of pricing and marketing, salaries and trade customs, standard contracts, and new technology issues.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will demonstrate through directed laboratory exercises an understanding of pricing and marketing, salaries and trade customs, standard contracts, and new technology issues.				
		The student will understand the range of business practices used by artists and designers in the visual communications industry today.				
		The student will understand the range of business practices used by artists and designers in the visual communications industry today.				
	ARTS 65	The student will demonstrate a basic knowledge of the terms and vocabulary associated with web design.				
		The student will demonstrate a basic knowledge of the terms and vocabulary associated with web design.				
		The student will demonstrate an understanding of the technical issues that impact design decisions.				
		The student will demonstrate an understanding of the technical issues that impact design decisions.				
		The student will demonstrate an understanding of web page design fundamentals with an emphasis on the creative integration of typography and image.				
		The student will demonstrate an understanding of web page				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		design fundamentals with an emphasis on the creative integration of typography and image.				
	ARTS 70	Students will demonstrate a working knowledge of visual and critical analysis of art exhibitions.				
		Students will demonstrate a working knowledge of visual and critical analysis of art exhibitions.				
		Students will view and compare and contrast art exhibitions as it relates to cultural, aesthetic, intellectual, ethical concerns as an art gallery/museum, artist and/or public.				
		Students will view and compare and contrast art exhibitions as it relates to cultural, aesthetic, intellectual, ethical concerns as an art gallery/museum, artist and/or public.				
	ARTS 71	Students will apply a working knowledge of gallery design, gallery procedures and practices as it relates to exhibitions.				
		Students will apply a working knowledge of gallery design, gallery procedures and practices as it relates to exhibitions.				
		Students will demonstrate an understanding of visual and critical analysis of exhibition design.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will demonstrate an understanding of visual and critical analysis of exhibition design.				
	ARTS 72	Students will develop an understanding of general museum exhibition skills and concepts and demonstrate those skills by direct working experience in a variety of tasks relating to museum/gallery operations.				
		Students will develop an understanding of general museum exhibition skills and concepts and demonstrate those skills by direct working experience in a variety of tasks relating to museum/gallery operations.				
	ARTS 8	Students will utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.				
		Students will utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.				
	ARTS 85	The student will design typography and images using motion as a creative design element.				
		The student will design typography and images using motion as a creative design element.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will gain familiarity with software options that relates to current electronic media delivery platforms.				
		The student will gain familiarity with software options that relates to current electronic media delivery platforms.				
	ARTS 86	The student will illustrate a higher level of ability with vector software in the creation and implementation of computer generated illustration with an emphasis on style and personal expression.				
		The student will illustrate a higher level of ability with vector software in the creation and implementation of computer generated illustration with an emphasis on style and personal expression.				
Dept - (CA) Dance and Theater	DANC 22	The student will enhance both his/her physical and intellectual understanding of how the body works, its limits and its potential.				
		The student will enhance both his/her physical and intellectual understanding of how the body works, its limits and its potential.	Students are given a quiz on elements of anatomy and kinesiology.			
		The student will experience an increase in flexibility, strength and coordination/body control.				
		The student will experience an increase in flexibility, strength and coordination/body control.				
		The student will gain a positive image of movement as a source of health.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will gain a positive image of movement as a source of health.				
	DANC 22K	Identify ballet terminology and movement at a beginning level.				
		Identify ballet terminology and movement at a beginning level.				
		Perform the basic movements of ballet dance sequences with consistent confidence demonstrating correct rhythms, body placement and coordination's.				
		Perform the basic movements of ballet dance sequences with consistent confidence demonstrating correct rhythms, body placement and coordination's.				
	DANC 22L	Identify ballet terminology and movement at an intermediate level.				
		Identify ballet terminology and movement at an intermediate level.				
		Perform intermediate ballet dance sequences with consistent confidence demonstrating correct rhythms, body placement and coordination's				
		Perform intermediate ballet dance sequences with consistent confidence demonstrating correct rhythms, body placement and coordination's				
	DANC 23A	Identify contemporary dance terminology and movements at a beginning level.				
		Identify contemporary dance				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		terminology and movements at a beginning level.				
		Perform the basic movements of contemporary dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.				
		Perform the basic movements of contemporary dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.				
	DANC 23B	Identify contemporary dance terminology and movement at an intermediate level.				
		Identify contemporary dance terminology and movement at an intermediate level.				
		Perform intermediate contemporary dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.				
		Perform intermediate contemporary dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.				
	DANC 23H	Design and create an original dance, demonstrating choreographic comprehension of form and style.				
		Design and create an original dance, demonstrating choreographic comprehension of form and style.				
		Produce a complete dance work for solo and group performance.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Produce a complete dance work for solo and group performance.				
	DANC 23L	Students will demonstrate knowledge of technical skill, performance level and group interaction required for successful collaboration and performance.				
		Students will demonstrate knowledge of technical skill, performance level and group interaction required for successful collaboration and performance.	Learn and develop dance technique and dance choreography through rehearsals and drilling exercises.	All students performed to the best of their ability even though two were late arriving on stage.	I especially liked the way the students transcended their energy level to the audience.	In the future, I will reinforce the importance of being on time for entrances during stage performances.
	DANC 23M	Create hip-hop dance sequences and express individuality through movement.				
		Create hip-hop dance sequences and express individuality through movement.				
		Perform the steps of hip-hop dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's at an intermediate level.				
		Perform the steps of hip-hop dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's at an intermediate level.				
	DANC 24A	Identify ballroom steps and combinations with correct terminology.				
		Identify ballroom steps and combinations with correct terminology.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Perform the basic steps of a variety of traditional partner dances at an introductory level with consistent confidence, demonstrating correct rhythms, body placement while exhibiting traditional etiquette for social dance in a ballroom context.				
		Perform the basic steps of a variety of traditional partner dances at an introductory level with consistent confidence, demonstrating correct rhythms, body placement while exhibiting traditional etiquette for social dance in a ballroom context.				
	DANC 24B	Identify beginning ballroom steps and combinations with correct terminology.				
		Identify beginning ballroom steps and combinations with correct terminology.				
		Perform the basic steps of a variety of traditional partner dances at a beginning level with consistent confidence, demonstrating correct rhythm, body placement.				
		Perform the basic steps of a variety of traditional partner dances at a beginning level with consistent confidence, demonstrating correct rhythm, body placement.				
	DANC 24C	Identify ballroom steps and combinations with the correct terminology.				
		Identify ballroom steps and combinations with the correct terminology.				
		Perform the steps of a variety of traditional partner dances at				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		an intermediate level with consistent confidence, demonstrating correct rhythms, body placement and style appropriate for each genre.				
		Perform the steps of a variety of traditional partner dances at an intermediate level with consistent confidence, demonstrating correct rhythms, body placement and style appropriate for each genre.				
	DANC 25A	Analyze salsa dance and music combinations with correct terminology, and identify the cultural context of specific dance forms.				
		Analyze salsa dance and music combinations with correct terminology, and identify the cultural context of specific dance forms.				
		Perform the basic steps of a variety of partner dances with consistent confidence, demonstrating correct body placement, while exhibiting traditional rhythms and forms of salsa dance.				
		Perform the basic steps of a variety of partner dances with consistent confidence, demonstrating correct body placement, while exhibiting traditional rhythms and forms of salsa dance.				
	DANC 27A	Identify the practical aspects of dance/theatre production and presentation.				
		Identify the practical aspects of dance/theatre production and presentation.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Perform the dance techniques and theatrical skills necessary for public presentation.				
		Perform the dance techniques and theatrical skills necessary for public presentation.				
	DANC 37A	Identify beginning jazz dance terminology and movements.				
		Identify beginning jazz dance terminology and movements.				
		Perform the basic steps of beginning jazz dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.				
		Perform the basic steps of beginning jazz dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.				
	DANC 37B	Identify intermediate jazz dance terminology, steps and historical styles.				
		Identify intermediate jazz dance terminology, steps and historical styles.				
		Perform the steps of intermediate jazz dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.				
		Perform the steps of intermediate jazz dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.				
	DANC 38A	Analyze and intergrate their own artistic standards as they relate to dance performance				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	DANC 38A	and criticism.				
		Analyze and intergrate their own artistic standards as they relate to dance performance and criticism.	Students will write a critical evaluation of a live dance performance which is evaluated for objectivity and logic.			
		Identify his/her own relationship to dance as a cultural phenomenon.				
		Identify his/her own relationship to dance as a cultural phenomenon.	The students are given an assignment to describe their past dance experiences. The results of this assignment are compared with a related question give the students on a quiz at the end of the quarter.			
	DANC 48	Design, initiate, produce and appraise dance/theatre performance.				
		Design, initiate, produce and appraise dance/theatre performance.				
		Identify and successfully operate basic technical tools and equipment used in dance/theater productions.				
		Identify and successfully operate basic technical tools and equipment used in dance/theater productions.				
		Recognize job functions and hierarchy of administrative and artistic personnel.				
		Recognize job functions and hierarchy of administrative and artistic personnel.				
	THEA 1	The student can use examples from theatrical performances to illustrate his/her own artistic standards.				
		The student can use examples				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		from theatrical performances to illustrate his/her own artistic standards.				
		The student will analyze and integrate his/her own artistic standards as they relate to theatrical performance and criticism.				
		The student will analyze and integrate his/her own artistic standards as they relate to theatrical performance and criticism.				
	THEA 143	Students deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection.				
		Students deepen analytic abilities through relating various components of the art form to issues of personal, cultural, political, social, relevance and reflection.				
		Through observation of outstanding live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience.				
		Through observation of outstanding live, professional theatre, students gain insight and perspective into the unique symbiosis of text, direction, acting and design in creating a vessel of meaningful communication to an audience.				
	THEA	Students develop foundation				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	20A	knowledge of the processes of theatre as a collaborative art form.				
		Students develop foundation knowledge of the processes of theatre as a collaborative art form.				
		Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance.				
		Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance.				
		Students gain and actively develop fundamental employment of the foundational acting process.				
		Students gain and actively develop fundamental employment of the foundational acting process.				
		Students heighten abilities to analyze text and performance content for self-advancement.				
		Students heighten abilities to analyze text and performance content for self-advancement.				
		Students progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects.				
		Students progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	THEA 20B	Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance.				
		Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance.				
		Students gain and actively develop fundamental employment of more advanced, modern acting theories.				
		Students gain and actively develop fundamental employment of more advanced, modern acting theories.				
		Students heighten abilities to analyze text and performance content for self-advancement.				
		Students heighten abilities to analyze text and performance content for self-advancement.				
		Students progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects.				
		Students progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects.				
	THEA 20C	Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance.				
		Students gain and actively develop fundamental employment of classical acting theories and techniques.				
		Students gain and actively develop fundamental employment of classical acting theories and techniques.				
		Students heighten abilities to analyze text and performance content for self-advancement.				
		Students heighten abilities to analyze text and performance content for self-advancement.				
		Students progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects.				
		Students progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects.				
	THEA 80A	Demonstrate the ability to effectively market oneself and compete in the film and television business.				
		Demonstrate the ability to effectively market oneself and compete in the film and television business.				
		Demonstrate the basic skills in the practice and performance of script work for the camera, and the subsequent critiquing of the work, including self				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		evaluation.				
		Demonstrate the basic skills in the practice and performance of script work for the camera, and the subsequent critiquing of the work, including self evaluation.				
		Distinguish and practice effective body movement and voice modulation as it pertains to camera acting styles, camera angle and shot size and continuity of takes.				
		Distinguish and practice effective body movement and voice modulation as it pertains to camera acting styles, camera angle and shot size and continuity of takes.				
		Recognize the process by which actors are interviewed, auditioned, cast and utilized for all forms of media production.				
		Recognize the process by which actors are interviewed, auditioned, cast and utilized for all forms of media production.				
	THEA 80B	Demonstrate advanced skills in the practice and performance of script work for the camera, and the subsequent critiquing of the work, including self-evaluation.				
		Demonstrate advanced skills in the practice and performance of script work for the camera, and the subsequent critiquing of the work, including self-evaluation.				
		Demonstrate the ability to effectively market oneself and compete in the film and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		television business.				
		Demonstrate the ability to effectively market oneself and compete in the film and television business.				
		Distinguish and practice effective body movement and voice modulation as it pertains to camera acting styles, camera angle and shot size, and continuity of takes.				
		Distinguish and practice effective body movement and voice modulation as it pertains to camera acting styles, camera angle and shot size, and continuity of takes.				
		Recognize the process by which actors are interviewed, auditioned, cast and utilized for all forms of media production.				
		Recognize the process by which actors are interviewed, auditioned, cast and utilized for all forms of media production.				
Dept - (CA) Film/Television	F/TV 1	Analyze representations of class, race, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Analyze representations of class, race, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Apply an analytical approach learned in class to examine the narrative, visual and aural elements of a motion picture.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Apply an analytical approach learned in class to examine the narrative, visual and aural elements of a motion picture.				
	F/TV 2A, 2AW	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Comprehend the historical development of narrative film from 1895 to 1950, including film language and film art.				
		Comprehend the historical development of narrative film from 1895 to 1950, including film language and film art.				
		Display ability to critically appraise motion pictures from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts.				
		Display ability to critically appraise motion pictures from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts.				
		Distinguish significant genres, movements, film artists and national schools of filmmaking from 1895 to 1950.				
		Distinguish significant genres, movements, film artists and national schools of filmmaking from 1895 to 1950.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	F/TV 2B, 2BW	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Comprehend the historical development of narrative film from 1950 to the present, including film language and film art.				
		Comprehend the historical development of narrative film from 1950 to the present, including film language and film art.				
		Display ability to utilize critical thinking skills and appraise motion pictures from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts.				
		Display ability to utilize critical thinking skills and appraise motion pictures from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts.				
		Distinguish significant genres, movements, film artists and national schools of filmmaking from 1950 to the present.				
		Distinguish significant genres, movements, film artists and national schools of filmmaking from 1950 to the present.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	F/TV 2C, 2CW	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Demonstrate the ability to analyze and synthesize the narrative, visual and aural language of film.				
		Demonstrate the ability to analyze and synthesize the narrative, visual and aural language of film.				
		Identify significant contemporary films, filmmakers, genres and national cinemas and explain major trends in the international evolution of film as an art form, technology, and industry.				
		Identify significant contemporary films, filmmakers, genres and national cinemas and explain major trends in the international evolution of film as an art form, technology, and industry.				
	F/TV 10	Students will be able to hypothesize the future of media in the United States.				
		Students will be able to hypothesize the future of media in the United States.				
		Students will be able to select, analyze and evaluate				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		competing information to synthesize a personal philosophy of media.				
		Students will be able to select, analyze and evaluate competing information to synthesize a personal philosophy of media.				
		Students will be able to synthesize course concepts into a term paper selected from several topic options.				
		Students will be able to synthesize course concepts into a term paper selected from several topic options.				
	F/TV 20	Apply and use visual storytelling methods in the production of a film or video.				
		Apply and use visual storytelling methods in the production of a film or video.				
		Use and apply dramatic skills learned in class to cast and evaluate actors in a production.				
		Use and apply dramatic skills learned in class to cast and evaluate actors in a production.				
	F/TV 22	Develops and executes a shooting list from a production script, using film techniques.				
		Develops and executes a shooting list from a production script, using film techniques.				
		Identify the different film stocks for different shooting situations.				
		Identify the different film stocks for different shooting situations.				
	F/TV	Analyze generic				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	41	representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Analyze generic representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Apply an analytical approach learned in class to examine the dominant narrative, visual and aural conventions of films within a specific genre.				
		Apply an analytical approach learned in class to examine the dominant narrative, visual and aural conventions of films within a specific genre.				
		Identify and describe the evolution of the genre in motion pictures and its role in national and international film history.				
		Identify and describe the evolution of the genre in motion pictures and its role in national and international film history.				
	F/TV 42	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.				
		Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		learned in class.				
		Describe the concept of "national cinema," identify significant films and filmmakers, and explain major trends in the evolution of film within a national cinema.				
		Describe the concept of "national cinema," identify significant films and filmmakers, and explain major trends in the evolution of film within a national cinema.				
		Develop and utilize critical thinking skills to appraise motion pictures produced within the national cinema in aesthetic, technological, economic and socio-historical contexts.				
		Develop and utilize critical thinking skills to appraise motion pictures produced within the national cinema in aesthetic, technological, economic and socio-historical contexts.				
	F/TV 43	Analyze representations of class, race/ethnicity, gender and sexuality in the cinema of the film artist, demonstrating an understanding of the politics of representation learned in class.				
		Analyze representations of class, race/ethnicity, gender and sexuality in the cinema of the film artist, demonstrating an understanding of the politics of representation learned in class.				
		Apply a critical methodology based on concepts of authorship, learned in class, to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		examine the works of a specific film artist.				
		Apply a critical methodology based on concepts of authorship, learned in class, to examine the works of a specific film artist.				
		Identify the film artist's contributions to the evolution of film and video as an art, technology, business and form of popular culture.				
		Identify the film artist's contributions to the evolution of film and video as an art, technology, business and form of popular culture.				
	F/TV 45	Comprehend the historical development of experimental film and video, including the identification of major international artists, styles, and works.				
		Comprehend the historical development of experimental film and video, including the identification of major international artists, styles, and works.				
		Develop and utilize critical thinking skills in understanding experimental film and video works from around the world, demonstrating this in four ways: aesthetic, technological, economic and social/political.				
		Develop and utilize critical thinking skills in understanding experimental film and video works from around the world, demonstrating this in four ways: aesthetic, technological, economic and social/political.				
	F/TV	To analyze and breakdown a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	50	script for casting and location shooting.				
		To analyze and breakdown a script for casting and location shooting.				
		To evaluate and guide the performance of an actor in a production.				
		To evaluate and guide the performance of an actor in a production.				
	F/TV 51A	Develops a production and post production plan for a video/film project.				
		Develops a production and post production plan for a video/film project.				
		Uses and applies digital film/video shooting techniques in a production.				
		Uses and applies digital film/video shooting techniques in a production.				
	F/TV 52A	Develops and implements a shooting schedule from a production script.				
		Develops and implements a shooting schedule from a production script.				
		Identify the different film stocks for different shooting situations.				
		Identify the different film stocks for different shooting situations.				
	F/TV 52B	Develops a distribution plan for a completed film project.				
		Develops a distribution plan for a completed film project.				
		Develops and implements a post production plan from a shooting script.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Develops and implements a post production plan from a shooting script.				
	F/TV 53	Applies the principles and aesthetics of editing techniques.				
		Applies the principles and aesthetics of editing techniques.				
		Uses and applies the post production workflow for non-linear editing in a production.				
		Uses and applies the post production workflow for non-linear editing in a production.				
	F/TV 54	Demonstrates collaborative work skills in a production.				
		Demonstrates collaborative work skills in a production.				
		Develops and applies mastery in a variety of film and video equipment.				
		Develops and applies mastery in a variety of film and video equipment.				
	F/TV 55A	Identify and exhibit mastery of postions in television production studio.				
		Identify and exhibit mastery of postions in television production studio.				
		Organize and produce a completed studio television production.				
		Organize and produce a completed studio television production.				
	F/TV 57A	Demonstrates and applies interviewing techniques in a documentary shoot.				
		Demonstrates and applies interviewing techniques in a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		documentary shoot.				
		Researches and writes a proposal for a documentary production.				
		Researches and writes a proposal for a documentary production.				
	F/TV 57B	Applies advanced production techniques in a documentary project.				
		Applies advanced production techniques in a documentary project.				
		Researches and writes a script and budget for a documentary production.				
		Researches and writes a script and budget for a documentary production.				
	F/TV 58R	Uses and applies skills in directing, camera, sound and/or editing in the production of an independent film/video project.				
		Uses and applies skills in directing, camera, sound and/or editing in the production of an independent film/video project.				
		Works collaboratively in a film/video crew.				
		Works collaboratively in a film/video crew.				
	F/TV 59	Develops a plan for distribution of a completed film/video.				
		Develops a plan for distribution of a completed film/video.				
		develops and writes a production proposal, including development, audience				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		analysis, location scouting, production schedule, and budgeting.				
		develops and writes a production proposal, including development, audience analysis, location scouting, production schedule, and budgeting.				
	F/TV 60A	Demonstrate a command of story structure, the creation and development of dynamic and original characters.				
		Demonstrate a command of story structure, the creation and development of dynamic and original characters.				
		Write short scripts for fiction and non-fiction films.				
		Write short scripts for fiction and non-fiction films.				
	F/TV 60B	Demonstrate a command of advanced principles of story structure, dialogue, and character development.				
		Demonstrate a command of advanced principles of story structure, dialogue, and character development.				
		Write short scripts for fiction and non-fiction films.				
		Write short scripts for fiction and non-fiction films.				
	F/TV 60C	Demonstrate a command of writing subtext, three-dimensional characters, and riveting scenes.				
		Demonstrate a command of writing subtext, three-dimensional characters, and riveting scenes.				
		Write short scripts for fiction and non-fiction films.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Write short scripts for fiction and non-fiction films.				
	F/TV 62	Develop and execute a lighting plan for location shooting.				
		Develop and execute a lighting plan for location shooting.				
		Identify and operate different lighting instruments.				
		Identify and operate different lighting instruments.				
	F/TV 63A	Develop and execute a sound recording plan for indoor and outdoor shooting.				
		Develop and execute a sound recording plan for indoor and outdoor shooting.				
		Identify and operate different microphones and recording equipment.				
		Identify and operate different microphones and recording equipment.				
	F/TV 63B	Design and produce multiple track audio projects in linear and nonlinear formats.				
		Design and produce multiple track audio projects in linear and nonlinear formats.				
		Explain the technique of mastering a sound track for delivery for manufacturing and import sounds into a master library.				
		Explain the technique of mastering a sound track for delivery for manufacturing and import sounds into a master library.				
	F/TV 64A	Demonstrate a command of generating, planning, and outlining a feature-length narrative fiction screenplay				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	F/TV 64A	through logline, beat sheet, scene list.				
		Demonstrate a command of generating, planning, and outlining a feature-length narrative fiction screenplay through logline, beat sheet, scene list.				
		Write the first act of a three-act feature-length fiction screenplay.				
		Write the first act of a three-act feature-length fiction screenplay.				
	F/TV 64B	Demonstrate a command of all advanced principles of screenwriting in the writing and completing of the second and third acts of a three-act feature-length narrative fiction screenplay.				
		Demonstrate a command of all advanced principles of screenwriting in the writing and completing of the second and third acts of a three-act feature-length narrative fiction screenplay.				
	F/TV 64C	Demonstrate a command of all advanced principles of screenwriting in the critique of other students' completed feature-length screenplays.				
		Demonstrate a command of all advanced principles of screenwriting in the critique of other students' completed feature-length screenplays.				
		Rewrite the feature-length screenplay and prepare to enter it in the marketplace.				
		Rewrite the feature-length screenplay and prepare to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		enter it in the marketplace.				
	F/TV 65	Analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills.				
		Analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills.				
		Analyze the film and video industries practices and operations.				
		Analyze the film and video industries practices and operations.				
	F/TV 78W	Apply an analytical approach learned in class to examine a screenplay and/or the narrative, visual and aural elements of a motion picture.				
		Apply an analytical approach learned in class to examine a screenplay and/or the narrative, visual and aural elements of a motion picture.				
		Critically evaluate proper behavior for group interaction and apply skills learned in class to interact and network successfully with film industry and film festival professionals.				
		Critically evaluate proper behavior for group interaction and apply skills learned in class to interact and network successfully with film industry and film festival professionals.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	F/TV 80G	Develop an animated film concept, individually or jointly with other students, and produce animated imagery and/or a soundtrack for that film, using skills acquired in previous animation courses or productions, or continue work on an existing diploma film production. OR Undertake the research for and writing of an animation history/theory project that builds on work done in previous De Anza animation history courses.				
		Develop an animated film concept, individually or jointly with other students, and produce animated imagery and/or a soundtrack for that film, using skills acquired in previous animation courses or productions, or continue work on an existing diploma film production. OR Undertake the research for and writing of an animation history/theory project that builds on work done in previous De Anza animation history courses.				
	F/TV 92	Analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills.				
		Analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills.				
		Analyze the works of visiting film and video professionals.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze the works of visiting film and video professionals.				
	F/TV 98G	Assumes the role of the writer, producer or director of a television or film project and carry it to completion.				
		Assumes the role of the writer, producer or director of a television or film project and carry it to completion.				
		Demonstrates people and crew interpersonal skills and leadership qualities in working collaboratively on a project.				
		Demonstrates people and crew interpersonal skills and leadership qualities in working collaboratively on a project.				
	F/TV 98H	Assumes the role of camera, sound or lighting grip on a television or film project.				
		Assumes the role of camera, sound or lighting grip on a television or film project.				
		Demonstrates people and crew interpersonal skills in working collaboratively on a project.				
		Demonstrates people and crew interpersonal skills in working collaboratively on a project.				
	F/TV 98J	Assumes the role of editor on a television or film project.				
		Assumes the role of editor on a television or film project.				
		Develops a post production plan for a video or film project.				
		Develops a post production plan for a video or film project.				
Dept - (CA)	MUSI 10A	The successful student will understand and use basic				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Music	MUSI 10A	standard notation of pitch and rhythm.				
		The successful student will understand and use basic standard notation of pitch and rhythm.				
		The successful student will write major and minor scales with and without key signatures.				
		The successful student will write major and minor scales with and without key signatures.				
	MUSI 10B	Basic chord progressions in Baroque and classical styles of music, including simple compositions, will be understood.				
		Basic chord progressions in Baroque and classical styles of music, including simple compositions, will be understood.				
	MUSI 12A	The successful student will be able to play major and minor scales up to four sharps and flats with a high degree of accuracy.				
		The successful student will be able to play major and minor scales up to four sharps and flats with a high degree of accuracy.				
		The successful student will demonstrate the basic knowledge of music notation enabling them to find pitches to be played on the keyboard and for the amount of time suggested by standard proportional durations.				
		The successful student will				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		demonstrate the basic knowledge of music notation enabling them to find pitches to be played on the keyboard and for the amount of time suggested by standard proportional durations.				
	MUSI 12B	The successful student will accurately read beginning piano music like selections from J.S. Bach's Anna Magdalena Bach collection, Clementi Sonatinas, and Schumann Album for the Young in both major and minor keys.				
		The successful student will accurately read beginning piano music like selections from J.S. Bach's Anna Magdalena Bach collection, Clementi Sonatinas, and Schumann Album for the Young in both major and minor keys.				
		The successful student will be able to analyze the structure and form of these pieces as well demonstrate a basic understanding of the harmonies and dynamics of the pieces played.				
		The successful student will be able to analyze the structure and form of these pieces as well demonstrate a basic understanding of the harmonies and dynamics of the pieces played.				
	MUSI 12C	Develop an advanced understanding of form, harmony and dynamics.				
		Develop an advanced understanding of form,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		harmony and dynamics.				
		Perform piano solos from memory and music scores.				
		Perform piano solos from memory and music scores.				
	MUSI 13A	The successful student will demonstrate proper beginning level technique: breathing, support, and placement				
		The successful student will demonstrate proper beginning level technique: breathing, support, and placement				
		The successful student will develop solo singing repertoire (primarily Italian).				
		The successful student will develop solo singing repertoire (primarily Italian).				
	MUSI 13B	The successful student will continue to develop singing repertoire in a variety of languages (primarily Italian, German, French and English).				
		The successful student will continue to develop singing repertoire in a variety of languages (primarily Italian, German, French and English).				
		The successful student will develop control of all basic vowels and consonant sounds.				
		The successful student will develop control of all basic vowels and consonant sounds.				
	MUSI 14A	Successful students will be able to identify notes and rhythms, and play in the first position of all six strings at a beginning level.				
		Successful students will be able to identify notes and rhythms, and play in the first				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		position of all six strings at a beginning level.				
		Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, single line melodies and chords.				
		Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, single line melodies and chords.				
	MUSI 14B	Successful students will be able to identify notes and play in the first position music appropriate to second-term study.				
		Successful students will be able to identify notes and play in the first position music appropriate to second-term study.				
		Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, arpeggios and multi-part music at a level appropriate to second-term study.				
		Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, arpeggios and multi-part music at a level appropriate to second-term study.				
	MUSI 14C	Successful students will demonstrate a variety of techniques for playing the classical guitar repertoire at an				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	MUSI 14C	appropriate level for third-term study, such as Arpeggios with complex finger patterns and accentuation of melody within arpeggio.				
		Successful students will demonstrate a variety of techniques for playing the classical guitar repertoire at an appropriate level for third-term study, such as Arpeggios with complex finger patterns and accentuation of melody within arpeggio.				
		Successful students will demonstrate knowledge of music fundamentals as they relate to the guitar, such as Identifying key signatures; identifying and demonstrating advanced notated rhythms; demonstrating knowledge of the guitar fingerboard in second through fifth positions.				
		Successful students will demonstrate knowledge of music fundamentals as they relate to the guitar, such as Identifying key signatures; identifying and demonstrating advanced notated rhythms; demonstrating knowledge of the guitar fingerboard in second through fifth positions.				
	MUSI 16	Successful students will demonstrate appropriate technique for performing both lead and accompaniment.				
		Successful students will demonstrate appropriate technique for performing both lead and accompaniment.				
		Successful students will perform songs in jazz, blues,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and popular music forms applying basic jazz scale forms and chord voicings.				
		Successful students will perform songs in jazz, blues, and popular music forms applying basic jazz scale forms and chord voicings.				
	MUSI 18	Develop piano technique at the intermediate level.				
		Develop piano technique at the intermediate level.				
		Recognize a practical correlation between piano study and music theory and history.				
		Recognize a practical correlation between piano study and music theory and history.				
	MUSI 1A	The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.				
		The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.	A series of listening assignments primarily focuses on students describing observations of recorded music and applying basic music vocabulary to this task. Success on these assignments in terms of grade evaluation and percentage of completion will be assessed.	In general students successfully demonstrate overall success at describing observations of recorded music and applying basic music vocabulary to this task on a series of "listening assignments."	It is sometimes apparent that not all students are necessarily listening carefully to the musical examples upon which the assignments are based. In some cases, it appears that students who are attempting to save money on text and materials are not acquiring the recordings that accompany the text. In a few cases some students who are not allocating sufficient time to these assignments or who may not	Regarding listening assignments and attention to obtaining, using, and engaging the recorded music component of required course materials: Some checks on whether or not students have these materials during week one are useful and seem to have decreased the number of students without these materials. Allowing students to use the previous edition of the text and recordings has somewhat

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.	A series of listening assignments primarily focuses on students describing observations of recorded music and applying basic music vocabulary to this task. Success on these assignments in terms of grade evaluation and percentage of completion will be assessed.	In general students successfully demonstrate overall success at describing observations of recorded music and applying basic music vocabulary to this task on a series of "listening assignments."	have the recordings appear to be offering superficial answers or answers based entirely on reading but without listening.	lowered cost barriers
		The successful student will recognize individual instruments and voices and the various ensembles in which they are used.				
		The successful student will recognize individual instruments and voices and the various ensembles in which they are used.				
	MUSI 1B	The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.				
		The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.				
		The successful student will recognize individual instruments and voices and the various ensembles in which they are used.				
		The successful student will recognize individual instruments and voices and the various ensembles in				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		which they are used.				
	MUSI 1C	The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.				
		The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.				
		The successful student will recognize individual instruments and voices and the various ensembles in which they are used.				
		The successful student will recognize individual instruments and voices and the various ensembles in which they are used.				
	MUSI 1D	The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.				
		The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.				
		The successful student will recognize individual instruments and voices and the various ensembles in which they are used.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The successful student will recognize individual instruments and voices and the various ensembles in which they are used.				
	MUSI 20	Students will demonstrate skills learned in class, such as proper vocal technique and correct notes and rhythms, that are critical to a successful chorale performance.				
		Students will demonstrate skills learned in class, such as proper vocal technique and correct notes and rhythms, that are critical to a successful chorale performance.				
	MUSI 21	Create accurate rehearsal technique in group singing.				
		Create accurate rehearsal technique in group singing.				
		To recognize traditional, contemporary and experimental choral music notations.				
		To recognize traditional, contemporary and experimental choral music notations.				
	MUSI 22	Create accurate rehearsal techniques in group singing				
		Create accurate rehearsal techniques in group singing				
		To recognize traditional and early music notations				
		To recognize traditional and early music notations				
	MUSI 24	Create accurate rehearsal techniques in group singing				
		Create accurate rehearsal techniques in group singing				
		To recognize traditional,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contemporary and experimental choral music notations				
		To recognize traditional, contemporary and experimental choral music notations				
	MUSI 25G	The successful student will demonstrate acquired musical skills through final public performance.				
		The successful student will demonstrate acquired musical skills through final public performance.				
		The successful student will improve their ability to rehearse and perform as an individual and/or ensemble.				
		The successful student will improve their ability to rehearse and perform as an individual and/or ensemble.				
	MUSI 27	Demonstrate effective techniques of working with an instrumental rhythm section				
		Demonstrate effective techniques of working with an instrumental rhythm section				
		Perform improvised solos within the ensemble setting				
		Perform improvised solos within the ensemble setting				
	MUSI 31	The successful student will participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.				
		The successful student will participate in the art of performing in an ensemble by				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.				
		The successful student will sight read, rehearse, and publicly perform selected repertoire from the Chamber Orchestra literature found in various time periods from the Baroque Era to the present.				
		The successful student will sight read, rehearse, and publicly perform selected repertoire from the Chamber Orchestra literature found in various time periods from the Baroque Era to the present.				
	MUSI 32A	Demonstrate effective singing techniques using microphone				
		Demonstrate effective singing techniques using microphone				
		Demonstrate effective use of a variety of jazz vocal techniques				
		Demonstrate effective use of a variety of jazz vocal techniques				
	MUSI 34	The successful student will participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.				
		The successful student will participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.				
		The successful student will				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		sight read, rehearse, and publicly perform selected repertoire from the Big Band literature found in various time periods from the Swing Era to the present.				
		The successful student will sight read, rehearse, and publicly perform selected repertoire from the Big Band literature found in various time periods from the Swing Era to the present.				
	MUSI 3A	The successful student will demonstrate knowledge of notation and scales by being able to notate all diatonic modes and standard diatonic mode variants from a given key and mode name.				
		The successful student will demonstrate knowledge of notation and scales by being able to notate all diatonic modes and standard diatonic mode variants from a given key and mode name.				
		The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a preponderance of conjunct motion.				
		The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a preponderance of conjunct motion.				
	MUSI	The successful student will				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	3B	apply the stylistic principles of and normative adherence to the rules of strict four part writing using tertian triads in root, 6, and 6/4 positions in writing short pieces in four parts (SATB) from a given melody, bass line, or chord progression.				
		The successful student will apply the stylistic principles of and normative adherence to the rules of strict four part writing using tertian triads in root, 6, and 6/4 positions in writing short pieces in four parts (SATB) from a given melody, bass line, or chord progression.				
		The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a balance of disjunct and conjunct motions.				
		The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a balance of disjunct and conjunct motions.				
	MUSI 3C	The successful student will apply the stylistic principles of and normative adherence to the rules of strict four part writing using tertian triads in root, 6, and 6/4 positions including secondary authentic and modulating functions.				
		The successful student will apply the stylistic principles of and normative adherence to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		the rules of strict four part writing using tertian triads in root, 6, and 6/4 positions including secondary authentic and modulating functions.				
		The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a balance of disjunct and conjunct motions a) in tempo with all nuances indicated and b) against interfering notes.				
		The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a balance of disjunct and conjunct motions a) in tempo with all nuances indicated and b) against interfering notes.				
	MUSI 41, U-X	The successful student will demonstrate acquired musical skills through final public performance.				
		The successful student will demonstrate acquired musical skills through final public performance.				
		The successful student will improve their ability to rehearse and perform as an individual and/or ensemble.				
		The successful student will improve their ability to rehearse and perform as an individual and/or ensemble.				
	MUSI 42	The successful student will participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	MUSI 42	dynamics, and tone quality on his or her instrument.				
		The successful student will participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.				
		The successful student will sight read, rehearse, and publicly perform selected repertoire from the Wind Ensemble literature found in various time periods up to the present.				
		The successful student will sight read, rehearse, and publicly perform selected repertoire from the Wind Ensemble literature found in various time periods up to the present.				
	MUSI 45	The successful student will collaborate with other students in their combo by demonstrating agreed style, tempo, articulations, and creative arrangement on final performance.				
		The successful student will collaborate with other students in their combo by demonstrating agreed style, tempo, articulations, and creative arrangement on final performance.				
		The successful student will perform with other students in their combo by demonstrating learned melodies, harmonies, and improvised solos on final performance.				
		The successful student will				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		perform with other students in their combo by demonstrating learned melodies, harmonies, and improvised solos on final performance.				
	MUSI 46	The successful student will apply learned fundamentals of music notation, tempi, dynamics, and basic musical terms to performance of assigned passages.				
		The successful student will apply learned fundamentals of music notation, tempi, dynamics, and basic musical terms to performance of assigned passages.				
		The successful student will demonstrate proper breathing,embouchure, hand position, and articulation through performance on assigned passages.				
		The successful student will demonstrate proper breathing,embouchure, hand position, and articulation through performance on assigned passages.				
	MUSI 48	The successful student will demonstrate accepted intonation, tone quality, jazz phrasing, and improvisation in the Swing, Latin, Ballad, and Fusion styles.				
		The successful student will demonstrate accepted intonation, tone quality, jazz phrasing, and improvisation in the Swing, Latin, Ballad, and Fusion styles.				
		The successful student will discern and demonstrate improvisatory skills through				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		performance while properly incorporating forms, melodies, scales, and chord progressions found in standard jazz repertoire.				
		The successful student will discern and demonstrate improvisatory skills through performance while properly incorporating forms, melodies, scales, and chord progressions found in standard jazz repertoire.				
	MUSI 4A	The successful student will accurately and comprehensively analyze pieces at the level of complexity of Chopin Mazurkas.				
		The successful student will accurately and comprehensively analyze pieces at the level of complexity of Chopin Mazurkas.				
		The successful student will apply the stylistic principles of and normative adherence to the rules of strict four part writing using tertian triads and 7th chords in all positions including secondary authentic, modal borrowing, Neapolitan, augmented 6th chords, and modulating functions.				
		The successful student will apply the stylistic principles of and normative adherence to the rules of strict four part writing using tertian triads and 7th chords in all positions including secondary authentic, modal borrowing, Neapolitan, augmented 6th chords, and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		modulating functions.				
	MUSI 4B	The successful student will accurately and comprehensively analyze pieces at the level of complexity of Brahms Innermezzos.				
		The successful student will accurately and comprehensively analyze pieces at the level of complexity of Brahms Innermezzos.				
		The successful student will apply the stylistic principles of and normative adherence to the rules of diatonically responsible chromaticism in writing both 4-part and melody plus accompaniment textures.				
		The successful student will apply the stylistic principles of and normative adherence to the rules of diatonically responsible chromaticism in writing both 4-part and melody plus accompaniment textures.				
	MUSI 4C	The successful student will apply the stylistic principles and norms of various post tonal genres in writings with instrumentation appropriate to the genre.				
		The successful student will apply the stylistic principles and norms of various post tonal genres in writings with instrumentation appropriate to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		the genre.				
		The successful student will use both solfeggio and intervallic naming in accurately singing post tonal melodies as well as quasi tonal bass lines while other parts are being played.				
		The successful student will use both solfeggio and intervallic naming in accurately singing post tonal melodies as well as quasi tonal bass lines while other parts are being played.				
	MUSI 51	The successful student will create musical projects in a variety of styles using synthesizers, drum machines, and MIDI sequencing software.				
		The successful student will create musical projects in a variety of styles using synthesizers, drum machines, and MIDI sequencing software.				
		The successful student will operate basic keyboard synthesizers, drum machines, simple mixers, and entry-level music software.				
		The successful student will operate basic keyboard synthesizers, drum machines, simple mixers, and entry-level music software.				
	MUSI	The successful student will				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	53	complete a project demonstrating comprehension of one of the music business areas listed in SLO 1.				
		The successful student will complete a project demonstrating comprehension of one of the music business areas listed in SLO 1.				
		The successful student will demonstrate comprehension of the concepts of copyright law, contracts, agents/managers, music publishing, performance rights organizations, record deals, concert promotion, artist promotion kits, trademarks on band names and accessories, and careers in music.				
		The successful student will demonstrate comprehension of the concepts of copyright law, contracts, agents/managers, music publishing, performance rights organizations, record deals, concert promotion, artist promotion kits, trademarks on band names and accessories, and careers in music.				
	MUSI 58A	Successful students will be able to identify and demonstrate selected rhythms including bell and/or clave guide rhythm patterns and supporting drum parts at a beginning level.				
		Successful students will be able to identify and demonstrate selected rhythms including bell and/or clave guide rhythm patterns and supporting drum parts at a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		beginning level.				
		Successful students will be able to identify traditional African sources and performing contexts of contemporary Caribbean and Latin American music.				
		Successful students will be able to identify traditional African sources and performing contexts of contemporary Caribbean and Latin American music.				
	MUSI 58B	Demonstrate a variety of intermediate drumming techniques including clear articulation and distinction of various sounds of both hand and stick drumming technique and accurate timekeeping.				
		Demonstrate a variety of intermediate drumming techniques including clear articulation and distinction of various sounds of both hand and stick drumming technique and accurate timekeeping.				
		Demonstrate elementary rhythmic independence while performing drum and percussion parts, such as vocalizing or playing rhythms while keeping pulse and vice-versa.				
		Demonstrate elementary rhythmic independence while performing drum and percussion parts, such as vocalizing or playing rhythms while keeping pulse and vice-versa.				
		Recall and demonstrate, without prompt, selected rhythms, including				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		responsorial supporting drum, bell, and/or clave parts and associated rhythm patterns.				
		Recall and demonstrate, without prompt, selected rhythms, including responsorial supporting drum, bell, and/or clave parts and associated rhythm patterns.				
	MUSI 5A	The successful student will apply the stylistic principles of and normative adherence to the rules of strict modal counterpoint in first species.				
		The successful student will apply the stylistic principles of and normative adherence to the rules of strict modal counterpoint in first species.				
		The successful student will correctly analyze the voice motions, intervallic treatments, and imitative structure in two and three part imitative polyphony written in the so called golden age of polyphony.				
		The successful student will correctly analyze the voice motions, intervallic treatments, and imitative structure in two and three part imitative polyphony written in the so called golden age of polyphony.				
	MUSI 77	Students will demonstrate advanced skills on a special project in music.				
		Students will demonstrate advanced skills on a special project in music.				
		Students will develop a plan for meeting special project goals				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will develop a plan for meeting special project goals				
	MUSI 8	Create musical/audio projects using audio/MIDI sequencing software, audio signal processing software and hardware, and mixing hardware and software.				
		Create musical/audio projects using audio/MIDI sequencing software, audio signal processing software and hardware, and mixing hardware and software.				
		Design and edit sounds using hardware and software synthesis and editing tools.				
		Design and edit sounds using hardware and software synthesis and editing tools.				
	MUSI 9	The student will play melodic improvised jazz material on the piano based on appropriate scale choices.				
		The student will play melodic improvised jazz material on the piano based on appropriate scale choices.				
		The student will read and play on the piano jazz chords notated in standard chord symbol notation.				
		The student will read and play on the piano jazz chords notated in standard chord symbol notation.				
Dept - (CA) Photography	PHTG 1	Demonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film camera.				
		Demonstrate a working				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		knowledge of wet darkroom processes to create photographs using a 35mm film camera.				
	PHTG 2	Demonstrate a working knowledge of wet darkroom processes to create photographs using a medium format camera.				
		Demonstrate a working knowledge of wet darkroom processes to create photographs using a medium format camera.				
	PHTG 20	Evaluate and critique early photographic imagery, through discussion, observation and writing, as a powerful medium of visual communication.				
		Evaluate and critique early photographic imagery, through discussion, observation and writing, as a powerful medium of visual communication.				
		Identify iconic images and major trends in 19th Century photography.				
		Identify iconic images and major trends in 19th Century photography.				
		Recognize and appreciate the range of ethnically, culturally, and socially diverse representations and practices in the early history of photography.				
		Recognize and appreciate the range of ethnically, culturally, and socially diverse representations and practices in the early history of photography.				
	PHTG	Evaluate and critique				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	21	contemporary photographic imagery, through discussion, observation and writing, as a powerful medium of visual communication.				
		Evaluate and critique contemporary photographic imagery, through discussion, observation and writing, as a powerful medium of visual communication.				
		Identify iconic images and major trends in contemporary photography.				
		Identify iconic images and major trends in contemporary photography.				
		Recognize and appreciate the wide range of ethnically, culturally, and socially diverse representations and practices in contemporary photography.				
		Recognize and appreciate the wide range of ethnically, culturally, and socially diverse representations and practices in contemporary photography.				
	PHTG 3	Apply basic Zone System techniques.				
		Apply basic Zone System techniques.				
		Demonstrate a working knowledge of wet darkroom processes to create photographs using a large format camera.				
		Demonstrate a working knowledge of wet darkroom processes to create photographs using a large format camera.				
	PHTG 4	Apply basic digital camera skills to create images.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Apply basic digital camera skills to create images.				
		Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.				
		Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.				
	PHTG 5	Apply digital camera skills to create images.				
		Apply digital camera skills to create images.				
		Demonstrate a working knowledge of the digital darkroom integrating Adobe Lightroom and/or Photoshop.				
		Demonstrate a working knowledge of the digital darkroom integrating Adobe Lightroom and/or Photoshop.				
	PHTG 52	Students will create photographic images.				
		Students will create photographic images.				
	PHTG 54	Students will create and interpret non-traditional photographic imagery.				
		Students will create and interpret non-traditional photographic imagery.				
	PHTG 57A	Students will create photographic images using basic commercial lighting techniques.				
		Students will create photographic images using basic commercial lighting techniques.				
	PHTG 57B	Prepare a professional portfolio presentation including				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PHTG 57B	resume.				
		Prepare a professional portfolio presentation including resume.				
		Students will create photographic images using intermediate/advanced commercial lighting techniques.				
		Students will create photographic images using intermediate/advanced commercial lighting techniques.				
	PHTG 58A	Apply basic digital camera handling skills to create images using Photoshop editing techniques.				
		Apply basic digital camera handling skills to create images using Photoshop editing techniques.				
	PHTG 58B	Create digital images using intermediate/advanced Photoshop editing techniques.				
		Create digital images using intermediate/advanced Photoshop editing techniques.				
	PHTG 60	Apply basic digital camera handling skills to create images.				
		Apply basic digital camera handling skills to create images.				
	PHTG 7	Students will interpret and utilize the photographic medium as a means of communication.				
		Students will interpret and utilize the photographic medium as a means of communication.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PHTG 77	Students will create an individual photographic project.				
		Students will create an individual photographic project.				
	PHTG 78X	Analyze a special topic relative to photographic studies.				
		Analyze a special topic relative to photographic studies.				

