Overview of SLO Process Work for the Division

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

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

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

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

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

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

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

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		Produce payroll tax reports and related journal entries.				
		Research payroll tax laws and evaluate accounting options to comply with these laws.				
		Research payroll tax laws and evaluate accounting options to comply with these laws.				
	ACCT 66	Define basic cost behaviors and explain how material, labor, and overhead costs are applied to a product at each stage of the production process.				
		Define basic cost behaviors and explain how material, labor, and overhead costs are applied to a product at each stage of the production process.				
		Explain the concept of activity-based cost management and demonstrate its use for operational decisions.				
		Explain the concept of activity-based cost management and demonstrate its use for operational decisions.				
		Identify current trends in cost accounting.				
		Identify current trends in cost accounting.				
		Identify, describe, and explain the way managers use cost accounting information to create value, to make decisions, and to evaluate performance in organizations.				
		Identify, describe, and explain the way managers use cost accounting information to create value, to make decisions, and to evaluate				

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		performance in organizations.				
	ACCT 67A	Within the context of a student's disability, he/she will be able to demonstrate that his/her physical well being has been positively affected through the Adapted Aquatic Exercise course.				
		Within the context of a student's disability, he/she will be able to demonstrate that his/her physical well being has been positively affected through the Adapted Aquatic Exercise course.				
		Within the context of a student's disability, he/she will be able to demonstrate that his/her psychosocial well being has been positively affected through the Adapted Aquatic Exercise course.				
		Within the context of a student's disability, he/she will be able to demonstrate that his/her psychosocial well being has been positively affected through the Adapted Aquatic Exercise course.				
	ACCT 67B	Demonstrate a knowledge of how to apply tax law for the preparation of individual tax returns for gross income and taxable income purposes, depreciation, depletion and amortization and classify and determine federal and state tax treatment for individuals with gains, losses, employee and self-employment income and expense.				
		Demonstrate a knowledge of how to apply tax law for the preparation of individual tax				

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

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		financial statements using GAAP and identify the various users of financial statements				
	ACCT 86	Convert a manual accounting system to a computerized system and analyze the differences between the two.				
		Convert a manual accounting system to a computerized system and analyze the differences between the two.	The student will complete a manual accounting project and then using the same project enter the transactions into a computerized accounting system.			
		Using a generic accounting software, demonstrate the understanding of accounting and accounting software needed to enter transactions and complete the accounting cycle.				
		Using a generic accounting software, demonstrate the understanding of accounting and accounting software needed to enter transactions and complete the accounting cycle.				
		Utilize the resulting output from an accounting software system to demonstrate a knowledge of financial management.				
		Utilize the resulting output from an accounting software system to demonstrate a knowledge of financial management.				
	ACCT 88	Evaluate accounting problems; then design and construct Excel spreadsheets to solve those problems.				
		Evaluate accounting problems; then design and construct Excel spreadsheets to solve				

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

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

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

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		businesses to behave in an ethical and socially-responsible fashion.				
		List and evaluate the ways in which society attempts to get businesses to behave in an ethical and socially-responsible fashion.				
		List and evaluate the ways in which society attempts to get businesses to behave in an ethical and socially-responsible fashion.				
		List and evaluate the ways in which society attempts to get businesses to behave in an ethical and socially-responsible fashion.				
	BUS 54	Calculate performance measures for investments such as stocks, bonds or mutual funds.				
		Calculate performance measures for investments such as stocks, bonds or mutual funds.				
		Demonstrate a basic knowledge of the mathematics of pricing.				
		Demonstrate a basic knowledge of the mathematics of pricing.				
		Demonstrate an understanding of the "Time Value of Money" concept in business.				
		Demonstrate an understanding of the "Time Value of Money" concept in business.				
	BUS	Critically evaluate business				

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	55	plans in terms of feasibility, investment potential, risk, and completeness.				
		Critically evaluate business plans in terms of feasibility, investment potential, risk, and completeness.				
		Examine the steps required, the support available, and the tactics commonly employed by entrepreneurs starting a business.				
		Examine the steps required, the support available, and the tactics commonly employed by entrepreneurs starting a business.				
	BUS 56	Apply human relations theories to varied workplace situations and discuss the likely results.				
		Apply human relations theories to varied workplace situations and discuss the likely results.				
		Describe the impact of employees' human relations skills, ethical choices, attitudes, and physical and mental wellbeing on the success of an organization.				
		Describe the impact of employees' human relations skills, ethical choices, attitudes, and physical and mental wellbeing on the success of an organization.				
		Describe the value of diversity in today's workplace.				
		Describe the value of diversity in today's workplace.				
		Make ethical decisions by demonstrating personal and				

