

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 |
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| 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. | | | | |
| | | Analyze the roles of legislation and case law as they pertain to socio-cultural change. | | | | |
| | ADMJ 25 | 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. | | | | |
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| | | 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 | | | | |

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| | 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 | | | | |

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| | 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 | | | | |

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| | | 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. | | | | |

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| | | 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 | | | | |

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| | | 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 | | | | |

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| 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, | | | | |

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| | | 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 | | | | |

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| | | 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 | | | | |

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| | | 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 | | | | |

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| | | 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 | | | |

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| | | 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 | | | | |

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| | | 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 | | | | |

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| | | 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 | | | | |

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| | 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 | | | | |

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| | 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 | | | |

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| | | 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). | |

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| | 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. | |

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| | | 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 | | | | |

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| | | 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, | | | | |

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| | | 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 | | | | |

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| | | 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 |
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| | | 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 |
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| | 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. | | | | |

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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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 | | | | |

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| | | 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 |
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| | | 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 |
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| 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 |
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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | 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 |
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| | 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 |
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| | | 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, | | | | |

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|-----------|-------------------|--|-------------------|-------------------------|-------------------------|--------------------|
| | 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 |
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| | | <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 |
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| | | <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 |
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| | | <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 |
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| | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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. |

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| | | 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 |
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| | 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 |
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| | | 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 |
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| | 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, | | | | |

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| | | 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 |
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| | 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 | | | | |

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| | | 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 | | | | |

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| | | 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 | | | | |

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| | | 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 | | | | |

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|-----------|-------------------|---|-------------------|-------------------------|-------------------------|--------------------|
| | | 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 | | | | |

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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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. | | | | |

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| | | 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 | | | | |

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|-------------------------|-------------------|---|-------------------|-------------------------|-------------------------|--------------------|
| | | 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 |
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| | | 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 | | | | |

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| | | 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 |
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| | | 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 |
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| | 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 | | | | |

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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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

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| | | 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 |
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| | | 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 | | | | |

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| | | 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 |
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| | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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 |

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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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 | | |

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| | | 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 |
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| | | 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 |
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| 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 |
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| | | 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 | | | | |

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| | | 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 |
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| | | 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 | | | | |

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| | | 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 |
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| | | 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 |
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| | | 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 |
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| 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 |
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| | 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. | | | | |

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|-----------|-------------------|---|---|-------------------------|-------------------------|--------------------|
| | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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 |
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| | | 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, | | | | |

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| | | 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

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| | | 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. | | | |

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| | 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. | | | | |

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| | | | | | | |
| | 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 | | | | |

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| | | 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. | | | | |

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| | 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. | | | | |

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| | | 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 | | | | |

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| | | 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 | | | | |

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| | 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. | | | | |

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| | | 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. | | | | |

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|-----------|-------------------|--|-------------------|-------------------------|-------------------------|--------------------|
| | | 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 | | | | |

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| | | 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 |
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| | | 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. | | | | |

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|-----------|-------------------|---|-------------------|-------------------------|-------------------------|--------------------|
| | | 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 | | | | |

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| | 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 |
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| | 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. | | | | |