## Overview of SLO Process Work for the Division

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (SSH) Administration of Justice	ADMJ 1	Contrast the responsibilities of each component of the criminal justice system.				
		Contrast the responsibilities of each component of the criminal justice system.				
		Evaluate the interrelationships that link the components of the justice system.				
	ADMJ 11	Evaluate the interrelationships that link the components of the justice system.				
		Analyze the substantive Constitutional amendments pertaining to individual civil rights and evaluate their impact on protected classes.				
		Analyze the substantive Constitutional amendments pertaining to individual civil rights and evaluate their impact on protected classes.				
		Describe wirts of error and certiorari and define their use within the appellate process.				
		Describe wirts of error and certiorari and define their use within the appellate process.				
	ADMJ 25	Analyze the roles of legislation and case law as they pertain to socio-cultural change.				
		Analyze the roles of legislation and case law as they pertain to socio-cultural change.				
		Critique the relationship between law and social change within the context of cross-cultural settings.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Critique the relationship between law and social change within the context of cross-cultural settings.				
	ADMJ 3	Access the appropriate legal code and identify the proper statute based on a given description of conduct.				
		Access the appropriate legal code and identify the proper statute based on a given description of conduct.				
		Demonstrate a knowledge of the elements of crimes and determine crimes from factual situations.				
		Demonstrate a knowledge of the elements of crimes and determine crimes from factual situations.				
	ADMJ 5	Compare and contrast the traditional method of policing with the community-based philosophy of providing police services.				
		Compare and contrast the traditional method of policing with the community-based philosophy of providing police services.				
		Discuss how the relationship between the police and the community is a complex interaction at multiple levels.				
		Discuss how the relationship between the police and the community is a complex interaction at multiple levels.				
	ADMJ 50	Compare and contrast the legal and sociological approaches which have been fundamental in shaping correctional theories and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ADMJ 50	practices.				
		Compare and contrast the legal and sociological approaches which have been fundamental in shaping correctional theories and practices.				
		Identify traditional correctional systems and alternative sentencing solutions and evaluate the effectiveness of both.				
		Identify traditional correctional systems and alternative sentencing solutions and evaluate the effectiveness of both.				
	ADMJ 51	Describe and appraise the historical impact of women as criminal justice professionals.				
		Describe and appraise the historical impact of women as criminal justice professionals.				
		Identify the causation factors which generate criminal behavior by female offenders.				
		Identify the causation factors which generate criminal behavior by female offenders.				
	ADMJ 53	Define and describe violations classified as general crimes.				
		Define and describe violations classified as general crimes.				
		Identify and analyze critical concepts of advanced criminal law.				
		Identify and analyze critical concepts of advanced criminal law.				
	ADMJ 54	Analyze the sociological principles regarding the causation of juvenile crime				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ADMJ 54	and delinquency				
		Analyze the sociological principles regarding the causation of juvenile crime and delinquency				
		Identify those laws that relate to juvenile offences and critique how they impact youthful offenders.				
		Identify those laws that relate to juvenile offences and critique how they impact youthful offenders.				
	ADMJ 55	Describe and analyze the relationship between the causes and demographics of crime and substance abuse.				
		Describe and analyze the relationship between the causes and demographics of crime and substance abuse.				
		Identify the major groups of abuse substances and compare their histories, characteristics, and illicit use.				
		Identify the major groups of abuse substances and compare their histories, characteristics, and illicit use.				
	ADMJ 56	Construct a professional report utilizing the report criteria that is required for professional investigative reports.				
		Construct a professional report utilizing the report criteria that is required for professional investigative reports.				
		Describe and apply the legal requirements governing criminal justice report development.				
		Describe and apply the legal				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		requirements governing criminal justice report development.				
	ADMJ 60	Analyze issues and apply theories related to police professionalism and ethical conduct.				
		Analyze issues and apply theories related to police professionalism and ethical conduct.				
		Identify and discuss the responsibilities of police patrol operations.				
		Identify and discuss the responsibilities of police patrol operations.				
	ADMJ 61	Analyze the concepts and fundamentals of criminal investigation and discuss how their utilization affects substantive investigations.				
		Analyze the concepts and fundamentals of criminal investigation and discuss how their utilization affects substantive investigations.				
		Demonstrate the ability to construct an investigative diagram of a crime scenario.				
		Demonstrate the ability to construct an investigative diagram of a crime scenario.				
	ADMJ 62	Compare and contrast the various multidimensional and multidisciplinary theoretical causes of sexual assault.				
		Compare and contrast the various multidimensional and multidisciplinary theoretical causes of sexual assault.				
		Describe the legal elements of rape and sexual assault.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Describe the legal elements of rape and sexual assault.				
	ADMJ 64	Explain the organization, function, and tasks of an agency in the criminal justice system.				
		Explain the organization, function, and tasks of an agency in the criminal justice system.				
	ADMJ 69	Compare and contrast the working environments of correctional personnel at different security levels of county, state, and federal correctional facilities.				
		Compare and contrast the working environments of correctional personnel at different security levels of county, state, and federal correctional facilities.				
		Critique the correctional philosophies of county, state, and federal facilities and compare how each affects the justice system.				
		Critique the correctional philosophies of county, state, and federal facilities and compare how each affects the justice system.				
	ADMJ 73	Analyze the historical nature and measurement of criminal behavior within society.				
		Analyze the historical nature and measurement of criminal behavior within society.				
		Identify and compare the biological, psychological, and sociological explanations of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		crime				
		Identify and compare the biological, psychological, and sociological explanations of crime				
	ADMJ 74A	Compare and contrast the major principles and strategies of effective interviewing and interrogation.				
		Compare and contrast the major principles and strategies of effective interviewing and interrogation.				
		Differentiate between truthful and deceptive human behavior exhibited during both the interview and interrogation processes.				
		Differentiate between truthful and deceptive human behavior exhibited during both the interview and interrogation processes.				
	ADMJ 75	Describe the development of the criminal justice system within the framework of the U.S. and State Constitutions.				
		Describe the development of the criminal justice system within the framework of the U.S. and State Constitutions.				
		Identify the components of the criminal justice system and discuss how each is fundamental to the justice process.				
		Identify the components of the criminal justice system and discuss how each is fundamental to the justice process.				
	ADMJ 78	Analyze the affect that community agencies have had				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (SSH) Anthropology	ADMJ 78	on correctional programs and procedures.				
		Analyze the affect that community agencies have had on correctional programs and procedures.				
		Explain the evolution of modern probation and parole.				
		Explain the evolution of modern probation and parole.				
	ADMJ 90A	Analyze a case scenario and demonstrate the proper rules of evidence that apply to that case.				
		Analyze a case scenario and demonstrate the proper rules of evidence that apply to that case.				
		Explain the legal reasoning for the development of rules of evidence.				
		Explain the legal reasoning for the development of rules of evidence.				
Dept - (SSH) Anthropology	ANTH 1	Evaluate human biology and culture as a response to 7 million years of evolutionary process.				
		Evaluate human biology and culture as a response to 7 million years of evolutionary process.				
		Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.				
		Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.				
		Students will apply scientific,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.				
		Students will apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.				
		Students will evaluate biological and behavioral similarities and differences between humans and non human primates.				
		Students will evaluate biological and behavioral similarities and differences between humans and non human primates.				
	ANTH 1L	Evaluate human biology and culture as a response to 7 million years of evolutionary process.				
		Evaluate human biology and culture as a response to 7 million years of evolutionary process.				
		Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.				
		Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.				
		Students will evaluate biological and behavioral similarities and differences between humans and non human primates.				
		Students will evaluate				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		biological and behavioral similarities and differences between humans and non human primates.				
	ANTH 2	Students embody the attitude that humans are not superior to their environment but an integral part of their natural and cultural environment on this planet.				
		Students embody the attitude that humans are not superior to their environment but an integral part of their natural and cultural environment on this planet.				
		Students will analyze cultural diversity, and explain how they arose and change. They will also identify underlying similarities between cultures.				
		Students will analyze cultural diversity, and explain how they arose and change. They will also identify underlying similarities between cultures.				
		Students will apply a scientific, holistic and a multidisciplinary approach to understand and analyze human behavior.				
		Students will apply a scientific, holistic and a multidisciplinary approach to understand and analyze human behavior.				
		Students will recognize the value of cultural relativism and the validity of each culture as an adaptive strategy to the challenge of physical and social environment.				
		Students will recognize the value of cultural relativism and the validity of each culture as an adaptive strategy to the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		challenge of physical and social environment.				
	ANTH 3	Demonstrate an ability to investigate the relationship between material culture and physical remains, including how to hypothesize and build a model of past behavior from archeological evidence.				
		Demonstrate an ability to investigate the relationship between material culture and physical remains, including how to hypothesize and build a model of past behavior from archeological evidence.				
		Illustrate and explain the processes of culture change and recognize the patterns of past processes in present day society.				
		Illustrate and explain the processes of culture change and recognize the patterns of past processes in present day society.				
	ANTH 4	Demonstrate an ability to investigate the relationship between culture and material culture, including how to hypothesize and build a model of past behavior from archeological evidence.				
		Demonstrate an ability to investigate the relationship between culture and material culture, including how to hypothesize and build a model of past behavior from archeological evidence.				
		Develop an appreciation of the range and diversity of past human societies, as well as analyze and evaluate the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		reasons why other cultures have developed their particular beliefs, practices and institutions.				
		Develop an appreciation of the range and diversity of past human societies, as well as analyze and evaluate the reasons why other cultures have developed their particular beliefs, practices and institutions.				
		Illustrate and explain the processes of culture change, and recognize the patterns of past processes in present day society.				
		Illustrate and explain the processes of culture change, and recognize the patterns of past processes in present day society.				
	ANTH 6	KNOWLEDGE: Students will evaluate value of each different language and dialect, and its relationship to different cultural backgrounds, in which social conflicts and stereotypes are often originated from misunderstanding different rules of language practice even when using the same language.				
		KNOWLEDGE: Students will evaluate value of each different language and dialect, and its relationship to different cultural backgrounds, in which social conflicts and stereotypes are often originated from misunderstanding different rules of language practice	See related documented: ANTH 6 - 5			



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		even when using the same language.	See related documented: ANTH 6 - 5			
		SKILLS: Students demonstrate the ability to analyze languages in social and cultural contexts, to build a list of verbal and nonverbal characteristics to illustrate cultural uniqueness.				
		SKILLS: Students demonstrate the ability to analyze languages in social and cultural contexts, to build a list of verbal and nonverbal characteristics to illustrate cultural uniqueness.				
		Student differentiate different sound systems of different languages which make non-native speakers speak foreign languages with accents.				
		Student differentiate different sound systems of different languages which make non-native speakers speak foreign languages with accents.	See related document: ANTH 6 - 5			
		Students also teach (educate) other students by reflecting upon their own language practices and demonstrate these examples relevant to anthropological concepts.				
		Students also teach (educate) other students by reflecting upon their own language practices and demonstrate these examples relevant to anthropological concepts.				
		Students formate patterns of language changes by investigating historical changes of different languages.				
		Students formate patterns of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		language changes by investigating historical changes of different languages.				
Dept - (SSH) Child Development	C D 101W	Investigate and critique a current issue or group of issues related to Child Development				
		Investigate and critique a current issue or group of issues related to Child Development				
		Test				
		Test	Test			
	C D 102W	Develop new skills and knowledge in selected areas of curriculum for child development personnel				
		Develop new skills and knowledge in selected areas of curriculum for child development personnel				
	C D 103W	Develop new skills and knowledge to be applied to preschool administrative issues.				
		Develop new skills and knowledge to be applied to preschool administrative issues.				
	C D 10G	Demonstrate an understanding of how theories support children's optimal development				
		Demonstrate an understanding of how theories support children's optimal development				
		Investigate how the study of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		child development fits into the broader field of scientific research				
		Investigate how the study of child development fits into the broader field of scientific research	Students will be assigned three observations of young children ages 0 to 5 over the period of a quarter. One to 3 running records will be recorded and turned in with a rubric for grading. The student will be given the rubric before the assignment is turned in. This will allow them to see how the grading will take place.			
		Investigate how the study of child development fits into the broader field of scientific research	Students will be assigned three observations of young children ages 0 to 5 over the period of a quarter. One to 3 running records will be recorded and turned in with a rubric for grading. The student will be given the rubric before the assignment is turned in. This will allow them to see how the grading will take place.	70%	?	Enjoyment
	C D 10H	Develop a broad understanding of the field of child development within the context of the behavioral sciences through a critical examination of the issues, which surround middle childhood and adolescence.				
		Develop a broad understanding of the field of child development within the context of the behavioral sciences through a critical examination of the issues, which surround middle childhood and adolescence.				
	C D 12	Critically examine the impact				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	C D 12	of the interrelationships of child, family, school and community on the developing person.				
		Critically examine the impact of the interrelationships of child, family, school and community on the developing person.				
		Recognize the importance of building partnerships with families and the community.				
		Recognize the importance of building partnerships with families and the community.	Reflection essay about the service learning experience to include items below. The community service learning written reflection rubric is used as the method to assess students. 1.The name of the organization, mission, services and programs 2.A description of the setting, activities, as well as duties and responsibilities 3.Your service learning goals and objectives 4.A discussion of the social problem (community need) faced by the group/community your served 5.The skills you acquired 6.How this experience challenged and changed the stereotypes you had about the people you worked with. 7.Your awareness of the purpose of service 8.The responsibility to your community learned from the experience	The results reflect 2 sections of CD 12, total of 55 students. 73% of students achieved the target. Target was not met. A strategy to ensure target is met will be developed and implemented in the Fall 2012. In the 3rd section offered of CD 12- Spring 2012, there were 31 students. The target for success was 80%, and most of the students met the desired outcome.	As reflected on our CDE Student Survey conducted Spring of 2012, 39% of respondents indicated that their biggest challenge to success in classes is "work and/or family obligations. " Students in the sections assessed shared this concern at the end of the quarter. Community service learning intends to give students an experience to connect classroom content with what is happening in our local communities. Faculty will be holding a dialogue as to the best way to ensure students are successful in achieving the course learning outcome.	Discuss with faculty a new strategy to modify assignment. Request student input to modify assignment.
	C D 50	Evaluating the quality of a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	C D 50	licensed early childhood program and make appropriate recommendations based on research findings of quality indicators based on DAP standards and developmental theories.				
		Evaluating the quality of a licensed early childhood program and make appropriate recommendations based on research findings of quality indicators based on DAP standards and developmental theories.				
		Recognize the value of the field of child development in providing for the developmental/foundational needs of children through quality programs and appropriate practice.				
		Recognize the value of the field of child development in providing for the developmental/foundational needs of children through quality programs and appropriate practice.				
	C D 51	Analyze the teaching process through reflection and self-assessment of teaching experiences to guide and improve practice				
		Analyze the teaching process through reflection and self-assessment of teaching experiences to guide and improve practice				
		Demonstrate mastery of basic or advance teaching competencies				
		Demonstrate mastery of basic or advance teaching	See document			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		competencies	See document			
	C D 52	Appraise the difference between observation and assessment and the need for caution in interpretation.				
		Appraise the difference between observation and assessment and the need for caution in interpretation.				
	C D 53	Evaluate the uses of a variety of visual arts media and their relationship to the overall development and learning, critical thinking and self-expression for each child.				
		Evaluate the uses of a variety of visual arts media and their relationship to the overall development and learning, critical thinking and self-expression for each child.				
	C D 54	Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent.				
		Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent.	Students were evaluated with a rubric that assessed the curriculum binders they submitted. Ten points were awarded for each of 5 activities that were evaluated on 8 major areas that focused on SLO 1 "Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent".	Of the 40 students enrolled, 40 students submitted the curriculum binders. 98% of these students achieved a satisfactory score.	Since students succeed very well in this area, in the future we will introduce one to three developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent throughout the quarter as an extra feature in class assignments to encourage each student to design curriculum for all developmental domains (culturally salient, developmentally appropriate, inclusive and emergent).	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	C D 55	Critique language enhancement materials appropriate for infants to school-aged children				
		Critique language enhancement materials appropriate for infants to school-aged children				
	C D 56	Practice effective communication to facilitate positive interactions, theories and developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff.				
		Practice effective communication to facilitate positive interactions, theories and developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff.				
	C D 57	Distinguish developmentally appropriate teaching practices in a classroom setting.				
		Distinguish developmentally appropriate teaching practices in a classroom setting.	A reflection journal is a steadily growing document that the learner write, to record the progress of their learning. The students will benefit from keeping a record of what they learn as an incentive to keep pushing ahead, by telling themselves what they've learned, they can track the progress they've made and also begin to notice the gaps in their knowledge and skills. Students were evaluated with reflective journals that kept	Of the 23 students enrolled, 23 students submitted the reflective journals. 100% of these students achieved a satisfactory score.	Since students succeed very well in this area, we will introduce one to three developmentally appropriate teaching practices throughout the quarter as an extra feature in class lab assignments to encourage each student to distinguish other developmentally appropriate teaching practices in a classroom setting.	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Distinguish developmentally appropriate teaching practices in a classroom setting.	their learning progress and focused on their reactions and experiences to distinguish developmentally appropriate teaching practices in the childcare settings.	Of the 23 students enrolled, 23 students submitted the reflective journals. 100% of these students achieved a satisfactory score.	Since students succeed very well in this area, we will introduce one to three developmentally appropriate teaching practices throughout the quarter as an extra feature in class lab assignments to encourage each student to distinguish other developmentally appropriate teaching practices in a classroom setting.	
		Distinguish developmentally appropriate teaching practices in a classroom setting.	A reflection journal is a steadily growing document that the learner write, to record the progress of their learning. The students will benefit from keeping a record of what they learn as an incentive to keep pushing ahead, by telling themselves what they've learned, they can track the progress they've made and also begin to notice the gaps in their knowledge and skills. Students were evaluated with reflective journals that kept their learning progress and focused on their reactions and experiences to distinguish developmentally appropriate teaching practices in the childcare settings.	Of the 37 students enrolled, 37 students submitted the reflective journals. 100% of these students achieved a satisfactory score.	Since students succeed very well in this area, in the future we will introduce one to three developmentally appropriate teaching practices throughout the quarter as an extra feature in the class lab assignments to encourage each student to distinguish other developmentally appropriate teaching practices in a classroom setting.	
	C D 58	Demonstrate an understanding of the importance of relationships and home culture in the care of infants and toddlers.				
		Demonstrate an understanding of the importance of relationships and home culture in the care of infants and toddlers.				
		Develop an understanding of typical and atypical				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		developmental milestones from birth to three years through observation and assessment.				
		Develop an understanding of typical and atypical developmental milestones from birth to three years through observation and assessment.				
	C D 59G	Distinguish different types of programs that are in operation in the field of early childhood. (e.g. proprietary, publicly funded, federally funded, family child care, parent cooperatives).				
		Distinguish different types of programs that are in operation in the field of early childhood. (e.g. proprietary, publicly funded, federally funded, family child care, parent cooperatives).				
	C D 59H	Analyze values and personal leadership qualities against those desired in an effective leader				
		Analyze values and personal leadership qualities against those desired in an effective leader				
	C D 60	Analyze the state and federal guidelines which include children with developmental disabilities within the family, childhood setting and various communities.				
		Analyze the state and federal guidelines which include children with developmental disabilities within the family,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		childhood setting and various communities.				
	C D 61	Analyze the relationship between music and movement within the context of the three domains of Child Development.				
		Analyze the relationship between music and movement within the context of the three domains of Child Development.				
	C D 63	Create, plan and implement appropriate science and math curriculum for each young child.				
		Create, plan and implement appropriate science and math curriculum for each young child.				
	C D 64	Evaluate the importance of nutrition in the health and development of young children in childcare settings.				
		Evaluate the importance of nutrition in the health and development of young children in childcare settings.	Students were evaluated with a test that measure how much the students know about the importance of nutrition in the health and development of young children in childcare settings. The test has 25 questions (2 points each answer for a total of 50 points). The test included questions of reasoning, true or false and analysis of argument.	Of the 35 students enrolled, 32 students completed the test. 96% of these students achieved a satisfactory score.	Since students succeed very well in this area, we will introduce one to three health policies throughout the quarter as an extra feature in class assignments to encourage each student to evaluate the importance of nutrition in the health and development of young children in childcare settings.	
	C D 65	Analyze factors that contribute to developmentally appropriate, high quality school-aged care.				
		Analyze factors that contribute to developmentally appropriate, high quality				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		school-aged care.				
	C D 66	Compare the historical roots of Montessori perspective to current practices applied in classrooms utilizing the Montessori method today.				
		Compare the historical roots of Montessori perspective to current practices applied in classrooms utilizing the Montessori method today.				
	C D 67	Develop a comprehensive understanding of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in the Early Childhood programs.				
		Develop a comprehensive understanding of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in the Early Childhood programs.				
	C D 68	Analyze various anti bias strategies that explore culture, language and gender that supports children and families in a diverse society.				
		Analyze various anti bias strategies that explore culture, language and gender that supports children and families in a diverse society.				
		Examine the development of social identities in diverse societies, comparing oppression and privilege as they apply to young children,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		families, and child care programs.				
		Examine the development of social identities in diverse societies, comparing oppression and privilege as they apply to young children, families, and child care programs.				
	C D 69	Analyze the diversity of worldwide early childhood education patterns by comparing and contrasting ethnographic data from a selection of diverse cultures.				
		Analyze the diversity of worldwide early childhood education patterns by comparing and contrasting ethnographic data from a selection of diverse cultures.				
	C D 70	Examine the ages and stages of child development as it relates to their own child's behavior.				
		Examine the ages and stages of child development as it relates to their own child's behavior.				
	C D 71	Create prosocial environments that prevent discipline problems.				
		Create prosocial environments that prevent discipline problems.				
	C D 72	Develop knowledge of how to integrate family centered practice into the early care and education environment.				
		Develop knowledge of how to integrate family centered practice into the early care and education environment.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	C D 73	Analyze the impact of violence on the physical and psychological well being of adults and children in childhood setting.				
		Analyze the impact of violence on the physical and psychological well being of adults and children in childhood setting.				
	C D 74	Using a reflective practice model, identify the meaning of a child's behavioral concerns as well as the source of the problem including the possible contributing factors: environment, curriculum, individual development, temperament and relationships.				
		Using a reflective practice model, identify the meaning of a child's behavioral concerns as well as the source of the problem including the possible contributing factors: environment, curriculum, individual development, temperament and relationships.				
	C D 75	Investigate psychosocial development in infancy through early childhood.				
		Investigate psychosocial development in infancy through early childhood.				
	C D 77	Apply research strategies and techniques to complete a proposed project of study.				
		Apply research strategies and techniques to complete a proposed project of study.				
	C D 80	Verify the procedure of family childcare start-up.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Verify the procedure of family childcare start-up.				
	C D 90	Design and implement practical interventions and instructional strategies to promote development and growth.				
		Design and implement practical interventions and instructional strategies to promote development and growth.	Complete a task analysis for a particular activity			
Dept - (SSH) Economics	ECON 1	Critique existing economic theories about Business Cycles in Light of historical and current economic perspectives				
		Critique existing economic theories about Business Cycles in Light of historical and current economic perspectives	Multiple Choice questions and short answer/questions were used to assess the various SLO's.	80% or better met this criterion successfully.		Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions
		Critique existing economic theories about Business Cycles in Light of historical and current economic perspectives	Multiple Choice questions and short answer/questions were used to assess the various SLO's.	80% or better met this criterion successfully.		Plan is to slightly modify the course evaluation procedure to make it more smooth.
		Critique existing economic theories about Business Cycles in Light of historical and current economic perspectives	Multiple Choice questions and short answer/questions were used to assess the various SLO's.	The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 4 sections, 3 traditional classes and 1 online class. The success (C grade or better) ranged between 73%-91%. For online class success was 78%.	Target Met across the board. Continue with similar assessment methods.	Target met in all sections. Develop more critical analysis method of assessment.
		Demonstrate a basic understanding of the workings of the US Economy and its				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		institutions in a Global Context.				
		Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context.	Multiple Choice questions and short answer/questions were used to assess the various SLO's.	75% -90% of the students met the success criterion for this SLO's. However, there were a few outliers in 1 section.		Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions
		Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context.	Multiple Choice questions and short answer/questions were used to assess the various SLO's.	75% -90% of the students met the success criterion for this SLO's. However, there were a few outliers in 1 section.		Plan is to slightly modify the course evaluation procedure to make it more smooth.
		Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context.	Multiple Choice questions and short answer/questions were used to assess the various SLO's.	The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 4 sections, 3 traditional classes and 1 online class. The success (C grade or better) ranged between 70%-91%. For online class success was 92%. Even though success criterion was met for all traditional classes, it was met at a lower range for one of them.	The difference in success rate between 2 traditional classes needs to be explored in future department meetings.	Target met in all sections. Develop more critical analysis method of assessment.
		Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.				
		Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.	Multiple Choice questions and short answer/questions were used to assess the various SLO's	SLO4:There were 2 major components of this SLO. The monetary policy component was addressed quite successfully. However, within fiscal policy, a few in depth questions were not very well analyzed by one section.		Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions.
		Evaluate fiscal and monetary	Multiple Choice questions and	SLO4:There were 2 major		For addressing the fiscal policy

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.	short answer/questions were used to assess the various SLO's	components of this SLO. The monetary policy component was addressed quite successfully. However, within fiscal policy, a few in depth questions were not very well analyzed by one section.		component in depth concern, more practice and time will be devoted through online component of the course.
		Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.	Multiple Choice questions and short answer/questions were used to assess the various SLO's	The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 4 sections, 3 traditional classes and 1 online class. The success (C grade or better) ranged between 73%-91%. For online class success was 78%.	Target met in all sections. Develop more critical analysis method of assessment.	Target met in all sections. Develop more critical analysis method of assessment.
		students understand that competitive markets are usually best suited to allocating limited resources in most efficient way				
		students understand that competitive markets are usually best suited to allocating limited resources in most efficient way	Multiple Choice questions and short answer/questions were used to assess the various SLOs.	In all the sections assessed for ECON1, Students performance in meeting SLO1 was outstanding and surpassed expectations.	75% -90% of the students met the success criterion for this SLO's. However, there were a few outliers in 1 section. The discussion revealed that some questions were misinterpreted and some careless mistakes were also made in reading the questions. Revisit the few questions in one specific assignment/exam that were prone to misinterpretation by some students.	Emphasize basic skills and workshops like how to take tests with less stress. How to avoid careless mistakes on multiple choice questions
		students understand that competitive markets are usually best suited to allocating limited resources in most efficient way	Multiple Choice questions and short answer/questions were used to assess the various SLOs.	In all the sections assessed for ECON1, Students performance in meeting SLO1 was outstanding and surpassed expectations.	75% -90% of the students met the success criterion for this SLO's. However, there were a few outliers in 1 section. The discussion revealed that some questions were misinterpreted and some careless mistakes were also made in reading the	Plan is to slightly modify the course evaluation procedure to make it more smooth.



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		students understand that competitive markets are usually best suited to allocating limited resources in most efficient way	Multiple Choice questions and short answer/questions were used to assess the various SLOs.	In all the sections assessed for ECON1, Students performance in meeting SLO1 was outstanding and surpassed expectations.	questions. Revisit the few questions in one specific assignment/exam that were prone to misinterpretation by some students.	Plan is to slightly modify the course evaluation procedure to make it more smooth.
		students understand that competitive markets are usually best suited to allocating limited resources in most efficient way	Multiple Choice questions and short answer/questions were used to assess the various SLOs.	In all the sections assessed for ECON1, Students performance in meeting SLO1 was outstanding and surpassed expectations.	75% -90% of the students met the success criterion for this SLO's. However, there were a few outliers in 1 section. The discussion revealed that some questions were misinterpreted and some careless mistakes were also made in reading the questions. Revisit the few questions in one specific assignment/exam that were prone to misinterpretation by some students.	The difference in success rate between 2 traditional classes needs to be explored in future department meetings.
ECON 2		Apply the tools of 'Economic Analysis' to understand human interaction and social issues ranging from business strategic decision making to economics of global warming.				
		Apply the tools of 'Economic Analysis' to understand human interaction and social issues ranging from business strategic decision making to economics of global warming.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) for the traditional classes ranged between 90%-93%. For the online class success criteria was met for short answer questions, online multiple choice questions, graphical exercises, analyses of articles, but for the short essay the success rate was not met (64%).	The short essay is an important component of critical thinking. The post assessment cycle meeting revealed the need for more feedback for students. This suggests the need for additional resources to achieve this objective.	
		Apply the tools of 'Economic Analysis' to understand human interaction and social issues ranging from business strategic decision making to economics of global warming.	Different multiple choice questions, short answer,	The success criterion was not met in any of the sections. The		Emphasize basic skills and workshops like

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		interaction and social issues ranging from business strategic decision making to economics of global warming.	graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	overall average was around 62%.		How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions.
		Apply the tools of 'Economic Analysis' to understand human interaction and social issues ranging from business strategic decision making to economics of global warming.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	The success criterion was not met in any of the sections. The overall average was around 62%.		Since the success criterion for this SLO was not met as described above, several options especially in relation to course evaluation procedure can be and will be explored. These could include more intense practice assignments. The end of the term paper results could also be part of this SLO assessment .
		Develop a critical way of thinking to make optimal decisions in everyday life using marginal benefit, marginal cost concepts.				
		Develop a critical way of thinking to make optimal decisions in everyday life using marginal benefit, marginal cost concepts.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	3 out of 4 sections showed outstanding results for meeting the success criterion for this SLO. For one of the sections, this SLO was assessed at multiple levels so the results were diffused.		Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions.
		Develop a critical way of thinking to make optimal decisions in everyday life using marginal benefit, marginal cost concepts.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	3 out of 4 sections showed outstanding results for meeting the success criterion for this SLO. For one of the sections, this SLO was assessed at multiple levels so the results were diffused.		To improve the efficacy of the success criterion for this SLO in one of the section, more focused assignments will be used in the future assessment.
		Develop a critical way of thinking to make optimal decisions in everyday life	Different multiple choice questions, short answer, graphical questions, group	The success criterion for this outcome was defined as 70% of students scoring 70% or	Target generally met as measured by multiple choice and short answer methods of	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		using marginal benefit, marginal cost concepts.	exercises, short essays were used by various instructors to assess this outcome.	better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 85%-87%. For the online class success criterion for short answer questions was generally met (89%), except for a question relating to present value.	assessments.	
		Evaluate whether market efficiency exists using the model of supply and demand.				
		Evaluate whether market efficiency exists using the model of supply and demand.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	In all 4 sections, this success criterion was met. For one of the sections, the results were around 88%.	The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 77%-87%. For online class the success criteria was met (87%) but for one of the traditional classes it was not met (65%). For the online class success criteria was met for group exercises, short answer questions, true/false multiple choice questions, but was not met for the short essay component (64%).	Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions.
		Evaluate whether market efficiency exists using the model of supply and demand.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	In all 4 sections, this success criterion was met. For one of the sections, the results were around 88%.	The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 77%-87%. For online	The plan is to aim the questions even more specific to this SLO. For one of the sections, a short paper results will also be used in the next phase to assess this SLO in addition to the multiple choice questions.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Evaluate whether market efficiency exists using the model of supply and demand.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	In all 4 sections, this success criterion was met. For one of the sections, the results were around 88%.	class the success criteria was met (87%) but for one of the traditional classes it was not met (65%). For the online class success criteria was met for group exercises, short answer questions, true/false multiple choice questions, but was not met for the short essay component (64%).	The plan is to aim the questions even more specific to this SLO. For one of the sections, a short paper results will also be used in the next phase to assess this SLO in addition to the multiple choice questions.
		Evaluate whether market efficiency exists using the model of supply and demand.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	In all 4 sections, this success criterion was met. For one of the sections, the results were around 88%.	The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 77%-87%. For online class the success criteria was met (87%) but for one of the traditional classes it was not met (65%). For the online class success criteria was met for group exercises, short answer questions, true/false multiple choice questions, but was not met for the short essay component (64%).	The shortfall in Short essay reflects the need for more feedback. Here, an Instructional Associate providing continuous feedback for students to hone their critical analysis skills for short essays would be really helpful.
		Students will demonstrate the knowledge about how markets work and what happens in the presence of market imperfections.				
		Students will demonstrate the knowledge about how markets work and what happens in the presence of market imperfections.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	Overall, all sections met the success criterion. However, for 3 sections, this criterion was just met whereas in the 4th section, this was a resounding success with an overall grade of 95%.	The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 71%-85%.	Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will demonstrate the knowledge about how markets work and what happens in the presence of market imperfections.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	Overall, all sections met the success criterion. However, for 3 sections, this criterion was just met whereas in the 4th section, this was a resounding success with an overall grade of 95%.	The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 71%-85%.	multiple choice questions.
		Students will demonstrate the knowledge about how markets work and what happens in the presence of market imperfections.	Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome.	Overall, all sections met the success criterion. However, for 3 sections, this criterion was just met whereas in the 4th section, this was a resounding success with an overall grade of 95%.	The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 71%-85%.	The short essay is an important component of critical thinking. The post assessment cycle meeting revealed the need for more feedback for students. This suggests the need for additional resources to achieve this objective.
ECON 78I		Critique classical and neo-classical economic theories in light of behavior and experimental findings.				
		Critique classical and neo-classical economic theories in light of behavior and experimental findings.				
		Demonstrate an understanding of current economic technique and theories and their application to current economic issues.				
		Demonstrate an understanding of current economic technique and theories and their application to current economic issues.				
		Demonstrate through experiments and in-class				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		analysis the changes in economic understanding over time.				
		Demonstrate through experiments and in-class analysis the changes in economic understanding over time.				
Dept - (SSH) Education	EDUC 1	Demonstrate an understanding of Howard Gardner's Multiple Intelligences in the elementary classroom.				
		Demonstrate an understanding of Howard Gardner's Multiple Intelligences in the elementary classroom.				
		Identify and explain the responsibilities and professional commitments expected of an elementary classroom teacher.				
		Identify and explain the responsibilities and professional commitments expected of an elementary classroom teacher.				
Dept - (SSH) Geography	GEO 1	Demonstrate understanding of the scientific method by identifying theories, evidence and hypotheses to explain earth processes and the impact of humans on the environment.				
		Demonstrate understanding of the scientific method by identifying theories, evidence and hypotheses to explain earth processes and the impact of humans on the environment.	The assessment for this SLO was an assignment with a series of questions which required students to use the concepts of the theory of plate tectonics to identify types of plate boundaries, describe the boundary interactions, explain the processes involved and			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate understanding of the scientific method by identifying theories, evidence and hypotheses to explain earth processes and the impact of humans on the environment.	analyze the landforms and ocean floor formations that resulted from these processes. The students had to refer to their class discussion notes, textbook readings, atlas and course packet maps and they had to read an online article published by the US Geological Survey. The assignment questions included specific examples of plate boundary interactions. The assignment was worth 50 points, which was 10% of the overall course grade.			
		Explain the causes of seasonal changes and differentiate between seasons in the Northern and Southern Hemispheres.				
		Explain the causes of seasonal changes and differentiate between seasons in the Northern and Southern Hemispheres.	In order to determine the extent to which students understand the role of factors that control seasonal changes, students had to answer a diagram question on the 1st Mid-Term exam. The study guide for the exam included the diagram question, so students were aware that they would have to draw and label the diagram on their test.			
		Synthesize and apply weather and climate variables.				
		Synthesize and apply weather and climate variables.	The assessment for this SLO was an assignment with a series of questions which required students to define, describe and analyze weather variables and patterns. Each question was assigned a point weight and the total number of points for the assignment was 55, which is 11% of the course			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Synthesize and apply weather and climate variables.	grade. Included in the set of questions were climate graphs, where students were required to read the graph, understand the trends, describe the trends and patterns and analyze what temperature factors contributed to the particular pattern for that particular weather station (city).			
	GEO 10	Students will be able to demonstrate understanding of the dynamics of population change, resource distribution, global economics and culture, and political conflicts in designated regions.				
		Students will be able to demonstrate understanding of the dynamics of population change, resource distribution, global economics and culture, and political conflicts in designated regions.				
		Students will be able to explain and analyze the interaction and interdependence of physical and human landscapes in major geographic realms.				
		Students will be able to explain and analyze the interaction and interdependence of physical and human landscapes in major geographic realms.				
		Students will be able to identify and apply geographic themes to describe the major geographic regions of the world.				
		Students will be able to				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		identify and apply geographic themes to describe the major geographic regions of the world.				
	GEO 4	Analyze global demographic trends and patterns and their relation to other elements of culture.				
		Analyze global demographic trends and patterns and their relation to other elements of culture.	The assessment tool for this SLO was a take-home, essay assignment where students described and analyzed population pyramid graphs and population data about two countries. Prior to the take-home essay assignment, we discussed in class, the various demographic indicators used to analyze population trends. We discussed how the the population pyramid graph is constructed. We examined population policies of China, India, Kenya and the United States, and students did an in-class graded activity where each group was assigned a population pyramid graph for a particular country and had to describe and analyze the trends. The students worked in groups of 4-5. This was the practice session leading up to the take-home essay.			
		Apply knowledge of cultural differences and resource distribution to possible solutions of global, regional and local conflicts.				
		Apply knowledge of cultural differences and resource distribution to possible solutions of global, regional and local conflicts.	The assessment tool for this SLO was an essay question on the 2nd mid-term exam. The essay question was given to students in advance, so they had time to prepare for it.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Apply knowledge of cultural differences and resource distribution to possible solutions of global, regional and local conflicts.	The students had 2 choices for this question and they had to select one of the two. The topics were as follows. 1. The Israeli-Palestinian conflict analyzed from geographic perspectives such as, resource distribution (e.g.fresh water) and the location of holy sites in Jerusalem and "migrant" settlements in territories. 2. African American internal migration patterns in the United States during the 20th Century, and how/why it differs from mainstream migration trends.			
		Map global variations in human cultures and analyze the origins and diffusion of those cultures.				
		Map global variations in human cultures and analyze the origins and diffusion of those cultures.	The assessment tool for this SLO was an essay question on the 2nd mid-term exam. The essay question was given to students in advance, so they had time to prepare for it. The topic was the origin and diffusion of a major world religion. In class, we discussed the beliefs, the origin and the worldwide diffusion of Hinduism, Buddhism, Judaism, Christianity and Islam. Each student had a worksheet in her/his course packet with a set of leading questions which we discussed and then students proceeded to complete the worksheet in class in small groups of 4-5. We did this exercise for each of the religions listed above. The students also filled out outline			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Map global variations in human cultures and analyze the origins and diffusion of those cultures.	maps of the world showing the diffusion (spread) of religions. For the mid-term, the students got to choose any one of the religions and write an essay about it. The format of the essay was shaped after the worksheet and I handed students a rubric with detailed instructions on the specific sub-topics to include in their analyses.			
	GEO 5	Analyze geographic patterns of California's diverse population.				
		Analyze geographic patterns of California's diverse population.				
		Critically evaluate the impact of California's modern economic activities on the physical and/or cultural environments.				
		Critically evaluate the impact of California's modern economic activities on the physical and/or cultural environments.				
		Identify California's geographic provinces, appraise their significance and investigate their interconnectedness.				
		Identify California's geographic provinces, appraise their significance and investigate their interconnectedness.				
Dept - (SSH) History	HIST 2	Students will demonstrate and apply knowledge of historical and various other disciplinary approaches to the study of California, and based on these approaches, will assess the challenges of public policy				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (SSH) History	HIST 2	decision-making in California.				
		Students will demonstrate and apply knowledge of historical and various other disciplinary approaches to the study of California, and based on these approaches, will assess the challenges of public policy decision-making in California.	During both Fall Quarter 2010 and Winter Quarter 2011, I assigned essay exams as well as a brief research paper for History 2; in these assignments, students were expected to: 1) demonstrate their understanding of historical issues related to public policy decision making in California, and 2) show their ability to analyze primary and secondary sources in California history. In addition, I tested the students on California geography to ensure their mastery of basic knowledge in this area related to history. Brief oral presentations by students on their research were also required.	It was clear from the essays and research papers completed by students that those who had appropriate preparation in college-level reading and writing could do well on these assignments. However, those who had not yet passed courses in college-level reading and writing struggled with analytical essays and basic college-level research. Students' knowledge of California geography (related to historical, public policy, and environmental issues) did improve during the quarter as they were retested in this area. The majority of students did well in orally presenting their research findings regarding a California public policy issue; I did see a correlation between students who had inadequate preparation in college-level reading and writing and those who had difficulty with clear oral presentation of research results.	Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis to ensure that students have completed the reading and writing requirements necessary to do well in college-level courses. To help expedite student progress toward degrees, certificates, and transferring, realistic and specific reading and writing requirements should also be required during a student's first quarter and first year, unless the student has placed out through an assessment test or its equivalent.	
		Students will demonstrate the capacity to critically engage, evaluate, and employ primary and secondary source materials in the area of California Studies and to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		construct historical analyses based on these materials.				
		Students will demonstrate the capacity to critically engage, evaluate, and employ primary and secondary source materials in the area of California Studies and to construct historical analyses based on these materials.				
	HIST 3A	Students will demonstrate and apply knowledge of the earliest World history through 750 CE to construct defensible statements of meaning and evaluation about this period's developments.				
		Students will demonstrate and apply knowledge of the earliest World history through 750 CE to construct defensible statements of meaning and evaluation about this period's developments.	Assessment: quizzes, exams.	Since geography is a key element in learning world history, map assignments were expanded. This process ensured that students were not only learning global locations, but were able to refer to such locations in their written analysis of diverse civilizations in world history.	The lack of world history courses in many high schools, and the lack of attention to world geography in pre-collegiate education, makes the community college world history course all the more important in ensuring that our students have both an analytical and geographical understanding of our diverse global community.	Students' knowledge of African and Middle Eastern geography, from Egypt and Mesopotamia (present-day Iraq) to Kush Nubia and West Africa in the early period of world history, were emphasized in order for students to consider the importance of these civilizations in the past and their relevance to current historical debates.
		Students will identify, critically evaluate, and interpret primary documents from the earliest World history through 750 CE to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret primary documents from the earliest World history through 750 CE to construct historical analysis.	In-class essay.	Analytical essay	jkgklgflglgl;	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Assessment: written evaluation and interpretation of primary documents.	In-class essay.	Analytical essay	jkgklgflglgl;	
		Students will identify, critically evaluate, and interpret primary documents from the earliest World history through 750 CE to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.	In-class essay.	The growth of environmental change in early world history was added to an in-class essay assignment as a category for student analysis based on primary sources. Data summary revealed that students had mastered new information and were able to construct evaluations of environmental issues in world history.	Incorporating environmental analysis into examination of early world civilizations reminds students of another important category of analysis in early world history. Student evaluation of primary sources revealed their understanding of the duration of environmental patterns in world history.	Examination of global geography and cross-cultural trade in relation to environmental issues was an added component in further exploration of this issue in world history.
	HIST 3B	Students will demonstrate and apply knowledge of World history from 750 CE to 1750 CE to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of World history from 750 CE to 1750 CE to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret World history primary documents from 750 CE to 1750 CE to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret World history primary documents				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		from 750 CE to 1750 CE to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
	HIST 3C	Students will demonstrate and apply knowledge of World history from 1750 CE to the present to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of World history from 1750 CE to the present to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret World history primary documents from 1750 to the present to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret World history primary documents from 1750 to the present to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
	HIST 4A	Students will demonstrate and apply knowledge of Western earliest history through the Greeks to construct defensible statements of meaning and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HIST 4A	evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of Western earliest history through the Greeks to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret Western earliest through Greek primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret Western earliest through Greek primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
	HIST 4B	Students will demonstrate and apply knowledge of the Roman Republic through the Middle Ages to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of the Roman Republic through the Middle Ages to construct defensible statements of				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret Roman through Middle Ages primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret Roman through Middle Ages primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
	HIST 4C	Students will demonstrate and apply knowledge of the Renaissance through the Enlightenment to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of the Renaissance through the Enlightenment to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret Renaissance through				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Enlightenment primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret Renaissance through Enlightenment primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
	HIST 4D	Students will demonstrate and apply knowledge of the French revolution through the 20th Century to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of the French revolution through the 20th Century to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret French Revolution through the 20th Century primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		evaluate, and interpret French Revolution through the 20th Century primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
	HIST 9	Students will demonstrate and apply knowledge of colonial and U.S. women's history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of colonial and U.S. women's history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.	Paper	During Spring Quarter 2012, I instituted a new assignment as well as a new rubric for the required paper in women's history. These new approaches to the paper were successful in ensuring that students were focused on, and accomplishing, more in-depth analysis of the assigned primary and secondary source readings.	It was clear from the papers completed by students that those who had appropriate preparation in college-level reading and writing could do well on these assignments. However, those who had not yet passed courses in college-level reading and writing struggled with analytical essays and basic college-level work.	Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and wiring requirements necessary to do well in college-level courses.
		Students will identify, critically evaluate, and interpret primary documents from colonial and U.S. women's history to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret primary documents from colonial and U.S. women's history to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.	In-class essay	In Spring Quarter 2012, I continued requiring students to bring rough drafts of their final essays to a review session, where they also shared their different versions of main arguments and reviewed interpretations of primary sources. This effectively	It was clear from the final exam essays that those students who had appropriate preparation in college-level reading and writing could do well on these assignments. However, those who had not yet passed courses in college-level reading and writing	Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will identify, critically evaluate, and interpret primary documents from colonial and U.S. women's history to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.	In-class essay	instituted advance preparation and thus higher success rates for students.	struggled with analytical essays and basic college-level work.	requirements necessary to do well in college-level courses.
	HIST 10	Students will demonstrate and apply knowledge of Native American through the present California history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of Native American through the present California history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret Native American through present California primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret Native American through present California primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HIST 107W	Students will comprehend and demonstrate knowledge of a selected California community and evaluate its significance in California history. Assessment: Quizzes, exams, papers, or class discussion.				
		Students will comprehend and demonstrate knowledge of a selected California community and evaluate its significance in California history. Assessment: Quizzes, exams, papers, or class discussion.				
		Students will identify, evaluate, and interpret primary sources, including historic sites or structures related to a select community. Assessment: Written evaluation and interpretation.				
		Students will identify, evaluate, and interpret primary sources, including historic sites or structures related to a select community. Assessment: Written evaluation and interpretation.				
		Students's historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Essays, papers, or personal statements.				
		Students's historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Essays, papers, or personal statements.				
	HIST 17A	Students will demonstrate and apply knowledge of Colonial				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HIST 17A	era through 1800 U.S. to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of Colonial era through 1800 U.S. to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.	Primary document paper	Assessment Data Summary Box: 70 students performed the assignment, and the average score was 78.6 of 100 points possible, a score representing either about a high C or low B letter grade. According to the assignment's assessment rubric, a C grade (78-66 points) signifies a satisfactorily developed thesis and use of 2-3 major informational categories addressing the topic, while a B grade signifies a clear, well developed thesis and presentation of 3 main informational categories. A C grade reflects use of a "satisfactory, decent" number of historical factual examples supporting the thesis, and a B essay contains a "good number" of historical examples for evidence. A C essay may contain some factual errors or misunderstandings, while a B essay contains few or no errors	Overall, students demonstrated satisfactory-to-good knowledge of a large body of information (from an important figure's autobiography) about early American history. Furthermore, students used that knowledge competently and capably to construct defensible statements of meaning and evaluation in answering the assignment's analytic question. Overall, students met our department's expectations of proficiency and student success.	None recommended
		Students will identify, critically evaluate, and interpret Colonial era through 1800 U.S. primary documents to construct historical analysis. Assessment: written evaluation and interpretation				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		of primary documents. Students will identify, critically evaluate, and interpret Colonial era through 1800 U.S. primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.	paper			
	HIST 17B	Students will demonstrate and apply knowledge of the 19th century U.S. to construct defensible statements of meaning and evaluation about this period's developments.				
		Students will demonstrate and apply knowledge of the 19th century U.S. to construct defensible statements of meaning and evaluation about this period's developments.				
		Students will identify, critically evaluate, and interpret 19th century U.S. primary documents to construct analysis.				
		Students will identify, critically evaluate, and interpret 19th century U.S. primary documents to construct analysis.				
		Students' historical knowledge and understanding will enable them to be informed, engaged citizens.				
		Students' historical knowledge and understanding will enable them to be informed, engaged citizens.				
	HIST 17C	During spring quarter 2012, I had my two classes of Hist 17 C write papers based on a primary document reader. The students wrote two papers,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HIST 17C	<p>with a minimum of five pages. They were provided questions and also told to analyze the documents and explain their significance, without my questions. Combined the two classes contained over 100 students.</p> <p>I found first, students did much better in their analysis when they were given questions to read and answer. Their own questions and analysis, in general, missed the primary focus of each document.</p> <p>The papers provided an insight into students' capabilities as well. For example, one document was an analysis of President Roosevelt's speech after the bombing of Pearl Harbor. Most students clearly understood this speech and could explain the main points. However, when they were asked why did the Japanese attack other people and states after Pearl Harbor, for the most part they did not connect this to their building an empire. Even though this was discussed in class and the text talked about it.</p> <p>Another document on the the Nixon Watergate Tapes was interesting because the students for the most part, 90%, could see that the president was involved in the cover up based on the tapes. Other students, 10-12%, could not see this and made</p>				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HIST 17C	<p>excuses for Nixon or said the president was not involved as he was president. The office of president clearly had influence on what students could see in a primary document.</p> <p>Students were clearly able to do some analysis. Most students 70% got a B or more on these assignments. To get a B required some analysis. Many received A's, 35%. The students in general were successful in their analysis.</p>				
		<p>During spring quarter 2012, I had my two classes of Hist 17 C write papers based on a primary document reader. The students wrote two papers, with a minimum of five pages. They were provided questions and also told to analyze the documents and explain their significance, without my questions. Combined the two classes contained over 100 students.</p> <p>I found first, students did much better in their analysis when they were given questions to read and answer. Their own questions and analysis, in general, missed the primary focus of each document.</p> <p>The papers provided an insight into students' capabilities as well. For example, one document was an analysis of President Roosevelt's speech after the bombing of Pearl Harbor. Most students clearly understood</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>this speech and could explain the main points. However, when they were asked why did the Japanese attack other people and states after Pearl Harbor, for the most part they did not connect this to their building an empire. Even though this was discussed in class and the text talked about it.</p> <p>Another document on the the Nixon Watergate Tapes was interesting because the students for the most part, 90%, could see that the president was involved in the cover up based on the tapes. Other students, 10-12%, could not see this and made excuses for Nixon or said the president was not involved as he was president. The office of president clearly had influence on what students could see in a primary document.</p> <p>Students were clearly able to do some analysis. Most students 70% got a B or more on these assignments. To get a B required some analysis. Many received A's, 35%. The students in general were successful in their analysis.</p>				
		In Spring 2012, the final exam was given in one section of my 17C class in which students were to write an exam question that required an analysis and for students to be able to identify relevant factual information. They also had to write statements of meaning				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>about this period's development, the post world war II era. The question the students answered was: "In his domestic policy with Civil Rights, Truman was ahead of his time. Please explain why he supported Civil Rights and give examples of his actions. What were the outcomes for President Truman, especially in the election of 1948?"</p> <p>Students had to 1. explain the several reasons Truman supported civil rights, connect this, for example, to the cold war era and to his domestic policy agenda. 2. give examples and 3. Then in their analysis show what happened to the President in the election of 1948. 4. Students also had to use a primary document in this analysis as well.</p> <p>A grade of C was given if there was a good reflection of the factual history but no analysis or connection between the Civil Rights issue and Truman's outcome in 1948. A and B grades were given for seeing connections between the Civil Rights agenda and how this affected Truman in the election of 1948. The top A's were given to students who used the primary document effectively. 62% of students who wrote on this question got grades of A and Bs and 25% got Cs.</p> <p>In Spring 2012, the final exam was given in one section of my 17C class in which students</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>were to write an exam question that required an analysis and for students to be able to identify relevant factual information. They also had to write statements of meaning about this period's development, the post world war II era. The question the students answered was: "In his domestic policy with Civil Rights, Truman was ahead of his time. Please explain why he supported Civil Rights and give examples of his actions. What were the outcomes for President Truman, especially in the election of 1948?"</p> <p>Students had to 1. explain the several reasons Truman supported civil rights, connect this, for example, to the cold war era and to his domestic policy agenda. 2. give examples and 3. Then in their analysis show what happened to the President in the election of 1948. 4. Students also had to use a primary document in this analysis as well.</p> <p>A grade of C was give if there was a good reflection of the factual history but no analysis or connection between the Civil Rights issue and Truman's out come in 1948. A and B grades were given for seeing connections between the Civil right s agenda and how this effected Truman in the election of 1948. The top A's were given to students who used the primary document effectively. 62% of</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		students who wrote on this question got grades of A and Bs and 25% got Cs.				
		Students will demonstrate and apply knowledge of the 20th century U.S. to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will demonstrate and apply knowledge of the 20th century U.S. to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		Students will identify, critically evaluate, and interpret 20th century U.S. primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.				
		Students will identify, critically evaluate, and interpret 20th century U.S. primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.	Papers written based on primary documents.			
	HIST 51W	Students will comprehend and demonstrate knowledge of selected topics in California political and diplomatic history and evaluate their significance				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HIST 51W	to California history overall. Assessment: Quizzes, exams, papers, or class discussion.				
		Students will comprehend and demonstrate knowledge of selected topics in California political and diplomatic history and evaluate their significance to California history overall. Assessment: Quizzes, exams, papers, or class discussion.				
		Students will identify, evaluate, and interpret primary sources including historic sites. Assessment: Written evaluation and interpretation.				
		Students will identify, evaluate, and interpret primary sources including historic sites. Assessment: Written evaluation and interpretation.				
		Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Papers or written personal statements.				
		Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Papers or written personal statements.				
	HIST 52W	Students will comprehend and demonstrate knowledge of selected topics in California transportation history and evaluate its significance to California history overall. Assessment: Quizzes, exams, papers, or class discussion.				
		Students will comprehend and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		demonstrate knowledge of selected topics in California transportation history and evaluate its significance to California history overall. Assessment: Quizzes, exams, papers, or class discussion.				
		Students will identify, evaluate, and interpret primary sources, including historic sites. Assessment: Written evaluation and interpretation.				
		Students will identify, evaluate, and interpret primary sources, including historic sites. Assessment: Written evaluation and interpretation.				
		Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Essays, papers, or personal statements.				
		Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Essays, papers, or personal statements.				
	HIST 53W	Students will comprehend and demonstrate knowledge of one or more California historical sites or monuments, and evaluate their significance in California history. Assessment: Quizzes, exams, papers, or class discussion.				
		Students will comprehend and demonstrate knowledge of one or more California historical				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		sites or monuments, and evaluate their significance in California history. Assessment: Quizzes, exams, papers, or class discussion.				
		Students will identify, evaluate, and interpret primary sources, including historic sites or structures. Assessment: Written evaluation and interpretation.				
		Students will identify, evaluate, and interpret primary sources, including historic sites or structures. Assessment: Written evaluation and interpretation.				
		Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Essays, papers, or personal statements.				
		Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Essays, papers, or personal statements.				
	HIST 54W	Students will comprehend and demonstrate knowledge of one or more significant Californians and evaluate their importance in California history. Assessment: Quizzes, exams, papers, or class discussion.				
		Students will comprehend and demonstrate knowledge of one or more significant Californians and evaluate their importance in California				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		history. Assessment: Quizzes, exams, papers, or class discussion.				
		Students will identify, evaluate, and interpret primary sources, including historic sites or structures. Assessment: Written evaluation and interpretation.				
		Students will identify, evaluate, and interpret primary sources, including historic sites or structures. Assessment: Written evaluation and interpretation.				
		Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California related issues. Assessment: Essays, papers, or personal statements.				
		Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California related issues. Assessment: Essays, papers, or personal statements.				
Dept - (SSH) Humanities	HUMI 1	Cultivate and demonstrate an awareness of the power of creativity and the potential of the creative process through direct involvement.				
		Cultivate and demonstrate an awareness of the power of creativity and the potential of the creative process through direct involvement.	Course embedded assessment in the form of a question on the final exam.	The course embedded assessment was used in two sections of Humi 1, each at approximately 70 students. All students in both sections demonstrated knowledge on the subject, but the quality of the reflections varied greatly. In the 8:30 section, 43% of students demonstrated very	The course embedded assessment worked well. It helped the instructors understand clearly student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning	Three strategies will be utilized to enhance student success. 1. The SLO will be clearly explained to students at the beginning of the quarter and will be revisited throughout the quarter. 2. CATs (Classroom Assessment Techniques) will be used periodically throughout the quarter to measure student

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Cultivate and demonstrate an awareness of the power of creativity and the potential of the creative process through direct involvement.	Course embedded assessment in the form of a question on the final exam.	complex understanding of the question, 27% of the students demonstrated better than satisfactory understanding of the question, 15% of the students demonstrated satisfactory understanding of the question, 10% of the students demonstrated less than satisfactory understanding of the question and 2% of the students demonstrated very little understanding of the question. In the 11:30 section, 33% of the students demonstrated very complex understanding of the question, 24% of the students demonstrated better than satisfactory a understanding of the question, 33% of the students demonstrated satisfactory understanding of the question, 6% of the students demonstrated less than satisfactory understanding of the question, and 1% of the students demonstrated much less than satisfactory understanding of the question. Interestingly, the 8:30 section demonstrated greater variance from the mean.	experiences. The outcome was measurable in a very clear way and it will be used again. This type of assessment could easily be adapted to other courses and outcomes. Ideally, all students would demonstrate a very complex understanding of the learning outcome? but we were very satisfied to see that almost all students had a satisfactory or above answer to our measurement tool.	progress. 3. Students will prepare for their assessment by doing in class writing and discussion.
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students synthesize their	Course embedded	The course embedded	The course embedded	The primary strategy that will

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.	assessment in the form of a final project completed during week 11 of the quarter. The project was completed by students, documented through a worksheet, discussed in class collaboratively, and finally turned into the instructor for assessment.	assessment was used in two sections of Humi 1, each at approximately 70 students. In the 8:30 section, 62% of students demonstrated very complex abilities, 27% of the students demonstrated better than satisfactory abilities, 5% of the students demonstrated satisfactory abilities, 3% of the students demonstrated less than satisfactory abilities and 3% of the students demonstrated very little ability. In the 11:30 section, 46% of the students demonstrated very complex abilities, 27% of the students demonstrated better than satisfactory abilities, 10% of the students demonstrated satisfactory abilities, 12% of the students demonstrated less than satisfactory abilities, and 4% of the students demonstrated much less than satisfactory abilities.	assessment worked well. It helped the instructors understand clearly student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again.	be utilized to improve student success will be a more efficient emphasis to the students on the importance of the project in the demonstration of their success in the course. More time needs to be taken when the assignment is made to emphasize the social change component of the assignment and to offer students the chance to collectively strategize.
	HUMI 10	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and	Course embedded assessment in the form of an essay on an exam.	50 students responded to the SLO question worth 194 points. There was one perfect score. 7 students score 150 ? 193. 7 students scored 100 ? 149. 7 students scored 50 ? 99. 28 students scored 0 ?	Not what I expected since students could prepare their response in advance. Only 15 students had the text where this information came from. The question really challenged the generally held perspective	Have mentioned and illustrated required text several times during the quarter. Designated a whole class period to focus on the aspect that is crucial to this question. Will use several examples before the final.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		cultivate their capacity for personal, as well as social change.	Course embedded assessment in the form of an essay on an exam.	49.	of most students Believe I didn't go over one aspect of the question enough in class. Many not have provided enough time for students to really address the question even though they could prepare in advance? There was a lot of material on the exam.	Change by reducing the amount of material covered on the final exam. Next year, supplemental material will be a part of the text for the course.
		Students will critique the complexities within each religious tradition in order to engage others in meaningful dialogue regarding values and controversies.				
		Students will critique the complexities within each religious tradition in order to engage others in meaningful dialogue regarding values and controversies.				
		Students will facilitate understanding between persons of various religious traditions.				
		Students will facilitate understanding between persons of various religious traditions.	Course embedded assessment in the form of a discussion following a film.	After showing a video, students of different religious perspectives came together to share and discuss their views. Out of 85 students, 32 said this was instrumental in their understanding of other religious beliefs; 15 said not useful; 38 said somewhat useful. Of the 38 somewhat useful: 16 were really saying yes; 14 said somewhat because they shared the same view; 8 said no.	I was surprised by the outcome, since I put together the groups based on religious differences. What surprised me the most were those who stated "somewhat" since their explanations for this perspective demonstrated that they were avoiding the exercise, in some instances. And, with others of this perspective, I was surprised that because they had the same conclusion or perspective they concluded that the exercise was somewhat useful as compared to useful.	1. Share results with students; 2. Discuss culture/religion and opinion versus religious beliefs; 3. Discuss the fear of controversy in relation to obstacles to Critical Thinking and 4. Model an acceptable approach.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HUMI 15	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge and practice active agency.				
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge and practice active agency.				
	HUMI 16	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students will analyze the dynamic relationship between contemporary culture, artistic expression, and individual assumptions, beliefs and values.				
		Students will analyze the dynamic relationship between contemporary culture, artistic expression, and individual				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		assumptions, beliefs and values.				
	HUMI 18	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students will recognize and facilitate the understanding that the telling of history is both a dynamic and a subjective process.				
		Students will recognize and facilitate the understanding that the telling of history is both a dynamic and a subjective process.				
		Students will recognize, assemble, and appraise the assumptions underlying Western perspectives and values as a cultural belief system.				
		Students will recognize, assemble, and appraise the assumptions underlying Western perspectives and values as a cultural belief system.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HUMI 2	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge and practice active agency.				
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge and practice active agency.				
	HUMI 20	Demonstrate how Greek culture has influenced the world.				
		Demonstrate how Greek culture has influenced the world.	Course embedded assessment in the form of a final presentation. The project was completed by students in the form of a creative presentation and individual essay. The presentation was assessed in class and the essay was turned in to the instructor for assessment.	For this project, 47% of the students demonstrated complex abilities and understanding, 35% of the students demonstrated above satisfactory abilities and understanding, 18% of the students demonstrated satisfactory abilities and understanding. No students demonstrated below satisfactory abilities and understanding or very little ability and understanding.	Results were as expected, indicating that the assessment worked well. It not only served as a learning opportunity, but a teaching opportunity for the students. The exercise provided a measurable assessment and would be used again in the future.	It did become clear that more emphasis needs to be spent helping the students to understand the initial phase of the project. Many did not think carefully before choosing which modern day pieces to analyze. When the assignment is given a discussion on the reasoning behind the exercise could be given to give the students a better understanding of how they should approach it.
		Evaluate the impact of other cultures on Greek society.				
		Evaluate the impact of other cultures on Greek society.	Course embedded assessment in the form of weekly blog posts. The project was complete by students in the form of critical thinking responses to articles posted on the course website. The blog comment entries were assessed by the instructor on a weekly basis.	For this project, 40% of the students demonstrated complex abilities and understanding, 24% of the students demonstrated above satisfactory abilities and understanding, 5% of the students demonstrated satisfactory abilities and understanding, 16% of the students demonstrated below	While results were less than expected, the assessment worked well. It served to reinforce critical thinking skills outside of instructor lead classroom discussion. It also helped the instructor to understand which outcomes needed more focus before the next assessment. The exercise provided a	More time needs to be spent helping the students understand the importance of the critical thinking component of the assignment. It could be more effective to have a weekly discussion of the blog responses at the beginning and end of each week.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Evaluate the impact of other cultures on Greek society.	Course embedded assessment in the form of weekly blog posts. The project was complete by students in the form of critical thinking responses to articles posted on the course website. The blog comment entries were assessed by the instructor on a weekly basis.	satisfactory abilities and understanding, and 15% of the students demonstrated very little ability and understanding.	measurable assessment and would be used again in the future.	More time needs to be spent helping the students understand the importance of the critical thinking component of the assignment. It could be more effective to have a weekly discussion of the blog responses at the beginning and end of each week.
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.	Course embedded assessment in the form of a collection of analyses of contemporary film, architecture, and art. The project was completed by students in the form of a ?portfolio? of cultural pieces, objective analysis and brief research for future use. The ?portfolio? was turned in to the instructor for assessment.	For this project, 65% of the students demonstrated complex abilities and understanding, 30% demonstrated above satisfactory abilities and understanding, and 5% demonstrated satisfactory abilities and understanding. No students demonstrated below satisfactory abilities and understanding or very little ability and understanding.	Results were as expected, indicating that the assessment worked well. The exercise provided a measurable assessment and would be used again in the future.	It did become clear that more time needs to be spent helping the students to understand the purpose of the project. Many did not choose pieces that were engaging for their own interests. When the assignment is given, a discussion on the reasoning behind the exercise could be given to give the students a better understanding of how they should approach it.
	HUMI 5	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students synthesize their critical thinking, imaginative,				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students will identify, facilitate, and communicate the various components of storytelling among the different ethnic groups within the United States during the 20th and 21st centuries.				
		Students will identify, facilitate, and communicate the various components of storytelling among the different ethnic groups within the United States during the 20th and 21st centuries.				
	HUMI 6	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.	Course embedded assessment in the form of a final project completed during week 11 of the quarter. The project was completed by student, documented online in their user account, presented in class with collaborative discussion, and finally reviewed later online by the instructor.	The course embedded assessment was used in the only section of Humi 6, with an enrollment of 45 students. 38 students demonstrated very complex abilities, 4 students demonstrated better than satisfactory abilities, 1 student demonstrated satisfactory abilities, and 1 student did not complete the project.	The course embedded assessment worked well. It helped the instructor understand clearly student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used	The primary strategy that will be utilized to improve student success will be a more efficient emphasis to the students on the importance of the project in the demonstration of their success in the course. More time needs to be taken when the assignment is made to emphasize the social change component of the assignment and to offer students the chance to collectively

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.	Course embedded assessment in the form of a final project completed during week 11 of the quarter. The project was completed by student, documented online in their user account, presented in class with collaborative discussion, and finally reviewed later online by the instructor.	The course embedded assessment was used in the only section of Humi 6, with an enrollment of 45 students. 38 students demonstrated very complex abilities, 4 students demonstrated better than satisfactory abilities, 1 student demonstrated satisfactory abilities, and 1 student did not complete the project.	again.	strategize.
		Students will interpret the value and meaning of the "texts" of popular culture in order to characterize the functions of pop culture media as not only entertainment but political and social commentary and artifacts of historical context.				
		Students will interpret the value and meaning of the "texts" of popular culture in order to characterize the functions of pop culture media as not only entertainment but political and social commentary and artifacts of historical context.	Course embedded assessment in the form of an essay question on the final exam.	The course embedded assessment was used in the only section of Humi 6, with an enrollment of 45 students. 13 students demonstrated very complex understanding of the question, 17 students demonstrated better than satisfactory understanding of the question, 7 students demonstrated satisfactory understanding of the question, and 3 students demonstrated very little understanding of the question.	The course embedded assessment worked well. It helped the instructor understand clearly student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again. This type of assessment could easily be adapted to other courses/outcomes. Ideally all students would demonstrate a very complex understanding of the learning outcome? but we were very satisfied to see that almost all students had satisfactory or above answers to our measurement tool.	Three strategies will be utilized to enhance student success. 1. The SLO will be clearly explained to students at the beginning of the quarter and will be revisited throughout the quarter. 2. CATs (Classroom Assessment Techniques) will be used periodically throughout the quarter to measure student progress. 3. Students will prepare for their assessment by doing in class writing and discussion.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	7	critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students will interpret and communicate the correlations between creativity, spirituality and artistic expression.				
		Students will interpret and communicate the correlations between creativity, spirituality and artistic expression.				
	HUMI 9	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.				
		Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		cultivate their capacity for personal, as well as social change.				
		Students will critique the complexities within each religious tradition in order to engage others in meaningful dialogue regarding values and controversies.				
		Students will critique the complexities within each religious tradition in order to engage others in meaningful dialogue regarding values and controversies.				
		Students will facilitate understanding between persons of various religious traditions.				
		Students will facilitate understanding between persons of various religious traditions.				
Dept - (SSH) Paralegal Studies	PARA 64	Explain the organization, function, and tasks of an agency that utilizes paralegals.				
		Explain the organization, function, and tasks of an agency that utilizes paralegals.				
	PARA 84	Define the rules of evidence regarding admissibility at trial.				
		Define the rules of evidence regarding admissibility at trial.				
		Demonstrate knowledge of both criminal and civil discovery practices and procedures.				
		Demonstrate knowledge of both criminal and civil discovery practices and procedures.				
		Outline and demonstrate the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		various roles a paralegal can take in the trial process.				
		Outline and demonstrate the various roles a paralegal can take in the trial process.				
	PARA 85	Demonstrate an understanding of the various types of Intellectual Property, including the general legal principles of each.				
		Demonstrate an understanding of the various types of Intellectual Property, including the general legal principles of each.				
		Identify and use the appropriate governing laws.				
		Identify and use the appropriate governing laws.				
		Outline the appropriate procedures required for each form of Intellectual Property.				
		Outline the appropriate procedures required for each form of Intellectual Property.				
	PARA 86	Apply correct sources of law to hypothetical fact scenerios.				
		Apply correct sources of law to hypothetical fact scenerios.				
		Demostrate ability to locate and outline case law.				
		Demostrate ability to locate and outline case law.				
		Develop proper legal writing skills and formats.				
		Develop proper legal writing skills and formats.				
	PARA 87	Demonstrate an understanding of the applicable areas of law for personal injury and tort law.				
		Demonstrate an				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		understanding of the applicable areas of law for personal injury and tort law.				
		Evaluate the role of the paralegal in the context of personal injury/tort litigation.				
		Evaluate the role of the paralegal in the context of personal injury/tort litigation.				
		Identify and prepare appropriate documents for various stages of personal injury and tort litigation.				
		Identify and prepare appropriate documents for various stages of personal injury and tort litigation.				
	PARA 88	Analyze fact patterns to identify the ethical problems contained therein and determine the applicable actions required to resolve the issues.				
		Analyze fact patterns to identify the ethical problems contained therein and determine the applicable actions required to resolve the issues.				
		Identify and describe the applicable governing professional responsibility rules and identify where they are located.				
		Identify and describe the applicable governing professional responsibility rules and identify where they are located.				
	PARA 89	Analyze the rights and obligations of landlords and tenants in California.				
		Analyze the rights and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		obligations of landlords and tenants in California.				
		Outline the procedures for prosecuting an Unlawful Detainer action in California.				
		Outline the procedures for prosecuting an Unlawful Detainer action in California.				
	PARA 91A	Analyze the current role of the paralegal in the family law court process.				
		Analyze the current role of the paralegal in the family law court process.				
		Compare and contrast the various legal avenues available for the formation and dissolving of marriages in California.				
		Compare and contrast the various legal avenues available for the formation and dissolving of marriages in California.				
		Demonstrate an understanding of how California family law is applied both in the state and the world wide.				
		Demonstrate an understanding of how California family law is applied both in the state and the world wide.				
	PARA 92A	Compare and contrast the different types of California business organizations.				
		Compare and contrast the different types of California business organizations.				
		Outline the processes for formation and dissolution of each type of California				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		business organization.				
		Outline the processes for formation and dissolution of each type of California business organization.				
		Recommend the correct course of action based on hypothetical fact scenerios regarding business formation.				
		Recommend the correct course of action based on hypothetical fact scenerios regarding business formation.				
	PARA 92B	Demonstrate an understanding of the history of securities regulations and its impact on today's law.				
		Demonstrate an understanding of the history of securities regulations and its impact on today's law.				
		Describe the methods and phases of distribution of securities.				
		Describe the methods and phases of distribution of securities.				
		Differentiate between the Federal and State security regulations and requirements.				
		Differentiate between the Federal and State security regulations and requirements.				
	PARA 93	Analyze the current role of the paralegal in the bankruptcy process.				
		Analyze the current role of the paralegal in the bankruptcy process.				
		Compare and contrast the various the various types of Bankruptcy actions.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compare and contrast the various the various types of Bankruptcy actions.				
		Demonstrate an understanding of the property rights and liabilities of both debtors and creditors in a bankruptcy proceeding.				
		Demonstrate an understanding of the property rights and liabilities of both debtors and creditors in a bankruptcy proceeding.				
	PARA 94	Demonstrate knowledge of the different legal systems at work in the state of California.				
		Demonstrate knowledge of the different legal systems at work in the state of California.				
		Differentiate between the various substantive areas of law applicable in California.				
		Differentiate between the various substantive areas of law applicable in California.				
		Outline the hierarchy and court procedures of the courts with jurisdiction in California.				
		Outline the hierarchy and court procedures of the courts with jurisdiction in California.				
	PARA 95	Analyze factual situations in relationship to concepts of the major areas of substantive law in America.				
		Analyze factual situations in relationship to concepts of the major areas of substantive law in America.				
		Demonstrate knowledge of the American judicial system and process, utilizing appropriate legal terminology.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate knowledge of the American judicial system and process, utilizing appropriate legal terminology.				
		Demonstrate the ability to read case law and statutory law.				
		Demonstrate the ability to read case law and statutory law.				
	PARA 96A	Demonstrate an understanding of the organization and heirarchy of published legal materials.				
		Demonstrate an understanding of the organization and heirarchy of published legal materials.				
		Demonstrate the ability to locate and analyze various substantative and procedural laws.				
		Demonstrate the ability to locate and analyze various substantative and procedural laws.				
		Prepare and critique various analytical legal memorandums.				
		Prepare and critique various analytical legal memorandums.				
	PARA 96B	Analyze complex hypothetical facts and appropriately indentify the appropriate facts, disputes and legal issues.				
		Analyze complex hypothetical facts and appropriately indentify the appropriate facts, disputes and legal issues.				
		Analyze hypothetical case factsin order to conduct applicable legal research, and prepare approproiate legal memorandum.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze hypothetical case facts in order to conduct applicable legal research, and prepare appropriate legal memorandum.				
		Demonstrate the ability to identify and locate legal sources using electronic research.				
		Demonstrate the ability to identify and locate legal sources using electronic research.				
	PARA 96C	Demonstrate an understanding of where and how to conduct legal research on fee-based sources.				
		Demonstrate an understanding of where and how to conduct legal research on fee-based sources.				
		Establish knowledge and skills of a basic understanding of legal research and investigation on the Internet.				
		Establish knowledge and skills of a basic understanding of legal research and investigation on the Internet.				
		Identify and locate various free sources for legal information on the internet.				
		Identify and locate various free sources for legal information on the internet.				
	PARA 97A	Demonstrate knowledge and location of the appropriate rules and procedures governing litigation pleadings.				
		Demonstrate knowledge and location of the appropriate rules and procedures governing litigation pleadings.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate knowledge of both pre- and post-commencement of litigation procedures and rules.				
		Demonstrate knowledge of both pre- and post-commencement of litigation procedures and rules.				
		Outline and demonstrate the various roles a paralegal can take in civil litigation.				
		Outline and demonstrate the various roles a paralegal can take in civil litigation.				
	PARA 97B	Demonstrate knowledge of appellate rules, procedures and pleadings.				
		Demonstrate knowledge of appellate rules, procedures and pleadings.				
		Demonstrate knowledge of civil discovery rules, procedures and pleadings.				
		Demonstrate knowledge of civil discovery rules, procedures and pleadings.				
		Outline the steps necessary to prepare for trial.				
		Outline the steps necessary to prepare for trial.				
	PARA 98	Analyze the current role of the paralegal in the estates and trusts legal practice.				
		Analyze the current role of the paralegal in the estates and trusts legal practice.				
		Demonstrate an ability to identify and prepare the appropriate documents required based various fact scenerios.				
		Demonstrate an ability to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		identify and prepare the appropriate documents required based various fact scenerios.				
		Demonstrate an understanding of the substantive legal principles controlling wills and trusts in the state of California.				
		Demonstrate an understanding of the substantive legal principles controlling wills and trusts in the state of California.				
	PARA 99	Analyze specific legal problems relating to California probate law and procedures.				
		Analyze specific legal problems relating to California probate law and procedures.				
		Correlate California probate proceedings and relevant probate forms.				
		Correlate California probate proceedings and relevant probate forms.				
		Demonstrate an understanding of the substantive legal principles regulating California Probate Proceedings.				
		Demonstrate an understanding of the substantive legal principles regulating California Probate Proceedings.				
Dept - (SSH) Philosophy	PHIL 1	Comapare approaches and attempted solutions to these problems from a variety of philosophical traditions.				
		Comapare approaches and attempted solutions to these problems from a variety of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		philosophical traditions.				
		Defend an original position on at least one philosophical issue.				
		Defend an original position on at least one philosophical issue.				
		Describe the relevance of epistemological and metaphysical problems to contemporary popular concerns.				
		Describe the relevance of epistemological and metaphysical problems to contemporary popular concerns.				
		Identify and articulate philosophical problems pertaining to the nature of knowledge and reality.				
		Identify and articulate philosophical problems pertaining to the nature of knowledge and reality.				
	PHIL 10	Analyze and assess texts relevant to philosophy and democracy.				
		Analyze and assess texts relevant to philosophy and democracy.				
		Articulate and defend their own position on at least one philosophical issue related to democracy.				
		Articulate and defend their own position on at least one philosophical issue related to democracy.				
		Demonstrate an application of these tools to their own actions and decisions.				
		Demonstrate an application of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		these tools to their own actions and decisions.				
		Identify and analyze philosophical problems pertaining to the nature of democracy.				
		Identify and analyze philosophical problems pertaining to the nature of democracy.				
	PHIL 14A	Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Indian traditions.				
		Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Indian traditions.				
		Assess and analyze arguments and approaches to philosophical problems as found in Indian philosophical texts.				
		Assess and analyze arguments and approaches to philosophical problems as found in Indian philosophical texts.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Identify and assess the central figures, questions and themes of philosophy in Indian traditions.				
		Identify and assess the central				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		figures, questions and themes of philosophy in Indian traditions.				
	PHIL 14B	Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Chinese traditions.				
		Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Chinese traditions.				
		Assess and analyze arguments and approaches to philosophical problems as found in Chinese philosophical texts.				
		Assess and analyze arguments and approaches to philosophical problems as found in Chinese philosophical texts.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Identify and assess the central figures, questions and themes of philosophy in Chinese traditions.				
		Identify and assess the central figures, questions and themes of philosophy in Chinese traditions.				
	PHIL 14C	Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Japanese				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PHIL 14C	traditions.				
		Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Japanese traditions.				
		Assess and analyze arguments and approaches to philosophical problems as found in Japanese philosophical texts.				
		Assess and analyze arguments and approaches to philosophical problems as found in Japanese philosophical texts.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Identify and assess the central figures, questions and themes of philosophy in Japanese traditions.				
		Identify and assess the central figures, questions and themes of philosophy in Japanese traditions.				
	PHIL 2	Analyze and assess solutions to these problems from multiple philosophical positions.				
		Analyze and assess solutions to these problems from multiple philosophical positions.	An essay assignment will be given that requires students to apply philosophical theories to a hypothetical or real-world dilemma.			
		Articulate and defend your				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		own position on at least one issue in social and political philosophy.				
		Articulate and defend your own position on at least one issue in social and political philosophy.	An essay assignment is given where students are asked to take a position on a current political issue and defend this position with an original argument			
		Articulate and defend your own position on at least one issue in social and political philosophy.	An essay is assigned that requires students to take an original philosophical position on one of 4 topics.			
		Articulate and defend your own position on at least one issue in social and political philosophy.	An online forum will be used to require students to first articulate an original argument, and then critique an argument given by one of their peers			
		Identify and analyze the philosophical problems pertaining to social and political philosophy.				
		Identify and analyze the philosophical problems pertaining to social and political philosophy.	Specific exam questions will be selected that show students recognize basic concepts in social/political philosophy.			
	PHIL 20A	Articulate and defend one's own stance on at least one ancient philosophical problem, figure or theory.				
		Articulate and defend one's own stance on at least one ancient philosophical problem, figure or theory.				
		Assess and analyze arguments and approaches to philosophical problems as found in ancient philosophical texts.				
		Assess and analyze arguments and approaches to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		philosophical problems as found in ancient philosophical texts.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Identify and assess the central figures, questions and themes of ancient philosophy in the western tradition.				
		Identify and assess the central figures, questions and themes of ancient philosophy in the western tradition.				
	PHIL 20B	Articulate and defend one's own stance on at least one early modern philosophical problem, figure or theory.				
		Articulate and defend one's own stance on at least one early modern philosophical problem, figure or theory.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an "original argument"?students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average "argument" score was 81.8/100, which improved to 85/100 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assessment. It is of course difficult to develop "hard data" for an outcome like this, but the data gathered here did seem to reflect something in the way of improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO.	Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections. While some improvement was observed, the improvement was less dramatic than the improvement for SLO #2. There are several possible explanations for this. One pertains to the difficulty of constructing the arguments offered by other thinkers. If this is the case, then it would seem that student learning would benefit from at least one more argument-centered writing

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Articulate and defend one's own stance on at least one early modern philosophical problem, figure or theory.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an "original argument"?students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average "argument" score was 81.8/100, which improved to 85/100 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assessment. It is of course difficult to develop "hard data" for an outcome like this, but the data gathered here did seem to reflect something in the way of improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO.	<p>assignment in the course. As explained in the next column, however, current enrollment limits make this logistically impossible.</p> <p>The Kind of extensive comments needed to bring about these kinds of improvements requires a great deal of the instructor's time and focus. Large sections (in this case, 60+ students) make this extremely taxing. It has been document in several informal student surveys that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment?and that this lower enrollment is attributed in large part to the additional efforts that English instructors purportedly must put into the grading of written assignments?it seems that our paper-centered courses would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.</p>
		Assess and analyze arguments and approaches to philosophical problems as found in early modern philosophical texts.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Assess and analyze arguments and approaches to philosophical problems as found in early modern philosophical texts.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for "substantive accuracy;" students were expected to both accurately articulate the key components of theories and accurately apply them to a particular philosophical problem.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average "accuracy" score was 7.9/10, which improved to 9.2/10 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assessment. It is of course difficult to develop "hard data" for an outcome like this, but the data gathered here did seem to reflect something in the way of students' abilities to analyze theoretical models. The data suggests some improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO. Overall, I'm very happy with the result of this SLO.	<p>Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections.</p> <p>The Kind of extensive comments needed to bring about these kinds of improvements requires a great deal of the instructor's time and focus. Large sections (in this case, 60+ students) make this extremely taxing. It has been documented in several informal student surveys that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment and that this lower enrollment is attributed in large part to the additional efforts that English instructors purportedly must put into the grading of written assignments, it seems that our paper-centered courses would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses</p>

Exhibit an application of the concepts learned in this class to one's own existence in the

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		world. Exhibit an application of the concepts learned in this class to one's own existence in the world.	An "argument" paper was assigned to students, in which they were asked to provide a rigorous philosophical response to a topic of their own choosing. Typically, this meant that students responded to a philosophical claim that they found personally relevant in some way.	The average score on these papers was 81.1%. 8 of 50 students scored 90% or higher (corresponding to "excellent" work), 12 students scored between 80% and 90% (corresponding to "good" work), 9 scored between 75% and 80% (corresponding to "satisfactory" work), and 8 scored beneath 75% (corresponding to "not satisfactory" work).	A problem with this assessment led to a decision (during faculty reflection) that the SLO itself should be changed. It certainly seems that an assessment of this nature can be taken to demonstrate a student's ability to apply philosophical thinking to his/her own decision making. However, it cannot show that a student actually does apply such thinking to his/her own decision making. On reflection, the faculty agreed that this was actually closer to the aim of an appropriate SLO for the course (as explained below). Students did meet reasonable expectations for success here, but it was the SLO that yielded the least strong results overall.	The SLO will need to be revised as follows: "Demonstrate the ability to apply philosophical thinking to one's own personal decision making." To further enhance the extent to which this SLO is met, it would be a good idea to include more "argument paper" assignments into the course outline. As explained in previous remakes, however, current enrollment limits make this logistically unfeasible.  Course enrollment limits should be lowered or more sections offered.
		Identify and assess the central figures, questions and themes of early modern philosophy in the western tradition.				
		Identify and assess the central figures, questions and themes of early modern philosophy in the western tradition.	In order to determine the extent to which students were familiar with basic figures, questions, themes/problems in modern philosophy, I gave about four quizzes throughout the quarter. Such quizzes involved identification of the central theses and arguments of philosophers such as Descartes, Locke, Hume, Hobbes, and Kant.	The average was a solid B+ for the quiz component of the course.	Discussion among the department suggested that this was an authentic assessment of the SLO though by no means the only way to assess it. I'm not certain that this assessment method is appropriate for the other SLOs in the course (as they are more analysis-oriented). The outcome seems to reflect my initial intuitions while it seems that the majority of students did have a satisfactory understanding of basic ethical concepts, I suspected that	To enhance student understanding of basic moral theories, it may be a good idea to spend more time looking at applications of these theories to standard moral problems. Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in moral deliberation. Small-group discussions will be employed during the next iteration of the course in attempt to facilitate this enhancement.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Identify and assess the central figures, questions and themes of early modern philosophy in the western tradition.	In order to determine the extent to which students were familiar with basic figures, questions, themes/problems in modern philosophy, I gave about four quizzes throughout the quarter. Such quizzes involved identification of the central theses and arguments of philosophers such as Descartes, Locke, Hume, Hobbes, and Kant.	The average was a solid B+ for the quiz component of the course.	understanding of Kantian theory was a little lower than that of Utilitarian theory. Given the considerable complexity of the former theory, this is not entirely surprising. Overall, the data collected suggests that the SLO was met for the section?though there is absolutely room for improvement.	To enhance student understanding of basic moral theories, it may be a good idea to spend more time looking at applications of these theories to standard moral problems. Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in moral deliberation. Small-group discussions will be employed during the next iteration of the course in attempt to facilitate this enhancement.
	PHIL 20C	Articulate and defend one's own stance on at least one 19th and 20th century philosophical problem, figure or theory.				
		Articulate and defend one's own stance on at least one 19th and 20th century philosophical problem, figure or theory.				
		Assess and analyze arguments and approaches to philosophical problems as found in 19th and 20th century philosophical texts.				
		Assess and analyze arguments and approaches to philosophical problems as found in 19th and 20th century philosophical texts.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Exhibit an application of the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		concepts learned in this class to one's own existence in the world.				
		Identify and assess the central figures, questions and themes of 19th and 20th century philosophy in the western tradition.				
		Identify and assess the central figures, questions and themes of 19th and 20th century philosophy in the western tradition.				
	PHIL 24	Analyze and assess solutions to these problems from a variety of religious and philosophical traditions.				
		Analyze and assess solutions to these problems from a variety of religious and philosophical traditions.				
		Articulate and defend your own position on at least one issue related to the philosophy of religion.				
		Articulate and defend your own position on at least one issue related to the philosophy of religion.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Identify and analyze the philosophical problems pertaining to religion.				
		Identify and analyze the philosophical problems pertaining to religion.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PHIL 3	Analyze and assess a variety of rhetorical and argumentative texts.				
		Analyze and assess a variety of rhetorical and argumentative texts.				
		Demonstrate an application of these tools to one's own actions and decisions.				
		Demonstrate an application of these tools to one's own actions and decisions.				
		Develop your own complex arguments.				
		Develop your own complex arguments.				
		Identify and analyze a variety of rhetorical and argumentative techniques.				
		Identify and analyze a variety of rhetorical and argumentative techniques.				
	PHIL 4	Analyze and assess a variety of rhetorical and argumentative texts				
		Analyze and assess a variety of rhetorical and argumentative texts	This SLO is articulated very closely to SLO#1. The instructor interpreted the difference to refer to a closer analysis of student ability to distinguish between those forms of persuasion which provide legitimate reasons for accepting a belief, and those which do not. Accordingly, two assessments were embedded into the final exam. The first tested student ability to recognize arguments resting solely on rhetoric (i.e. providing no truth-conducive reasons for belief). The second tested student ability	For the 'rhetoric' portion, students exhibited an average score of 21/25 across both sections. For the 'validity' portion, students exhibited an average score of 17.5/25 across both sections	These data suggest that students were able to recognize rhetoric much more easily than they were able to recognize formal validity. Student performance can--and should--be improved for this second criterion in future sections of the course. Overall, however, results were satisfactory here.	Formal reasoning will be approached differently in future sections of the course. The instructor suspects that this kind of reasoning differs considerably from the kind of 'critical thinking' to which students are accustomed, and intends to experiment with different methods of introducing validity.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze and assess a variety of rhetorical and argumentative texts	to distinguish between valid and invalid deductive arguments.	For the 'rhetoric' portion, students exhibited an average score of 21/25 across both sections. For the 'validity' portion, students exhibited an average score of 17.5/25 across both sections	These data suggest that students were able to recognize rhetoric much more easily than they were able to recognize formal validity. Student performance can--and should--be improved for this second criterion in future sections of the course. Overall, however, results were satisfactory here.	Formal reasoning will be approached differently in future sections of the course. The instructor suspects that this kind of reasoning differs considerably from the kind of 'critical thinking' to which students are accustomed, and intends to experiment with different methods of introducing validity.
		Demonstrate an application of these tools to one's own actions and decisions				
		Demonstrate an application of these tools to one's own actions and decisions	The 'bottled water' assignment mentioned above was intended to provide students with an opportunity to reflect critically on a consumption choice likely to affect their own lives.	Quantitative data were not available using this method, but high-quality discussions did occur as a result of the 'bottled water' assignment.	Student submissions seemed to show that they have the ability to apply critical thinking tools to their own lives, but it is very difficult to imagine any assessment to show that they do in fact apply these tools in their lives.	During our discussion of the assessment, the faculty agree to amend the SLO as follows: "Demonstrate the ability to apply these tools to your own actions and decisions."
		Develop your own complex arguments				
		Develop your own complex arguments	Students' ability to cultivate original arguments was assessed in two ways. First, students were asked to submit a brief argumentative paper pertaining to the rationality of the consumption of bottled water. Second, students were frequently presented with in-class debate topics to provoke improvised arguments.	Unfortunately, it was difficult to collect much in the way of data here.	These methods provided a general sense that students improved in their ability to develop original arguments throughout the course.	Future sections of the course will alter the 'bottled water' assignment to include a detailed rubric, according to which student arguments will be assessed on the criteria of originality, coherence, and susceptibility to critical objections. This will facilitate the collection of data to better measure the SLO.
		Identify and analyze a variety of rhetorical and argumentative techniques				
		Identify and analyze a variety of rhetorical and argumentative techniques	Embedded within the final exam of the course was a section in which students were asked to identify rhetorical devices, logical fallacies, and	Section 04.02 exhibited an average score of 11.4/15 on this portion of the exam, while section 04.03 exhibited an average score of 12.7/15.	These results confirmed the instructor's suspicion that students had a working understanding of persuasive techniques, but that their	Future iterations of the course will focus more carefully on identifying persuasive techniques in lengthy media (news reports, textual

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Identify and analyze a variety of rhetorical and argumentative techniques	deductive arguments within a lengthy written passage. Students were scored according to their ability to both identify and explain the function of persuasive techniques.	These results confirmed the instructor's suspicion that students had a working understanding of persuasive techniques, but that their ability to describe the functions of these techniques could improve significantly. Results indicate that the SLO was met satisfactorily, but further improvement is certainly appropriate here.	ability to describe the functions of these techniques could improve significantly. Results indicate that the SLO was met satisfactorily, but further improvement is certainly appropriate here.	<p>passages, speeches). The section assessed here focused primarily on brief persuasive passages, which may not be as effective in cultivating student understanding.</p> <p>This course is taught more frequently than any other in the department, and is unfortunately offered in classrooms featuring inconsistent technological capabilities. Multimedia argumentative assessment is easy to facilitate in 'smart classrooms', but more difficult in lesser-equipped rooms (such as L28). The instructor continues to develop 'work around' strategies to deal with this, but installing a media cabinet in L28 would help significantly here.</p>
	PHIL 49	Analyze and assess texts relevant to women and philosophy.				
		Analyze and assess texts relevant to women and philosophy.				
		Analyze and defend one's own position on an issue relevant to women and philosophy.				
		Analyze and defend one's own position on an issue relevant to women and philosophy.				
		Exhibit an application of the concepts learned in this class to one's own existence in the world.				
		Exhibit an application of the concepts learned in this class				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to one's own existence in the world.				
		Identify and analyze issues relating to women and philosophy.				
		Identify and analyze issues relating to women and philosophy.				
	PHIL 7	Demonstrate an understanding of the proof differences between valid and invalid argument forms.				
		Demonstrate an understanding of the proof differences between valid and invalid argument forms.	Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on a series of quizzes that focused on truth tables. Students used these to test sequents for validity. In the event that a particular sequent was identified as valid, students constructed a proof for the sequent. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if improvement/learning took place.	Quizzes yielded an average score of 80%, which improved to 85% on the relevant section of the final exam.	Students did well in this area. While this does leave some room for further improvement, it suggests that the SLO is being effectively met in the current version of the course.	I introduced truth tables after introducing the rules of formal proof, and believe that scores may further improve if I reverse this order. I plan to try introducing truth tables first, in an effort to see if students better understand both truth tables and formal proofs.
		Demonstrate the ability to distinguish the deductive inferential function from the inductive inferential function in scientific methods.				
		Demonstrate the ability to distinguish the deductive	Unlike other philosophy courses, it seemed	Scores on the initial quiz yielded an average of 77.2%,	I believe that I spent less time addressing this SLO than the	I believe that I spent less time addressing this SLO than the

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		inferential function from the inductive inferential function in scientific methods.	appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on a quiz that contained examples of both deductive and inductive arguments. Students were asked to distinguish them according to these two categories.. The scores on this quiz were compared against the scores on the relevant sections of the midterm exam, in an effort to detect if improvement/learning took place.	which improved to 81% on the midterm exam.	others because of a belief that it would be more readily achieved. My results indicate that this is not the case, and that it will be a good idea to spend a few extra days reviewing examples of inductive arguments. I suspect that this will improve student performance considerably.	others because of a belief that it would be more readily achieved. My results indicate that this is not the case, and that it will be a good idea to spend a few extra days reviewing examples of inductive arguments. I suspect that this will improve student performance considerably.
		Exhibit analytical skills by demonstrating ability to perform multi-step deductive proofs.				
		Exhibit analytical skills by demonstrating ability to perform multi-step deductive proofs.	Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on quizzes that required students to construct formal proofs for valid sequents. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if improvement/learning took	Initial quiz scores for propositional proofs yielded an average of 62%, which improved to 80% on the relevant section of the midterm exam. Initial quiz scores for predicate proofs yielded an average of 73.5%, which improved to 80.2% on the relevant section of the final exam.	I was surprised to find that scores on predicate proofs were higher than those for propositional proofs, given the increased difficulty of the former. I attribute this to the fact that the propositional system was introduced first, and that by the time predicate proofs were introduced, students had better mastered fundamental rules for propositional operators.	I would like scores to be higher on the exams with respect to proofs. As indicated in my enhancement for SLO#2, I believe that by introducing truth tables before introducing the proof rules for the operators, understanding of the latter will improve the next time I teach the course.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Exhibit analytical skills by demonstrating ability to perform multi-step deductive proofs.	place.	Initial quiz scores for propositional proofs yielded an average of 62%, which improved to 80% on the relevant section of the midterm exam. Initial quiz scores for predicate proofs yielded an average of 73.5%, which improved to 80.2% on the relevant section of the final exam.	I was surprised to find that scores on predicate proofs were higher than those for propositional proofs, given the increased difficulty of the former. I attribute this to the fact that the propositional system was introduced first, and that by the time predicate proofs were introduced, students had better mastered fundamental rules for propositional operators.	I would like scores to be higher on the exams with respect to proofs. As indicated in my enhancement for SLO#2, I believe that by introducing truth tables before introducing the proof rules for the operators, understanding of the latter will improve the next time I teach the course.
		Identify and understand the translation of linguistic statements into symbolic notation.				
		Identify and understand the translation of linguistic statements into symbolic notation.	Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on two quizzes that contained several natural language sentences. Students were required to translate these into the languages of propositional and predicate logic. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if improvement/learning took place.	Propositional logic: The initial quiz showed an average score of 89%, which improved slightly to 91% by the time of the midterm exam.  Predicate logic: Initial quiz scores yielded an average of 53.3%, which improved to about 78% for the final exam.	Students did very well with the translation of sentences into propositional logic. The initial quiz showed an average score of 89%, which improved slightly to 91% by the time of the midterm exam. I take this to indicate that the majority of students had a firm grasp on this aspect of translation.  It appears that students had much more difficulty with predicate logic. Initial quiz scores yielded an average of 53.3%, which improved to about 78% for the final exam. While this does indicate considerable improvement, the final exam average still strikes me as low enough to raise concerns.	Discussions with my colleagues about this suggest that it may be a good idea to scale back the scope of student work in predicate translations. Because of the accelerated pace of the quarter system, it may be appropriate to focus exclusively on single-place predicate translations, as multi-place predicates seemed to cause most of the problems here. I plan to follow this recommendation in the next section of PHIL07 that I teach, and will introduce multi-place translations only in the event that students exhibit mastery over single-place predicates.
		Identify and understand the translation of linguistic statements into symbolic notation.	Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data	Quiz results for predicate translation yielded an average score of 85%--a significant improvement from the	It appears that scaling back the scope of coverage on predicate translation is appropriate for this course,	We will keep this model of predicate-translation instruction for now, and use the time that it 'frees up' in the quarter to focus

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Identify and understand the translation of linguistic statements into symbolic notation.	obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on two quizzes that contained several natural language sentences. Students were required to translate these into the languages of propositional and predicate logic. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if improvement/learning took place.	previous assessment cycle.	and seems to result in better student learning with respect to this SLO.	on more rigorous deductive proofs.
	PHIL 8	Analyze and assess arguments and approaches to these questions from a variety of traditions.				
		Analyze and assess arguments and approaches to these questions from a variety of traditions.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for "substantive accuracy"--students were expected to both accurately articulate the key components of moral theories and accurately apply them to a particular moral problem.	he scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'accuracy' score was 7.9/10, which improved to 9.2/10 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assesement. It is of course difficult to develop 'hard data' for an outcome like this, but the data gathered here did seem to reflect something in the way of students' abilities to analyze moral theories. The data suggests some improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO. Overall, I'm very happy with the result here.	<p>Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections.</p> <p>The kind of extensive comments needed to bring about these requires a great deal of the instructor's time and focus. Large sections (in this case, 50 students) make this extremely taxing. It has been documented in several informal student surveys, that these comments far exceed the rigor and detail of comments given</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze and assess arguments and approaches to these questions from a variety of traditions.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for "substantive accuracy"--students were expected to both accurately articulate the key components of moral theories and accurately apply them to a particular moral problem.	he scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'accuracy' score was 7.9/10, which improved to 9.2/10 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assesement. It is of course difficult to develop 'hard data' for an outcome like this, but the data gathered here did seem to reflect something in the way of students' abilities to analyze moral theories. The data suggests some improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO. Overall, I'm very happy with the result here.	in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment--and that this lower enrollment is attributed in large part to the additional effort that English instructors purportedly must put into the grading of written assignments--it seems that our paper-centered courses (including PHIL08) would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.
		Analyze and assess arguments and approaches to these questions from a variety of traditions.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for "substantive accuracy"--students were expected to both accurately articulate the key components of moral theories and accurately apply them to a particular moral problem.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'accuracy' score was 7.9/10, which improved to 9.2/10 by the end of the course.		
		Articulate and defend a personal stance on at least one of these questions and/or traditions.				
		Articulate and defend a personal stance on at least one of these questions and/or traditions.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'argument' score was 81.8		



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Articulate and defend a personal stance on at least one of these questions and/or traditions.	requirement for an "original argument"--students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	/100, which improved to 85/100 by the end of the course.		
		Articulate and defend a personal stance on at least one of these questions and/or traditions.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an "original argument"--students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'argument' score was 81.8/100, which improved to 85/100 by the end of the course.	<p>Faculty discussion seemed to approve of the authenticity of this assesement. It is of course difficult to develop 'hard data' for an outcome like this, but the data gathered here did seem to reflect something in the way of students' abilities to analyze moral theories. The data suggests some improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO.</p> <p>Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections. While some improvement was observed, the improvement was less dramatic than the improvement for SLO #2. There are several possible explanations for this. One pertains the difficulty of constructing original arguments--this may simply turn out to be more difficult</p>	The kind of extensive comments needed to bring about these requires a great deal of the instructor's time and focus. Large sections (in this case, 50 students) make this extremely taxing. It has been documented in several informal student surveys, that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment--and that this lower enrollment is attributed in large part to the additional effort that English instructors purportedly must put into the grading of written assignments--it seems that our paper-centered courses (including PHIL08) would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Articulate and defend a personal stance on at least one of these questions and/or traditions.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an "original argument"--students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'argument' score was 81.8/100, which improved to 85/100 by the end of the course.	than analyzing the arguments offered by other thinkers. If this is the case, then it would seem that student learning would benefit from at least one more argument-centered writing assignment in the course. As explained in the next column, however, current enrollment limits make this logistically impossible.	The kind of extensive comments needed to bring about these requires a great deal of the instructor's time and focus. Large sections (in this case, 50 students) make this extremely taxing. It has been documented in several informal student surveys, that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment--and that this lower enrollment is attributed in large part to the additional effort that English instructors purportedly must put into the grading of written assignments--it seems that our paper-centered courses (including PHIL08) would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.
		Formulate an application of this discourse to one's own personal decision making.				
		Formulate an application of this discourse to one's own personal decision making.	An "argument" paper was assigned to students, in which they were asked to provide a rigorous philosophical response to a topic of their own choosing. Typically, this meant that students responded to a moral claim that they found personally	I did it I did it I did it		

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Formulate an application of this discourse to one's own personal decision making.	relevant in some way.	I did it I did it I did it		
		Formulate an application of this discourse to one's own personal decision making.	An "argument" paper was assigned to students, in which they were asked to provide a rigorous philosophical response to a topic of their own choosing. Typically, this meant that students responded to a moral claim that they found personally relevant in some way.	The average score on these papers was 81.8%. 8 of 50 students scored 90% or higher (corresponding to 'excellent' work), 12 students scored between 80% and 90% (corresponding to 'good' work), 9 scored between 75% and 80% (corresponding to 'satisfactory' work), and 8 scored beneath 75% (corresponding to 'not satisfactory' work).		
		Formulate an application of this discourse to one's own personal decision making.				
		Formulate an application of this discourse to one's own personal decision making.	An "argument" paper was assigned to students, in which they were asked to provide a rigorous philosophical response to a topic of their own choosing. Typically, this meant that students responded to a moral claim that they found personally relevant in some way.	The average score on these papers was 81.8%. 8 of 50 students scored 90% or higher (corresponding to 'excellent' work), 12 students scored between 80% and 90% (corresponding to 'good' work), 9 scored between 75% and 80% (corresponding to 'satisfactory' work), and 8 scored beneath 75% (corresponding to 'not satisfactory' work).	A problem with this assessment led to a decision (during faculty reflection) that the SLO itself should be changed here. It certainly seems that an assessment of this nature can be taken to demonstrate a student's ability to apply moral thinking to his/her own decision making, but it cannot show that a student actually does apply moral thinking to his/her own decision making. On reflection, the faculty agreed that this was actually closer to the aim of an appropriate SLO for the course (as explained below). Students did meet reasonable expectations for success here, but it was the SLO that yielded the least strong results overall.	The SLO will need to be revised as follows: "Demonstrate the ability to apply moral thinking to one's own personal decision making." To further enhance the extent to which this SLO is met, it would be a good idea to include more 'argument paper' assignments into the course outline. As explained in previous remarks, however, current enrollment limits make this logistically unfeasible.
		Identify and analyze central questions about right action and/or the good life.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Identify and analyze central questions about right action and/or the good life.	In order to determine the extent to which students were familiar with basic themes/problems in ethics, I included a few short answer questions on a final exam that were designed to reflect a fundamental awareness of two key moral theories (utilitarianism and Kantianism).	The average score on the first question was 4.2 of 5. The average score on the second question was 3.4. I aimed for a target of 3 or higher. Only one student (of 50 in the section) missed the target for the first question, while 8 missed the target for the second.		To enhance student understanding of basic moral theories, it may be a good idea to spend more time looking at applications of these theories to standard moral problems. Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in moral deliberation. Small-group discussions will be employed during the next iteration of the course in attempt to facilitate this.
		Identify and analyze central questions about right action and/or the good life.	In order to determine the extent to which students were familiar with basic themes/problems in ethics, I included a few short answer questions on a final exam that were designed to reflect a fundamental awareness of two key moral theories (utilitarianism and Kantianism).	The average score on the first question was 4.2 of 5. The average score on the second question was 3.4. I aimed for a target of 3 or higher. Only one student (of 50 in the section) missed the target for the first question, while 8 missed the target for the second.	Discussion among the department suggested that this was an authentic assessment of the SLO--though by no means the only way to assess it. I'm not certain that this assessment method is appropriate for the other SLOs in the course (as they are more analysis-oriented).The outcome seems to reflect my initial intuitions--while it seems that the majority of students did have a satisfactory understanding of basic moral concepts, I have suspected that the understanding of Kantian theory was a little lower than that of utilitarianism. Given the considerable complexity of the former theory, this is not entirely surprising. Overall, the data collected suggests that the SLO was met for the section--though there is absolutely room for improvement here.	To enhance student understanding of basic moral theories, it may be a good idea to spend more time looking at applications of these theories to standard moral problems. Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in moral deliberation. Small-group discussions will be employed during the next iteration of the course in attempt to facilitate this.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
PHIL 9		Appraise texts relevant to the philosophy of science.				
		Appraise texts relevant to the philosophy of science.				
		Articulate and defend your own position on at least one issue related to the philosophy of science.				
		Articulate and defend your own position on at least one issue related to the philosophy of science.				
		Diagnose the applicability of science and scientific claims to contemporary decision-making.				
		Diagnose the applicability of science and scientific claims to contemporary decision-making.				
		Identify and analyze the major problems in the contemporary philosophy of science.				
		Identify and analyze the major problems in the contemporary philosophy of science.				
Dept - (SSH) Political Science	POLI 1	Students will assess the impact of political decisions on individuals and groups.				
		Students will assess the impact of political decisions on individuals and groups.	The last question on the multiple choice portion of the final exam includes all the SLOs for the class. Students are required to choose the best possible answer, which is d, "all of the above."	92% of students answered this question correctly.	While it would have been better if all students were able to respond correctly to this question (and thereby demonstrate their understanding of this SLO), the fact that 91% were able to do so indicates that a large percentage were able to do so.	The goal here will be to increase the percentage of students who can assess the impact of political decisions on individuals and groups.
		Students will demonstrate the capacity to effectively participate in the political				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		process.				
		Students will demonstrate the capacity to effectively participate in the political process.	The last question on the multiple choice portion of the final exam includes all the SLOs for the class. Students are required to choose the best possible answer, which is d, "all of the above."	92% of students answered this question correctly.	While it would have been better if all students were able to respond correctly to this question (and thereby demonstrate their understanding of this SLO), the fact that 91% were able to do so indicates that a large percentage were able to do so.	The goal here will be to increase the percentage of students who can demonstrate the capacity to effectively participate in the political process.
		Students will evaluate how political decisions are shaped by institutions and processes.				
		Students will evaluate how political decisions are shaped by institutions and processes.	The last question on the multiple choice portion of the final exam includes all the SLOs for the class. Students are required to choose the best possible answer, which is d, "all of the above."	92% of students answered this question correctly.	While it would have been better if all students were able to respond correctly to this question (and thereby demonstrate their understanding of this SLO), the fact that 91% were able to do so indicates that a large percentage were able to do so.	The goal here will be to increase the percentage of students who can evaluate how political decisions are shaped by institutions and processes.
	POLI 15	Students will identify and critically evaluate major conceptual issues regarding migration to and within the United States.				
		Students will identify and critically evaluate major conceptual issues regarding migration to and within the United States.				
		Students will identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.				
		Students will identify key events and experiences in the migration histories of African				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Americans, European Americans, Mexican Americans and Asian Americans.				
		Students will identify, critically evaluate, and compare contemporary legacy of migration histories.				
		Students will identify, critically evaluate, and compare contemporary legacy of migration histories.				
	POLI 16	Students will demonstrate the capacity to participate effectively in political processes and techniques common to social movements.				
		Students will demonstrate the capacity to participate effectively in political processes and techniques common to social movements.				
		Students will identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class and gender.				
		Students will identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class and gender.				
		Students will investigate and identify key events and experiences of major social protest movements since the 1960's.				
		Students will investigate and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		identify key events and experiences of major social protest movements since the 1960's.				
	POLI 17	Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.				
		Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.				
		Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.				
		Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.				
		Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.				
		Students will develop models for understanding and evaluating effective leadership				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.				
	POLI 2	Students will appraise how participation in the political process varies across political systems.				
		Students will appraise how participation in the political process varies across political systems.	A series of multiple choice questions on the final will be used to assess this SLO.			
		Students will appraise how participation in the political process varies across political systems.	Students will conduct a research project on a country of their choice.			
		Students will compare and assess the impact of political decisions on individuals and groups in various political systems.				
		Students will compare and assess the impact of political decisions on individuals and groups in various political systems.	A series of multiple choice questions on the final will be used to assess this SLO.			
		Students will compare and assess the impact of political decisions on individuals and groups in various political systems.	Students will conduct a research project on a country of their choice.			
		Students will compare and evaluate how political decisions are shaped by institutions and processes in various political systems.				
		Students will compare and evaluate how political decisions are shaped by institutions and processes in	A series of multiple choice questions on the final will be used to assess this SLO.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		various political systems.	A series of multiple choice questions on the final will be used to assess this SLO.			
		Students will compare and evaluate how political decisions are shaped by institutions and processes in various political systems.	Students will conduct a research project on a country of their choice.			
POLI 3		Students will assess the impact of political decisions on states, groups, and individuals in the international system.				
		Students will assess the impact of political decisions on states, groups, and individuals in the international system.	To assess this SLO, students were asked the following question on the final exam: Which of the following is true: a. political decisions in world politics are shaped by institutions and processes at various levels of analysis (individual, state, system). b. the impact of institutions and processes differs across individuals and states. c. individuals can effectively participate in international politics. d. all of the above. e. none of the above.	After analyzing the results, it turned out that 82% of the students answered this question correctly.	Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).	Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).
		Students will demonstrate the capacity to effectively participate in international politics.				
		Students will demonstrate the capacity to effectively participate in international politics.	To assess this SLO, students were asked the following question on the final exam: Which of the following is true: a. political decisions in world politics are shaped by institutions and processes at various levels of analysis	After analyzing the results, it turned out that 82% of the students answered this question correctly.	Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question	Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will demonstrate the capacity to effectively participate in international politics.	(individual, state, system). b. the impact of institutions and processes differs across individuals and states. c. individuals can effectively participate in international politics. d. all of the above. e. none of the above.	After analyzing the results, it turned out that 82% of the students answered this question correctly.	(and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).	(and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).
		Students will evaluate how political decisions are shaped by institutions and processes in the international system.				
		Students will evaluate how political decisions are shaped by institutions and processes in the international system.	To assess this SLO, students were asked the following question on the final exam: Which of the following is true: a. political decisions in world politics are shaped by institutions and processes at various levels of analysis (individual, state, system). b. the impact of institutions and processes differs across individuals and states. c. individuals can effectively participate in international politics. d. all of the above. e. none of the above.	After analyzing the results, it turned out that 82% of the students answered this question correctly.	Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).	Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).
	POLI 5	Students will demonstrate the capacity to critically analyze and apply political theory to contemporary issues.				
		Students will demonstrate the capacity to critically analyze and apply political theory to contemporary issues.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (SSH) Psychology	PSYC 1	Students will evaluate the major paradigms of political thought filtered through views on human nature and the good society.				
		Students will evaluate the major paradigms of political thought filtered through views on human nature and the good society.				
		Contrast the 5 main models (cognitive, behavioral, psychodynamic, biological, social-cultural) used to explain psychopathology and treatment.				
		Contrast the 5 main models (cognitive, behavioral, psychodynamic, biological, social-cultural) used to explain psychopathology and treatment.	Students will demonstrate their understanding of the differences of the 5 main models through group collaboration on a class assignment (in class or take home).			
		Create real life examples that show how psychology is present in many human endeavours.				
		Create real life examples that show how psychology is present in many human endeavours.	Students will describe at least two different examples in which they have observed psychological concepts/theories in their own lives. This can be measured by means of an essay exam, homework assignment or group work.			
		Describe the ways in which psychology is grounded in the scientific method.				
		Describe the ways in which psychology is grounded in the scientific method.	multiple choice test and essay home work assignment			
		Describe the ways in which psychology is grounded in the	Research methods questions on the final exam and written	75% of students answered the final questions correctly and		Clarification of the different types of research methods;

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		scientific method.	assignment to design a study	83% of students answered the design a study written assignment correctly.		perhaps an additional assignment that focuses on the different types of methods is needed.
		Describe the ways in which psychology is grounded in the scientific method.	Research methods questions on the final exam and written assignment to design a study	75% of students answered the final questions correctly and 83% of students answered the design a study written assignment correctly.		For the first part of this assessment, to increase the percentage to 80%, more emphasis on experiments is needed. Perhaps more homework or in-class work is needed.
		Will demonstrate by reference to supporting research, findings that underlie everyday knowledge and beliefs as they relate to psychology.				
		Will demonstrate by reference to supporting research, findings that underlie everyday knowledge and beliefs as they relate to psychology.	Homework assignment in which students are required to find a current, relevant article and apply course material.	90% of students successfully applied course content to a relevant article.	This assessment goal was met. No changes needed.	
	PSYC 12	Understand the historical contributions of women to psychology and understand how the field of psychology has changed to a more gender balanced field.				
		Understand the historical contributions of women to psychology and understand how the field of psychology has changed to a more gender balanced field.				
		Understand the specific research methods used in the field of psychology to study gender differences.				
		Understand the specific research methods used in the field of psychology to study gender differences.				
	PSYC 14	Exhibit and illustrate knowledge of how scientific methodology explains trends				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PSYC 14	and knowledge base exemplified within the research.				
		Exhibit and illustrate knowledge of how scientific methodology explains trends and knowledge base exemplified within the research.				
		Recognize and explain how issues of gender, class and race are direct influences on development.				
		Recognize and explain how issues of gender, class and race are direct influences on development.				
		Students will analyze and apply the major developmental theories in psychology including Freud, Erickson and Raget.				
		Students will analyze and apply the major developmental theories in psychology including Freud, Erickson and Raget.				
		Students will be able to discuss how theoretical processes and models are applied to their own lives.				
		Students will be able to discuss how theoretical processes and models are applied to their own lives.				
		Students will identify the cognitive, psychosocial and biological development of adolescence.				
		Students will identify the cognitive, psychosocial and biological development of adolescence.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PSYC 15	Calculate and apply linear regression, correlation, random sampling and probability analysis.				
		Calculate and apply linear regression, correlation, random sampling and probability analysis.	Multiple-choice questions on an exam.			
		Demonstrate and explain the fundamental concepts of descriptive and inferential statistics as well as the major assumptions and methods of scientific analysis.				
		Demonstrate and explain the fundamental concepts of descriptive and inferential statistics as well as the major assumptions and methods of scientific analysis.	Essay and multiple-choice questions on an exam.			
		Describe and calculate various methods of hypothesis testing from the basic student's T-test to analysis of variance.				
		Describe and calculate various methods of hypothesis testing from the basic student's T-test to analysis of variance.	Multiple-choice and essay questions on an exam.			
		Describe and demonstrate various measurement concepts appropriate to different types of research data.				
		Describe and demonstrate various measurement concepts appropriate to different types of research data.	Multiple-choice questions on an exam.			
		Describe the basic properties of the normal curve and standard scores.				
		Describe the basic properties of the normal curve and	Multiple-choice and essay questions on an exam.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		standard scores.	Multiple-choice and essay questions on an exam.			
		Graph and interpret basic frequency distributions, calculate and explain measures of central tendency and variability.				
		Graph and interpret basic frequency distributions, calculate and explain measures of central tendency and variability.	Multiple-choice questions on an exam.			
	PSYC 2	Demonstrate a basic understanding of learning, classical and operant conditioning and behavior modification applied to selected problems in education and psychology.				
		Demonstrate a basic understanding of learning, classical and operant conditioning and behavior modification applied to selected problems in education and psychology.	completion of the goal behavior of the laboratory animal as well as demonstrated knowledge of the learning paradigms on essay exams.			
		Demonstrate the ability to conduct an experimental project in learning and to write the experiment up in APA format.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate the ability to conduct an experimental project in learning and to write the experiment up in APA format.	Essay exam and APA project completion and presentation in class by APA group.			
		Describe the major fields and career areas of psychology with special attention given to academic preparation and occupational potential.				
		Describe the major fields and career areas of psychology with special attention given to academic preparation and occupational potential.	Students select an area of applied psychology occupationally to study and interview a current actively employed individual. The interview is presented in class.			
		Explain the basic elements of scientific design and methodology applied to problems in psychology.				
		Explain the basic elements of scientific design and methodology applied to	APA project design editing and completion			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		problems in psychology.	APA project design editing and completion			
	PSYC 24	Demonstrate understanding of the major structures and functions of the CNS.				
		Demonstrate understanding of the major structures and functions of the CNS.	Multiple-choice questions on an exam addressed this outcome, along with demonstrations on a sheep brain and identifying structures on a brain diagram on the final.	100% of the students, as expected were able to identify the 2 major divisions of the CNS. However, the average brain structure identification exam score was a 14/20. During in-class demonstrations, 85% of the students were able to identify the major structures.	The results suggest that overall a majority of the students met this goal, however to make sure more students are meeting this goal, additional homework assignments will be assigned.	<p>The results suggest that overall a majority of the students met this goal, however to make sure more students are meeting this goal, additional homework assignments will be assigned.</p> <p>Using sheep brains for demonstration purposes helps students learn in a hands-on way, instead of simply studying pictures; continued funding for the purchase of sheep brains is essential for this SLO.</p>
		Describe the different processes that form the biological basis of behavior.				
		Describe the different processes that form the biological basis of behavior.	Multiple-choice questions on an exam, along with short answer questions.	All students were able to address some parts but not all aspects.	I think I may need to be more specific in the SLO statement.	I think I may need to be more specific in the SLO statement.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Recognize and explain the research methods used specifically in psychobiological investigations and be able to understand when each is used and for what purpose.				
		Recognize and explain the research methods used specifically in psychobiological investigations and be able to understand when each is used and for what purpose.	Essay question and multiple-choice questions on exam.	Approximately 90% of students got the essay and multiple-choice questions correct. I noticed that the students that got these questions wrong confused recording techniques with imaging techniques. Students did very well on these questions, much better than I predicted.	The results suggest that my current teaching methods on this section are successful overall.	The results suggest that my current teaching methods on this section are successful overall.
	PSYC 3	Demonstrate the ability to conduct an experimental project in cognition using human subjects and write the experiment up in APA format.				
		Demonstrate the ability to conduct an experimental project in cognition using human subjects and write the experiment up in APA format.	The course long APA project involves complete experimental design and execution of a cognitive research project and group presentation of results and APA design write up as part of final grade.			
		Describe and contrast information processing,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		artificial intelligence and neural network models applied to problems in attention, sensation, pattern recognition and human learning, cognition and memory.				
		Describe and contrast information processing, artificial intelligence and neural network models applied to problems in attention, sensation, pattern recognition and human learning, cognition and memory.	Essay exams 1-3 assess all areas listed in this SLO.			
		Describe the major philosophical and historical influences that have shaped human experimental psychology.				
		Describe the major philosophical and historical influences that have shaped human experimental psychology.	Essay exam take home exam which is usually 6 pages typed and brought in with the in class essay. Worth 25pts			

Explain and describe the

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		ethical guidelines,basic methods and principles of research in the use of human subjects in experimental psychology and cognitive science.				
		Explain and describe the ethical guidelines,basic methods and principles of research in the use of human subjects in experimental psychology and cognitive science.	Completion of the Cozby homework chapter on use and ethics of research with human subjects. Also the successful demonstration in the APA research project.			
		Explain the basic elements of scientific design and methodology applied to problems in cognitive psychology.				
		Explain the basic elements of scientific design and methodology applied to problems in cognitive psychology.	complete in class laboratory project and also pass basic design exam 1 question.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PSYC 4	them to specific case studies.				
		Describe the different types of therapy and be able to apply them to specific case studies.				
		Explain the historical roots of abnormality and contrast them with current views.				
		Explain the historical roots of abnormality and contrast them with current views.				
		Explain the symptoms and causes of psychological disorders and compare and contrast them.				
		Explain the symptoms and causes of psychological disorders and compare and contrast them.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PSYC 5	Describe and apply the major personality theories to oneself, as well as to clinical and social cases.				
		Describe and apply the major personality theories to oneself, as well as to clinical and social cases.				
		Evaluate the assessment of personality.				
		Evaluate the assessment of personality.				
	PSYC 6	Apply basic constructs in humanistic, existential-phenomenological psychology to selected clinical and social problems.				
		Apply basic constructs in humanistic, existential-phenomenological psychology				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to selected clinical and social problems.				
		Critically compare the problems and implications of the creative growth movement, Gestalt approaches, with Eastern thought and humanistic psychology.				
		Critically compare the problems and implications of the creative growth movement, Gestalt approaches, with Eastern thought and humanistic psychology.				
		Demonstrate the application of traditional areas of contemporary psychology to the humanistic existential-phenomenological perspectives.				
		Demonstrate the application of traditional areas of contemporary psychology to the humanistic existential-phenomenological perspectives.				
		Explain major concepts, theories and methods of humanistic psychology				
		Explain major concepts, theories and methods of humanistic psychology				
	PSYC 60	Analyze and explain the inter-relationships among social psychological principles, individual differences, personality theory, and organizational behavior as related to individuals in organizations.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PSYC 60	Analyze and explain the inter-relationships among social psychological principles, individual differences, personality theory, and organizational behavior as related to individuals in organizations.				
		Compare and contrast major approaches to training individuals and how these relate to established psychological research.				
		Compare and contrast major approaches to training individuals and how these relate to established psychological research.				
		Compare and contrast major psychological approaches to the improvement of hiring and other personnel practices in organizations.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compare and contrast major psychological approaches to the improvement of hiring and other personnel practices in organizations.				
		Critically evaluate and explain the nature of scientific methodology and theory used by psychologists to study human behavior in the workplace and in other organized group settings.				
		Critically evaluate and explain the nature of scientific methodology and theory used by psychologists to study human behavior in the workplace and in other organized group settings.				
		Recognize the historical influence of psychology on the hiring and training of workers in a variety of employment settings.				
		Recognize the historical				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		influence of psychology on the hiring and training of workers in a variety of employment settings.				
	PSYC 64	Evaluate personal expectations and / or goals of the internship and reflect on personal goals for future occupation.				
		Evaluate personal expectations and / or goals of the internship and reflect on personal goals for future occupation.				
		Relate activity / program to class curriculum.				
		Relate activity / program to class curriculum.				
		Understand the importance of the community agency and the services the agency provides.				
		Understand the importance of the community agency and the services the agency provides.				
	PSYC 64X	Understand the importance of the community agency and services of the agency.				
		Understand the importance of the community agency and services of the agency.				
	PSYC 64Y	Understand the importance of the community agency and services of the agency.				
		Understand the importance of the community agency and services of the agency.				
	PSYC 64Z	Understand the importance of the community agency and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	PSYC 64Z	services of the agency.				
		Understand the importance of the community agency and services of the agency.				
	PSYC 67	Describe and explain the major methods of clinical intervention including the models of psychotherapy and other major specialties within clinical psychology.				
		Describe and explain the major methods of clinical intervention including the models of psychotherapy and other major specialties within clinical psychology.				
		Describe the current issues, educational preparation and research methods in clinical psychology.				
		Describe the current issues, educational preparation and research methods in clinical psychology.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Describe the historical and contemporary foundations of clinical psychology.				
		Describe the historical and contemporary foundations of clinical psychology.				
		Explain the current critical issues involved in the definition, classification and diagnosis of psychopathology.				
		Explain the current critical issues involved in the definition, classification and diagnosis of psychopathology.				
	PSYC 8	Apply knowledge of conformity, the self, group process, and conflict as abstracts to personal life.				
		Apply knowledge of conformity, the self, group process, and conflict as abstracts to personal life.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Discuss the historic relevance of social psychology as a sub discipline of psychology as a science.				
		Discuss the historic relevance of social psychology as a sub discipline of psychology as a science.				
		Identify the methodologies used in social psychology.				
		Identify the methodologies used in social psychology.				
	PSYC 9	Apply principles of psychology to one's own experience through evaluation of theory and self exploration.				
		Apply principles of psychology to one's own experience through evaluation of theory and self exploration.				
		Demonstrate knowledge core areas of Adjustment: responses to stress, communication, interpersonal relationships, gender differences, human sexuality.				
		Demonstrate knowledge core areas of Adjustment: responses to stress, communication, interpersonal relationships, gender differences, human sexuality.				
		Evaluate psychological theory based on cultural and gender issues, identifying the inconsistencies in logic, development of theory, gender and cultural limitations.				
		Evaluate psychological theory				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		based on cultural and gender issues, identifying the inconsistencies in logic, development of theory, gender and cultural limitations.				
Dept - (SSH) Sociology	SOC 1	The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.				
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.	A survey measuring attitudinal changes in students at the end of the quarter that demonstrate a sociological imagination	<p>Three sections of SOC1 were surveyed. Those sections had a central theme of food and the questions were designed to measure students' sociological imagination in relation to that theme.</p> <p>78% of students indicated that because of the class they considered where their food comes from quite a bit or much more than they did before</p> <p>78% of students agreed that their own personal choices are influenced by social forces outside their control.</p>	The survey findings suggest that students have adopted aspects of a sociological imagination by the end of taking SOC1. The picture is somewhat complicated because when asked in other ways, this sociological imagination "comes and goes." 44% of students, when asked what is the MOST IMPORTANT factor in shaping what they eat, indicated a cultural, historical, structural, geographical, institutional or stratification factor. However, 52% still list individual factors as most important. As we found with the last round of SLO measurement, students seem more able to recognize a sociological perspective than internalize it. It may make sense to adjust the learning outcome to recognition of rather than development of a sociological imagination, although the sociology faculty continue to "dream big" that students will internalize the discipline's perspective.	We would like to implement pre - and post-test surveys. This survey only asked students to reflect back at the end of the quarter.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.				
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.	A survey at the end of the quarter measuring attitudinal change that reflects a sociological perspective.	<p>Three sections of SOC1 were surveyed during Spring 2012. Those sections had a theme of food and survey questions were designed to measure whether students developed a more empathetic standpoint by the end of the quarter in relation to the central theme.</p> <p>78% indicated that by the end of the quarter they were quite a bit or much more likely to consider the conditions of the animals they ate.</p> <p>82% indicated that by the end of the quarter they were quite a bit or much more likely to consider the conditions of the laborers involving in producing their food.</p>	This assessment focused primarily on the students' development of an empathetic standpoint, rather than on how sociology's standpoint is different from other social sciences. The findings show a large majority of students became more empathetic in relation to the central theme of these sociology sections.	
	SOC 20	The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.				
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.				
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.				
	SOC 28	The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.				
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.				
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.				
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.				
	SOC 35	The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	SOC 35	processes on groups and individuals, including one's own experiences.				
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.				
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.				
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.				
	SOC 5	The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.				
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.	A qualitative survey that measured the kinds of questions students asked about a scenario, and the change from the beginning of the quarter to the end of the quarter.	At the start of the quarter, 35% asked sociological questions about the scenario they were presented with. At post-test, 44% of students asked sociological questions about the scenario they were presented with. When asked what kinds of questions they thought a sociologist would ask about the scenario, 75% of the students gave sociological	This survey indicated that sociology has good "brand recognition," in that students at both pre- and post-test were able to recognize the kinds of questions sociologists pose in order to make sense of the world around us. The results, however, show only an 11% increase in the number of students who think sociologically themselves about a specific situation.	As a result of how complicated this qualitative measure was to make sense of, the department decided to try a quantitative measure in our next round of assessment. This was implemented during Spring 2012.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.	A qualitative survey that measured the kinds of questions students asked about a scenario, and the change from the beginning of the quarter to the end of the quarter.	questions at pre-test and 78% of students gave sociological questions at post-test.	These numbers are somewhat disappointing, but seem to show a consistent pattern of students able to recognize a sociological perspective but not internalizing that perspective themselves.	As a result of how complicated this qualitative measure was to make sense of, the department decided to try a quantitative measure in our next round of assessment. This was implemented during Spring 2012.
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.				
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.	A qualitative measurement in which students were presented with a scenario and were asked to generate sociological questions to make sense of that scenario. Questions were evaluated based on whether they were empathetic or victim blaming.	At pre-test, 17% of students generated empathetic questions in response to the scenario and this decreased to 6% by post-test.	These results were extremely disappointing but also not very meaningful because the coder had a hard time categorizing questions as either victim blaming or empathetic. Upon reflection, we decided to abandon this form of measurement for this outcome and try again.	Because of the complexity of coding these qualitative measures, the department agreed to implement a quantitative measurement during the 2011-2012 academic year and did so.
	SOC 77X	The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical and institutional and stratification processes on groups and individuals, including one's own experiences.				
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical and institutional and stratification processes on groups and individuals, including one's own experiences.				
	SOC 8	The student will develop a sociological imagination, which				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	SOC 8	is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.				
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.				
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.				
		The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.				

## Overview of SLO Process Work for the Division

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (B/CS) Accounting	ACCT 105	Analyze basic business transactions and record them using double-entry accounting.				
		Analyze basic business transactions and record them using double-entry accounting.				
		Evaluate and record merchandising transactions using perpetual and periodic inventory systems, incorporating various cost flow methods.				
		Evaluate and record merchandising transactions using perpetual and periodic inventory systems, incorporating various cost flow methods.				
		Post journal entries to the general ledger and prepare relevant internal and external financial statements.				
		Post journal entries to the general ledger and prepare relevant internal and external financial statements.				
	ACCT 1A	Analyze fundamental business concepts, how businesses operate, how accounting serves them and identify ethical issues in an accounting context.				
		Analyze fundamental business concepts, how businesses operate, how accounting serves them and identify ethical issues in an accounting context.				
		Demonstrate a knowledge of double entry accounting for				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		business transactions and adjustments and prepare, explain and analyze financial statements using GAAP.				
		Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP.				
		Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP.	We used a comprehensive quiz designed to be taken late in the term by all Acct 1A students of the Winter, 2010 term. It was developed jointly by the full-time faculty in the department that tested, objectively the application of the rules of debit/credit in accounting.	Out of 491 students who registered with the website we use as part of the course, 125 students took the quiz. Of those 266, the average score of the 15 question quiz was around 70%.		
		Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP.	We used a comprehensive quiz designed to be taken late in the term by all Acct 1A students of the Winter, 2010 term. It was developed jointly by the full-time faculty in the department that tested, objectively the application of the rules of debit/credit in accounting.	Out of 491 students who registered with the website we use as part of the course, 266 students took the quiz. Of those 266, the average score of the 15 question quiz was around 70%.		We do not see a need for additional college resources at this time.
		Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP.	We used a comprehensive quiz designed to be taken late in the term by all Acct 1A students of the Winter, 2010 term. It was developed jointly by the full-time faculty in the department that tested, objectively the application of the rules of debit/credit in accounting.	Out of 491 students who registered with the website we use as part of the course, 266 students took the quiz. Of those 266, the average score of the 15 question quiz was around 70%.		We plan on scheduling the quiz earlier in the term to allow for an earlier feedback loop and to provide us time to ensure all sections take the quiz. We plan to analyze specific questions to determine if the certain areas of double entry accounting (for example - accruals and deferrals) need to be stressed in our courses more.
	ACCT 1B	Analyze and evaluate the capitalization of a firm using debt and equity and apply net				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ACCT 1B	present value methodology to the analysis.				
		Analyze and evaluate the capitalization of a firm using debt and equity and apply net present value methodology to the analysis.				
		Demonstrate a knowledge of the users of accounting information and forms or business ownership, risks and capitalization of each and prepare, analyze and evaluate the financial structure of a firm using corporate financial statements (and include the statement of cash flows).				
		Demonstrate a knowledge of the users of accounting information and forms or business ownership, risks and capitalization of each and prepare, analyze and evaluate the financial structure of a firm using corporate financial statements (and include the statement of cash flows).				
	ACCT 1C	Identify elements of cost for a business and explain and analyze how costs are allocated and assessed for various users. Compare and contrast the cost acct system for a manufacturer, merchandiser and service firm and distinguish the differences and similarities between financial reporting and cost accounting and utilize npv and irr for evaluating the financial viability of a business decision.				
		Identify elements of cost for a business and explain and analyze how costs are				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		allocated and assessed for various users. Compare and contrast the cost acct system for a manufacturer, merchandiser and service firm and distinguish the differences and similarities between financial reporting and cost accounting and utilize npv and irr for evaluating the financial viability of a business decision.				
	ACCT 51A	Assess in a comprehensive manner the conceptual foundations and rationale that underlie accounting applications and procedures.				
		Assess in a comprehensive manner the conceptual foundations and rationale that underlie accounting applications and procedures.				
		Compare and discuss the reporting differences between the International Accounting Standards and the US Generally Accepted Accounting Principles.				
		Compare and discuss the reporting differences between the International Accounting Standards and the US Generally Accepted Accounting Principles.				
		Critique the effects of transactions and events on an entity's financial condition.				
		Critique the effects of transactions and events on an entity's financial condition.				
	ACCT 51B	Analyze a problem or situation based on selected facts and formulate an organized, concise approach to a solution.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze a problem or situation based on selected facts and formulate an organized, concise approach to a solution.				
		Demonstrate the ability to apply professional knowledge of the role of accountants in providing and ensuring the integrity of financial and other information.				
		Demonstrate the ability to apply professional knowledge of the role of accountants in providing and ensuring the integrity of financial and other information.				
		Evaluate events which require research and extraction of relevant resources in the professional literature.				
		Evaluate events which require research and extraction of relevant resources in the professional literature.				
ACCT 52		Analyze partnership formation, operation, and dissolution issues and demonstrate an ability to properly record related transactions.				
		Analyze partnership formation, operation, and dissolution issues and demonstrate an ability to properly record related transactions.	This Student Learning Outcome (SLO) was assessed by questions on the final exam. Questions 12, 13, and 14 on the final assessed this SLO. Question 12 dealt with journal entries for the admission of a new partner, Question 13 dealt with journal entries for the retirement of an existing partner, and Question 14 dealt with the liquidation of a partnership.	Final Exam Question 12 journal entries for the admission of a new partner. AVERAGE SCORE 91% Final Exam Question 13 journal entries for the retirement of an existing partner. AVERAGE SCORE 93% Final Exam Question 14 liquidation of a partnership. AVERAGE SCORE 91%	The average scores on these three questions were well above the 80% target benchmark and indicate student success related to this outcome.	The enhancement/ action recommended related to this topic/outcome is to slightly reduce the time allocated to partnerships so that more time can be spend on inventory transfer (SLO 1)

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate knowledge of business combinations; prepare, explain and analyze consolidating workpapers and financial statements.				
		Demonstrate knowledge of business combinations; prepare, explain and analyze consolidating workpapers and financial statements.	This Student Learning Outcome (SLO) was assessed by questions on the two midterms. Questions 11, 12 & 13 on the first midterm exam assessed this SLO. Question 11 dealt with the simple consolidation of a 100% owned subsidiary, Question 12 dealt with a partially owned subsidiary and Question 13 involved an acquisition with appreciated assets. Questions 9 & 10 on the second midterm exam also assessed this SLO. Question 9 dealt with a partially owned subsidiary and appreciated assets. Question 10 dealt with the sale of inventory between affiliated companies.	Midterm 1 Question 11 simple consolidation of a 100% owned subsidiary. AVERAGE SCORE 85% Midterm 1 Question 12 partially owned subsidiary. AVERAGE SCORE 93% Midterm 1 Question 13 acquisition with appreciated assets. AVERAGE SCORE 87% Midterm 2 Question 9 partially owned subsidiary and appreciated assets. AVERAGE SCORE 86% Midterm 2 Question 10 sale of inventory between affiliated companies. AVERAGE SCORE 66%	The average scores on the first four questions were above the 80% target benchmark. However, the score on the last question, sale of inventory between affiliated companies was only 66%. Taken as a whole the five questions dealing with this SLO indicate success. However, the poorer score on the last question indicates room for improvement in this area. This course covers six chapters related to consolidated financial statements. The order of the questions as listed in the assessment plan, follows the order of the chapters. The chapters become increasingly complex with the sixth chapter on inventory transfers being the most complex. In some ways it is not surprising that the exam results are lowest for this chapter/topic. In the future though, additional attention and allocation of time to this topic could improve student understanding and performance.	It is recommended that more time be spent on the inventory transfer chapter in the future. Given the high rate of success for the other two SLOs for this course, some of the course time allocated to partnerships could be re-allocated to inventory transfers without sacrificing overall course quality and student performance.
		Evaluate foreign currency transactions and prepare journal entries and workpapers to record these transactions.				
		Evaluate foreign currency transactions and prepare journal entries and workpapers to record these transactions.	This Student Learning Outcome (SLO) was assessed by questions on the second midterm and final. Question	Midterm 2 Question 11 journal entries for a purchase with a forward exchange contract. AVERAGE SCORE 96%	The average scores on these two questions were well above the 80% target benchmark.	At this point no additional enhancement related to this SLO seems necessary. Even though the scores are very

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Evaluate foreign currency transactions and prepare journal entries and workpapers to record these transactions.	11 on the second midterm and Question 11 on the final assessed this SLO. Question 11 on the second midterm dealt with journal entries for a purchase with a forward exchange contract and Question 11 on the final dealt with the translation of a subsidiary's foreign currency financial statements into U.S. dollars.	Final Exam Question 11 translation of a subsidiary's foreign currency financial statements into U.S. dollars. AVERAGE SCORE 95%	The average scores on these two questions were well above the 80% target benchmark.	high for this SLO this topic does would not be an ideal candidate for time reduction and re-allocation to the inventory transfer topic re SLO 1. The course time spent on this topic/outcome is already at a bare mininum.
	ACCT 58	Demonstrate knowledge of a systematic audit approach using the three major underlying and interlinked concepts: audit risk, audit materiality, and audit evidence.				
		Demonstrate knowledge of a systematic audit approach using the three major underlying and interlinked concepts: audit risk, audit materiality, and audit evidence.				
		Demonstrate knowledge of how GAAS are integrated throughout the financial audit examination process.				
		Demonstrate knowledge of how GAAS are integrated throughout the financial audit examination process.				
		List the 10 GAASs (Generally Accepted Auditing Standards) and explain how and why they are followed.				
		List the 10 GAASs (Generally Accepted Auditing Standards) and explain how and why they are followed.				
	ACCT 64	Produce payroll tax reports and related journal entries.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Produce payroll tax reports and related journal entries.				
		Research payroll tax laws and evaluate accounting options to comply with these laws.				
		Research payroll tax laws and evaluate accounting options to comply with these laws.				
	ACCT 66	Define basic cost behaviors and explain how material, labor, and overhead costs are applied to a product at each stage of the production process.				
		Define basic cost behaviors and explain how material, labor, and overhead costs are applied to a product at each stage of the production process.				
		Explain the concept of activity-based cost management and demonstrate its use for operational decisions.				
		Explain the concept of activity-based cost management and demonstrate its use for operational decisions.				
		Identify current trends in cost accounting.				
		Identify current trends in cost accounting.				
		Identify, describe, and explain the way managers use cost accounting information to create value, to make decisions, and to evaluate performance in organizations.				
		Identify, describe, and explain the way managers use cost accounting information to create value, to make decisions, and to evaluate				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		performance in organizations.				
	ACCT 67A	Within the context of a student's disability, he/she will be able to demonstrate that his/her physical well being has been positively affected through the Adapted Aquatic Exercise course.				
		Within the context of a student's disability, he/she will be able to demonstrate that his/her physical well being has been positively affected through the Adapted Aquatic Exercise course.				
		Within the context of a student's disability, he/she will be able to demonstrate that his/her psychosocial well being has been positively affected through the Adapted Aquatic Exercise course.				
		Within the context of a student's disability, he/she will be able to demonstrate that his/her psychosocial well being has been positively affected through the Adapted Aquatic Exercise course.				
	ACCT 67B	Demonstrate a knowledge of how to apply tax law for the preparation of individual tax returns for gross income and taxable income purposes, depreciation, depletion and amortization and classify and determine federal and state tax treatment for individuals with gains, losses, employee and self-employment income and expense.				
		Demonstrate a knowledge of how to apply tax law for the preparation of individual tax				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		returns for gross income and taxable income purposes, depreciation, depletion and amortization and classify and determine federal and state tax treatment for individuals with gains, losses, employee and self-employment income and expense.				
	ACCT 68	Explain, differentiate, analyze and evaluate the differences between the taxation of individuals, partnerships, corporations and trusts and prepare and analyze a corporate, partnership, trust and gift tax federal return.				
		Explain, differentiate, analyze and evaluate the differences between the taxation of individuals, partnerships, corporations and trusts and prepare and analyze a corporate, partnership, trust and gift tax federal return.				
	ACCT 75	Demonstrate knowledge of double entry accounting for economic transactions and adjustments within the governmental and nonprofit environments.				
		Demonstrate knowledge of double entry accounting for economic transactions and adjustments within the governmental and nonprofit environments.				
		Prepare, explain and analyze governmental and nonprofit financial statements using GAAP and identify the various users of financial statements				
		Prepare, explain and analyze governmental and nonprofit				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		financial statements using GAAP and identify the various users of financial statements				
	ACCT 86	Convert a manual accounting system to a computerized system and analyze the differences between the two.				
		Convert a manual accounting system to a computerized system and analyze the differences between the two.	The student will complete a manual accounting project and then using the same project enter the transactions into a computerized accounting system.			
		Using a generic accounting software, demonstrate the understanding of accounting and accounting software needed to enter transactions and complete the accounting cycle.				
		Using a generic accounting software, demonstrate the understanding of accounting and accounting software needed to enter transactions and complete the accounting cycle.				
		Utilize the resulting output from an accounting software system to demonstrate a knowledge of financial management.				
		Utilize the resulting output from an accounting software system to demonstrate a knowledge of financial management.				
	ACCT 88	Evaluate accounting problems; then design and construct Excel spreadsheets to solve those problems.				
		Evaluate accounting problems; then design and construct Excel spreadsheets to solve				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		those problems.				
Dept - (B/CS) Business	BUS 10	Demonstrate a working vocabulary of business terms				
		Demonstrate a working vocabulary of business terms	Full and part time faculty in our department collaborated to create a series of original multiple choice questions to be used to assess mastery of the Introduction to Business student learning outcomes. These questions were delivered in all 3 class sections as an online quiz towards the end of the Fall quarter. Seven questions pertain to SLO 2, and the percentage of students who answered these seven questions correctly were tallied. Students who did not take the assessment were excluded from the results.			
		Demonstrate a working vocabulary of business terms	The series of original multiple choice questions developed by the department were used to assess mastery of SLO 2. These questions were delivered in all 3 class sections as an online quiz towards the end of the Spring quarter. Seven questions pertain to SLO 2, and the percentage of students who answered these seven questions correctly were tallied. Students who did not take the assessment were excluded from the results.	The 57 students fared between 61% and 98% correct on the seven terminology questions. On average across all the 7 questions, students were 84% correct. It should be noted that six of the fifty seven students in the sample were registered as Honors students.	Since 84% is well over the target rate of 70%, this cycle shows mastery of basic business terminology and meets my expectation of student success. One of the questions had a low success rate, Question 11 (61%). This is exactly the same success rate that was measured in Fall 2010 for this question. The distribution topic, covered early in the course, consistently appears to be more difficult to absorb than others for most students.	I will explore resources for teaching the distribution topic in new ways, and experiment with that over the coming year.
		Distinguish among the primary functions within a business, such as marketing, operations, human resources, accounting, and finance, and identify the interests and roles of key				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		business stakeholders, such as employees, management, owners, and society.				
		Distinguish among the primary functions within a business, such as marketing, operations, human resources, accounting, and finance, and identify the interests and roles of key business stakeholders, such as employees, management, owners, and society.	Full and part time faculty in our department collaborated to create a series of original multiple choice questions to be used to assess mastery of the Introduction to Business student learning outcomes. These questions were delivered in all 3 class sections as an online quiz towards the end of the Fall quarter. Eight questions pertain to SLO 1, and the percentage of students who answered these eight questions correctly were tallied. Students who did not take the assessment were excluded from the results.	On the 8 questions related to this outcome, the 87 students fared between 73% and 99% correct. On average for all the questions, the students answered correctly 87% of the time. This clearly shows mastery of this learning outcome and meets our expectations of student success.		In order to provide the online quiz across all sections of Introduction to Business, cooperation of the Distance Learning Center personnel will be required to create a Catalyst Business 10 Assessment shell and to provide a logon to registered students.
		Distinguish among the primary functions within a business, such as marketing, operations, human resources, accounting, and finance, and identify the interests and roles of key business stakeholders, such as employees, management, owners, and society.	The series of original multiple choice questions developed by the department was used to assess mastery of SLO1. These questions were delivered in all 3 class sections as an online quiz towards the end of the Spring quarter. Eight questions pertain to SLO1, and the percentage of students who answered these eight questions correctly were tallied. Students who did not take the assessment were excluded from the results.	On the 8 questions related to this outcome, the 57 students fared between 74% and 98% correct. On average for all the questions, the students answered correctly 90% of the time.	This is an improvement over the results from the last SLO cycle in Fall quarter 2010. Since it is well over the 70% target success rate, it clearly shows mastery of this learning outcome and exceeds my expectations of student success.	None planned at this time.
	BUS 18	Demonstrate a knowledge of basic legal terminology and basic tort, constitutional, criminal, administrative and contract law.				
		Demonstrate a knowledge of basic legal terminology and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		basic tort, constitutional, criminal, administrative and contract law.				
		Identify ethical issues in a business law context and evaluate factually simple contract issues using basic common law or UCC rules.				
		Identify ethical issues in a business law context and evaluate factually simple contract issues using basic common law or UCC rules.				
	BUS 21	Defend the proposition that honesty is important in business.				
		Defend the proposition that honesty is important in business.				
		Describe and evaluate the industrial revolution with regard to its effects on human welfare, both positive and negative.				
		Describe and evaluate the industrial revolution with regard to its effects on human welfare, both positive and negative.				
		Describe how and why businesses are legally permitted to influence the political process in the United States. Describe the current limits on that power.				
		Describe how and why businesses are legally permitted to influence the political process in the United States. Describe the current limits on that power.				
		List and evaluate the ways in which society attempts to get				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		businesses to behave in an ethical and socially-responsible fashion.				
		List and evaluate the ways in which society attempts to get businesses to behave in an ethical and socially-responsible fashion.				
		List and evaluate the ways in which society attempts to get businesses to behave in an ethical and socially-responsible fashion.				
		List and evaluate the ways in which society attempts to get businesses to behave in an ethical and socially-responsible fashion.				
	BUS 54	Calculate performance measures for investments such as stocks, bonds or mutual funds.				
		Calculate performance measures for investments such as stocks, bonds or mutual funds.				
		Demonstrate a basic knowledge of the mathematics of pricing.				
		Demonstrate a basic knowledge of the mathematics of pricing.				
		Demonstrate an understanding of the "Time Value of Money" concept in business.				
		Demonstrate an understanding of the "Time Value of Money" concept in business.				
	BUS	Critically evaluate business				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	55	plans in terms of feasibility, investment potential, risk, and completeness.				
		Critically evaluate business plans in terms of feasibility, investment potential, risk, and completeness.				
		Examine the steps required, the support available, and the tactics commonly employed by entrepreneurs starting a business.				
		Examine the steps required, the support available, and the tactics commonly employed by entrepreneurs starting a business.				
	BUS 56	Apply human relations theories to varied workplace situations and discuss the likely results.				
		Apply human relations theories to varied workplace situations and discuss the likely results.				
		Describe the impact of employees' human relations skills, ethical choices, attitudes, and physical and mental wellbeing on the success of an organization.				
		Describe the impact of employees' human relations skills, ethical choices, attitudes, and physical and mental wellbeing on the success of an organization.				
		Describe the value of diversity in today's workplace.				
		Describe the value of diversity in today's workplace.				
		Make ethical decisions by demonstrating personal and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		organizational social responsibility.				
		Make ethical decisions by demonstrating personal and organizational social responsibility.				
	BUS 57	Appraise the impact of HR as a strategic partner with corporate executive leadership to achieve competitive advantage in the marketplace.				
		Appraise the impact of HR as a strategic partner with corporate executive leadership to achieve competitive advantage in the marketplace.				
		Compare HR functions to formulate critical written and oral analysis of current global HR challenges.				
		Compare HR functions to formulate critical written and oral analysis of current global HR challenges.				
		Examine Human Resources (HR) practices and how they affect employee performance, motivation, and the firm.				
		Examine Human Resources (HR) practices and how they affect employee performance, motivation, and the firm.				
	BUS 58	Develop and conduct a feasibility study analysis for a business plan.				
		Develop and conduct a feasibility study analysis for a business plan.				
		Write a business plan and deliver an effective presentation to potential investors.				
		Write a business plan and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		deliver an effective presentation to potential investors.				
	BUS 59	Analyze relationship building with customers and diverse partners and design a plan likely to produce favorable outcomes.				
		Analyze relationship building with customers and diverse partners and design a plan likely to produce favorable outcomes.				
		Assess, select and justify cost-effective marketing communications tactics best suited to an existing (or planned) business.				
		Assess, select and justify cost-effective marketing communications tactics best suited to an existing (or planned) business.				
		Examine a wide variety of marketing communications tools cost-effective for small businesses, such as event marketing, press and public relations, internet marketing, database marketing and guerrilla marketing.				
		Examine a wide variety of marketing communications tools cost-effective for small businesses, such as event marketing, press and public relations, internet marketing, database marketing and guerrilla marketing.				
	BUS 60	Evaluate a global business scenario and determine the best courses of action.				
		Evaluate a global business scenario and determine the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		best courses of action.				
		Examine a country's economic, political, legal, social and cultural conditions and assess its business risks and opportunities.				
		Examine a country's economic, political, legal, social and cultural conditions and assess its business risks and opportunities.				
		Explain the roles of international trade, investment and the global monetary system.				
		Explain the roles of international trade, investment and the global monetary system.				
	BUS 65	Compare, contrast and demonstrate leadership behaviors.				
		Compare, contrast and demonstrate leadership behaviors.				
		Distinguish the roles, interaction and impact of the leader, the follower and the situation in the leadership model.				
		Distinguish the roles, interaction and impact of the leader, the follower and the situation in the leadership model.				
	BUS 69	Compare and contrast competing portfolio theories and hypotheses.				
		Compare and contrast competing portfolio theories and hypotheses.				
		Demonstrate a working knowledge of the investment				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		environment and various investment options including equities, fixed income securities, and derivatives.				
		Demonstrate a working knowledge of the investment environment and various investment options including equities, fixed income securities, and derivatives.				
		Measure portfolio performance.				
		Measure portfolio performance.				
	BUS 70	Analyze and evaluate e-commerce business models including B2C, B2B, P2P, and others.				
		Analyze and evaluate e-commerce business models including B2C, B2B, P2P, and others.				
		Compare and contrast e-commerce marketing strategies and tactics.				
		Compare and contrast e-commerce marketing strategies and tactics.				
		Create a functional e-commerce website.				
		Create a functional e-commerce website.				
	BUS 80	Develop increasing communication competence by adapting to other people, the goals of the speaker, and the requirements of the organizational communication context (e.g., cultural, social, and corporate).				
		Develop increasing communication competence by adapting to other people,				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		the goals of the speaker, and the requirements of the organizational communication context (e.g., cultural, social, and corporate).				
		Display increasing confidence in ability to apply organizational communication concepts and strategies when using a range of speaking, listening, and collaboration skills.				
		Display increasing confidence in ability to apply organizational communication concepts and strategies when using a range of speaking, listening, and collaboration skills.				
	BUS 85	Describe and apply the principles of written and verbal business communications.				
		Describe and apply the principles of written and verbal business communications.				
		Develop and use a variety of communication strategies that are effective in different business situations.				
		Develop and use a variety of communication strategies that are effective in different business situations.				
		Identify the most effective written and oral communication skills that fit personal communication style and situation.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Identify the most effective written and oral communication skills that fit personal communication style and situation.				
	BUS 87	Communicate to others not just the details, but the benefits of an idea, product or service.				
		Communicate to others not just the details, but the benefits of an idea, product or service.				
		Explain how business to business sales transactions are constructed and executed.				
		Explain how business to business sales transactions are constructed and executed.				
		Negotiate in a way that allows resolution of disagreements based on mutual interests, not win-lose positions.				
		Negotiate in a way that allows resolution of disagreements based on mutual interests, not win-lose positions.				
	BUS 89	Distinguish advertising from other elements of integrated marketing communications (IMC) and explain its role in an organization's marketing strategy.				
		Distinguish advertising from other elements of integrated marketing communications (IMC) and explain its role in an organization's marketing strategy.				
		Identify the major social and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		economic aspects of advertising in the U.S. and contrast those with the role of advertising in other countries.				
		Identify the major social and economic aspects of advertising in the U.S. and contrast those with the role of advertising in other countries.				
		Relate contemporary advertising to the classic human communication model.				
		Relate contemporary advertising to the classic human communication model.				
	BUS 90	Analyze the effectiveness of the marketing mix (product, price, promotion and distribution) for a particular organization.				
		Analyze the effectiveness of the marketing mix (product, price, promotion and distribution) for a particular organization.				
		Determine appropriate market segments and target markets and explain consumer behavior.				
		Determine appropriate market segments and target markets and explain consumer behavior.				
		Identify global forces external to the organization that affect marketing strategies.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Identify global forces external to the organization that affect marketing strategies.				
	BUS 91	Analyze and evaluate various savings, investment, and insurance options.				
		Analyze and evaluate various savings, investment, and insurance options.				
		Demonstrate a knowledge of opportunity costs and the time value of money.				
		Demonstrate a knowledge of opportunity costs and the time value of money.				
		Prepare, explain and analyze personal financial statements including the balance sheet and cash flow statement.				
		Prepare, explain and analyze personal financial statements including the balance sheet and cash flow statement.				
	BUS 96	Evaluate and anticipate the potential effectiveness of various management styles, communications and decisions for a given situation.				
		Evaluate and anticipate the potential effectiveness of various management styles, communications and decisions for a given situation.				
		Examine the functions of planning, organizing, leading, staffing and controlling.				
		Examine the functions of planning, organizing, leading, staffing and controlling.				
Dept - (B/CS) Computer Aided	CDI 101	Functioning as a designer, the student will create an engineering document package which complies with				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Design and Digital Imaging	CDI 101	industry-defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies				
		Functioning as a designer, the student will create an engineering document package which complies with industry-defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter. *Numerous projects of various sizes & complexity are assigned throughout the quarter. *Student Documentation Portfolio (Adobe Acrobat PDF format)	All students completed the required material for the lab class. Activity Report: 51 total students in lab at start *35 students PASSED *6 WITHDRAWN *10 DROPPED	XXX	
	CDI 102	Functioning as a designer using SolidWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following:  * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
		Functioning as a designer using SolidWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following:  * components modeled using CAD design tools * assemblies generated	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter. *Numerous projects of various sizes & complexity are assigned throughout the quarter. *Student Documentation Portfolio (Adobe Acrobat PDF format)			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		from multiple components * engineering drawings for components and assemblies				
	CDI 103	<p>Functioning as a designer using AutoDesk, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>				
		<p>Functioning as a designer using AutoDesk, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>	<p>Assessment Tools: The intention of the class is to offer students additional time at school to create and complete their assignments and provide them with tutorial assistance in -class and online as needed. Attendance was monitored through Catalyst. Students were requested to submit a ?Student Documentation Package? to demonstrate their work.</p> <p>The Catalyst Course Management System was used to receive assignments throughout the quarter. An AutoCAD instructor conversant in both Beginning and Intermediate levels of the software was available in the classroom during the scheduled classroom hours and online through email and forum posts. AutoCAD software was available to students in the classroom and</p>			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>Functioning as a designer using AutoDesk, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>	free Autodesk student software downloads were available from the Autodesk website through Catalyst.			
		<p>Functioning as a designer using AutoDesk, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>	<p>Catalyst Course Management System was used to issue, receive, &amp; grade assignments throughout the quarter.</p> <p>*Numerous projects of various sizes &amp; complexity are assigned throughout the quarter.</p> <p>*Student Documentation Portfolio (Adobe Acrobat PDF format)</p>			
	CDI 104	<p>Functioning as a designer using Inventor, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>				
		<p>Functioning as a designer using Inventor, the student will create an engineering</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		document package which complies with industry-defined standards and shall include the following:  * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
	CDI 105	Functioning as a designer using NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following:  * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
		Functioning as a designer using NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following:  * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter. *Numerous projects of various sizes & complexity are assigned throughout the quarter. *Student Documentation Portfolio (Adobe Acrobat PDF format)			
	CDI 106	Functioning as a designer using CATIA, the student will create an engineering document package which complies with industry-defined standards and shall include				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CDI 106	<p>the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul> <p>Functioning as a designer using CATIA, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>				
	CDI 51	<p>Functioning as a drafter/designer, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* Components modeled using CAD design tools in accordance with ASME standards.</li> <li>* Engineering drawings compliant with ASME Y14.5.</li> </ul> <p>Functioning as a drafter/designer, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* Components modeled using</li> </ul>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		CAD design tools in accordance with ASME standards. * Engineering drawings compliant with ASME Y14.5.				
	CDI 56	<p>Functioning as a designer using Pro/ENGINEER, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>				
		<p>Functioning as a designer using Pro/ENGINEER, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>				
	CDI 58B	<p>(1): Functioning as a designer using Unigraphics NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> </ul>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CDI 58B	<p>* engineering drawings for components and assemblies</p> <p>(1): Functioning as a designer using Unigraphics NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>	Complete as series of part models, create an assembly of those models, and create a drawing of those parts and assembly.	<p>Catalyst Course Management System was used to issue, receive, &amp; grade assignments throughout the quarter. Video, Instant Messaging, and Email are used to expand student knowledge of the software and the class requirements. A forum in Catalyst is used to encourage and inform students. Reading assignments are the foundation of the course. Approximately 138 projects of various sizes &amp; complexity were assigned throughout the quarter. Exercising the software will bring meaningful understanding. A Final Project to determine where further study may be needed. A ?Student Documentation Package? (Microsoft Word, pdf, or equivalent format) is used to collate and document all course work.</p>	<p>Findings and Conclusions: Summary: Of the 43 enrolled according to our Banner System, 10 dropped before the first day of class. Six students withdrew within the 1st week for various reasons. Two students withdrew within the 2nd week for various reasons. 25 students participated in the class. 22 students will pass this course. 3 students received a ?W? for the class. Over 50% of the students in this section completed all of the work. Of course, I am most concerned with the students unable to pass the course. The vast majority of those not passing the course completed less than 20% of their assignments and quizzes and did not attempt the Final Project or submit a ?Student Documentation Package?. In other words those who tried were successful and those who did not failed. The question still remains, ?why did these students stop trying?? As the last day to withdraw grew near, I contacted students by email to determine their desire to continue. I received no responses. These students did not complete the course. The General Trend: NX software is widely used in the automotive industry today. Students of CAD find NX to be an indispensable tool when designing and managing</p>	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>(1): Functioning as a designer using Unigraphics NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>	Complete as series of part models, create an assembly of those models, and create a drawing of those parts and assembly.	<p>Catalyst Course Management System was used to issue, receive, &amp; grade assignments throughout the quarter. Video, Instant Messaging, and Email are used to expand student knowledge of the software and the class requirements. A forum in Catalyst is used to encourage and inform students. Reading assignments are the foundation of the course. Approximately 138 projects of various sizes &amp; complexity were assigned throughout the quarter. Exercising the software will bring meaningful understanding. A Final Project to determine where further study may be needed. A ?Student Documentation Package? (Microsoft Word, pdf, or equivalent format) is used to collate and document all course work.</p>	<p>simple to large designs. The student who takes the instructors advice to budget 10 hours each week devoted to this particular course does very well. I would like to point out that this course, when taught in our classroom is 2 four hour periods of lecture/lab or 1 eight hour period of lecture/lab and does not include reading which is expected to be done as homework. In general, students who procrastinated or failed to commit time each week, fell too far behind in the course. The course is a hybrid, thus, many students work entirely from a remote location. Students studying in our classroom seem to have a much better rate of success than those studying remotely. Is this situation due to the discipline inherent in the classroom environment? I can?t say for certain as there were only an average of 10 students working in the classroom (throughout the quarter) thus not the best measure of this metric. I believe some students were dismayed to discover learning the software would not teach them design or drafting. A basic understanding of design and drafting is needed to appreciate the structure of information management software such as NX. A number of students have used our entry-level CAD classes as a survey of an industry or career. 22 students completed</p>	

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		<p>(1): Functioning as a designer using Unigraphics NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>	Complete as series of part models, create an assembly of those models, and create a drawing of those parts and assembly.	<p>Catalyst Course Management System was used to issue, receive, &amp; grade assignments throughout the quarter. Video, Instant Messaging, and Email are used to expand student knowledge of the software and the class requirements. A forum in Catalyst is used to encourage and inform students. Reading assignments are the foundation of the course. Approximately 138 projects of various sizes &amp; complexity were assigned throughout the quarter. Exercising the software will bring meaningful understanding. A Final Project to determine where further study may be needed. A ?Student Documentation Package? (Microsoft Word, pdf, or equivalent format) is used to collate and document all course work.</p>	<p>the class and received a grade.</p> <p>Activity Report:</p> <ul style="list-style-type: none"> <li>*12 students received a grade of A (55% of class)</li> <li>*4 students received a grade of A- (18% of class)</li> <li>*2 students received a grade of B (9% of class)</li> <li>*2 students received a grade of B- (9% of class)</li> <li>*2 students received a grade of C (9% of class)</li> </ul> <p>Enhancement (Planned Actions)</p> <p>Part I:</p> <p>Add recorded lectures for each chapter, covering subtle changes or other details not directly or clearly discussed in the text. Recorded lectures will also have the quality of updating the student and the course content with respect to software upgrades which occur during the school year.</p> <p>In future I will use CCC Confer for online conferencing to directly assist students with difficult content. I will enforce a rigid schedule of assignment submission, quizzes, and Exams.</p> <p>Through Catalyst, I can still be flexible, but I won't advertise that fact to my students.</p> <p>Part II:</p> <p>I am going to conduct post class interviews with my unsuccessful students by</p>	

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		<p>(1): Functioning as a designer using Unigraphics NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>	Complete as series of part models, create an assembly of those models, and create a drawing of those parts and assembly.	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter. Video, Instant Messaging, and Email are used to expand student knowledge of the software and the class requirements. A forum in Catalyst is used to encourage and inform students. Reading assignments are the foundation of the course. Approximately 138 projects of various sizes & complexity were assigned throughout the quarter. Exercising the software will bring meaningful understanding. A Final Project to determine where further study may be needed. A ?Student Documentation Package? (Microsoft Word, pdf, or equivalent format) is used to collate and document all course work.	email. I will implement whatever discoveries the poll discloses. I will adjust my SLO appropriately with regard to the review.	
	CDI 60F	<p>Student Learning Outcome</p> <p>(1): Functioning as a designer using SolidWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assembly</li> </ul>				
			Student Documentation Portfolio			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>Student Learning Outcome (1): Functioning as a designer using SolidWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assembly</li> </ul>	Student Documentation Portfolio			
	CDI 61F	<p>Functioning as a designer using SolidWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>				
		<p>Functioning as a designer using SolidWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* components modeled using CAD design tools</li> <li>* assemblies generated from multiple components</li> <li>* engineering drawings for components and assemblies</li> </ul>				
	CDI 63A	Functioning as a designer using SolidWorks, the student				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CDI 63A	<p>will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* Surface models</li> <li>* 3D Solid components generated from surfaces.</li> </ul>				
		<p>Functioning as a designer using SolidWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <ul style="list-style-type: none"> <li>* Surface models</li> <li>* 3D Solid components generated from surfaces.</li> </ul>				
	CDI 80E	<p>An SLO is a gauge by which the education community determines the value of our class. We have stated that upon completion of this class a student, functioning as a drafter using AutoCAD, will be able to complete numerous exercises and a project in compliance with engineering and architectural industry standards. The exercises and project require a student to create:</p> <ul style="list-style-type: none"> <li>mechanical engineering drawings for components and assemblies</li> <li>architectural drawings including floor plans, elevations, and sections</li> </ul>				
		<p>An SLO is a gauge by which the education community determines the value of our class. We have stated that</p>	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter.			



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>upon completion of this class a student, functioning as a drafter using AutoCAD, will be able to complete numerous exercises and a project in compliance with engineering and architectural industry standards. The exercises and project require a student to create:</p> <p>mechanical engineering drawings for components and assemblies</p> <p>architectural drawings including floor plans, elevations, and sections</p>	<p>*Reading assignments and video lectures covering 17 chapters of the current text are the foundation of the course content.</p> <p>*Numerous projects of various sizes &amp; complexity are assigned throughout the quarter</p> <p>*8 Quizzes is used to measure the students command of factual information with respect to a textbook chapter for which a project could not be assigned</p> <p>*1 Mid-Term (a makeup examination is offered to a few qualifying students)</p> <p>*1 Final Examination</p> <p>*1 Final Project</p> <p>*1 Student Documentation Portfolio (Adobe Acrobat pdf format)</p>			
		<p>An SLO is a gauge by which the education community determines the value of our class. We have stated that upon completion of this class a student, functioning as a drafter using AutoCAD, will be able to complete numerous exercises and a project in compliance with engineering and architectural industry standards. The exercises and project require a student to create:</p> <p>mechanical engineering drawings for components and assemblies</p> <p>architectural drawings including floor plans,</p>	<p>Catalyst Course Management System was used to issue, receive, &amp; grade assignments throughout the quarter.</p> <p>*Reading assignments and video lectures covering 17 chapters of the current text are the foundation of the course content.</p> <p>*Numerous projects of various sizes &amp; complexity are assigned throughout the quarter</p> <p>*8 Quizzes is used to measure the students command of factual information with respect to a textbook chapter for which a project could not be assigned</p>	<p>Over 70% of the students in this section completed all of the work, with about 56% excellence (completion of 90+% of all assigned course work).</p> <p>The general trend in the class is as follows. AutoCAD is widely used in Architecture and Civil Engineering. Though AutoCAD is not the primary mechanical design tool that it once was, it still exists in nearly every mechanical design operation to support legacy data. This class has always been designed to teach students how to use AutoCAD, not how to design</p>	<p>The high dropout rate is my greatest concern but I fear there is little more to be done about it. Many of these students never attempted a quiz or an assignment nor did they ever ask a question. Catalyst helps greatly in identifying these delinquent students and through Catalyst I made many attempts to contact students who were not participating. Very few students responded.</p>	<p>I will continue to encourage students through Catalyst contact.</p> <p>I will continue to attempt to preempt student questions through the expansion of their Catalyst page and use of the News Forum.</p> <p>I will expand the uses of the Class Forum.</p> <p>I will offer live online class tutoring and mentoring sessions. One session a week or when requested</p> <p>I will offer face to face tutoring session for those able to attend our Saturday classroom lab.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		elevations, and sections	*1 Mid-Term (a makeup examination is offered to a few qualifying students) *1 Final Examination *1 Final Project *1 Student Documentation Portfolio (Adobe Acrobat pdf format)	<p>or draft. I use the analogy of the auto mechanic who uses his tools to maintain and repair automobiles. Without his tools the mechanic can?t repair the car. The layman with the tools can?t repair the car either. Both the knowledge of car and the tools are required to be successful. AutoCAD is the tool, we do not teach students mechanical or architectural drafting or design. Some students come to us with architectural or mechanical design knowledge and do very well. Others without the knowledge struggle and some drop out.</p> <p>In general, the student who takes the instructors advice to budget 8 hours/week of study devoted to this particular course does very well, while the student who shorts the time spent on the course work doesn't do as well. This relationship is rather classical in its form:</p> <p>Regarding the rather high (38%) dropout rate: I believe many of the students were dismayed to discover that learning the software would not teach them drafting or that they must learn drafting to use the software. A number of students have used our entry-level CAD classes as a survey of an industry or career they are investigating. I can only surmise some students did not find CAD drafting interesting.</p>	<p>The high dropout rate is my greatest concern but I fear there is little more to be done about it. Many of these students never attempted a quiz or an assignment nor did they ever ask a question. Catalyst helps greatly in identifying these delinquent students and through Catalyst I made many attempts to contact students who were not participating. Very few students responded.</p>	<p>I will continue to encourage students through Catalyst contact.</p> <p>I will continue to attempt to preempt student questions through the expansion of their Catalyst page and use of the News Forum.</p> <p>I will expand the uses of the Class Forum.</p> <p>I will offer live online class tutoring and mentoring sessions. One session a week or when requested</p> <p>I will offer face to face tutoring session for those able to attend our Saturday classroom lab.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>An SLO is a gauge by which the education community determines the value of our class. We have stated that upon completion of this class a student, functioning as a drafter using AutoCAD, will be able to complete numerous exercises and a project in compliance with engineering and architectural industry standards. The exercises and project require a student to create:</p> <p>mechanical engineering drawings for components and assemblies</p> <p>architectural drawings including floor plans, elevations, and sections</p>	<p>Catalyst Course Management System was used to issue, receive, &amp; grade assignments throughout the quarter.</p> <p>*Reading assignments and video lectures covering 17 chapters of the current text are the foundation of the course content.</p> <p>*Numerous projects of various sizes &amp; complexity are assigned throughout the quarter</p> <p>*8 Quizzes is used to measure the students command of factual information with respect to a textbook chapter for which a project could not be assigned</p> <p>*1 Mid-Term (a makeup examination is offered to a few qualifying students)</p> <p>*1 Final Examination</p> <p>*1 Final Project</p> <p>*1 Student Documentation Portfolio (Adobe Acrobat pdf format</p>	<p>43 students completed the class and received a grade.</p> <p>Activity Report:</p> <p>*24 students received a grade of 90+% (56% of class)</p> <p>*8 students received a grade of 80-90% (19% of class)</p> <p>*2 students received a grade of -70% (4% of class)</p> <p>*0 students are under - Incomplete status (0% of class)</p>	<p>The high dropout rate is my greatest concern but I fear there is little more to be done about it. Many of these students never attempted a quiz or an assignment nor did they ever ask a question. Catalyst helps greatly in identifying these delinquent students and through Catalyst I made many attempts to contact students who were not participating. Very few students responded.</p>	<p>I will continue to encourage students through Catalyst contact.</p> <p>I will continue to attempt to preempt student questions through the expansion of their Catalyst page and use of the News Forum.</p> <p>I will expand the uses of the Class Forum.</p> <p>I will offer live online class tutoring and mentoring sessions. One session a week or when requested</p> <p>I will offer face to face tutoring session for those able to attend our Saturday classroom lab.</p>
	CDI 95A	<p>Functioning as a designer using CATIA, the student will create an engineering document package which complies with industry-defined standards and shall include the following:</p> <p>* components modeled using CAD design tools</p> <p>* assemblies generated from multiple components</p> <p>* engineering drawings for components and assemblies</p> <p>Functioning as a designer using CATIA, the student will create an engineering</p>				

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		document package which complies with industry-defined standards and shall include the following:  * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
Dept - (B/CS) Computer Applications and Office Systems	CAOS 84A	Demonstrate correct use of grammar, punctuation, and sentence structure by identifying errors in sentences.				
		Demonstrate correct use of grammar, punctuation, and sentence structure by identifying errors in sentences.				
	CAOS 90GA	Recognize hardware components of a microcomputer.				
		Recognize hardware components of a microcomputer.				
	CAOS 98U-Z	Learn and demonstrate skill development as defined by the Secretary's Commission on Achieving Skills (SCANS) competencies.				
		Learn and demonstrate skill development as defined by the Secretary's Commission on Achieving Skills (SCANS) competencies.				
	CAOS 104I	Demonstrate ten-key data entry skills on the computer.				
		Demonstrate ten-key data entry skills on the computer.				

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	CAOS 104O	Apply indexing and alphabetizing ARMA rules.				
		Apply indexing and alphabetizing ARMA rules.				
	CAOS 107G	Solve business problems involving arithmetic operations, including fractions, percents, and decimals.				
		Solve business problems involving arithmetic operations, including fractions, percents, and decimals.				
	CAOS 108	Determine the best plan of action to stop malware based on security breach scenarios.				
		Determine the best plan of action to stop malware based on security breach scenarios.				
	CAOS 113A	Create complex web pages using web authoring software features.				
		Create complex web pages using web authoring software features.				
	CAOS 114A	Determine the level of proficiency achieved of the animation technique used to render Classic Tweens.				
		Determine the level of proficiency achieved of the animation technique used to render Classic Tweens.				
	CAOS 173	Develop skill in keyboarding straight-copy timed writing by increasing speed 4 wpm. from the first timed writing.				
		Develop skill in keyboarding straight-copy timed writing by increasing speed 4 wpm. from the first timed writing.				
	CAOS 176	Demonstrate knowledge of proper telephone skills.				

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Dept - (B/CS) Computer Information Systems	CIS 2	Demonstrate knowledge of proper telephone skills.				
		Analyze the effect of the Internet, computers, and cellular communications on individuals, culture, and society.				
		Analyze the effect of the Internet, computers, and cellular communications on individuals, culture, and society.	Paper outlining the effects of the internet on their lives in last 24 hours.	100%	We can always do better.	Field trip
		Analyze the effects of the Internet, computers, and cellular communications on institutions, including education, business, economics, and politics.				
	CIS 3	Analyze the effects of the Internet, computers, and cellular communications on institutions, including education, business, economics, and politics.				
		Judge the effect of the the Internet and computers on law and ethics.				
		Judge the effect of the the Internet and computers on law and ethics.				
		Apply database technology to a business problem.				
		Apply database technology to a business problem.				
		Create a plan to improve a business using software and hardware.				
		Create a plan to improve a business using software and hardware.	Written report & Presentation The assessment was a rubric assigning points as follows: Proposal (8 points)	The average score was 95.4%. 100% of students achieved 70% or better.		Encourage "dry" run-throughs assigning two groups at a time and allowing them to critique each other.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Create a plan to improve a business using software and hardware.	Gantt Chart (2 points) Full credit if specific. On Time (5) Oral Presentation Opportunity and solution clearly presented (10) Evidence of use of lifecycle steps (10) Captures interest of audience (10) Use of computer applications in presentation (10) Written Presentation Section 1* (Summary for Management) " page 1 (10) Section 2* (Summary of key components) " page 2 (10) Section 3* (Complete and effective solution of a specific business problem/issue evidencing use of the system development life cycle steps) (25)	The average score was 95.4%. 100% of students achieved 70% or better.		Encourage "dry" run-throughs assigning two groups at a time and allowing them to critique each other.
		Create a presentation utilizing presentation software incorporating graphics and text.				
		Create a presentation utilizing presentation software incorporating graphics and text.				
		Design a model for business decision making utilizing spreadsheet software and incorporating charts, formulas, and formatting.				
		Design a model for business decision making utilizing spreadsheet software and incorporating charts, formulas, and formatting.				
		Produce a word processing document utilizing columns, formatting, outline, and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		numbering. Produce a word processing document utilizing columns, formatting, outline, and numbering.				
	CIS 14A	Design a graphical user interface in Visual Basic .NET implementing basic controls including text boxes, labels, list boxes, buttons, radio buttons, and checkboxes.				
		Design a graphical user interface in Visual Basic .NET implementing basic controls including text boxes, labels, list boxes, buttons, radio buttons, and checkboxes.	In Lab 5 students will design an interface involving basic controls and decision making controls.	Of the 33 students enrolled, 31 students submitted the lab. 100% of these students achieved a satisfactory score.		Include GUI related problems on more tests so that students receive positive feedback.
		Design a graphical user interface in Visual Basic .NET implementing basic controls including text boxes, labels, list boxes, buttons, radio buttons, and checkboxes.	Students will design an application to simulate an event planner which includes pictures, radio buttons, checkboxes, testboxes, listbox, and buttons.			
		Design the algorithm, write, document, debug and test the code for event procedures and sub procedures of a Visual Basic application incorporating elementary coding constructs.				
		Design the algorithm, write, document, debug and test the code for event procedures and sub procedures of a Visual Basic application incorporating elementary coding constructs.				
		Read, analyze and explain introductory level Visual Basic code.				
		Read, analyze and explain introductory level Visual Basic code.				
	CIS 14B	Design, create and debug an application creating and				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CIS 14B	updating a dataset from more than one table.				
		Design, create and debug an application creating and updating a dataset from more than one table.				
		Design, create and debug an application incorporating class modules, bas modules and multiple forms.				
		Design, create and debug an application incorporating class modules, bas modules and multiple forms.				
	CIS 15AG	Create algorithms, code, document, debug, and test introductory level C programs.				
		Create algorithms, code, document, debug, and test introductory level C programs.				
		Design solutions for introductory level problems using appropriate design methodology incorporating elementary programming constructs.				
		Design solutions for introductory level problems using appropriate design methodology incorporating elementary programming constructs.				
		Read, analyze and explain introductory level C programs.				
		Read, analyze and explain introductory level C programs.				
	CIS 15BG	Create algorithms, code, document, debug, and test intermediate level C programs.				
		Create algorithms, code, document, debug, and test intermediate level C programs.	The assessment used for SLO #3 is the score for the documentation and C code of a Homework Programming	The average SLO #3 assessment scores indicated that 85% of the students were able to write algorithms, code,	The discrepancy between the design and coding is mostly due to students who don't want to bother to properly	In addition to improving our CIS tutoring program, in the next year, I will have more guidance available online.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Create algorithms, code, document, debug, and test intermediate level C programs.	Assignment, which includes program design, documentation, coding in C, debugging and testing), for which points were given based on the rubric (see below). The documentation and C code portions of the assignment were given a range of points from 0 to 32 based on its completeness and correctness. The students were informed of the scoring of this portion on the syllabus (same on each programming assignment).	document and debug for the intermediate level problem.	design a program before coding it, particularly those who were not taught the design techniques in the prerequisite course. I've already started asking some of the instructors of the prerequisite course to teach more design.	In addition to improving our CIS tutoring program, in the next year, I will have more guidance available online.
		Design solutions for intermediate level problems using appropriate design methodology incorporating intermediate programming constructs.				
		Design solutions for intermediate level problems using appropriate design methodology incorporating intermediate programming constructs.	The assessment for SLO #2 is the score for the design portion of a programming assignment (each design includes program design, documentation, coding in C, debugging and testing), for which points were given based on the completeness of the design. The design portion of the assignment was given a range of points (0 to 10) based on the completeness including a structure chart, pseudocode for main and module specs for each function. The students were informed of the scoring of this portion on the syllabus.	The averages for SLO #2 (design) scores indicated that 78% of the students were able to adequately design solutions for the intermediate level problem.	These results indicate that by the end of the quarter, a large majority of the students were able to design solutions. Again, this is about the same from the assessment 2 years ago. There could have been an improvement if the delivery was much more face-to-face.	The enhancement I will be able to implement is meeting more face-to-face, and less online.
		Read, analyze and explain intermediate level C programs.				
		Read, analyze and explain intermediate level C programs.	The assessment for SLO#1 is problem #1 of one of the tests	Using the scores from the Final Exam problem #1, the	This is about the same as the previous assessment from 2	The enhancement I will be able to implement is meeting more

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Read, analyze and explain intermediate level C programs.	or final exam, for which each student must read an intermediate level C program, and desk check it properly, indicating what happens at each step, showing the changes in "memory" and the output (on paper) as each step is "executed" by hand. The students were shown how to do this in class with several examples, and were able to practice this during class throughout the quarter.	average is 88% (average score was 8.8 out of 10). The percentage of students who received an adequate score of 7 or more was 90%.	years ago. However, there were more drops in this class, which I attribute to the hybrid delivery. There was too much given online, but the material is too difficult to learn that much online.	face-to-face, and less online.
	CIS 15C	Create and analyze efficiency of advanced level algorithms, code, document, debug, and test advanced level C/C++ programs using multiple source and header files.				
		Create and analyze efficiency of advanced level algorithms, code, document, debug, and test advanced level C/C++ programs using multiple source and header files.				
		Design solutions for advanced problems using appropriate design methodology incorporating advanced programming constructs.				
		Design solutions for advanced problems using appropriate design methodology incorporating advanced programming constructs.				
		Design solutions for advanced problems using appropriate design methodology incorporating advanced programming constructs.				
		Design solutions for advanced				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		problems using appropriate design methodology incorporating advanced programming constructs.				
		Read, analyze and explain advanced C programs.				
		Read, analyze and explain advanced C programs.				
		Read, analyze and explain advanced C programs.	Methods: The methodology for assessing the outcome was a final exam question. Given a program, students had to trace the steps of a recursive function and show the output.	The class average for this question is 8.3 58% of the students obtained very good to excellent results, 27 % - good, 11% - satisfactory, and 4% failed. 1 - 0 2 - 0 3 - 0 4 - 1 5 - 1 6 - 2 7 - 3 8 - 4 9 - 8 10 - 7 Average: 8.3	This demonstrates that the students developed the skills they need to read, understand and explain advanced programs, which are necessary for developing and testing their own code.	Although most of the students obtained good to excellent results, some of them need more practice.
CIS 18A		Use the Unix/Linux Operating System utilities and shell features for basic file manipulation, networking, and communication.				
		Use the Unix/Linux Operating System utilities and shell features for basic file manipulation, networking, and communication.	The methodology for assessing the outcome was a final exam question. The question asks the student to only use 1 to 3 command lines to do 3 tasks. For the first task, the student uses utilities to search through a system file for his/her information on the Linux system, then uses filters and shell features to write one specified part of his/her information to a new file. For the second task, the student	The results for 36 students taking the exam are as follows. Score: 10/10 - 9 students Score: 9/10 - 11 students Score: 8/10 - 2 students Score: 7/10 - 3 students Score: 6/10 - 5 students Score: 5/10 - 3 students Score: 4/10 - 1 student Score: 3/10 - 0 student Score: 2/10 - 1 student Score: 1/10 - 0 student Score: 0/10 - 1 student		There could be Linux tutors in the CIS lab with set hours, so students know they have additional resources outside of the classroom. This will encourage them to get help or get extra experience with the Linux system.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Use the Unix/Linux Operating System utilities and shell features for basic file manipulation, networking, and communication.	uses more shell features to append an existing file in a specified directory to the new file. For the third task, the student uses utilities and shell features to append system information to the new file. Students are encouraged to be as efficient as possible with the answer.	Overall, 69% of the students received a 70% or above in the question. The above were the results for 1 question out of 20 questions in the exam.		There could be Linux tutors in the CIS lab with set hours, so students know they have additional resources outside of the classroom. This will encourage them to get help or get extra experience with the Linux system.
	CIS 18B	Use the Unix/Linux Operating System utilities, shell features, and regular expressions for advanced text file manipulation.				
		Use the Unix/Linux Operating System utilities, shell features, and regular expressions for advanced text file manipulation.	Students were assessed by certain final exam questions. Question 8 asked students to write an awk script to manipulate a CSV file and print a report from data in the file Question 9 asked students to analyze a makefile and predict the outcome	Question 8: 80% of students scored 70% or above, 20% of students scored below 70%. Question 9: 80% of students scored 70% or above, 20% of students scored below 70%.	Students who did not score above 70% in question 8 did not use associative arrays for their solution, therefore they either had a non-working solution or one that was overly complicated, leading to errors. Associative arrays are an advanced data structures, so more time in class could be used to give students more exercise with associative arrays. For question 9, students who did not score above 70% did not analyze the makefile properly. Makefiles are a new topic that has not been covered in any other CIS courses, so more exercise on makefiles could help more students understand the topic better.	Students can be referred to Linux tutors in the CIS lab so they have additional resources outside of the classroom. Students can also be encouraged to work on practice problems together in class so they can explain and learn from each other. The stronger students benefit from explaining concepts to others, and the weaker students can pick up pointers from their peer.
	CIS 18C	Create programs in the Bourne Again, Bourne, Korn, and C shells, that interact with the Unix/Linux operating system.				
		Create programs in the Bourne Again, Bourne, Korn,	Students were assessed by certain lab assignments.	Lab 7-8: 88% of students scored 70% or above, 12% of	The programming exercises in class gave students a good	Students who score below 70% have a weaker programming

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and C shells, that interact with the Unix/Linux operating system.	Lab 7-8: Write a bash script that can handle signal interrupts while allowing the user to change a system file. Lab 9-10: Write a Korn script and then a tcsh script that accepts command line arguments and archive directories of files given by the user.	students scored below 70%. Lab 9-10: 92% of students scored 70% or above, 8% of students scored below 70%.	base to upon which to build their own lab assignments. In addition, students could get help from a variety of sources: an online class forum discussion, peer tutors, and the instructor.	background than the rest of the class, so they could be referred to work one-on-one with Linux tutors in the CIS lab so they have additional resources outside of the classroom.
	CIS 21JA	Design, code, document, analyze, debug, and test introductory level assembly programs for the x86 family of processors.				
		Design, code, document, analyze, debug, and test introductory level assembly programs for the x86 family of processors.	Students were assessed by final exam questions. Question 4 gave students a procedure call and asked students to trace the call stack and show the resulting values on the stack, in registers, and in memory Question 5 asked students to design and write a procedure that calculates the square of a 32bit data, which required students to use indirect addressing to access data through the run time stack	For question 4: 77% of students scored 70% or above, 23% students scored below 70% For question 5: 77% of students scored 70% or above, 23% students scored below 70	Students who did not score well needed more experience working with the call stack, the most abstract concept of the course. There could be more of the similar type of questions on the homework assignment so students have more chances to practice analyzing how the call stack works.	
		Investigate architectural components and design of microprocessors as well as evaluate and formulate computer and numeric data representation.				
		Investigate architectural components and design of microprocessors as well as evaluate and formulate computer and numeric data representation.	Students were assessed by certain final exam questions. Question 2 asked students to determine status flags that the processor set based on a hexadecimal addition	90% of students scored 70% or above. 10% of students scored below 70%	The topics of data representation and microprocessor design were covered earlier in the quarter, so a few students need to review the earlier material more. In the final exam review, there should be a reminder for	The few students who did not score 70% or above needed to review topics that were covered earlier in the quarter. In the final exam review, there should be a reminder that all topics should be studied for the final exam

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Investigate architectural components and design of microprocessors as well as evaluate and formulate computer and numeric data representation.	Students were assessed by certain final exam questions. Question 2 asked students to determine status flags that the processor set based on a hexadecimal addition	90% of students scored 70% or above. 10% of students scored below 70%	students to review all material, including topics that were covered early in the quarter. These same students who did not score 70% or above passed the same kind of questions on the midterm exam.	The few students who did not score 70% or above needed to review topics that were covered earlier in the quarter. In the final exam review, there should be a reminder that all topics should be studied for the final exam
	CIS 21JB	Design, code, document, analyze, debug, and test advanced level assembly programs for the x86 family of processor, including linkage to high level languages and floating point processing.				
		Design, code, document, analyze, debug, and test advanced level assembly programs for the x86 family of processor, including linkage to high level languages and floating point processing.	Students will be assessed by certain final exam questions.	<p>The data came from final exam questions.</p> <p>Question 2: Write code in real address mode that uses system interrupts to print to screen all 256 characters of the ascii table, separating each character by one space  1 ? 100%  1 ? 93%  2 ? 87%  3 ? 80%  1 ? 73%</p> <p>Question 3: Assume x, y, z and out are all REAL8 data types and have been initialized. Write assembly code that implements the following equation: <math>out = (-x + y)^2 \cdot z</math>  Make your code as compact as possible and make sure the FPU stack is cleared when done.  4 ? 100%  4 ? 90%</p> <p>Question 7: Write an inline</p>	<p>The target for the SLO was met. Overall more than 70% of the students received a score of 70% or above. Part of this success was due to the consistent pace of the class where students took weekly online quizzes, and they continuously worked on lab assignments that were closely related to the weekly topics. The regular basis of the class allowed for constant feedback to students, thus helping everyone to be on task throughout the quarter. The other important reason for the success in reaching above the SLO target was that this was an advanced class where students were highly motivated and had a solid technical foundation. After the spring quarter when the class took place, everyone in the class transferred to a 4-year university with an engineering or computer science major. It was a privilege to teach such a class.</p>	<p>The students in this class were particularly strong programmers and were motivated. From this experience, it was observed that if students were actively learning and felt a common bond with each other in class, they tend to encourage each other and be more likely to succeed.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Design, code, document, analyze, debug, and test advanced level assembly programs for the x86 family of processor, including linkage to high level languages and floating point processing.	Students will be assessed by certain final exam questions.	assembly block that will calculate the average of an array of double data type in C. The C code is given and students write the inline assembly to work with the C code 1 ? 93% 4 ? 87% 1 ? 80% 1 ? 73% 1 ? 60%	The target for the SLO was met. Overall more than 70% of the students received a score of 70% or above. Part of this success was due to the consistent pace of the class where students took weekly online quizzes, and they continuously worked on lab assignments that were closely related to the weekly topics. The regular basis of the class allowed for constant feedback to students, thus helping everyone to be on task throughout the quarter. The other important reason for the success in reaching above the SLO target was that this was an advanced class where students were highly motivated and had a solid technical foundation. After the spring quarter when the class took place, everyone in the class transferred to a 4-year university with an engineering or computer science major. It was a privilege to teach such a class.	The students in this class were particularly strong programmers and were motivated. From this experience, it was observed that if students were actively learning and felt a common bond with each other in class, they tend to encourage each other and be more likely to succeed.
	CIS 26A	Create algorithms, code, document, debug, and test beginning and intermediate level C programs.				
		Create algorithms, code, document, debug, and test beginning and intermediate level C programs.				
		Design solutions for beginning and intermediate level problems using appropriate design methodology incorporating beginning and intermediate programming constructs.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Design solutions for beginning and intermediate level problems using appropriate design methodology incorporating beginning and intermediate programming constructs.				
		Read, analyze and explain beginning and intermediate level C programs.				
		Read, analyze and explain beginning and intermediate level C programs.				
	CIS 26B	Create algorithms, code, document, debug, and test advanced level C programs using multiple source and header files.				
		Create algorithms, code, document, debug, and test advanced level C programs using multiple source and header files.				
		Design solutions for advanced problems using appropriate design methodology incorporating advanced programming constructs.				
		Design solutions for advanced problems using appropriate design methodology incorporating advanced programming constructs.				
		Read, analyze and explain advanced C programs.				
		Read, analyze and explain advanced C programs.				
	CIS 27	Create object oriented programs using the C++ language.				
		Create object oriented				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		programs using the C++ language.				
	CIS 28	Design and develop complex software solution from raw requirements using Object Oriented Analysis and Design techniques.				
		Design and develop complex software solution from raw requirements using Object Oriented Analysis and Design techniques.				
		Synthesize major architectural patterns and frameworks and apply them to create software solutions.				
		Synthesize major architectural patterns and frameworks and apply them to create software solutions.				
	CIS 29	Create and use libraries with the C++ language.				
		Create and use libraries with the C++ language.				
		Create and use templates, including the Standard Template Library, in C++ programs.				
		Create and use templates, including the Standard Template Library, in C++ programs.				
		Create C++ programs using standard classes, advanced operators, multiple inheritance, and exception handling.				
		Create C++ programs using standard classes, advanced operators, multiple inheritance, and exception handling.				
	CIS 30A	Create algorithms, code, document, debug, and test intermediate level C#				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CIS 30A	programs.				
		Create algorithms, code, document, debug, and test intermediate level C# programs.				
		Design solutions for intermediate level problems using appropriate design methodology incorporating object-oriented intermediate programming constructs.				
		Design solutions for intermediate level problems using appropriate design methodology incorporating object-oriented intermediate programming constructs.				
		Read, analyze and explain intermediate level C# programs.				
		Read, analyze and explain intermediate level C# programs.				
	CIS 30B	Create algorithms, code, document, debug, and test advanced C# programs.				
		Create algorithms, code, document, debug, and test advanced C# programs.				
		Design solutions for advanced problems using appropriate design methodology incorporating elementary programming constructs.				
		Design solutions for advanced problems using appropriate design methodology incorporating elementary programming constructs.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Read, analyze and explain advanced C# programs.				
		Read, analyze and explain advanced C# programs.				
	CIS 31	Analyze the functionality of a modern operating system in terms of different management functions.				
		Analyze the functionality of a modern operating system in terms of different management functions.				
		Describe the algorithm implementation of modern operating systems.				
		Describe the algorithm implementation of modern operating systems.				
	CIS 33A	Design, code, document, analyze, debug, and test introductory level Perl programs that include Perl modules and use operating system features.				
		Design, code, document, analyze, debug, and test introductory level Perl programs that include Perl modules and use operating system features.	Assignment E, Perl Modules	On assignment E, 19 did excellent work, 0 did B work, 1 did C or below work.	Unlike Spring 2011, the material is all at least Perl release 5.8, and mostly release 5.12. As additional material is added to the language annually, the course becomes more difficult every year.	Limited enhancements will be made at this time, because my effort is currently going to working on the new SB 1440 courses. Later, when time is available, possible later enhancements include: - Moving some material on-line, that is now covered with handouts - Upgrading to later releases of Perl - Reducing material on C-style string handling and other topics that can be learned in C courses - Increase material on regular expression processing for more

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Design, code, document, analyze, debug, and test introductory level Perl programs that include Perl modules and use operating system features.	Assignment E, Perl Modules	On assignment E, 19 did excellent work, 0 did B work, 1 did C or below work.	Unlike Spring 2011, the material is all at least Perl release 5.8, and mostly release 5.12. As additional material is added to the language annually, the course becomes more difficult every year.	effective code - Increase material on piping between Perl and the operating system, with less material on using operating system commands in Perl - Reorganizing the material between CIS 33A, CIS 33B, and CIS 89B to better divide the material between these courses
		Design, code, document, analyze, debug, and test introductory level Perl programs that include Perl modules and use operating system features.	Assignment F, Operating system features	On assignment F, 16 did excellent A work, 1 did B work, 3 did C or below work.	Consistent with assignment E results	
		Design, code, document, analyze, debug, and test introductory level Perl programs that include Perl modules and use operating system features.	Assignment G, introductory level Perl programs	On assignment G, 15 did excellent A work, 2 did B work, 0 did C or below work.	Consistent with Assignments E and F.	
	CIS 33B	Design, code, document, analyze, debug, and test advanced level Perl programs that include object oriented Perl modules and access to database, TCP/IP, and system processes				
		Design, code, document, analyze, debug, and test advanced level Perl programs that include object oriented Perl modules and access to database, TCP/IP, and system processes				
	CIS 35A	Create algorithms, code, document, debug, and test intermediate level Java programs.				
		Create algorithms, code, document, debug, and test intermediate level Java				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		programs.				
		Design solutions for intermediate level problems using appropriate design methodology incorporating object-oriented intermediate programming constructs.				
		Design solutions for intermediate level problems using appropriate design methodology incorporating object-oriented intermediate programming constructs.				
		Read, analyze and explain intermediate level Java programs.				
		Read, analyze and explain intermediate level Java programs.				
	CIS 35B	Read, analyze and explain advanced Java programs.				
		Read, analyze and explain advanced Java programs.	Assessment for this SLO is a set of questions given on midterm, final or quiz. In the question students are asked to analyze a code snippet and state the program output. Students have to know specific concepts - like Exception Handling, Reflections, Working with Interfaces or Abstract Classes, Collections or Multithreading.	Using the score from Midterm exam in which students are expected to read/write code and explain corejava concepts the average of midterm was close to 72%. The percentage of people who received more than 70% is about 65%.	This is lower than the assessment from previous Spring 2011. This is attributed to student readiness from the pre-requisite of previous classes. In surveying the class only 42% of students had taken the pre-requisite course - CIS 35a. Additionally looking at class attendance only about 75% of students attended every lecture. Students attributed busy schedules to lack of attendance.	
		Create algorithms, write, document, debug, and test advanced Java programs.				
		Create algorithms, write, document, debug, and test advanced Java programs.	The assessment used for SLO #3 is the score for the documentation and Java code of a programming assignment,	Students coded a project based on a six part series using the design for each part. Students had the opportunity	The results indicate that students did not incorporate feedback for improving code snippets. This could be	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Create algorithms, write, document, debug, and test advanced Java programs.	which includes program design, documentation, coding in Java, debugging and testing), for which points were given based on the rubric (see below). The documentation and Java code portions of the assignment were given a range of points from 0 to 6 based on its completeness and correctness. The students were informed of the scoring of this portion on the syllabus (same on each programming assignment).	to improve the code over the quarter. More than 65 of students scored more than 90% in the category design. The average for design was more than 72% in this category.	because certain corejava concepts were unclear. In looking deeper, it becomes more apparent that students had difficulty with multithreading and networking concepts. In future offerings - providing focused guidance and additional examples to improve clarity on concepts would improve students performance.	
		Design solutions for advanced problems using appropriate design methodology incorporating object oriented programming constructs and advanced Java concepts.				
		Design solutions for advanced problems using appropriate design methodology incorporating object oriented programming constructs and advanced Java concepts.	The assessment for SLO #2 is the score for the design and coding of a programming assignment (each design includes program design, documentation, coding in C, debugging and testing), for which points were given based on the completeness of the design. The design portion of the assignment was given a range of points (0 to 4) based on the completeness including a class diagram showing entities and object relationships, design clarity and completion of requirements and program correctness.	Students were graded on design on a class project that had six parts to be completed over the quarter. Students had the opportunity to improve the design over the quarter. More than 78% of students scored more than 90% in the category design. The average for design was more than 80% in this category.	The results indicate that software design when done iteratively (improving previous version of design based on feedback while adding new features) produces an experience in which students can learn from their mistakes and improve the design. This provides an opportunity for enduring experience that is closer to design experiences for real world.	
	CIS 50	Describe the role that information systems play in business operations, management, and strategy.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CIS 50					
		Describe the role that information systems play in business operations, management, and strategy.				
		Understand how common software, hardware, database, and networking applications can be applied to business problems.				
		Understand how common software, hardware, database, and networking applications can be applied to business problems.				
	CIS 53	Create algorithms, code, document, debug, and test distributed Java programs.				
		Create algorithms, code, document, debug, and test distributed Java programs.				
		Design web applications using object-oriented methodology and advanced Java concepts using Java Enterprise Edition.				
		Design web applications using object-oriented methodology and advanced Java concepts using Java Enterprise Edition.				
	CIS 57	Create and apply user security policies to web server configuration.				
		Create and apply user security policies to web server configuration.				
		Demonstrate how to install, configure and maintain a web server.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate how to install, configure and maintain a web server.				
	CIS 61A	Create algorithms, code, document, debug, and test introductory level Java programs.				
		Create algorithms, code, document, debug, and test introductory level Java programs.				
		Design solutions for introductory level problems using appropriate design methodology incorporating elementary programming constructs.				
		Design solutions for introductory level problems using appropriate design methodology incorporating elementary programming constructs.				
		Read, analyze and explain introductory level Java programs.				
		Read, analyze and explain introductory level Java programs.				
	CIS 61B	Create algorithms, code, document, debug, and test intermediate level Java programs.				
		Create algorithms, code, document, debug, and test intermediate level Java				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		programs.				
		Design solutions for intermediate level problems using appropriate design methodology incorporating intermediate programming constructs.				
		Design solutions for intermediate level problems using appropriate design methodology incorporating intermediate programming constructs.				
		Read, analyze and explain intermediate level Java programs.				
		Read, analyze and explain intermediate level Java programs.				
	CIS 63	Analyze system requirements and evaluate proposed solutions.				
		Analyze system requirements and evaluate proposed solutions.				
		Understand system types and the systems development life cycle.				
		Understand system types and the systems development life cycle.				
	CIS 64A	Code, document, debug, and test introductory level SQL programs.				
		Code, document, debug, and test introductory level SQL programs.	Using a DB Schema that is created based on a given set of requirements, students			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Code, document, debug, and test introductory level SQL programs.	implement the database using SQL - create tables and indexes followed by writing queries for given requirements to extract data from created database.			
		Prepare database design using database normalization theory and appropriate database schema representation techniques.				
		Prepare database design using database normalization theory and appropriate database schema representation techniques.	Students are given relation description in words complete with attributes and relationships between "relations". Students are then expected to draw an Entity-Relationship diagram using this information.	Out of 29 students (out of 36) that completed the course more than 90% of students completed the assignment. More than 80% of class score 75% or higher in this assignment.	Students were asked to apply database design concepts - Relational Modeling, Functional Dependency, Database Design Lifecycle, Rules of Normalization and concepts to represent a database design using Algebraic Query Language, Logical Query Language and Relations. Before project assignment students were given small exercises that provided readiness for applying the concepts. Based on grading this project I found students did not have clarity on rules of normalization and SQL.	Adding more examples on these topics would provide students more clarity on the subject matter.
	CIS 64B	Create algorithms, code, document, debug, and test introductory level SQL programs.				
		Create algorithms, code, document, debug, and test introductory level SQL programs.	The assessment used for is the score for the SQL code of a Homework Programming Assignment, which includes coding in SQL, debugging and testing), for which points were given based on the rubric. The students were informed of the scoring of this portion on the syllabus (same on each programming assignment).	Students were given a total of seven assignment reflecting on select, create and alter statements. 73% of students scored completed all assignment with an score of 78% or higher. Remaining students completed 1 or more assignment.	Five labs out of seven focused on Select statement concepts. Students got the highest average points in assignment involving "Joining" tables in comparison to the past offerings. In addition to providing lot of examples on joins, students were given exposure to inner workings of joins which helped in	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Create algorithms, code, document, debug, and test introductory level SQL programs.	The assessment used for is the score for the SQL code of a Homework Programming Assignment, which includes coding in SQL, debugging and testing), for which points were given based on the rubric. The students were informed of the scoring of this portion on the syllabus (same on each programming assignment).	Students were given a total of seven assignment reflecting on select, create and alter statements. 73% of students scored completed all assignment with an score of 78% or higher. Remaining students completed 1 or more assignment.	understanding. Last two labs focused on creating a db schema and writing queries to use it. Students understand the concepts of creating database objects based on schema.	
		Design solutions for introductory level problems using appropriate design methodology incorporating interpreted database constructs.				
		Design solutions for introductory level problems using appropriate design methodology incorporating interpreted database constructs.	Students are given lab assignments on querying databases, creating database (tables, indexes, tablespaces and db partitions) and design databases.			
	CIS 64C	Create algorithms, code, document, debug, and test introductory level PL/SQL programs.				
		Create algorithms, code, document, debug, and test introductory level PL/SQL programs.				
		Design solutions for introductory level problems using appropriate design methodology incorporating procedural database constructs.				
		Design solutions for introductory level problems using appropriate design methodology incorporating procedural database constructs.				
	CIS	Apply performance tuning				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	64D	methods to tune large scale database systems.				
		Apply performance tuning methods to tune large scale database systems.				
		Establish performance targets based on business requirements.				
		Establish performance targets based on business requirements.				
	CIS 66	Define the basic properties of the TCP/IP, local area, wide area, and fiber optic networks.				
		Define the basic properties of the TCP/IP, local area, wide area, and fiber optic networks.				
		Describe the various components, protocols, architectures, and applications of current communication and networking technologies, which are used in LANs, WANs, and the Internet.				
		Describe the various components, protocols, architectures, and applications of current communication and networking technologies, which are used in LANs, WANs, and the Internet.				
	CIS 67A	Define fundamental concepts of local area networks (LANs) architecture and protocols with emphasis on the first two layers, physical and data link layer, of the OSI model.				
		Define fundamental concepts of local area networks (LANs) architecture and protocols with				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		emphasis on the first two layers, physical and data link layer, of the OSI model.				
		Design a local-area network.				
		Design a local-area network.				
	CIS 67B	Define fundamental concepts of TCP/IP protocol suite with emphasis on the network layer, transport layer, and application layer of the suite.				
		Define fundamental concepts of TCP/IP protocol suite with emphasis on the network layer, transport layer, and application layer of the suite.				
		Design a small wide-area network.				
		Design a small wide-area network.				
	CIS 73	Design, code, document, analyze, debug, and test client/server application programs for network communications.				
		Design, code, document, analyze, debug, and test client/server application programs for network communications.				
	CIS 74	Create bug reports using a defect-tracking tool.				
		Create bug reports using a defect-tracking tool.				
		Create, execute, and track test cases using a test case management (TCM) tool.				
		Create, execute, and track test cases using a test case management (TCM) tool.				
		Write a formal Test Design Specification and associated				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Test Case Specification using IEEE templates.				
		Write a formal Test Design Specification and associated Test Case Specification using IEEE templates.				
	CIS 75A	Define fundamental concepts of TCP/IP architecture and protocols, with emphasis on the network layer, transport layer, and application layer of the suite.				
		Define fundamental concepts of TCP/IP architecture and protocols, with emphasis on the network layer, transport layer, and application layer of the suite.				
		Describe the applications of TCP/IP to the Internet.				
		Describe the applications of TCP/IP to the Internet.				
	CIS 75C	Analyze security threats in a modern technology environment.				
		Analyze security threats in a modern technology environment.				
		Raise awareness regarding Security policies and procedures in an organization.				
		Raise awareness regarding Security policies and procedures in an organization.				
	CIS 75D	Create and refine enterprise security policy and procedures.				
		Create and refine enterprise security policy and procedures.				
		Create tools to track risks, document and mitigate them.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Create tools to track risks, document and mitigate them.				
	CIS 75E	Create and refine emergency response plan for responding and recovering from disasters.				
		Create and refine emergency response plan for responding and recovering from disasters.				
	CIS 79	Determine and fulfill the expectations of the client and complete the steps of a technology project.				
		Determine and fulfill the expectations of the client and complete the steps of a technology project.				
		Master the systematic approach to project design and management.				
		Master the systematic approach to project design and management.				
	CIS 80A	Create a process map for an organizational process.				
		Create a process map for an organizational process.				
		Optimize a mapped process to eliminate redundancies which in return can improve process efficiency.				
		Optimize a mapped process to eliminate redundancies which in return can improve process efficiency.				
	CIS	Create a web site using				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	89A	XHTML and CSS and published to a web server.				
		Create a web site using XHTML and CSS and published to a web server.				
	CIS 89C	Create web pages using Extensible Hypertext Markup Language (XHTML), Cascading Style Sheets (CSS), JavaScript, and the Document Object Model (DOM), and demonstrate how they interact together within a web document.				
		Create web pages using Extensible Hypertext Markup Language (XHTML), Cascading Style Sheets (CSS), JavaScript, and the Document Object Model (DOM), and demonstrate how they interact together within a web document.				
		Write functions and scripts using JavaScript.				
		Write functions and scripts using JavaScript.				
	CIS 95A	Manage project risks by identifying them and mitigating them.				
		Manage project risks by identifying them and mitigating them.	Learners are asked to participate in series of games, working in teams and producing outcomes after applying risk management tools. Each game requires application of one to two risk management tools to be applied to a real world scenario.			
		Manage projects using five bodies of knowledge including initiation, planning, control, execution and closing.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Manage projects using five bodies of knowledge including initiation, planning, control, execution and closing.	Learners are asked to participate in series of games, working in teams and producing outcomes after applying risk management tools. Each game requires application of one to two risk management tools to be applied to a real world scenario.	25 students registered in Spring 2012 - working in teams of 4 or 5 and completed four case studies. Out of 25 students, 3 students earned an A, 11 students earned an A- and remaining were in spread of B to F. Overall the class did better than previous quarters.	Each task either had a presentation or a document output. Teams were challenged with in-class Gaming creating spirited competition between team members that produced better results. Students were earning Monopoly Dollars and this spirited competition required students to apply learned concepts in timed activities in class. This required them to understand the concepts rapidly. In the past, when this been taught element of gaming was not introduced and student were graded on the output produced. Needless to say, Students enjoyed working a 10 hour day (although very exhausted at the end of day).	
	CIS 95B	Create a detailed plan to control budget, scope, quality, schedule and team risks.				
		Create a detailed plan to control budget, scope, quality, schedule and team risks.	Learners are asked to participate in series of games, working in teams and produce a project management control plan. Each game requires application of techniques for controlling budget, scope, quality and schedule from Project Management Book of Knowledge to be applied to a real world scenario.			
		Create a detailed project plan complete with schedule, budget, risk mitigation plan, data and communication management plan for medium to large size projects.				
		Create a detailed project plan complete with schedule,	Learners are asked to participate in series of games,	Total Attendance - 29 # of Teams - 4	Reflection - Students worked on 4 games	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		budget, risk mitigation plan, data and communication management plan for medium to large size projects.	working in teams and produce a project management plan. Each game requires application of techniques from Project Management Book of Knowledge to be applied to a real world scenario.	Total # of students that completed successfully (24) A+ - 1, A - 4, A- 15, B+ 3, B- 1	each progressively leading to construction of a project plan. In Game 1 students looked at project requirements and developed a project charter. The weakest point in this task was constraint definition and measurable success criteria for the project. In Game 2 students created a project management plan - defining project planning approach, processes to be used for planning the project, team resources and costs, project architecture and what is being build in a project. The weakest point in this task was identifying project requirements and its organization into the project structure. To fix this issue, qualifying questions for measuring success criteria be added in the next offering. In Game 3 students created a Schedule and Budget using the Project Management Plan created in Game 2. Students used MS Project for creating this project plan. Considering project scope and time constraints, students were unable to complete the project task to level of depth. To fix this issue, in future the assigned requirements in the project would be converting into a program - a set of projects so a high level program can be maintained to run the plan. This would produce project of a larger scope to be managed at a high level.	
CIS		Develop procedures and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	95C	techniques to pro-actively reduce threats for project objectives.				
		Develop procedures and techniques to pro-actively reduce threats for project objectives.	Learners are asked to participate in series of games, working in teams and producing outcomes after applying risk management tools. Each game requires application of one to two risk management tools to be applied to a real world scenario.	Out of 21 students enrolled in this course, during Spring 2012, (held over three weekends ) working in 4 teams successfully completed six games as outlined in the attachment.	In this offering, students completed all assigned exercises / case studies in class. Students were taught the techniques in class and were asked to apply in real world scenario to produce risk management plan to it can it enacted proactively to prevent risks. Students in these 5 games scored between 86 to 88% average.	
		Manage risks using tools and techniques learned in the course.				
		Manage risks using tools and techniques learned in the course.	Learners are asked to participate in series of games, working in teams and producing outcomes after applying risk management tools. Each game requires application of one to two risk management tools to be applied to a real world scenario.	Out of 21 students enrolled in this course, during Spring 2012, (held over three weekends ) working in 4 teams successfully completed six games as outlined in the attachment. The activities were timed and completed in class. Quality of output - Students scored an average of 77% to 88% as average grade for the 6 games.	In this offering, I had students review the technique from text and had them apply it. I offered them an opportunity to review the output in class and review it once. Although this produced average results, I feel I can improve on this in next offering by covering the technique in class with a clear example. By doing this I will enhance their learning, then have them apply the technique, review and modify output.	Although this produced average results, I feel I can improve on this in next offering by covering the technique in class with a clear example. By doing this I will enhance their learning, then have them apply the technique, review and modify output.
	CIS 95D	Accept and analyze bids for an RFP.				
		Accept and analyze bids for an RFP.				
		Create a RFP for a given set of requirements.				
		Create a RFP for a given set of requirements.	Student work in teams to create a plan for outsourcing with following objectives in mind: 1. Help management	During Winter 2012 - 19 students attended the class. Students worked in 3 teams. For this task, students prepared and delivered a	Reflection: Students learned the concepts of creating an outsourcing plan and were asked to apply the concepts on "real-world" case	I plan to provide more examples of business contexts associated with contract types. This will further help students mitigate the challenges said

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Create a RFP for a given set of requirements.	understand the reasons for outsourcing. 2. Using the outsourcing life-cycle to create a plan for outsourcing 3. Create a Statement of Work for outsourced project 4. Define the supplier selection process and supplier selection criteria 5. Define the risks for outsourcing Students output - An outsourcing plan is graded for the above stated objectives.	detailed plan. Students score range is as follows: 95% - 2 90% - 6 85% - 4 80% - 3 75% - 2	study. Most of the audience understood the outsourcing life cycle, requirements for what to outsource and not to outsource, benefits of outsourcing and contract types. Students had some challenges in sorting through contract types and applying those for specific business contexts.	herewith.
		Manage the outsourced vendor inline to the contractual requirements.				
		Manage the outsourced vendor inline to the contractual requirements.				
	CIS 95E	Complete a CAPM or PMP application.				
		Complete a CAPM or PMP application.				
		Prepare for CAPM and PMP exam by exploring Project Management Book of Knowledge (PMBOK).				
		Prepare for CAPM and PMP exam by exploring Project Management Book of Knowledge (PMBOK).				
	CIS 140A	Translate a formal Test Case Specification of 7-8 test cases into automated test cases using Selenium-IDE.				
		Translate a formal Test Case Specification of 7-8 test cases into automated test cases using Selenium-IDE.				
	CIS	Apply the fundamental				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	200W	concepts of the Computer Informations Systems topic.				
		Apply the fundamental concepts of the Computer Informations Systems topic.				
		Explain the fundamental concepts of the Computer Informations Systems topic.				
		Explain the fundamental concepts of the Computer Informations Systems topic.				
Dept - (B/CS) Real Estate	REST 50	Demonstrate a knowledge of how real property is described, acquired, appraised, financed, encumbered and leased; how title to real property is held in California, evaluate factually simple real estate contract issues from a buyer's, seller's and real estate agent's perspective and identify and evaluate ethical issues in a California real estate context.				
		Demonstrate a knowledge of how real property is described, acquired, appraised, financed, encumbered and leased; how title to real property is held in California, evaluate factually simple real estate contract issues from a buyer's, seller's and real estate agent's perspective and identify and evaluate ethical issues in a California real estate context.				
	REST 51	Explain and interpret real estate licensing laws in California and how they apply to the major areas of specialization in the real estate field and explain, interpret and evaluate the various types of California listing agreements and real estate sales				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	REST 51	agreements used in California and evaluate factually simple California real estate profession issues and explain how the Commissioner's Code of Ethics is applied to those issues.				
		Explain and interpret real estate licensing laws in California and how they apply to the major areas of specialization in the real estate field and explain, interpret and evaluate the various types of California listing agreements and real estate sales agreements used in California and evaluate factually simple California real estate profession issues and explain how the Commissioner's Code of Ethics is applied to those issues.				
	REST 52A	Demonstrate a knowledge of the basic workings of the legal system in California and the United States as it applies to California real estate and demonstrate a knowledge of the various types of listing agreements, how title is held to real property, various tenancies in the rental of real property and the primary legal issues in appraising and financing real property in California and explain and evaluate the real estate licensing process and the administrative agencies that regulate the California real estate industry.				
		Demonstrate a knowledge of the basic workings of the legal system in California and the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		United States as it applies to California real estate and demonstrate a knowledge of the various types of listing agreements, how title is held to real property, various tenancies in the rental of real property and the primary legal issues in appraising and financing real property in California and explain and evaluate the real estate licensing process and the administrative agencies that regulate the California real estate industry.				
	REST 53	Demonstrate a knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective and the real estate lending process from underwriting and qualifying through funding and loan retirement and demonstrate an understanding of the key players in California real estate finance.				
		Demonstrate a knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective and the real estate lending process from underwriting and qualifying through funding and loan retirement and demonstrate an understanding of the key players in California real estate finance.				
	REST 54	Explain and analyze the economic factors that affect real estate to include urban development, government regulation, the business cycle,				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	REST 54	financial markets, credit and economic trends.  Explain and analyze the economic factors that affect real estate to include urban development, government regulation, the business cycle, financial markets, credit and economic trends.				
	REST 56A	Demonstrate a knowledge of the principles of real property valuation to include the three methods of appraisal, uniform standards of appraisal and the requirements for state licensure.				
		Demonstrate a knowledge of the principles of real property valuation to include the three methods of appraisal, uniform standards of appraisal and the requirements for state licensure.				
	REST 59	Demonstrate a knowledge of the principles of professional management of real property to include an analysis of economic factors affecting the management of property, an evaluation of real property for management and preparation of a management plan for property management and evaluate property management from a risk/return perspective considering tenant selection, credit, collection and evictions, commercial and residential leases and maintenance factors for property management.  Demonstrate a knowledge of the principles of professional management of real property				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to include an analysis of economic factors affecting the management of property, an evaluation of real property for management and preparation of a management plan for property management and evaluate property management from a risk/return perspective considering tenant selection, credit, collection and evictions, commercial and residential leases and maintenance factors for property management.				
	REST 61	Identify, analyze and evaluate real estate investments to include residential, commercial, industrial properties and land development while considering taxation and financing issues in the acquisition, ownership and sale of real estate investments and construct cash flow models utilizing discounted cash flows for analysis of economic viability of investment property.				
		Identify, analyze and evaluate real estate investments to include residential, commercial, industrial properties and land development while considering taxation and financing issues in the acquisition, ownership and sale of real estate investments and construct cash flow models utilizing discounted cash flows for analysis of economic viability of investment property.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Student will be able to answer correctly, selected questions on the final exam concerning tire service including balancing, disc and drum brake service, and front and rear suspension service.				
	AUTO 53A	Demonstrate the ability to diagram and construct compound mechanical and pneumatic machines, calculating the mechanical advantage for the individual components as well as the complete system.				
		Demonstrate the ability to diagram and construct compound mechanical and pneumatic machines, calculating the mechanical advantage for the individual components as well as the complete system.				
	AUTO 53B	Demonstrate the ability to diagram and construct simple electromechanical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter.				
		Demonstrate the ability to diagram and construct simple electromechanical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter.				
		Develop a testing sequence to diagnose open , shorted, and grounded electromechanical circuits.				
		Develop a testing sequence to diagnose open , shorted, and grounded electromechanical				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		circuits.				
	AUTO 57A	After studying the various parts of the automotive industry and learning job interview skills, the student will participate in an 'in-class' job interview.				
		After studying the various parts of the automotive industry and learning job interview skills, the student will participate in an 'in-class' job interview.				
	AUTO 60	Demonstrate the ability to diagram and construct simple electrical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter.				
		Demonstrate the ability to diagram and construct simple electrical circuits, calculating and measuring voltage, amperage, and resistance using Ohm's Law and a digital multimeter.				
		Develop a testing sequence to diagnose inoperative charging, cranking, and battery circuits.				
		Develop a testing sequence to diagnose inoperative charging, cranking, and battery circuits.				
	AUTO 60A	Student will diagnose an electrical feedback circuit problem in a lighting circuit using a logical diagnostic process. Student will interpret a customer based symptom that does not reveal the causal system in order to apply a logical diagnostic process for this type of problem.				
		Student will diagnose an				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		electrical feedback circuit problem in a lighting circuit using a logical diagnostic process. Student will interpret a customer based symptom that does not reveal the causal system in order to apply a logical diagnostic process for this type of problem.				
		Student will diagnose an open circuit problem in which all or part of the circuit is inoperative. Student will interpret the work order description, apply basic circuit theory concepts using logical circuit tracing techniques and accurate prediction of voltage drops. Student will correctly navigate supporting documents prescribe a recommended repair.				
		Student will diagnose an open circuit problem in which all or part of the circuit is inoperative. Student will interpret the work order description, apply basic circuit theory concepts using logical circuit tracing techniques and accurate prediction of voltage drops. Student will correctly navigate supporting documents prescribe a recommended repair.				
	AUTO 60B	Student will identify and appraise the operation of engine control systems where computer management is prevalent. Student will apply basic electrical fundamentals for the purpose of diagnostic troubleshooting. Student will interpret and analyze digital computer input and output				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	AUTO 60B	signals. Student will select the appropriate diagnostic test equipment based on system symptom and design. Student will integrate the results of diagnostic tests and measurements.				
		Student will identify and appraise the operation of engine control systems where computer management is prevalent. Student will apply basic electrical fundamentals for the purpose of diagnostic troubleshooting. Student will interpret and analyze digital computer input and output signals. Student will select the appropriate diagnostic test equipment based on system symptom and design. Student will integrate the results of diagnostic tests and measurements.				
	AUTO 60C	Student will identify major ignition and fuel system components. Student will assess the function of an ignition system as associated with a drive symptom. Student will analyze a fuel delivery system based on diagnostic test results. Student will distinguish the cause of a drivability symptom based on the interpretation of diagnostic results. Student will differentiate the consequence of a failed emission device or system. Student will conclude a repair using the appropriate protocol.				
		Student will identify major ignition and fuel system components. Student will				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>assess the function of an ignition system as associated with a drive symptom. Student will analyze a fuel delivery system based on diagnostic test results. Student will distinguish the cause of a drivability symptom based on the interpretation of diagnostic results. Student will differentiate the consequence of a failed emission device or system. Student will conclude a repair using the appropriate protocol.</p>				
	AUTO 60D	<p>Student will identify the purpose of an automotive ignition system. Student will demonstrate the correct application and usage of ignition system diagnostic equipment. Student will predict the results of an inappropriately adjusted ignition system. Student will categorize the results of ignition system diagnostics. Student will formulate a diagnosis based on interpretation of provided data values. Student will prioritize required repairs based on effectiveness.</p>				
		<p>Student will identify the purpose of an automotive ignition system. Student will demonstrate the correct application and usage of ignition system diagnostic equipment. Student will predict the results of an inappropriately adjusted ignition system. Student will categorize the results of ignition system diagnostics.</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Student will formulate a diagnosis based on interpretation of provided data values. Student will prioritize required repairs based on effectiveness.				
	AUTO 60E	Student will describe the principles of electronic fuel injection. Student will explain common designs of fuel injection systems. Student will distinguish specific fuel injection diagnostic equipment. Student will analyze a fuel injection system based on diagnostic test data. Student will solve a drivability scenario as related to a fuel injection system failure. Student will determine the applicable service procedure based on a given circumstance.				
		Student will describe the principles of electronic fuel injection. Student will explain common designs of fuel injection systems. Student will distinguish specific fuel injection diagnostic equipment. Student will analyze a fuel injection system based on diagnostic test data. Student will solve a drivability scenario as related to a fuel injection system failure. Student will determine the applicable service procedure based on a given circumstance.				
	AUTO 60F	Student will identify basic internal combustion principles for the gasoline engine. Student will diagnose a no-start condition in which the storage battery, starter, or charging system is faulted.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	AUTO 60F	<p>Student will differentiate ignition system primary and secondary faults. Student will apply the appropriate diagnostic steps for a given no-start symptom. Student is able to formulate a diagnostic plan based on provided data parameters. Student will assess the performance of a fuel delivery system.</p> <p>Student will identify basic internal combustion principles for the gasoline engine. Student will diagnose a no-start condition in which the storage battery, starter, or charging system is faulted. Student will differentiate ignition system primary and secondary faults. Student will apply the appropriate diagnostic steps for a given no-start symptom. Student is able to formulate a diagnostic plan based on provided data parameters. Student will assess the performance of a fuel delivery system.</p>				
	AUTO 60G	<p>Student will identify the purpose of an automotive scan tool. Student will recognize the various functions of a scan tool. Student will calculate a diagnostic approach based on scan data. Student will differentiate the status of DTCs (diagnostic trouble codes). Student will evaluate a given set of data for the purpose of diagnostics. Student will categorize data values based on specific symptoms.</p> <p>Student will identify the</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		purpose of an automotive scan tool. Student will recognize the various functions of a scan tool. Student will calculate a diagnostic approach based on scan data. Student will differentiate the status of DTCs (diagnostic trouble codes). Student will evaluate a given set of data for the purpose of diagnostics. Student will categorize data values based on specific symptoms.				
	AUTO 60H	Student will describe the onboard self-test and diagnostic capabilities of various manufacturers' vehicle control systems. Student will apply diagnostic self-tests as applicable for a given symptom. Student will assess generic scan tool data as compared to proprietary data. Student will select the appropriate diagnostic test procedure. Student will distinguish the results of mode \$06 test results.				
		Student will describe the onboard self-test and diagnostic capabilities of various manufacturers' vehicle control systems. Student will apply diagnostic self-tests as applicable for a given symptom. Student will assess generic scan tool data as compared to proprietary data. Student will select the appropriate diagnostic test procedure. Student will distinguish the results of mode \$06 test results.				
	AUTO	Student will understand the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	60J	various designs and applications of the diagnostic oscilloscope and power graphing meter. Student will interpret a diagnostic waveform as applicable to a drive fault. Student will summarize the functions of a lab scope. Student				
		Student will understand the various designs and applications of the diagnostic oscilloscope and power graphing meter. Student will interpret a diagnostic waveform as applicable to a drive fault. Student will summarize the functions of a lab scope. Student				
	AUTO 60K	The student will show an understanding of a resistive multiplexed switch circuits operation and diagnosis through a written essay.				
		The student will show an understanding of a resistive multiplexed switch circuits operation and diagnosis through a written essay.				
	AUTO 60M	Student will identify the function of an automotive hybrid propulsion system. Student will apply the recommended safety practices as outlined in the shop manual and ERG (emergency response guide). Student will follow recommended maintenance practices as applicable to a hybrid electric vehicle. Student will outline the service aspects of hybrid electric vehicles. Student will classify the different types of hybrid propulsion systems.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	AUTO 60M	<p>Student will define the various components of a hybrid electric vehicle. Student will demonstrate the basic operation of regenerative braking.</p> <p>Student will identify the function of an automotive hybrid propulsion system. Student will apply the recommended safety practices as outlined in the shop manual and ERG (emergency response guide). Student will follow recommended maintenance practices as applicable to a hybrid electric vehicle. Student will outline the service aspects of hybrid electric vehicles. Student will classify the different types of hybrid propulsion systems. Student will define the various components of a hybrid electric vehicle. Student will demonstrate the basic operation of regenerative braking.</p>				
	AUTO 60N	<p>Student will identify the function of an automotive hybrid propulsion system. Student will apply the recommended safety practices as outlined in the shop manual and ERG (emergency response guide). Student will follow recommended maintenance practices as applicable to a hybrid electric vehicle. Student will outline the service aspects of hybrid electric vehicles.</p> <p>Student will identify the function of an automotive hybrid propulsion system.</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Student will apply the recommended safety practices as outlined in the shop manual and ERG (emergency response guide). Student will follow recommended maintenance practices as applicable to a hybrid electric vehicle. Student will outline the service aspects of hybrid electric vehicles.				
	AUTO 61A	Students will understand proper brake inspection procedures.				
		Students will understand proper brake inspection procedures.				
	AUTO 61B	The student will be able to describe the differences in the two major types of wheel speed sensors used on cars and light trucks as well as how they function, and how to diagnose a failure of the component.				
		The student will be able to describe the differences in the two major types of wheel speed sensors used on cars and light trucks as well as how they function, and how to diagnose a failure of the component.				
	AUTO 62A	Students will understand proper under car inspection procedures.				
		Students will understand proper under car inspection procedures.				
		Students will understand proper vehicle wheel alignment procedures.				
		Students will understand proper vehicle wheel				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		alignment procedures.				
	AUTO 62B	The learner will understand the concepts and be able to diagnose vehicle wander, drift, pull, hard steering, bump steer, memory steer, torque steer, and steering return concerns; determine necessary action.				
		The learner will understand the concepts and be able to diagnose vehicle wander, drift, pull, hard steering, bump steer, memory steer, torque steer, and steering return concerns; determine necessary action.				
	AUTO 63	The student will show an understanding of how a torque converter works.				
		The student will show an understanding of how a torque converter works.				
		The student will will show an understanding of the inputs to transission that create both up and downshifts.				
		The student will will show an understanding of the inputs to transission that create both up and downshifts.				
	AUTO 63A	The student will understand the workings of a manual transmisson clutch assembly.				
		The student will understand the workings of a manual transmisson clutch assembly.				
	AUTO 63B	The student will show an understanding of how a torque converter works.				
		The student will show an understanding of how a torque converter works.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will will show an understanding of the inputs to transission that create both up and downshifts.				
		The student will will show an understanding of the inputs to transission that create both up and downshifts.				
	AUTO 63C	The student will show an understanding of how a torque converter works.				
		The student will show an understanding of how a torque converter works.				
		The student will will show an understanding of the inputs to transission that create both up and downshifts.				
		The student will will show an understanding of the inputs to transission that create both up and downshifts.				
	AUTO 63D	The student will show an understanding of the operation of transmission solenoids and the corresponding voltage values for diagnostic purposes.				
		The student will show an understanding of the operation of transmission solenoids and the corresponding voltage values for diagnostic purposes.				
	AUTO 64	Student should be able to answer selected questions on the final concerning engine theory, valve events, engine diagnostics, and engine assembly.				
		Student should be able to answer selected questions on the final concerning engine				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		theory, valve events, engine diagnostics, and engine assembly.				
	AUTO 64HP	Student will answer correctly, selected questions on the final exam concerning blueprinting operations, engine theory, camshaft design, parts reliability upgrades. These are areas essential to the understanding of performance engines.				
		Student will answer correctly, selected questions on the final exam concerning blueprinting operations, engine theory, camshaft design, parts reliability upgrades. These are areas essential to the understanding of performance engines.				
	AUTO 65P	Student will be able to answer correctly, selected questions on the final exam concerning Bureau of Automotive Repair rules, regulations, and proper procedures to perform a smog check in the state of CA.				
		Student will be able to answer correctly, selected questions on the final exam concerning Bureau of Automotive Repair rules, regulations, and proper procedures to perform a smog check in the state of CA.				
	AUTO 65R	Student will be able to answer correctly, selected questions on the final exam concerning electrical fundamentals, wire repair techniques, and electrical diagnostic procedures using wiring diagrams.				
		Student will be able to answer				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		correctly, selected questions on the final exam concerning electrical fundamentals, wire repair techniques, and electrical diagnostic procedures using wiring diagrams.				
	AUTO 65S	Student will be able to answer correctly, selected questions on the final exam concerning engine mechanical, ignition, fuel system and emissions system diagnosis.				
		Student will be able to answer correctly, selected questions on the final exam concerning engine mechanical, ignition, fuel system and emissions system diagnosis.				
	AUTO 65V	Student will be able to answer correctly, selected questions on the final exam concerning advanced emissions diagnosis such as On-Board Diagnostic Generation II (OBDII), the use of lab scopes in diagnosis and enhanced evaporative systems.				
		Student will be able to answer correctly, selected questions on the final exam concerning advanced emissions diagnosis such as On-Board Diagnostic Generation II (OBDII), the use of lab scopes in diagnosis and enhanced evaporative systems.				
	AUTO 65W	Student will be able to answer correctly, selected questions on the final exam concerning repairs to lower Oxides of Nitrogen (Nox) failures and procedures to perform an acceleration simulation mode				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	AUTO 65W	(ASM) smog inspection using a dynamometer.				
		Student will be able to answer correctly, selected questions on the final exam concerning repairs to lower Oxides of Nitrogen (Nox) failures and procedures to perform an acceleration simulation mode (ASM) smog inspection using a dynamometer.				
	AUTO 66	Students will understand proper refrigerant recovery, recycling, and handling procedures.				
		Students will understand proper refrigerant recovery, recycling, and handling procedures.				
	AUTO 69	Student will be able to answer correctly, selected questions on the final exam concerning CA Bureau of Automotive Repair smog inspection rules, regulations and procedures updates.				
		Student will be able to answer correctly, selected questions on the final exam concerning CA Bureau of Automotive Repair smog inspection rules, regulations and procedures updates.				
	AUTO 91A	Given a brake drum and tools, you are to setup the brake drum on the bench lathe, measure and turn the drum as needed according to recognized industry standards in 30 minutes.				
		Given a brake drum and tools, you are to setup the brake drum on the bench lathe, measure and turn the drum as	Performance exam			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		needed according to recognized industry standards in 30 minutes.	Performance exam			
		Given a vehicle and tools, you are to perform a complete brake inspection, according to recognized industry standards in 30 minutes.				
		Given a vehicle and tools, you are to perform a complete brake inspection, according to recognized industry standards in 30 minutes.	Performance exam			
		Given a vehicle and tools, you are to remove one dual servo brake assembly from the vehicle, inspect and lubricate the brake assembly as needed, and reinstall the dual servo brake assembly in the vehicle, according to recognized industry standards in 30 minutes.				
		Given a vehicle and tools, you are to remove one dual servo brake assembly from the vehicle, inspect and lubricate the brake assembly as needed, and reinstall the dual servo brake assembly in the vehicle, according to recognized industry standards in 30 minutes.	Performance exam			
		Given a vehicle and tools, you are to remove one tire, wheel, and brake caliper assembly from the vehicle, turn one rotor on the car as needed, and reinstall the tire, wheel, and brake caliper assembly on the vehicle, according to recognized industry stan				
		Given a vehicle and tools, you are to remove one tire, wheel,	Performance exam			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and brake caliper assembly from the vehicle, turn one rotor on the car as needed, and reinstall the tire, wheel, and brake caliper assembly on the vehicle, according to recognized industry standards	Performance exam			
	AUTO 91B	Students will understand Active Brake system concepts.				
		Students will understand Active Brake system concepts.				
	AUTO 92A	Given a vehicle and tools, you are to perform a chassis inspection on a front wheel drive vehicle according to recognized industry standards in 30 minutes.				
		Given a vehicle and tools, you are to perform a chassis inspection on a front wheel drive vehicle according to recognized industry standards in 30 minutes.	Performance exam			
		Given a vehicle and tools, you are to perform a chassis inspection on a rear wheel drive vehicle according to recognized industry standards in 30 minutes.				
		Given a vehicle and tools, you are to perform a chassis inspection on a rear wheel drive vehicle according to recognized industry standards in 30 minutes.	Performance exam			
		Given a vehicle and tools, you are to remove the strut assembly from the vehicle, remove and replace the strut from the coil spring, and reinstall the strut assembly in the vehicle, according to recognized industry standards in 30 minutes.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Given a vehicle and tools, you are to remove the strut assembly from the vehicle, remove and replace the strut from the coil spring, and reinstall the strut assembly in the vehicle, according to recognized industry standards in 30 minutes.	Performance exam			
		Given a vehicle and tools, you are to remove, mount and balance, and reinstall two tire and wheel assemblies, according to recognized industry standards in 30 minutes.				
		Given a vehicle and tools, you are to remove, mount and balance, and reinstall two tire and wheel assemblies, according to recognized industry standards in 30 minutes.	Performance exam			
	AUTO 92B	Given a vehicle and tools, you are to hook up the Hunter Alignment Machine to the vehicle, obtain alignment readings, determine corrective action, set front toe, and disconnect the alignment equipment, according to recognized industry standards in 30 minutes.				
		Given a vehicle and tools, you are to hook up the Hunter Alignment Machine to the vehicle, obtain alignment readings, determine corrective action, set front toe, and disconnect the alignment equipment, according to recognized industry standards in 30 minutes.				
		Given a vehicle and tools, you				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		are to hook up the John Bean Alignment Machine to the vehicle, obtain alignment readings, determine corrective action, set front toe, and disconnect the alignment equipment, according to recognized industry standards in 30 minutes.				
		Given a vehicle and tools, you are to hook up the John Bean Alignment Machine to the vehicle, obtain alignment readings, determine corrective action, set front toe, and disconnect the alignment equipment, according to recognized industry standards in 30 minutes.				
	AUTO 92C	The learner will be able to test and diagnose components of electronically controlled suspension systems using a scan tool; determine necessary action.				
		The learner will be able to test and diagnose components of electronically controlled suspension systems using a scan tool; determine necessary action.				
	AUTO 92D	The learner will be able to check front cradle (subframe) alignment; determine necessary action.				
		The learner will be able to check front cradle (subframe) alignment; determine necessary action.				
	AUTO 93A	The student will be able to demonstrate the ability to measure the critical elements of a selected differential, analyze the readings, make				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	AUTO 93A	the nec adjustments as well as the skill to dis and reassemble the unit.				
		The student will be able to demonstrate the ability to measure the critical elements of a selected differential, analyze the readings, make the nec adjustments as well as the skill to dis and reassemble the unit.				
	AUTO 93B	The student will show their understanding of the powerflow through a standard transaxle.				
		The student will show their understanding of the powerflow through a standard transaxle.				
	AUTO 93C	The student will be able to describe in an essay form, the function of an automatic transmission torque converter. They must show a knowledge of the components and their function as well as an understanding of of the relationship between them. A description of what each component does during acceleration, cruise, and converter lock up must be included.				
		The student will be able to describe in an essay form, the function of an automatic transmission torque converter. They must show a knowledge of the components and their function as well as an understanding of of the relationship between them. A description of what each component does during				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		acceleration, cruise, and converter lock up must be included.				
		The student will completely disassemble an automatic transmission and then reassemble the same unit replacing any needed parts. The transmission will then have to function as designed on the transmission dynamometer in the shop.				
		The student will completely disassemble an automatic transmission and then reassemble the same unit replacing any needed parts. The transmission will then have to function as designed on the transmission dynamometer in the shop.				
	AUTO 93D	The student will show an understanding of how a torque converter works.				
		The student will show an understanding of how a torque converter works.				
		The student will will show an understanding of the inputs to transission that create both up and downshifts.				
		The student will will show an understanding of the inputs to transission that create both up and downshifts.				
	AUTO 93E	The student will be able to retrieve a transmission related fault code from the on board computer system and determine a course of action to institue a repair.				
		The student will be able to retrieve a transmission related fault code from the on board				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		computer system and determine a course of action to institute a repair.				
	AUTO 93F	The student will perform a transmission service as required by factory maintenance schedule.				
		The student will perform a transmission service as required by factory maintenance schedule.				
	AUTO 94A	After studying the theory of a 4 -stroke cycle, internal combustion engine, the student will be able to explain in detail each of the four strokes, valve overlap, and blowdown. This will be done using a cut-away engine.				
		After studying the theory of a 4 -stroke cycle, internal combustion engine, the student will be able to explain in detail each of the four strokes, valve overlap, and blowdown. This will be done using a cut-away engine.				
	AUTO 94B	Student will set up and grind a valve face with the proper surface finish, while maintaining a margin thickness of no less than 1/16".				
		Student will set up and grind a valve face with the proper surface finish, while maintaining a margin thickness of no less than 1/16".				
	AUTO 94C	Student will set up and hone a cylinder to a specified size, with the proper surface finish depending on the type of piston rings being used.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Student will set up and hone a cylinder to a specified size, with the proper surface finish depending on the type of piston rings being used.				
	AUTO 94D	Student will equalize the weight of the rotating ends and reciprocating ends of connecting rods within 1 gram of each other.				
		Student will equalize the weight of the rotating ends and reciprocating ends of connecting rods within 1 gram of each other.				
	AUTO 94E	Student will prepare a written estimate for a vehicle repair including all pertinent customer information on the repair order.				
		Student will prepare a written estimate for a vehicle repair including all pertinent customer information on the repair order.				
	AUTO 94F	Student will prepare a detailed checklist for an engine being assembled, including assembly of all subsystems.				
		Student will prepare a detailed checklist for an engine being assembled, including assembly of all subsystems.				
	AUTO 99A	The student will demonstrate the ability to perform a battery load test, a starter draw test, a charging system test and analyze the readings.				
		The student will demonstrate the ability to perform a battery load test, a starter draw test, a charging system test and analyze the readings.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	AUTO 99B	The student will demonstrate the ability to repair a copper strand wire, perform a parasitic draw test, and measure the resistance of various components.				
		The student will demonstrate the ability to repair a copper strand wire, perform a parasitic draw test, and measure the resistance of various components.				
	AUTO 99C	The student will be able to demonstrate the ability to properly install a distributor into an engine, install spark plug wires in the proper firing order and set ignition timing to specifications.				
		The student will be able to demonstrate the ability to properly install a distributor into an engine, install spark plug wires in the proper firing order and set ignition timing to specifications.				
	AUTO 99D	The student will be able to examine a vehicle with a no-start condition, and using analytical skills learned in class, be able to deduce the malfunctioning component(s) within 15 minutes.				
		The student will be able to examine a vehicle with a no-start condition, and using analytical skills learned in class, be able to deduce the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		malfunctioning component(s) within 15 minutes.				
	AUTO 99E	The student will be able to demonstrate how to properly retrieve DTC's from a Powertrain Control Module (PCM), retrieve Freeze Frame Data from a PCM, and retrieve Inspection/Maintenance (I/M) Readiness Status from a PCM.				
		The student will be able to demonstrate how to properly retrieve DTC's from a Powertrain Control Module (PCM), retrieve Freeze Frame Data from a PCM, and retrieve Inspection/Maintenance (I/M) Readiness Status from a PCM.				
	AUTO 99F	The student will be able to perform a Smog Inspection (Acceleration Simulation Mode), a visual inspection and functional inspection per CA State guidelines.				
		The student will be able to perform a Smog Inspection (Acceleration Simulation Mode), a visual inspection and functional inspection per CA State guidelines.				
Dept - (BHES) Biology	BIOL 10	Apply principles of the scientific method to every day problems and develop potential plans for solutions.				
		Apply principles of the scientific method to every day problems and develop potential plans for solutions.	Evaluation of student responses for 2 select questions on Exam #1 regarding the utilization of the scientific method.	The first question on the scientific method: 80% scored correctly. On the 2nd question regarding the scientific method: 85% scored correctly.	This SLO captures a foundational biological concept emphasized in all introductory biology courses. This material is taught in both lecture and laboratory settings with	In addition to the exam questions, a written homework assignment regarding the utilization of the scientific method in everyday life will be added.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Apply principles of the scientific method to every day problems and develop potential plans for solutions.	Evaluation of student responses for 2 select questions on Exam #1 regarding the utilization of the scientific method.	The first question on the scientific method: 80% scored correctly. On the 2nd question regarding the scientific method: 85% scored correctly.	repetition throughout the course. The SLO is valid and the 75% target is being met.	In addition to the exam questions, a written homework assignment regarding the utilization of the scientific method in everyday life will be added.
		Demonstrate an understanding of the impacts of human activities on the biosphere.				
		Demonstrate an understanding of the impacts of human activities on the biosphere.	Evaluation of student responses for 1 select question on Test #3 regarding human impacts upon the biosphere.	For the question regarding human impacts on the biosphere, 80% of the students correctly answered the question.	This SLO captures a foundational biological concept emphasized in all introductory biology courses. This material is taught in both lecture and laboratory settings with repetition throughout the course. The SLO is valid and the 75% target is being met.	In the future, a written research assignment may be incorporated in order to enhance student understanding of this topic.
		Evaluate the correlation of structure and function in plants and animals.				
		Evaluate the correlation of structure and function in plants and animals.	Evaluation of student responses for 2 Select questions on TEST # 1 regarding structure and function of animal cells and plant cells.	The question on plants: 86% scored correctly and for the question on animals: 80% scored correctly.	This SLO captures a foundational biological concept emphasized in all introductory biology courses. This material is taught in both lecture and laboratory settings with repetition throughout the course. The SLO is valid and the 75% target is being met.	Keep the SLO and diversify how it is measured to include lab assessments.
		Identify and explain the characteristics of life.				
		Identify and explain the characteristics of life.	Evaluation of student responses for one select question on TEST # 1 regarding the characteristics of life.	77% of the students answered this question correctly.	This SLO captures a foundational biological concept emphasized in all introductory biology courses. This material is presented and discussed primarily in lecture. The SLO is valid and the 75% target is being met.	Keep the SLO. Incorporate this concept into lab activities or discussions.
	BIOL 11	Investigate the forms and functions of selected human organ systems from the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	BIOL 11	molecular/cellular level to homeostasis at the organismal level.				
		Investigate the forms and functions of selected human organ systems from the molecular/cellular level to homeostasis at the organismal level.	I emailed enrolled students the week before the start of the quarter and instructed them to complete an electronic survey before coming to class. As part of the survey, students were instructed to respond to three essay questions based on their prior knowledge. Two of those three questions were connected to this SLO. One of the questions read "Your NERVES and your GLANDS serve a very similar purpose in your body." To what extent do you agree or disagree with this statement? Why?? The other prompt asked students to place some genetically and environmentally determined traits in the order they happen in the development of a baby, and explain the reasoning for the order. Students responded to these same essay prompts on the last day of class, so I had paired pre-class and post-class data for my students. I used the same grading keys for both the pre- and post-assessments, and analyzed 1) the extent to which students changed their scores from before to after the class, and 2) the average class scores before and after the course.	For question one, students on average increased their scores by 4 points from the start to the end of the class, and for question two, students on average increased their scores by 7 points from the start to the end of the class. These are quite large improvements in scores, given that the questions were worth only 8 points and 12 points respectively. 100% of students improved their scores on the second question and 48 students out of 49 present improved their scores for the first question. The class average for question one increased from 29% to 76% from pre- to post-assessment. The class average for question two increased from 16% to 78% from pre- to post-assessment.	I was incredibly pleased with these results, not only because students scored highly at the end of the class, but more importantly because my data shows students significantly changed their understanding of biology from the start to the end of class. Even more interestingly, the pre-assessment essay responses on the development of a baby showed numerous fascinating misconceptions about biology and genetics. For example, many students commented that a person's sex is determined by hormones released by the mother or by something the mother does during pregnancy. Many other students voiced the idea that all humans begin as females and then some change to males!	I will continue to use these assessment prompts, because they have the ability to show conceptual changes in students, and because they yield interesting misconceptions to address in class. In the future, I will use quotes from students' pre-assessments as discussion prompts when beginning genetics and reproduction. This will help directly confront students' misconceptions and will hopefully make even higher post-assessment scores possible in the future.
		Use scientific reasoning to evaluate the biological principles underlying current human health dilemmas, such as the causes of disease, use of biotechnologies,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		management of epidemics and public health, ecological/environmental health, and social health inequities.				
		Use scientific reasoning to evaluate the biological principles underlying current human health dilemmas, such as the causes of disease, use of biotechnologies, management of epidemics and public health, ecological/environmental health, and social health inequities.	I emailed enrolled students the week before the start of the quarter and instructed them to complete an electronic survey before coming to class. As part of the survey, students were instructed to respond to three essay questions based on their prior knowledge. One of those three questions was connected to this SLO, and it read "There are NOT currently any DNA technologies that treat human diseases, but researchers hope to discover some in the future. To what extent do you agree or disagree with this statement? Provide examples to support your opinion." Students also responded to this same essay prompt on the last day of class, so I had paired pre-class and post-class data for my students. I used the same grading key for both the pre- and post-assessments, and analyzed 1) the extent to which students changed their scores from before to after the class, and 2) the average class scores before and after the course.	On average, students increased their scores by 5 points from the beginning of the course to the end of the course. This is quite a substantial improvement, since only 14 points were available on this essay question. Only 3 students out of 49 present did not improve their scores from the start of the class to the end. The class average score for the pre-assessment was a 16%, whereas the class average score for the post-assessment was a 54%.	I was really pleased with how dramatically most students improved on this essay question from the start to the end of the class. Most students scored 0 or 2 points out of 14 on their pre-assessment, and could describe at least one biotechnology with an acceptable level of biological detail at the end. On the other hand, the class average at the end of the class was not as high as I would like. I think there were some technical reasons for this, which I discuss in the enhancement/action plan.	I will continue to assess this SLO using this essay prompt, but I plan to change my methodology in a few ways. For one, I think I will add another related essay question to get more information on students' concepts in this area. Also, I will administer the post-assessment differently, and will change my grading rubric. After discussions with colleagues, I realized that my grading rubric was far more rigorous than what instructors are using in other, more advanced classes. If I apply a more realistic, but still rigorous rubric, my students would have far exceeded my desired average score. I will also provide a more formal "quiz-like" environment for the post-assessment. This quarter I gave the post-assessment somewhat informally as a "participation credit only" exercise. I think if I made it clear to students that I would grade these for correctness as part of their grade, I would get more detailed responses. Overall, though, I am very happy with the results.
	BIOL 13	Critically review and differentiate the way in which nutrients are processed to perform various functions in marine plants and animals.				
		Critically review and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		differentiate the way in which nutrients are processed to perform various functions in marine plants and animals.				
	BIOL 15	Evaluate ecological principles using California organisms.				
		Evaluate ecological principles using California organisms.				
		Evaluate the impact of human behavior on California ecology.				
		Evaluate the impact of human behavior on California ecology.				
	BIOL 26	Compare and contrast the shape, structure, nutritional and environmental requirements of bacteria, viruses, protozoa and fungi.				
		Compare and contrast the shape, structure, nutritional and environmental requirements of bacteria, viruses, protozoa and fungi.				
		Evaluate and demonstrate the importance of aseptic techniques when working with microorganisms.				
		Evaluate and demonstrate the importance of aseptic techniques when working with microorganisms.	The assessment tool I used to assess this outcome was a rubric. If the technique was completed without any errors (all criteria addressed), the resulting score was 12 points. Points were lost as errors were made.	Yes, my students did meet my expectations. 28 students were tested. Twenty three students were able to complete the process at the Exemplary level. All students were able to complete the procedure with at the most minor flaws.	I was pleased with the ability of the students to perform the technique successfully without contamination. There were more successful students in this group compared to last year's group. The change I made this year was to watch the students performing the procedure on more than one occasion which gave them twice the amount of critical input than the students received at the first implementation of the SLO's.	The students that did not receive the total points (12), will be required to practice each class period until they can complete the process successfully. The instructor will continually observe the student's progress.



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Evaluate and demonstrate the importance of aseptic techniques when working with microorganisms.	The assessment tool I used to assess this outcome was a rubric. If the technique was completed without any errors (all criteria addressed), the resulting score was 12 points. Points were lost as errors were made.	Yes, my students did meet my expectations. 28 students were tested. Twenty three students were able to complete the process at the Exemplary level. All students were able to complete the procedure with at the most minor flaws.	I was pleased with the ability of the students to perform the technique successfully without contamination. There were more successful students in this group compared to last year's group. The change I made this year was to watch the students performing the procedure on more than one occasion which gave them twice the amount of critical input than the students received at the first implementation of the SLO's.	The students that did not receive the total possible points (12), will be required to practice each class period until they can complete the process successfully. The instructor will continually observe the student's progress
		Evaluate and demonstrate the importance of aseptic techniques when working with microorganisms.	The assessment tool I used to assess this outcome was a rubric. If the technique was completed without any errors (all criteria addressed), the resulting score was 12 points. Points were lost as errors were made.	Yes, my students did meet my expectations. 28 students were tested. Twenty three students were able to complete the process at the Exemplary level. All students were able to complete the procedure with at the most minor flaws.	I was pleased with the ability of the students to perform the technique successfully without contamination. There were more successful students in this group compared to last year's group. The change I made this year was to watch the students performing the procedure on more than one occasion which gave them twice the amount of critical input than the students received at the first implementation of the SLO's.	The students that did not receive the total possible points (12), will be required to practice each class period until they can complete the process successfully. The instructor will continually observe the student's progress.
		Investigate host parasite relationships and assess their positive and negative impact on the participants.				
		Investigate host parasite relationships and assess their positive and negative impact on the participants.				
	BIOL 40A	Demonstrate the scientific method as employed by health professionals to evaluate real-world problems involving the skin, skeletal, and muscle systems.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate the scientific method as employed by health professionals to evaluate real-world problems involving the skin, skeletal, and muscle systems.				
		Infer the homeostatic reactions of skin, skeletal, and muscle cells and tissues in reaction to external or internal changes in conditions.				
		Infer the homeostatic reactions of skin, skeletal, and muscle cells and tissues in reaction to external or internal changes in conditions.				
		Investigate the roles of molecules, organelles, and cells in the function of skin, skeletal, and muscle tissues.				
		Investigate the roles of molecules, organelles, and cells in the function of skin, skeletal, and muscle tissues.				
	BIOL 40B	Apply the structural organization of the the nervous system to how it processes information.				
		Apply the structural organization of the the nervous system to how it processes information.				
		Appraise the role of the cardiovascular system in maintaining homeostasis.				
		Appraise the role of the cardiovascular system in maintaining homeostasis.				
		Demonstrate the ability to apply basic knowledge regarding the structure and function of the respiratory system to predicting its				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		responses in maintainng homeostasis.				
		Demonstrate the ability to apply basic knowledge regarding the structure and function of the respiratory system to predicting its responses in maintainng homeostasis.				
	BIOL 40C	Appraise the role of the lymphatic and immune system in the body's defense to disease.				
		Appraise the role of the lymphatic and immune system in the body's defense to disease.				
		Generalize the way in which nutrients are processes to perform various energetic and structural functions in the body.				
		Generalize the way in which nutrients are processes to perform various energetic and structural functions in the body.				
		Integrate the structure and function of the kidneys in the regulation of fluid, electrolyte, and pH balance.				
		Integrate the structure and function of the kidneys in the regulation of fluid, electrolyte, and pH balance.				
		Predict the homeostatic responses of the endocrine system to internal and external changes or stimuli.				
		Predict the homeostatic responses of the endocrine system to internal and external changes or stimuli.	Small group In-class exercise involving graphing and analysis of data. Completion of follow-up	The average score on this exercise was 4/5. 32/78 students (41%) scored 5/5	Difficulties students had included: Problems with graphing and data analysis	Review of graphing and basics of negative feedback prior to exercise.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Predict the homeostatic responses of the endocrine system to internal and external changes or stimuli.	questions designed to determine if the students understand the experimental results and if they are able to explain these results using previously studied information.	12/78 students (15%) scored 3/5. No students scored below 3/5.	Understanding /application of the concept of negative feedback	Review of graphing and basics of negative feedback prior to exercise.
	BIOL 45	Demonstrate a coherent understanding of the relationship between diet and the major chronic diseases.				
		Demonstrate a coherent understanding of the relationship between diet and the major chronic diseases.				
		Evaluate a meal plan or diet for meeting the criteria of a "healthy diet."				
		Evaluate a meal plan or diet for meeting the criteria of a "healthy diet."				
	BIOL 5	Assess the impacts of human activities on the diversity and populations of birds.				
		Assess the impacts of human activities on the diversity and populations of birds.				
	BIOL 54G	Define the characteristics of life and demonstrate an understanding of how homeostatic mechanisms are important to survival.				
		Define the characteristics of life and demonstrate an understanding of how homeostatic mechanisms are important to survival.				
	BIOL 54H	Distinguish between the functions of the skeletal system and the muscular systems and evaluate the interrelationship of these two systems in producing movement.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Distinguish between the functions of the skeletal system and the muscular systems and evaluate the interrelationship of these two systems in producing movement.				
	BIOL 54I	Apply principles of homeostasis and distinguish between the mechanisms that regulate hormones and cardiovascular function.				
		Apply principles of homeostasis and distinguish between the mechanisms that regulate hormones and cardiovascular function.				
	BIOL 54J	Evaluate the anatomy and general functions of the human digestive system.				
		Evaluate the anatomy and general functions of the human digestive system.				
	BIOL 6A	Analyze and compare the process of homeostasis as applied to common physiological processes across higher taxonomy.				
		Analyze and compare the process of homeostasis as applied to common physiological processes across higher taxonomy.	Several selected exam questions specifically targeting student achievement in analyzing and comparing the processes of homeostasis as applied to common physiological processes across higher taxonomy. Successive exams over the course of the quarter continue assessing application of these skills to alternative examples of physiological processes and taxonomic groups.	Class scores on these targeted questions exceed the overall class scores on these exams.	Current instructional methods and resources are adequately achieving these learning outcomes. It is always beneficial to seek new examples of physiological processes and organisms to use to demonstrate homeostasis.	Incorporating an outline system of homework assignments to expand the exposure throughout the quarter of each student to broader examples of physiological processes and organisms to demonstrate homeostasis.
		Apply the principles of the scientific method to critique				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		case studies in comparative biology research.				
		Apply the principles of the scientific method to critique case studies in comparative biology research.				
		Contrast the Linnaean traditional phylogenetic and cladistic processes of taxonomy.				
		Contrast the Linnaean traditional phylogenetic and cladistic processes of taxonomy.				
	BIOL 6B	Demonstrate the ability to use appropriate molecular biology techniques to answer research questions and to interpret and explain the results.				
		Demonstrate the ability to use appropriate molecular biology techniques to answer research questions and to interpret and explain the results.	Lab exam questions.	Class average of 80% correct on lab exam concept questions.	Most students are meeting this objective.	Continue with current approach.
	BIOL 6C	Design and compute an independent ecological research project.				
		Design and compute an independent ecological research project.	The assessment tool that I used was a rubric. 150 points were possible. Students were graded on content (data collection, analysis, and report of findings), oral presentation, poster aesthetics, and their field notebooks.	Score/150 students 130.07 135.012 140.00 145.04 150.022	Students performed very well on their projects. Everyone earned passing grades, and most students earned A's. Although the projects were very well done, I would like to see more clarity on the students' presentation of their statistical analysis.	I will modify the assignment slightly by improving my instructions. We do several labs in preparation for this project, so my instructions will include references to the statistical analyses we did in those labs.
	BIOL 8	Appraise the biological processes unique to women and how these processes are affected by the social context in which they live.				
		Appraise the biological processes unique to women				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and how these processes are affected by the social context in which they live.				
Dept - (BHES) Environmental Studies	E S 1	Assess (apply) the criteria necessary to be successful in the Environmental Biology class.				
		Assess (apply) the criteria necessary to be successful in the Environmental Biology class.	Students were given a final team assessment during their final exam period. This final team assessment required them to apply all of the major themes and topics covered in the quarter to create a plan for a sustainable version of Cupertino. They were given specific questions to address as a team and were given a ?sky?s the limit? budget plan to create their version of a sustainable city.			
		Demonstrate a coherent understanding of the relationships between human use and exploitation of natural resources, environmental and ecological concepts and possible solutions and sustainable practices.				
		Demonstrate a coherent understanding of the relationships between human use and exploitation of natural resources, environmental and ecological concepts and possible solutions and sustainable practices.				
	E S 2	Analyze and communicate the relationships between our health and the health of the environment in order to apply this information in a civic and community setting.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Analyze and communicate the relationships between our health and the health of the environment in order to apply this information in a civic and community setting.	Presentation/Performance Students (working in small teams) developed and made a Final Presentation designed to inform a general audience as to the importance and history of Humans, the Environment, and Sustainability (the overall subject of the course). In so doing, they were to address the major subjects/themes covered in the course (e.g., human evolution, human impacts on the environment, key issues/obstacles to obtaining a sustainable society and potential solutions). After presenting, each team was then questioned by the instructor on various aspects of their presentation, with such questions designed to probe the depth of course knowledge and/or critical thinking skills of individual team members and/or the team as a whole.	100% of the students participating in the Final Presentation achieved at least a grade of 70% (C) for their Final Presentation.	The targeted outcome for SLO #2 for this course (ES -002.-01) was achieved for the Spring 2012 quarter. In general, both faculty and students were satisfied with the objectives and outcomes of this course.	
		Assess (apply) the criteria necessary to be successful in the Humans, the Environment and Sustainability class.				
		Assess (apply) the criteria necessary to be successful in the Humans, the Environment and Sustainability class.				
E S 3		Appraise and communicate relationships between art history and environmental impacts - what art tells us about environmental change.				
		Appraise and communicate relationships between art history and environmental impacts - what art tells us about environmental change.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	E S 50	Analyze and communicate the relationships between our health and environmental toxic exposure in order to apply this information in a civic and community setting.				
		Analyze and communicate the relationships between our health and environmental toxic exposure in order to apply this information in a civic and community setting.				
		Assess (apply) the criteria necessary to be successful in the Environmental Health class.				
		Assess (apply) the criteria necessary to be successful in the Environmental Health class.				
	E S 55	Assess (apply) the criteria necessary to be successful in the Ten Steps to Effective Learning in Environmental Studies class.				
		Assess (apply) the criteria necessary to be successful in the Ten Steps to Effective Learning in Environmental Studies class.				
		Demonstrate the ability to communicate the relationship between effective and efficient learning strategies and success in environmental studies and other college classes.				
		Demonstrate the ability to communicate the relationship between effective and efficient learning strategies and success in environmental studies and other college classes.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	E S 56	Assess (apply) the criteria necessary to be successful in the Environmental Health and Justice class.				
		Assess (apply) the criteria necessary to be successful in the Environmental Health and Justice class.				
		Investigate and communicate the relationship between the community group's objectives and the interactions of the stakeholders in creating environmental solutions.				
		Investigate and communicate the relationship between the community group's objectives and the interactions of the stakeholders in creating environmental solutions.				
	E S 58	Assess (apply) the criteria necessary to be successful in the Introduction to Green Building class.				
		Assess (apply) the criteria necessary to be successful in the Introduction to Green Building class.				
		Investigate and communicate the relationship between the elements and principles of green building design and establishing a sustainable society.				
		Investigate and communicate the relationship between the elements and principles of green building design and establishing a sustainable society.				
	E S 6	Assess the criteria necessary to be successful in the Environmental Law class.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Assess the criteria necessary to be successful in the Environmental Law class.				
		Investigate and communicate the relationship between an environmental issue and the environmental laws that apply in order to evaluate and analyze the application of that particular environmental law to the specified area.				
		Investigate and communicate the relationship between an environmental issue and the environmental laws that apply in order to evaluate and analyze the application of that particular environmental law to the specified area.				
	E S 61A	Assess the criteria necessary to be successful in the Environmental Protection and Pollution Prevention class with an emphasis on Local and Regional communities.				
		Assess the criteria necessary to be successful in the Environmental Protection and Pollution Prevention class with an emphasis on Local and Regional communities.				
		Investigate and communicate the relationship between the local and/or regional governmental processes and the interactions of the stakeholders in establishing environment protection and pollution prevention.				
		Investigate and communicate the relationship between the local and/or regional governmental processes and the interactions of the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		stakeholders in establishing environment protection and pollution prevention.				
	E S 61B	Assess the criteria necessary to be successful in the Environmental Protection and Pollution Prevention class with an emphasis on state and federal topics.				
		Assess the criteria necessary to be successful in the Environmental Protection and Pollution Prevention class with an emphasis on state and federal topics.				
		Investigate and communicate the relationship between the community groups objectives and the interactions of the stakeholders in establishing environment solutions.				
		Investigate and communicate the relationship between the community groups objectives and the interactions of the stakeholders in establishing environment solutions.				
	E S 62A	Assess (apply) the criteria necessary to be successful in the Introduction to SMP and ISO 14001 class.				
		Assess (apply) the criteria necessary to be successful in the Introduction to SMP and ISO 14001 class.				
		Demonstrate the ability to communicate the relationship between voluntary environmental compliance and sustainable practices, environmental protection and involvement by key stakeholders in addressing potential impacts of an				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		organization on the environment.				
		Demonstrate the ability to communicate the relationship between voluntary environmental compliance and sustainable practices, environmental protection and involvement by key stakeholders in addressing potential impacts of an organization on the environment.				
	E S 62C	#1 Assess (apply) the criteria necessary to be successful in the ISO 14001: Integration of an Environmental Management System (EMS) and Sustainability Management Plans (SMP) class.				
		#1 Assess (apply) the criteria necessary to be successful in the ISO 14001: Integration of an Environmental Management System (EMS) and Sustainability Management Plans (SMP) class.				
		#2 Demonstrate the ability to communicate the concepts, protocols and practices in developing and implementing an ISO 14001 Sustainability Management Plan in addressing potential impacts of an organization on the environment.				
		#2 Demonstrate the ability to communicate the concepts, protocols and practices in developing and implementing an ISO 14001 Sustainability Management Plan in				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		addressing potential impacts of an organization on the environment.				
	E S 62D	#1 Assess (apply) the criteria necessary to be successful in the ISO 14001: Voluntary Audit class.				
		#1 Assess (apply) the criteria necessary to be successful in the ISO 14001: Voluntary Audit class.				
		#2 Demonstrate the ability to communicate the strategies and procedures used in the process of a voluntary audit of an ISO 14001 Sustainability Management Plan in addressing potential environmental impacts of an organization				
		#2 Demonstrate the ability to communicate the strategies and procedures used in the process of a voluntary audit of an ISO 14001 Sustainability Management Plan in addressing potential environmental impacts of an organization				
	E S 63	Assess (apply) the criteria necessary to be successful in the Agenda 21: Blueprint for Sustainability class.				
		Assess (apply) the criteria necessary to be successful in the Agenda 21: Blueprint for Sustainability class.				
		Demonstrate the ability to communicate the relationship between the elements, principles and agreements of the Agenda 21 and their role in designing a sustainable society.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate the ability to communicate the relationship between the elements, principles and agreements of the Agenda 21 and their role in designing a sustainable society.				
	E S 64	Assess (apply) the criteria necessary to be successful in the AB 32 class.				
		Assess (apply) the criteria necessary to be successful in the AB 32 class.				
		Demonstrate the ability to communicate the relationship between AB 32 law, history, values, stakeholders, and strategies to assist in implementing AB 32 (or like) targets and timetables.				
		Demonstrate the ability to communicate the relationship between AB 32 law, history, values, stakeholders, and strategies to assist in implementing AB 32 (or like) targets and timetables.				
	E S 65	Assess the criteria necessary to be successful in Environmental Stewardship.				
		Assess the criteria necessary to be successful in Environmental Stewardship.				
		Demonstrate the ability to communicate the relationship between Environmental stewardship principles and the role in designing a sustainable society.				
		Demonstrate the ability to communicate the relationship between Environmental stewardship principles and the role in designing a sustainable				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		society.				
	E S 66	Assess the criteria necessary to be successful in the Environmental Leadership class.				
		Assess the criteria necessary to be successful in the Environmental Leadership class.				
		Demonstrate the ability to communicate the relationship between environmental leadership principles and practices and their role in designing a sustainable society.				
		Demonstrate the ability to communicate the relationship between environmental leadership principles and practices and their role in designing a sustainable society.				
	E S 67	Assess (apply) the criteria necessary to be successful in the Environmental Team-Building class.				
		Assess (apply) the criteria necessary to be successful in the Environmental Team-Building class.				
		Demonstrate the ability to communicate the relationship between environmental team-building and its role in environmental protection as an integral component of a sustainable society.				
		Demonstrate the ability to communicate the relationship between environmental team-building and its role in environmental protection as an integral component of a				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		sustainable society.				
	E S 68	Assess (apply) the criteria necessary to be successful in the Community-Based Coalitions and Stakeholders class.				
		Assess (apply) the criteria necessary to be successful in the Community-Based Coalitions and Stakeholders class.				
		Demonstrate the ability to communicate the relationship between environmental protection, community-based coalitions including the involvement by key stakeholders and long-term environmental regional planning.				
		Demonstrate the ability to communicate the relationship between environmental protection, community-based coalitions including the involvement by key stakeholders and long-term environmental regional planning.				
	E S 69	Assess the criteria necessary to be successful in Energy Reliability.				
		Assess the criteria necessary to be successful in Energy Reliability.				
		Investigate and communicate the relationship between: energy efficiency, ethic justice principles, ecological and biological principles and evaluate the role of energy management in establishing and fostering sustainable society.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Investigate and communicate the relationship between: energy efficiency, ethic justice principles, ecological and biological principles and evaluate the role of energy management in establishing and fostering sustainable society.				
	E S 70	Assess (apply) the criteria necessary to be successful in the Introduction to Energy Management Technology class.				
		Assess (apply) the criteria necessary to be successful in the Introduction to Energy Management Technology class.				
		Demonstrate an understanding of energy efficiency principles, economic analysis, auditing techniques and a sustainable society utilizing energy efficiency practices.				
		Demonstrate an understanding of energy efficiency principles, economic analysis, auditing techniques and a sustainable society utilizing energy efficiency practices.				
	E S 70LX	Assess the criteria and strategies necessary to be successful in the Energy Management Technology and Principles of Building Performance Laboratory course.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Assess the criteria and strategies necessary to be successful in the Energy Management Technology and Principles of Building Performance Laboratory course.				
		Demonstrate an understanding of energy efficiency and building performance principles, economic analysis, auditing techniques and a sustainable society utilizing energy efficiency and building performance tools and practices and apply to a local case study in a lab setting.				
		Demonstrate an understanding of energy efficiency and building performance principles, economic analysis, auditing techniques and a sustainable society utilizing energy efficiency and building performance tools and practices and apply to a local case study in a lab setting.				
	E S 71	Assess (apply) the criteria necessary to be successful in the The Building Envelope class.				
		Assess (apply) the criteria necessary to be successful in the The Building Envelope class.				
		Demonstrate knowledge of energy efficiency principles, properties of building				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		materials, basic principles of solar orientation, sustainable building practices and sustainable society utilizing energy efficient building practices.				
		Demonstrate knowledge of energy efficiency principles, properties of building materials, basic principles of solar orientation, sustainable building practices and sustainable society utilizing energy efficient building practices.				
	E S 71LX	Assess the criteria necessary to be successful in The Building Envelope and Climate Responsive Building Design and Construction Laboratory course.				
		Assess the criteria necessary to be successful in The Building Envelope and Climate Responsive Building Design and Construction Laboratory course.				
		Demonstrate knowledge of energy efficiency principles, components of the building envelope and building materials, basic principles of solar orientation and sustainable building and a sustainable society using energy efficiency, sustainable design and construction practices and techniques in a lab setting and applied to a local case study.				
		Demonstrate knowledge of energy efficiency principles, components of the building envelope and building				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		materials, basic principles of solar orientation and sustainable building and a sustainable society using energy efficiency, sustainable design and construction practices and techniques in a lab setting and applied to a local case study.				
	E S 72	Assess (apply) the criteria necessary to be successful in the Heating, Ventilation and Air Conditioning (HVAC) Systemsclass.				
		Assess (apply) the criteria necessary to be successful in the Heating, Ventilation and Air Conditioning (HVAC) Systemsclass.	1)A survey to understand comfort in the context of residential and commercial settings; Review of HVAC drawings and name plate data; Two field trips to see firsthand different types of HVAC equipment (including the Kirsch Ctr; a written assignment to assess the understanding of the lecture materials.			
		Demonstrate an understanding of energy efficiency principles, laws of thermodynamics, effective design of HVAC systems and a sustainable society utilizing energy efficient HVAC systems.				
		Demonstrate an understanding of energy efficiency principles, laws of thermodynamics, effective design of HVAC systems and a sustainable society utilizing energy efficient HVAC systems.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	E S 72LX	Assess the criteria and strategies necessary to be successful in the heating, ventilating and air conditioning (HVAC) Laboratory course.				
		Assess the criteria and strategies necessary to be successful in the heating, ventilating and air conditioning (HVAC) Laboratory course.				
		Demonstration of an understanding of energy efficiency principles, laws of thermodynamics, effective design, installation, commissioning and operation of heating, ventilating and air conditioning (HVAC) systems and a sustainable society utilizing HVAC practices and tools in a lab setting and applied to local case studies.				
		Demonstration of an understanding of energy efficiency principles, laws of thermodynamics, effective design, installation, commissioning and operation of heating, ventilating and air conditioning (HVAC) systems and a sustainable society utilizing HVAC practices and tools in a lab setting and applied to local case studies.				
	E S 73	Assess (apply) the criteria necessary to be successful in the Electric Motors and Drives class.				
		Assess (apply) the criteria necessary to be successful in the Electric Motors and Drives class.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an understanding of energy efficiency principles, economic analysis, basic principles of electricity, principles of electric motor design and the importance of a sustainable society utilizing energy efficient electric motor systems.				
		Demonstrate an understanding of energy efficiency principles, economic analysis, basic principles of electricity, principles of electric motor design and the importance of a sustainable society utilizing energy efficient electric motor systems.				
	E S 74	Assess (apply) the criteria necessary to be successful in the Photovoltaic Technology class.				
		Assess (apply) the criteria necessary to be successful in the Photovoltaic Technology class.				
		Demonstrate an understanding of energy efficiency principles, economic analysis, basic principles of light, design of lighting systems and importance of a sustainable society utilizing energy efficient lighting distribution systems.				
		Demonstrate an				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		understanding of energy efficiency principles, economic analysis, basic principles of light, design of lighting systems and importance of a sustainable society utilizing energy efficient lighting distribution systems.				
	E S 75	Assess (apply) the criteria necessary to be successful in the Electric Power Systems class.				
		Assess (apply) the criteria necessary to be successful in the Electric Power Systems class.				
		Demonstrate an understanding of energy efficiency principles, basic principles of electricity, principles of electric power generation, distribution and a sustainable society utilizing efficient electric power systems.				
		Demonstrate an understanding of energy efficiency principles, basic principles of electricity, principles of electric power generation, distribution and a sustainable society utilizing efficient electric power systems.				
	E S 76	Assess (apply) the criteria necessary to be successful in the Energy Star Products class				
		Assess (apply) the criteria necessary to be successful in				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		the Energy Star Products class				
		Demonstrate an understanding of the US EPA's Energy Star program principles, those affected by the program and how the program is implemented nationwide.				
		Demonstrate an understanding of the US EPA's Energy Star program principles, those affected by the program and how the program is implemented nationwide.				
	E S 76A	Assess (apply) the criteria necessary to be successful in the Solar Thermal Systems class.				
		Assess (apply) the criteria necessary to be successful in the Solar Thermal Systems class.				
		Demonstrate an understanding of the basic principles of solar thermal energy, residential/utility scale solar system principles and a sustainable society utilizing.				
		Demonstrate an understanding of the basic principles of solar thermal energy, residential/utility scale solar system principles and a sustainable society utilizing.				
	E S 77X	Assess (apply) the criteria necessary to be successful in the Special Projects in Environmental Studies class.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Assess (apply) the criteria necessary to be successful in the Special Projects in Environmental Studies class.				
		Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.				
		Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.				
	E S 78	Assess (apply) the criteria necessary to be successful in the Energy Management Systems and Controls class.				
		Assess (apply) the criteria necessary to be successful in the Energy Management Systems and Controls class.				
		Demonstrate an understanding of energy efficiency principles, principles of energy management, control system design and a sustainable society utilizing energy management and control systems.				
		Demonstrate an understanding of energy efficiency principles, principles of energy management, control system design and a sustainable society utilizing energy management and control systems.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	E S 78LX	Assess the criteria and strategies necessary to be successful in the Energy Management Systems and Controls Laboratory course.				
		Assess the criteria and strategies necessary to be successful in the Energy Management Systems and Controls Laboratory course.				
		Demonstrate an understanding of energy efficiency principles, principles of energy management systems (EMS) and controls design, installation, commissioning and operation and a sustainable society utilizing EMS/controls practices and tools in a lab setting and applied to local case studies.				
		Demonstrate an understanding of energy efficiency principles, principles of energy management systems (EMS) and controls design, installation, commissioning and operation and a sustainable society utilizing EMS/controls practices and tools in a lab setting and applied to local case studies.				
	E S 79	Assess (apply) the criteria necessary to be successful in the Renewable and Alternative Energy Systems class.				
		Assess (apply) the criteria necessary to be successful in the Renewable and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Alternative Energy Systems class.				
		Demonstrate an understanding of the principles of renewable energy generation, economic analysis and a sustainable society utilizing renewable energy generation.				
		Demonstrate an understanding of the principles of renewable energy generation, economic analysis and a sustainable society utilizing renewable energy generation.				
	E S 79LX	Assess criteria and strategies to be successful in the Renewable and Alternative Energy Systems Laboratory course.				
		Assess criteria and strategies to be successful in the Renewable and Alternative Energy Systems Laboratory course.				
		Demonstrate an understanding of renewable energy generation, economic analysis, alternative systems and applications and a sustainable society utilizing energy efficiency and renewable energy principles, practices and tools in a lab and applied to local case studies.				
		Demonstrate an understanding of renewable energy generation, economic analysis, alternative systems and applications and a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		sustainable society utilizing energy efficiency and renewable energy principles, practices and tools in a lab and applied to local case studies.				
	E S 80, X-Z	Assess (apply) the criteria necessary to be successful in the California Field Studies class.				
		Assess (apply) the criteria necessary to be successful in the California Field Studies class.				
		Identify and assess natural communities and watersheds in the California Floristic Province and demonstrate an understanding of the social and environmental parameters that affect these communities.				
		Identify and assess natural communities and watersheds in the California Floristic Province and demonstrate an understanding of the social and environmental parameters that affect these communities.				
	E S 85A	Assess the criteria necessary to be successful in California Native Plants and Animals class.				
		Assess the criteria necessary to be successful in California Native Plants and Animals class.				
		Identify and access the dominant components within native plant communities in the California Floristic province. And demonstrate an understanding of the environmental parameters that affect the presence of these				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		communities.				
		Identify and access the dominant components within native plant communities in the California Floristic province. And demonstrate an understanding of the environmental parameters that affect the presence of these communities.	Students had a final presentation on a California native plant community in the Cheeseman Environmental Studies Area. Their presentation focused on their ability to conduct research and organize their presentation to cover specific topics of the characteristics, climate, plants, animals and threats posed to a specific plant community.	100% of the students in this course achieved the required expectations by accurately communicating the set requirements for their final presentation to the faculty of this course and the other students in this class.	The students learning objectives for the ES85A course were achieved for the Spring 2012 quarter.	
	E S 85B	Assess the criteria necessary to be successful in Cheesemen Environmental Study Area Interpretive class.				
		Assess the criteria necessary to be successful in Cheesemen Environmental Study Area Interpretive class.				
		Research plant communities in the Cheeseman Environmental Study Area land understand plant adaptation to varying climates and habitats in California.				
		Research plant communities in the Cheeseman Environmental Study Area land understand plant adaptation to varying climates and habitats in California.				
	E S 86	Assess (apply) the criteria necessary to be successful in the Global Field Studies class.				
		Assess (apply) the criteria necessary to be successful in the Global Field Studies class.				
		Identify and assess the aquatic and terrestrial ecosystems (worldwide) including the tropical regions of the Americas. Demonstrate				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		an understanding of the environmental parameters that affect the presence of these aquatic life zones & biomes.				
		Identify and assess the aquatic and terrestrial ecosystems (worldwide) including the tropical regions of the Americas. Demonstrate an understanding of the environmental parameters that affect the presence of these aquatic life zones & biomes.				
	E S 90	Assess (apply) the criteria necessary to be successful in the Environmental Research and Field Methods class.				
		Assess (apply) the criteria necessary to be successful in the Environmental Research and Field Methods class.				
		Investigate and communicate the relationship between environmental case studies and the environmental research methods (including field methods) that apply in order to evaluate and analyze the scope and limitations possessed by elected officials and regulatory agencies in addressing such issues.				
		Investigate and communicate the relationship between environmental case studies and the environmental research methods (including field methods) that apply in order to evaluate and analyze the scope and limitations possessed by elected officials and regulatory agencies in addressing such issues.				
	E S 91	Assess (apply) the criteria				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	E S 91	necessary to be successful in Environmental Education and Nature-Based Learning.				
		Assess (apply) the criteria necessary to be successful in Environmental Education and Nature-Based Learning.				
		Demonstrate an understanding of nature-based learning, interpretive techniques and development of classroom lesson plans with emphasis environmental curricula.				
		Demonstrate an understanding of nature-based learning, interpretive techniques and development of classroom lesson plans with emphasis environmental curricula.				
	E S 93	Assess (apply) the criteria necessary to be successful in the Sustainability Across the Curriculum class.				
		Assess (apply) the criteria necessary to be successful in the Sustainability Across the Curriculum class.				
		Demonstrate the ability to communicate the strategies needed to implement sustainability across the curriculum in academic institutions and the critical role of education and educators in this process.				
		Demonstrate the ability to communicate the strategies needed to implement sustainability across the curriculum in academic institutions and the critical role of education and educators in				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		this process.				
	E S 95	Assess (apply) the criteria necessary to be successful in the Introduction to Environmental Careers class.				
		Assess (apply) the criteria necessary to be successful in the Introduction to Environmental Careers class.				
		Demonstrate the ability to communicate the relationship between values, skills, environmental education, and environmental careers in order to play a role in furthering a sustainable society.				
		Demonstrate the ability to communicate the relationship between values, skills, environmental education, and environmental careers in order to play a role in furthering a sustainable society.				
	E S 95A	Assess (apply) the criteria necessary to be successful in the Environmental Studies Internship class.				
		Assess (apply) the criteria necessary to be successful in the Environmental Studies Internship class.				
		Demonstrate the ability to communicate work place principles and practices learned from an internship experience.				
		Demonstrate the ability to communicate work place principles and practices learned from an internship experience.				
	E S 96	Assess the criteria and strategies necessary to be				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	E S 96	successful in the Environmental Stewardship of the Earth's Natural Resources for Educators course.				
		Assess the criteria and strategies necessary to be successful in the Environmental Stewardship of the Earth's Natural Resources for Educators course.				
		Demonstrate an understanding of environmental stewardship principles, concepts and models that can be applied in academic institutions, resource agencies, citizens groups and others and the value of integrating stewardship into education for the student and a sustainable society.				
		Demonstrate an understanding of environmental stewardship principles, concepts and models that can be applied in academic institutions, resource agencies, citizens groups and others and the value of integrating stewardship into education for the student and a sustainable society.				
	E S 97	Assess the criteria and strategies necessary to be successful in the Environmental Leadership Teaching and Learning Model for Educators course.				
		Assess the criteria and strategies necessary to be successful in the Environmental Leadership				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Teaching and Learning Model for Educators course.				
		Demonstrate an understanding of environmental leadership principles, concepts and models that can be applied in academic institutions, resource agencies, citizens groups and others and the value of institutionalizing leadership guidelines applied to protection of natural resources into education for the student and a sustainable society.				
		Demonstrate an understanding of environmental leadership principles, concepts and models that can be applied in academic institutions, resource agencies, citizens groups and others and the value of institutionalizing leadership guidelines applied to protection of natural resources into education for the student and a sustainable society.				
	E S 98	Assess the criteria and strategies necessary to be successful in the Environmental Team-Building and Community-Based Coalitions for Educators course.				
		Assess the criteria and strategies necessary to be successful in the Environmental Team-Building and Community-Based Coalitions for Educators course.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an understanding of environmental team-building and community-based coalitions principles, concepts, goals and models that can be applied in academic institutions, resource agencies, citizens groups and others and the value of integrating team-building strategies into education for the student and a sustainable society.				
		Demonstrate an understanding of environmental team-building and community-based coalitions principles, concepts, goals and models that can be applied in academic institutions, resource agencies, citizens groups and others and the value of integrating team-building strategies into education for the student and a sustainable society.				
ESCI 1		Utilize the environmental method to demonstrate role of scientist and public to determine a strategy to create a sustainable society using scientific principles.				
		Utilize the environmental method to demonstrate role of scientist and public to determine a strategy to create a sustainable society using scientific principles.	Demonstration OR presentation/performance (Team Assessment and Final Team Assessment) ? student presents a competence of the skills for SLO 2.	100% of the students successfully achieved the student learning outcome required in this course.	Review the basis for the performance (team assessment and final assessment requirements Review the performance scores of the students in ESCI 001.01	Require improved monitoring of team assessment preparation
		Utilize the scientific method to demonstrate role of scientist and public to determine a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		strategy to create a sustainable society using scientific principles.				
		Utilize the scientific method to demonstrate role of scientist and public to determine a strategy to create a sustainable society using scientific principles.				
	ESCI 19	Compare Environmental and ecological principles, concepts, and possible solutions and sustainable practices.				
		Compare Environmental and ecological principles, concepts, and possible solutions and sustainable practices.	Oral presentation of sustainable solutions to an environmental problem, students presented on an assigned topic that was provided to them based on case studies conducted in class, lectures and research projects.	The vast majority of students had a good understanding of the concepts discussed and researched in class during the quarter	Hands-on projects were a great tool to get students to comprehend the material discussed in class, lectures were provide first, then class discussion then follow up research and presentation from students	
		Compare Environmental and ecological principles, concepts, and possible solutions and sustainable practices.	Students are assessed based on realistic environmental scenario and asked to prepare and present a Powerpoint Presentation that focuses on their ability to explain the concepts they learned throughout the quarter. Their Powerpoint and presentation must be in their own words and showcase their ability to utilize critical thinking skills to find creative ways to explain complex concepts in a simple manner.	100% of students achieved the expected results of the concepts covered in class.	The Target Outcomes have been met for this course. ESCI-019.61 Spring 2012	
		Compare Environmental and ecological principles, concepts, and possible solutions and sustainable practices.	Students are given a realistic scenario and asked to prepare and present a Powerpoint Presentation that focuses on their ability to explain the concepts they learned	Approximately 90% of students showed obvious comprehension of the concepts covered in class, to the extent that they were capable of accurately	The Target Outcomes have been met for this course. ESCI-019.62 Spring 2012	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compare Environmental and ecological principles, concepts, and possible solutions and sustainable practices.	throughout the quarter. Their presentation must be in their own words and showcase their ability to utilize critical thinking skills to find creative ways to explain complex concepts in a simple manner.	explaining the information during their final presentations. The other 10% showed comprehension of the material but had some difficulty explaining it accurately during the final presentation.	The Target Outcomes have been met for this course. ESCI-019.62 Spring 2012	
		Demonstrate a coherent understanding of the relationship between human use and exploitation of natural resources.				
		Demonstrate a coherent understanding of the relationship between human use and exploitation of natural resources.				
	ESCI 1L	Assess (apply) the criteria necessary to be successful in the Environmental Science Lab class.				
		Assess (apply) the criteria necessary to be successful in the Environmental Science Lab class.				
		In a outdoor laboratory setting; survey local open space areas such as major aquatic life zones (coastal wetlands, inland wetlands, coastal ocean, and riparian) and terrestrial biomes (grasslands, forests, savannah and transitional areas (ecotones)) and the impacts on these systems by humans; as well as human systems including sanitary landfills, sewage treatment facilities and others.				
		In a outdoor laboratory setting; survey local open space areas such as major aquatic life zones (coastal wetlands, inland wetlands, coastal				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		ocean, and riparian) and terrestrial biomes (grasslands, forests, savannah and transitional areas (ecotones)) and the impacts on these systems by humans; as well as human systems including sanitary landfills, sewage treatment facilities and others.				
	ESCI 20	Assess the criteria necessary to be successful in the Introduction to Biodiversity class.				
		Assess the criteria necessary to be successful in the Introduction to Biodiversity class.				
		Utilize the scientific principles to evaluate biological diversity and the methods to analyze the underlying cause of biodiversity loss and the trends to conserve it.				
		Utilize the scientific principles to evaluate biological diversity and the methods to analyze the underlying cause of biodiversity loss and the trends to conserve it.				
	ESCI 21	Appraise the impacts of human activity affecting California's biodiversity, historically and today.				
		Appraise the impacts of human activity affecting California's biodiversity, historically and today.				
		Assess and apply the criteria and requirements needed to be successful in the California Biodiversity class.				
		Assess and apply the criteria and requirements needed to be successful in the California				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Biodiversity class. Evaluate the long-term impacts on California's landforms and biodiversity of their major determinants, with the Pacific and Sierra acting as major physical/biological barriers.				
		Evaluate the long-term impacts on California's landforms and biodiversity of their major determinants, with the Pacific and Sierra acting as major physical/biological barriers.				
	ESCI 30	Appraise current national and extra national conservation issues and critique solutions to stop and/or mitigate species decline or loss.				
		Appraise current national and extra national conservation issues and critique solutions to stop and/or mitigate species decline or loss.				
		Assess and apply the criteria and requirements needed to be successful in the Conservation Biology class.				
		Assess and apply the criteria and requirements needed to be successful in the Conservation Biology class.				
		Defend the importance of genetic diversity within species as a key conservation tool aiding species' long-term survival.				
		Defend the importance of genetic diversity within species as a key conservation tool aiding species' long-term survival.				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ESCI 50	Assess (apply) the criteria necessary to be successful in the Introduction to WCT: Connectivity class including reviewing the course objectives.				
		Assess (apply) the criteria necessary to be successful in the Introduction to WCT: Connectivity class including reviewing the course objectives.				
		Students will research and utilize the practices, technologies and principles utilized in wildlife corridor (connectivity) assessments.				
		Students will research and utilize the practices, technologies and principles utilized in wildlife corridor (connectivity) assessments.				
	ESCI 52	Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Animal Tracking Techniques class including reviewing the course objectives.				
		Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Animal Tracking Techniques class including reviewing the course objectives.				
		Students will research and assess the techniques and practices of animal tracking and observation and apply these concepts to a local corridor case study				
		Students will research and assess the techniques and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		practices of animal tracking and observation and apply these concepts to a local corridor case study				
	ESCI 53	#1 Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Data Collection class including reviewing the course objectives.				
		#1 Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Data Collection class including reviewing the course objectives.				
		#2 Students will analyze and assess the techniques and practices of data collection used in wildlife corridor technology and apply these concepts to a local corridor case study				
		#2 Students will analyze and assess the techniques and practices of data collection used in wildlife corridor technology and apply these concepts to a local corridor case study				
	ESCI 54	Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Data Analysis class including reviewing the course objectives.				
		Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Data Analysis class including reviewing the course objectives.				
		Students will analyze and assess the techniques and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		practices of data analysis used in wildlife corridor technology and apply these concepts to a local corridor case study				
		Students will analyze and assess the techniques and practices of data analysis used in wildlife corridor technology and apply these concepts to a local corridor case study				
	ESCI 55	Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Corridor Design class including reviewing the course objectives.				
		Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Corridor Design class including reviewing the course objectives.				
		Students will analyze and assess the process of wildlife corridor design and ecosystem management and apply these concepts to a local corridor design case study				
		Students will analyze and assess the process of wildlife corridor design and ecosystem management and apply these concepts to a local corridor design case study				
	ESCI 56	Assess the criteria necessary to be successful in Plant Techniques class.				
		Assess the criteria necessary to be successful in Plant Techniques class.				
		Research and conduct the various plant survey techniques utilized in vegetation assessments.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Research and conduct the various plant survey techniques utilized in vegetation assessments.				
	ESCI 57	Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Advanced Tracking class.				
		Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Advanced Tracking class.				
		Students will research and analyze, in a field setting, the advanced tracking techniques utilized in wildlife corridor/connectivity assessments.				
		Students will research and analyze, in a field setting, the advanced tracking techniques utilized in wildlife corridor/connectivity assessments.				
	ESCI 58	Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Advanced Tracking 2 class.				
		Assess (apply) the criteria necessary to be successful in the Wildlife Corridor Technician Advanced Tracking 2 class.				
		Students will research and analyze, in a field setting, the advanced tracking, level 2, techniques utilized in wildlife corridor/connectivity assessments.				
		Students will research and analyze, in a field setting, the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		advanced tracking, level 2, techniques utilized in wildlife corridor/connectivity assessments.				
	ESCI 61	Assess (apply) the criteria necessary to be successful in the Introduction to Photovoltaic Technology class.				
		Assess (apply) the criteria necessary to be successful in the Introduction to Photovoltaic Technology class.				
		Investigate and communicate the fundamentals of solar electricity (including conversion of sunlight to electricity, solar potential and types of solar systems) and the role of this form of renewable energy in establishing a sustainable society.				
		Investigate and communicate the fundamentals of solar electricity (including conversion of sunlight to electricity, solar potential and types of solar systems) and the role of this form of renewable energy in establishing a sustainable society.				
	ESCI 63	Assess (apply) the criteria necessary to be successful in the Photovoltaic Technology class.				
		Assess (apply) the criteria necessary to be successful in the Photovoltaic Technology class.				
		Investigate and communicate the relationship between the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		sun and the role of solar power in establishing a sustainable society.				
		Investigate and communicate the relationship between the sun and the role of solar power in establishing a sustainable society.				
	ESCI 77	Assess (apply) the criteria necessary to be successful in the Special Projects in Environmental Science class.				
		Assess (apply) the criteria necessary to be successful in the Special Projects in Environmental Science class.				
		Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Science special project experience				
		Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Science special project experience				
	ESCI 81	Assess (apply) the criteria necessary to be successful in the Introduction to Ecotourism in the 21st Century class.				
		Assess (apply) the criteria necessary to be successful in the Introduction to Ecotourism in the 21st Century class.				
		Identify and assess the concepts, guiding principles and practices of the emerging field of ecotourism in the 21st Century. Demonstrate an understanding of the environmental parameters that affect natural systems and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		human settlements and collaborative efforts necessary in this field.				
		Identify and assess the concepts, guiding principles and practices of the emerging field of ecotourism in the 21st Century. Demonstrate an understanding of the environmental parameters that affect natural systems and human settlements and collaborative efforts necessary in this field.				
	ESCI 82	Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Coyote Valley class.				
		Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Coyote Valley class.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Coyote Valley wildlife corridor.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Coyote Valley wildlife corridor.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ESCI 83	Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Salinas River class.				
		Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Salinas River class.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Salinas River wildlife corridor.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Salinas River wildlife corridor.				
	ESCI 84	Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: San Benito River class.				
		Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: San Benito River class.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the San Benito River wildlife corridor.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the San Benito River wildlife corridor.				
	ESCI 85	Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Pajaro River class.				
		Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Pajaro River class.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Pajaro River wildlife corridor.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		along roads, highways, culverts and related structures within the Pajaro River wildlife corridor.				
	ESCI 86	Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Pacheco Pass class.				
		Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Pacheco Pass class.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Pacheco Pass wildlife corridor.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Pacheco Pass wildlife corridor.				
	ESCI 87	Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Diablo Range class.				
		Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Diablo Range class.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Diablo Range wildlife corridor.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Diablo Range wildlife corridor.				
	ESCI 88	Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Santa Cruz Mountains class.				
		Assess (apply) the criteria necessary to be successful in the Central Coast Wildlife Corridors: Santa Cruz Mountains class.				
		Students will utilize wildlife field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Santa Cruz Mountains wildlife corridor.				
		Students will utilize wildlife				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		field identification techniques including animal tracking, bird surveys and field observation to analyze the movement, activity and core corridor areas utilized by wildlife including along roads, highways, culverts and related structures within the Santa Cruz Mountains wildlife corridor.				
	ESCI 90	Assess (apply) the criteria necessary to be successful in the Santa Clara County Field Studies: Tule Elk class.				
		Assess (apply) the criteria necessary to be successful in the Santa Clara County Field Studies: Tule Elk class.				
		Identify and assess tule elk natural history including habitat utilization, home range use, behavior, distribution and abundance. Demonstrate an understanding of the environmental parameters that affect the presence of this subspecies of North American elk.				
		Identify and assess tule elk natural history including habitat utilization, home range use, behavior, distribution and abundance. Demonstrate an understanding of the environmental parameters that affect the presence of this subspecies of North American elk.				
	ESCI 91	Assess (apply) the criteria necessary to be successful in the Santa Clara County Field Studies: American Badger class.				
		Assess (apply) the criteria				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		necessary to be successful in the Santa Clara County Field Studies: American Badger class.				
		Identify and assess badger natural history including habitat utilization, home range use, behavior, distribution and abundance. Demonstrate an understanding of the environmental parameters that affect the presence of this species in North America.				
		Identify and assess badger natural history including habitat utilization, home range use, behavior, distribution and abundance. Demonstrate an understanding of the environmental parameters that affect the presence of this species in North America.				
	ESCI 92	Assess (apply) the criteria necessary to be successful in the Santa Clara County Field Studies: Raptors class.				
		Assess (apply) the criteria necessary to be successful in the Santa Clara County Field Studies: Raptors class.				
		Identify and assess raptor natural history including habitat utilization, home range use, behavior, distribution and abundance. Demonstrate an understanding of the environmental parameters that affect the past and present distribution and abundance of raptors in Santa Clara County.				
		Identify and assess raptor natural history including habitat utilization, home range use, behavior, distribution and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		abundance. Demonstrate an understanding of the environmental parameters that affect the past and present distribution and abundance of raptors in Santa Clara County.				
Dept - (BHES) Health Technologies	HTEC 101A	Demonstrate proper blood collection, hematocrit, white blood cell count and differential techniques.				
		Demonstrate proper blood collection, hematocrit, white blood cell count and differential techniques.				
		Practice proper application of OSHA standards.				
		Practice proper application of OSHA standards.				
	HTEC 101B	Demonstrate medical asepsis, nutrition, diet therapy, vital signs, preperation of patients and examination rooms, and various procedures in the medical office.				
		Demonstrate medical asepsis, nutrition, diet therapy, vital signs, preperation of patients and examination rooms, and various procedures in the medical office.				
	HTEC 101C	Demonstrate a level of competence in the skills learned in Medical Communications and Medical Transcription.				
		Demonstrate a level of competence in the skills learned in Medical Communications and Medical Transcription.				
		Demonstrate improvement in speed and accuracy in				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		keyboarding medical reports and transcription.				
		Demonstrate improvement in speed and accuracy in keyboarding medical reports and transcription.				
	HTEC 101D	Demonstrate billing and collection procedures and the various steps in preparing insurance claim forms.				
		Demonstrate billing and collection procedures and the various steps in preparing insurance claim forms.				
		Illustrate the ICD-9-CM and CPT codes used in medical office.				
		Illustrate the ICD-9-CM and CPT codes used in medical office.				
	HTEC 101E	Demonstrate the local application of heat and cold, use of medical office instruments, application of sterile gloves.				
		Demonstrate the local application of heat and cold, use of medical office instruments, application of sterile gloves.				
		Demonstrate the sterilization and disinfection of equipment and instruments and techniques in assisting in minor surgery.				
		Demonstrate the sterilization and disinfection of equipment and instruments and techniques in assisting in minor surgery.				
	HTEC 101F	Demonstrate measuring and assessing heart rhythms using an electrocardiograph				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HTEC 101F	including analyzing normal and abnormal electrocardiograms.				
		Demonstrate measuring and assessing heart rhythms using an electrocardiograph including analyzing normal and abnormal electrocardiograms.				
	HTEC 110	Illustrate steps involved in seeking employment in medical facilities which include preparation of resumes and interviewing and preparation for certification examinations.				
		Illustrate steps involved in seeking employment in medical facilities which include preparation of resumes and interviewing and preparation for certification examinations.				
	HTEC 180	Safely and accurately perform analytical procedures in Clinical Hematology/Urinalysis/Coagulation departments identifying normal and abnormal lab tests and factors affecting results and take				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HTEC 180	appropriate action.				
		Safely and accurately perform analytical procedures in Clinical Hematology/Urinalysis/Coagulation departments identifying normal and abnormal lab tests and factors affecting results and take appropriate action.				
	HTEC 183	Safely and accurately perform analytical procedures in Clinical Microbiology identifying normal and abnormal lab tests and factors affecting results and take appropriate action.				
		Safely and accurately perform analytical procedures in Clinical Microbiology identifying normal and abnormal lab tests and factors affecting results and take appropriate action.				
	HTEC 184	Safely and accurately perform analytical procedures in Clinical Immunology/Immunohematology identifying normal and abnormal lab tests				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HTEC 184	and factors affecting results and take appropriate action.				
		Safely and accurately perform analytical procedures in Clinical Immunology/Immunohematology identifying normal and abnormal lab tests and factors affecting results and take appropriate action.				
	HTEC 185	Safely and accurately perform analytical procedures in Clinical Chemistry department identifying normal and abnormal lab tests and factors affecting results and take appropriate action.				
		Safely and accurately perform analytical procedures in Clinical Chemistry department identifying normal and abnormal lab tests and factors affecting results and take appropriate action.				
	HTEC 50	Develop the evolution, desirable characteristics and abilities of various roles of health technologies team members as it relates to the health care team.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Develop the evolution, desirable characteristics and abilities of various roles of health technologies team members as it relates to the health care team.	Embedded test and assignment questions	Refer to Archived from ECMS/HTEC 50	Refer to Archived from ECMS/HTEC 50	
		Develop various methods of coping with loss.				
		Develop various methods of coping with loss.	Embedded exam and assignment questions.	Refer to Archived from ECMS/HTEC 50	Refer to Archived from ECMS/HTEC 50	
	HTEC 60A	Demonstrate the interpretation of medical abbreviations.				
		Demonstrate the interpretation of medical abbreviations.	Embedded test and assignment questions.	Refer to Archived from ECMS/HTEC 60A under "Documents" tab.	Refer to Archived from ECMS/HTEC 60A under "Documents" tab.	Refer to Archived from ECMS/HTEC 60A under "Documents" tab.
		Develop medical terms as they relate to the body's structure, diseases of the various body systems, medical specialties and medical specialists.				
		Develop medical terms as they relate to the body's structure, diseases of the various body systems, medical specialties and medical specialists.	Embedded test and assignment questions.	Refer to Archived from ECMS/HTEC 60A under "Documents" tab.	Refer to Archived from ECMS/HTEC 60A under "Documents" tab.	Refer to Archived from ECMS/HTEC 60A under "Documents" tab.
		Illustrate the word components of medical terminology.				
		Illustrate the word components of medical terminology.	Embedded test and assignment questions.	Refer to Archived from ECMS/HTEC in Documents	Refer to Archived from ECMS/HTEC in Documents	Refer to Archived from ECMS/HTEC in Documents
	HTEC 60G	Demonstrate the anatomy, physiology, and diseases of the digestive, urinary, female reproductive, male reproductive, nervous, sensory, and integumentary body systems.				
		Demonstrate the anatomy, physiology, and diseases of the digestive, urinary, female reproductive, male reproductive, nervous, sensory, and integumentary body systems.	Embedded test and assignment questions.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Develop case studies that concern diagnostic, conditions, and diseases of systems and/or medical specialties.				
		Develop case studies that concern diagnostic, conditions, and diseases of systems and/or medical specialties.	Embedded test and assignment questions.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.
	HTEC 60H	Demonstrate the anatomy, physiology and diseases of the cardiovascular, respiratory, blood, lymphatic, musculoskeletal and endocrine systems.				
		Demonstrate the anatomy, physiology and diseases of the cardiovascular, respiratory, blood, lymphatic, musculoskeletal and endocrine systems.	Embedded test and assignment questions.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.
		Develop case studies that concern diagnostic conditions and diseases of systems and/or medical specialties.				
		Develop case studies that concern diagnostic conditions and diseases of systems and/or medical specialties.	Design scenarios that relate to the disease process.	Refer to Archived from ECMS/HTEC 60H under "Documents" tab.	Refer to Archived from ECMS/HTEC 60H under "Documents" tab.	
	HTEC 61	Demonstrate words concerned with keyboarding, proofreading and editing of manuscripts and abstracts.				
		Demonstrate words concerned with keyboarding, proofreading and editing of manuscripts and abstracts.				
		Develop the various mechanical formats and guidelines used to prepare a medical history and physical report and design the information which appears in				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		various medical reports.				
		Develop the various mechanical formats and guidelines used to prepare a medical history and physical report and design the information which appears in various medical reports.				
	HTEC 64A	Demonstrate the classification of bacteria and identification of infectious diseases.				
		Demonstrate the classification of bacteria and identification of infectious diseases.				
		Demonstrate the handling and storage of specimens.				
		Demonstrate the handling and storage of specimens.				
		Demonstrate the practice of proper application of OSHA standards.				
		Demonstrate the practice of proper application of OSHA standards.				
	HTEC 64B	Demonstrate proper procedures for the collection of blood by venipuncture and skin puncture.				
		Demonstrate proper procedures for the collection of blood by venipuncture and skin puncture.				
		Demonstrate the practice of proper application of OSHA standards.				
		Demonstrate the practice of proper application of OSHA standards.				
		Recognize and respond to potential problems encountered during venipuncture that can impact patient care.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Recognize and respond to potential problems encountered during venipuncture that can impact patient care.				
	HTEC 68	Demonstrate proper medical reception techniques in the clinical environment.				
		Demonstrate proper medical reception techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the doctors office.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the doctors office.				
	HTEC 71	Demonstrate appropriate communication skills with patients and colleagues.				
		Demonstrate appropriate communication skills with patients and colleagues.				
		Identify and discuss the advantages and disadvantages of the different types of appointment scheduling including demonstrating computer skills.				
		Identify and discuss the advantages and disadvantages of the different types of appointment scheduling including demonstrating computer skills.				
		Illustrate skills necessary to assist incoming and outgoing patients in the medical reception area of the doctor's				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		office.				
		Illustrate skills necessary to assist incoming and outgoing patients in the medical reception area of the doctor's office.				
	HTEC 72	Demonstrate eligibility, benefits and guidelines for health insurance companies.				
		Demonstrate eligibility, benefits and guidelines for health insurance companies.				
		Illustrate fee determination, billing, diagnostic and procedural coding in the medical facility.				
		Illustrate fee determination, billing, diagnostic and procedural coding in the medical facility.				
		Illustrate the guidelines for credit arrangement when using payment for medical services.				
		Illustrate the guidelines for credit arrangement when using payment for medical services.				
	HTEC 73	Illustrate medical ethics. Medical practice act, legal relationship of patient and physician, legal responsibilities of the health technology team member, professional liability, physicians civic duties and arbitration.				
		Illustrate medical ethics. Medical practice act, legal relationship of patient and physician, legal responsibilities of the health technology team member, professional liability, physicians civic duties and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		arbitration.				
	HTEC 74	Demonstrate transcription skills necessary for medical office using actual diction from various medical specialties.				
		Demonstrate transcription skills necessary for medical office using actual diction from various medical specialties.				
		Illustrate the anatomy, physiology and diseases of the various body systems and utilize them in medical transcription.				
		Illustrate the anatomy, physiology and diseases of the various body systems and utilize them in medical transcription.				
	HTEC 75	Illustrate advanced administrative skills including computerized accounts, management duties of the medical office manager, personnel recruitment and training, financial management, office policy and procedural manuals, and editorial and research duties and meeting arrangements.				
		Illustrate advanced administrative skills including computerized accounts, management duties of the medical office manager, personnel recruitment and training, financial management, office policy and procedural manuals, and editorial and research duties and meeting arrangements.				
	HTEC 77	Develop in conjunction with student and instructor.				
		Develop in conjunction with				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		student and instructor.				
	HTEC 80	Identify abnormal CBC results and correlate to possible causes.				
		Identify abnormal CBC results and correlate to possible causes.				
		Practice proper application of OSHA standards.				
		Practice proper application of OSHA standards.				
		Use proper technique and follow written laboratory procedures to perform Complete Blood Count (CBC) with differential and platelet estimate on a minimum of 2 normal blood samples.				
		Use proper technique and follow written laboratory procedures to perform Complete Blood Count (CBC) with differential and platelet estimate on a minimum of 2 normal blood samples.				
	HTEC 80A	Given patient history information and laboratory results identify the hematological disorder displayed by the patient.				
		Given patient history information and laboratory results identify the hematological disorder displayed by the patient.				
	HTEC 81	Identify abnormal urinalysis results and correlate these results with possible causes.				
		Identify abnormal urinalysis results and correlate these results with possible causes.				
		Perform routine urinalysis on a minimum of 2 normal urine				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		samples with 100% accuracy to include both physical and chemical analysis.				
		Perform routine urinalysis on a minimum of 2 normal urine samples with 100% accuracy to include both physical and chemical analysis.				
		Practice proper application of OSHA standards.				
		Practice proper application of OSHA standards.				
	HTEC 81A	Given a diagram of the kidney, labels its parts, trace the path of blood flow and urine formation to include reabsorption and secretion.				
		Given a diagram of the kidney, labels its parts, trace the path of blood flow and urine formation to include reabsorption and secretion.				
	HTEC 82	Analyze blood samples for Protine (PT) and Activated Partial Thromboplastin Time (APTT) following proper techniques and procedures.				
		Analyze blood samples for Protine (PT) and Activated Partial Thromboplastin Time (APTT) following proper techniques and procedures.				
		Identify abnormal PT and APTT results and correlate to possible causes.				
		Identify abnormal PT and APTT results and correlate to possible causes.				
		Practice proper application of OSHA standards.				
		Practice proper application of OSHA standards.				
	HTEC	Evaluate laboratory data to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	82A	distinguish between primary and secondary hemostasis disorders and defend your response.				
		Evaluate laboratory data to distinguish between primary and secondary hemostasis disorders and defend your response.				
	HTEC 83	Distinguish between normal flora and pathogenic bacteria for selected body sites				
		Distinguish between normal flora and pathogenic bacteria for selected body sites				
		Practice proper application of OSHA standards				
		Practice proper application of OSHA standards				
	HTEC 83A	Given patient history information, specimen source and laboratory results including biochemical profile, media used, gram stain, and other selected identification results identify the hematological organism isolated from the patient.				
		Given patient history information, specimen source and laboratory results including biochemical profile, media used, gram stain, and other selected identification results identify the hematological organism isolated from the patient.				
	HTEC 84	Practice proper application of OSHA standards				
		Practice proper application of OSHA standards				
		Use proper technique and follow written laboratory				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		procedures to perform all testing necessary to find a mock patient a compatible unit of blood.				
		Use proper technique and follow written laboratory procedures to perform all testing necessary to find a mock patient a compatible unit of blood.				
	HTEC 84A	Correlate clinical significance of serologic test results with possible disease states.				
		Correlate clinical significance of serologic test results with possible disease states.				
		Given patient history and various immunoheamatolgy testing evaluate the results and correalte them with various disease states.				
		Given patient history and various immunoheamatolgy testing evaluate the results and correalte them with various disease states.				
	HTEC 85A	Practice proper application of OSHA standards.				
		Practice proper application of OSHA standards.				
		Use proper techniques to perform serial diltion.				
		Use proper techniques to perform serial diltion.				
		Using spectrophotometer and proper techniques, dilute a given standard to establish a calibration curve. Analyze and determine the concentration of an unknown sample using the curve.				
		Using spectrophotometer and proper techniques, dilute a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		given standard to establish a calibration curve. Analyze and determine the concentration of an unknown sample using the curve.				
	HTEC 85B	Practice proper application of OSHA standards				
		Practice proper application of OSHA standards				
		Use troubleshooting skills to identify potential errors in laboratory testing.				
		Use troubleshooting skills to identify potential errors in laboratory testing.				
	HTEC 85C	Identify sources of error in clinical laboratory testing and classify them as pre-analytical, analytical and post-analytical.				
		Identify sources of error in clinical laboratory testing and classify them as pre-analytical, analytical and post-analytical.				
	HTEC 85D	Given patient history and clinical laboratory testing results identify normal and abnormal results and correlate with possible disease states.				
		Given patient history and clinical laboratory testing results identify normal and abnormal results and correlate with possible disease states.				
	HTEC 90G	Demonstrate proper application of OSHA standards.				
		Demonstrate proper application of OSHA standards.				
		Demonstrate the regulation and measurement of vital signs.				
		Demonstrate the regulation				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and measurement of vital signs.				
		Differentiate between component parts of the medical asepsis process.				
		Differentiate between component parts of the medical asepsis process.				
	HTEC 90H	Demonstrate the local application of heat and cold, use of medical office instruments, application of sterile gloves.				
		Demonstrate the local application of heat and cold, use of medical office instruments, application of sterile gloves.				
		Demonstrate the sterilization and disinfection of equipment and instruments and techniques in assisting in minor surgery.				
		Demonstrate the sterilization and disinfection of equipment and instruments and techniques in assisting in minor surgery.				
	HTEC 91	Demonstrate measuring and assessing heart rhythms using an electrocardiograph including analyzing normal and abnormal electrocardiograms.				
		Demonstrate measuring and assessing heart rhythms using an electrocardiograph including analyzing normal and abnormal electrocardiograms.				
		Illustrate common terms used in electrocardiography, physical therapy and radiology				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		procedures.				
		Illustrate common terms used in electrocardiography, physical therapy and radiology procedures.				
		Illustrate the structure and electrical conduction system of the heart.				
		Illustrate the structure and electrical conduction system of the heart.				
	HTEC 93	Demonstrate dosage calculation, drug legislation and standards, drug preparations and information affecting various body systems.				
		Demonstrate dosage calculation, drug legislation and standards, drug preparations and information affecting various body systems.				
	HTEC 94	Demonstrate proper techniques, hazards and complications, post-treatment and test patient of a minimum of 10 intramuscular, 10 subcutaneous and 10 intradermal injections.				
		Demonstrate proper techniques, hazards and complications, post-treatment and test patient of a minimum of 10 intramuscular, 10 subcutaneous and 10 intradermal injections.				
		Illustrate pertinent anatomy and physiology and choice of equipment for injections.				
		Illustrate pertinent anatomy and physiology and choice of equipment for injections.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	HTEC 95A	Demonstrate proper Medical Assisting techniques in the clinical environment.				
		Demonstrate proper Medical Assisting techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
	HTEC 95B	Demonstrate proper Phlebotomy Technician I techniques in the clinical environment.				
		Demonstrate proper Phlebotomy Technician I techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
	HTEC 96A	Demonstrate proper Medical Assisting techniques in the clinical environment.				
		Demonstrate proper Medical Assisting techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		daily operation of the clinical facilities.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
	HTEC 96B	Demonstrate proper Medical Secretary techniques in the clinical environment.				
		Demonstrate proper Medical Secretary techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
	HTEC 96C	Demonstrate proper Medical File Clerk techniques in the clinical environment.				
		Demonstrate proper Medical File Clerk techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
	HTEC 96D	Demonstrate proper Medical Record Clerk techniques in the clinical environment.				
		Demonstrate proper Medical				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Record Clerk techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
	HTEC 96E	Demonstrate proper Business Office Clerk techniques in the clinical environment.				
		Demonstrate proper Business Office Clerk techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
	HTEC 96F	Demonstrate proper Insurance and Coding techniques in the clinical environment.				
		Demonstrate proper Insurance and Coding techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		facilities.				
	HTEC 96G	Demonstrate proper Medical Transcription techniques in the clinical environment.				
		Demonstrate proper Medical Transcription techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
	HTEC 96H	Demonstrate proper EKG techniques in the clinical environment.				
		Demonstrate proper EKG techniques in the clinical environment.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
		Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.				
Dept - (BHES) Manufacturing & CNC Technology	MCNC 200	Complete advanced/additional assignments and practice skills from other related MCNC classes.				
		Complete advanced/additional assignments and practice skills from other related MCNC				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		classes.				
	MCNC 56	Complete advanced project or projects utilizing skills learned in previous completed MCNC classes.				
		Complete advanced project or projects utilizing skills learned in previous completed MCNC classes.				
	MCNC 61A	Apply basic skills to produce a spreadsheet to track and calculate data related to the career technical fields.				
		Apply basic skills to produce a spreadsheet to track and calculate data related to the career technical fields.				
		Use basic word processing skills to produce documents in career technical fields.				
		Use basic word processing skills to produce documents in career technical fields.				
	MCNC 62A	Using computer technology, apply fundamental math calculations to solve mathematical problems in applied technologies.				
		Using computer technology, apply fundamental math calculations to solve mathematical problems in applied technologies.				
	MCNC 64	Analyze, compare, and explain manufacturing processes such as molding, forming, forging and casting.				
		Analyze, compare, and explain manufacturing processes such as molding, forming, forging and casting.				
		Conduct material property analysis to determine				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		appropriate material selection and use.				
		Conduct material property analysis to determine appropriate material selection and use.				
	MCNC 71	Analyze, construct, and inspect assigned machined projects using the introductory principles of machining.				
		Analyze, construct, and inspect assigned machined projects using the introductory principles of machining.				
		Operate machines and equipment safely.				
		Operate machines and equipment safely.				
	MCNC 72	Apply geometric dimensioning and tolerancing standards to interpret drawings and inspect manufactured parts.				
		Apply geometric dimensioning and tolerancing standards to interpret drawings and inspect manufactured parts.				
		Demonstrate basic operation of the coordinate measuring machine to inspect manufactured parts.				
		Demonstrate basic operation of the coordinate measuring machine to inspect manufactured parts.				
	MCNC 74A	Use computer drafting software to create basic shapes and models.				
		Use computer drafting software to create basic shapes and models.				
	MCNC 74B	Create and modify new and existing CAD geometry.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Create and modify new and existing CAD geometry.				
		Explain industrial applications of computer-generated prints.				
		Explain industrial applications of computer-generated prints.				
	MCNC 75A	Create basic word-address programs to successfully construct projects using vertical machining centers.				
		Create basic word-address programs to successfully construct projects using vertical machining centers.				
		Demonstrate the set up and basic operation of vertical machining centers.				
		Demonstrate the set up and basic operation of vertical machining centers.				
	MCNC 75B	Create advanced word-address programs to successfully construct projects using vertical machining centers.				
		Create advanced word-address programs to successfully construct projects using vertical machining centers.				
		Demonstrate the set up and advanced operation of vertical machining centers.				
		Demonstrate the set up and advanced operation of vertical machining centers.				
	MCNC 75C	Create word-address programs to successfully construct projects using lathes, horizontal machining centers, and rotary axis.				
		Create word-address programs to successfully				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		construct projects using lathes, horizontal machining centers, and rotary axis.				
		Demonstrate the set up and operation of lathes, horizontal machining centers, and rotary axis.				
		Demonstrate the set up and operation of lathes, horizontal machining centers, and rotary axis.				
	MCNC 76A	Construct basic part geometry using Mastercam.				
		Construct basic part geometry using Mastercam.				
		Produce tool paths from basic part geometry to create word address programs.				
		Produce tool paths from basic part geometry to create word address programs.				
	MCNC 76B	Construct basic part geometry using Mastercam.				
		Construct basic part geometry using Mastercam.				
		Produce tool paths from basic part geometry to create word address programs.				
		Produce tool paths from basic part geometry to create word address programs.				
	MCNC 76F	Construct advanced surface geometry using Mastercam.				
		Construct advanced surface geometry using Mastercam.				
		Produce tool paths from advanced surface geometry to create word address programs.				
		Produce tool paths from advanced surface geometry to create word address				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		programs.				
	MCNC 76G	Construct advanced surface geometry using Mastercam.				
		Construct advanced surface geometry using Mastercam.				
		Produce tool paths from advanced surface geometry to create word address programs.				
		Produce tool paths from advanced surface geometry to create word address programs.				
	MCNC 76L	Construct and import advanced part geometry using Mastercam.				
		Construct and import advanced part geometry using Mastercam.				
		Produce tool paths from advanced part geometry to create word address programs for lathes and multi-axis machining centers.				
		Produce tool paths from advanced part geometry to create word address programs for lathes and multi-axis machining centers.				
	MCNC 77	Analyze, construct, and inspect assigned machined projects using advanced principles of machining.				
		Analyze, construct, and inspect assigned machined projects using advanced principles of machining.				
		Demonstrate safe operation of specialized machining equipment to construct advanced assemblies.				
		Demonstrate safe operation of specialized machining				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		equipment to construct advanced assemblies.				
Dept - (BHES) Nursing	NURS 150	Demonstrate the nursing skills appropriate to the clinical course the student is enrolled in according to the critical elements.				
		Demonstrate the nursing skills appropriate to the clinical course the student is enrolled in according to the critical elements.				
	NURS 202	Using Orem, the nurse will apply current nursing theory and concepts to clinical situations.				
		Using Orem, the nurse will apply current nursing theory and concepts to clinical situations.				
	NURS 50	Determine the personal potential for success in the field of nursing based on emotional, physical and intellectual abilities.				
		Determine the personal potential for success in the field of nursing based on emotional, physical and intellectual abilities.				
		Differentiate among the various nursing educational programs both the educational preparation and scope of nursing practice.				
		Differentiate among the various nursing educational programs both the educational preparation and scope of nursing practice.				
	NURS 77	Achieve a score of 80% or better on sample NCLEX exam.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Achieve a score of 80% or better on sample NCLEX exam.				
	NURS 81	Incorporate cultural assessment as part of a wholistic approach to assessment of client biopsychosocial healthcare needs.				
		Incorporate cultural assessment as part of a wholistic approach to assessment of client biopsychosocial healthcare needs.				
		Incorporate patient teaching into the plan of care for a health-deviation of a non-acute elderly client.				
		Incorporate patient teaching into the plan of care for a health-deviation of a non-acute elderly client.				
	NURS 81L	Following college regulations and facility protocols, provide safe and client-centered nursing care for one or two patients in a non-acute care setting.				
		Following college regulations and facility protocols, provide safe and client-centered nursing care for one or two patients in a non-acute care setting.				
		Using Orem's model of nursing and the nursing process, determine client-specific plans of care.				
		Using Orem's model of nursing and the nursing process, determine client-				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		specific plans of care.				
	NURS 81N	Incorporate cultural assessment as part of a wholistic approach to assessment of client biopsychosocial healthcare needs.				
		Incorporate cultural assessment as part of a wholistic approach to assessment of client biopsychosocial healthcare needs.				
		Incorporate patient teaching into the plan of care for a health-deviation of a non-acute elderly client.				
		Incorporate patient teaching into the plan of care for a health-deviation of a non-acute elderly client.				
	NURS 81NL	Following college regulations and facility protocols, provide safe and client-centered nursing care for one or two patients in a non-acute care setting.				
		Following college regulations and facility protocols, provide safe and client-centered nursing care for one or two patients in a non-acute care setting.				
		Using Orem's model of nursing and the nursing process, determine client-specific plans of care.				
		Using Orem's model of nursing and the nursing process, determine client-specific plans of care.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	NURS 81P	Accurately calculate the correct dose of medication.				
		Accurately calculate the correct dose of medication.				
		Using Orem's model of nursing, apply the nursing process to 2 specific groups of medications.				
		Using Orem's model of nursing, apply the nursing process to 2 specific groups of medications.				
	NURS 82	Apply correct nursing care to pre and post op patients.				
		Apply correct nursing care to pre and post op patients.				
		Plan appropriate nursing care for patients with fluid and electrolyte imbalances.				
		Plan appropriate nursing care for patients with fluid and electrolyte imbalances.				
	NURS 82L	Demonstrate the assessment of a pre or post op patient using Orem's theory.				
		Demonstrate the assessment of a pre or post op patient using Orem's theory.				
		Demonstrate the safe administration of parenteral medications.				
		Demonstrate the safe administration of parenteral medications.				
		Demonstrate the safe and competent care of one patient in the acute care setting.				
		Demonstrate the safe and competent care of one patient in the acute care setting.				
	NURS 82P	Student will develop a teaching plan for medications				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	NURS 82P	for a client newly diagnosed with a specific pathology, such as diabetes, infection.				
		Student will develop a teaching plan for medications for a client newly diagnosed with a specific pathology, such as diabetes, infection.				
		Students will apply theoretical knowledge about medication interactions during examinations and quizzes.				
		Students will apply theoretical knowledge about medication interactions during examinations and quizzes.				
		Students will integrate pharmacological concepts in the clinical setting.				
		Students will integrate pharmacological concepts in the clinical setting.				
	NURS 83	Apply the theoretical knowledge of pregnancy, birth physiology and perinatal care to specific patient care situations.				
		Apply the theoretical knowledge of pregnancy, birth physiology and perinatal care to specific patient care situations.				
	NURS 83A	Compare the physiologic, cognitive, and psychosocial stages of a toddler and a preschooler.				
		Compare the physiologic, cognitive, and psychosocial stages of a toddler and a preschooler.				
		Differentiate the common etiologies of morbidity and mortality in children.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Differentiate the common etiologies of morbidity and mortality in children.				
	NURS 83AL	Construct a concept map for a child diagnosed with head trauma from a motor vehicle accident (MVA).				
		Construct a concept map for a child diagnosed with head trauma from a motor vehicle accident (MVA).				
		Demonstrate a focused physical assessment of an infant admitted with respiratory distress.				
		Demonstrate a focused physical assessment of an infant admitted with respiratory distress.				
	NURS 83L	Employ the nursing process in assisting clients to meet universal, developmental and health deviations self-care requisites during the perinatal period.				
		Employ the nursing process in assisting clients to meet universal, developmental and health deviations self-care requisites during the perinatal period.				
	NURS 83P	Accurately calculate the correct doses of medications for the maternal and child populations.				
		Accurately calculate the correct doses of medications for the maternal and child populations.				
		Incorporate medication evaluation and patient/family teaching into care of the maternal and child population				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		patients.				
		Incorporate medication evaluation and patient/ family teaching into care of the maternal and child population patients.				
	NURS 83PL	Following OSHA protocols, maintain an injury-free environment during intravenous insertion and blood-draw procedures.				
		Following OSHA protocols, maintain an injury-free environment during intravenous insertion and blood-draw procedures.				
		Following universal precautions and nursing standards of care, successfully insert, secure and maintain six (6) intravenous catheters.				
		Following universal precautions and nursing standards of care, successfully insert, secure and maintain six (6) intravenous catheters.				
	NURS 84	Apply legal and ethical principles to an ethical dilemma.				
		Apply legal and ethical principles to an ethical dilemma.				
		Utilizing the nursing process, analyze and apply principles of normal aging in designing a plan of care for an older adult experiencing a chronic health problem.				
		Utilizing the nursing process, analyze and apply principles of normal aging in designing a plan of care for an older adult experiencing a chronic health				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		problem.				
	NURS 84C	Correctly apply critical thinking skills to patient care scenarios.				
		Correctly apply critical thinking skills to patient care scenarios.				
	NURS 84L	Analyzes comprehensive assessment data to identify real problems and predict and minimize potential problems.				
		Analyzes comprehensive assessment data to identify real problems and predict and minimize potential problems.				
		Apply age-related changes and developmental tasks to formulate a plan of care for an older adult.				
		Apply age-related changes and developmental tasks to formulate a plan of care for an older adult.				
	NURS 85	Apply the nursing process for adult clients with complications of diabetes and acute renal disease.				
		Apply the nursing process for adult clients with complications of diabetes and acute renal disease.				
		Apply the nursing process for adult clients with major cardiac disease.				
		Apply the nursing process for adult clients with major cardiac disease.				
		Apply the nursing process for adult clients with major respiratory illnesses.				
		Apply the nursing process for adult clients with major respiratory illnesses.				
	NURS	Apply own cultural background				



Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	85A	to concepts of mental health and mental illness.				
		Apply own cultural background to concepts of mental health and mental illness.				
		Demonstrate knowledge of Alcoholics Anonymous meetings and identify professional implications for the nurse.				
		Demonstrate knowledge of Alcoholics Anonymous meetings and identify professional implications for the nurse.				
		Design a critical thinking component in relation to the nursing care of a patient with a given psychiatric diagnosis.				
		Design a critical thinking component in relation to the nursing care of a patient with a given psychiatric diagnosis.				
	NURS 85AL	Analyze own personal responses to selected one-on-one or group therapy patient interactions.				
		Analyze own personal responses to selected one-on-one or group therapy patient interactions.				
		Demonstrate the use of the nursing process, from assessment through evaluation, as applied to a patient with a psychiatric diagnosis.				
		Demonstrate the use of the nursing process, from assessment through evaluation, as applied to a patient with a psychiatric diagnosis.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Identify concepts that link learning in the clinical setting to knowledge gained from the course textbook.				
		Identify concepts that link learning in the clinical setting to knowledge gained from the course textbook.				
	NURS 85L	Analyze the basic and comprehensive assessment of acutely ill adult client to determine the appropriate nursing care.				
		Analyze the basic and comprehensive assessment of acutely ill adult client to determine the appropriate nursing care.				
		Using the nursing process provide safe and competent care of two patients in the clinical setting.				
		Using the nursing process provide safe and competent care of two patients in the clinical setting.				
	NURS 86	Demonstrate beginning management skills in nursing.				
		Demonstrate beginning management skills in nursing.				
		Demonstrate beginning leadership skills in nursing.				
		Demonstrate beginning leadership skills in nursing.				
	NURS 86L	Provide safe and effective nursing care to 75-100% of a typical nursing patient assignment in clinical setting				
		Provide safe and effective nursing care to 75-100% of a typical nursing patient assignment in clinical setting				
		Using Orem's model of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		nursing, apply the nursing process to assigned clinical setting				
		Using Orem's model of nursing, apply the nursing process to assigned clinical setting				