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		organizational social responsibility.				
		Make ethical decisions by demonstrating personal and organizational social responsibility.				
	BUS 57	Appraise the impact of HR as a strategic partner with corporate executive leadership to achieve competitive advantage in the marketplace.				
		Appraise the impact of HR as a strategic partner with corporate executive leadership to achieve competitive advantage in the marketplace.				
		Compare HR functions to formulate critical written and oral analysis of current global HR challenges.				
		Compare HR functions to formulate critical written and oral analysis of current global HR challenges.				
		Examine Human Resources (HR) practices and how they affect employee performance, motivation, and the firm.				
		Examine Human Resources (HR) practices and how they affect employee performance, motivation, and the firm.				
	BUS 58	Develop and conduct a feasibility study analysis for a business plan.				
		Develop and conduct a feasibility study analysis for a business plan.				
		Write a business plan and deliver an effective presentation to potential investors.				
		Write a business plan and				

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		deliver an effective presentation to potential investors.				
	BUS 59	Analyze relationship building with customers and diverse partners and design a plan likely to produce favorable outcomes.				
		Analyze relationship building with customers and diverse partners and design a plan likely to produce favorable outcomes.				
		Assess, select and justify cost-effective marketing communications tactics best suited to an existing (or planned) business.				
		Assess, select and justify cost-effective marketing communications tactics best suited to an existing (or planned) business.				
		Examine a wide variety of marketing communications tools cost-effective for small businesses, such as event marketing, press and public relations, internet marketing, database marketing and guerrilla marketing.				
		Examine a wide variety of marketing communications tools cost-effective for small businesses, such as event marketing, press and public relations, internet marketing, database marketing and guerrilla marketing.				
	BUS 60	Evaluate a global business scenario and determine the best courses of action.				
		Evaluate a global business scenario and determine the				

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		best courses of action.				
		Examine a country's economic, political, legal, social and cultural conditions and assess its business risks and opportunities.				
		Examine a country's economic, political, legal, social and cultural conditions and assess its business risks and opportunities.				
		Explain the roles of international trade, investment and the global monetary system.				
		Explain the roles of international trade, investment and the global monetary system.				
	BUS 65	Compare, contrast and demonstrate leadership behaviors.				
		Compare, contrast and demonstrate leadership behaviors.				
		Distinguish the roles, interaction and impact of the leader, the follower and the situation in the leadership model.				
		Distinguish the roles, interaction and impact of the leader, the follower and the situation in the leadership model.				
	BUS 69	Compare and contrast competing portfolio theories and hypotheses.				
		Compare and contrast competing portfolio theories and hypotheses.				
		Demonstrate a working knowledge of the investment				

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		environment and various investment options including equities, fixed income securities, and derivatives.				
		Demonstrate a working knowledge of the investment environment and various investment options including equities, fixed income securities, and derivatives.				
		Measure portfolio performance.				
		Measure portfolio performance.				
	BUS 70	Analyze and evaluate e-commerce business models including B2C, B2B, P2P, and others.				
		Analyze and evaluate e-commerce business models including B2C, B2B, P2P, and others.				
		Compare and contrast e-commerce marketing strategies and tactics.				
		Compare and contrast e-commerce marketing strategies and tactics.				
		Create a functional e-commerce website.				
		Create a functional e-commerce website.				
	BUS 80	Develop increasing communication competence by adapting to other people, the goals of the speaker, and the requirements of the organizational communication context (e.g., cultural, social, and corporate).				
		Develop increasing communication competence by adapting to other people,				

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		the goals of the speaker, and the requirements of the organizational communication context (e.g., cultural, social, and corporate).				
		Display increasing confidence in ability to apply organizational communication concepts and strategies when using a range of speaking, listening, and collaboration skills.				
		Display increasing confidence in ability to apply organizational communication concepts and strategies when using a range of speaking, listening, and collaboration skills.				
	BUS 85	Describe and apply the principles of written and verbal business communications.				
		Describe and apply the principles of written and verbal business communications.				
		Develop and use a variety of communication strategies that are effective in different business situations.				
		Develop and use a variety of communication strategies that are effective in different business situations.				
		Identify the most effective written and oral communication skills that fit personal communication style and situation.				

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

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		economic aspects of advertising in the U.S. and contrast those with the role of advertising in other countries.				
		Identify the major social and economic aspects of advertising in the U.S. and contrast those with the role of advertising in other countries.				
		Relate contemporary advertising to the classic human communication model.				
		Relate contemporary advertising to the classic human communication model.				
	BUS 90	Analyze the effectiveness of the marketing mix (product, price, promotion and distribution) for a particular organization.				
		Analyze the effectiveness of the marketing mix (product, price, promotion and distribution) for a particular organization.				
		Determine appropriate market segments and target markets and explain consumer behavior.				
		Determine appropriate market segments and target markets and explain consumer behavior.				
		Identify global forces external to the organization that affect marketing strategies.				

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

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

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		from multiple components * engineering drawings for components and assemblies				
	CDI 103	Functioning as a designer using AutoDesk, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
		Functioning as a designer using AutoDesk, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies	Assessment Tools: The intention of the class is to offer students additional time at school to create and complete their assignments and provide them with tutorial assistance in -class and online as needed. Attendance was monitored through Catalyst. Students were requested to submit a ?Student Documentation Package? to demonstrate their work. The Catalyst Course Management System was used to receive assignments throughout the quarter. An AutoCAD instructor conversant in both Beginning and Intermediate levels of the software was available in the classroom during the scheduled classroom hours and online through email and forum posts. AutoCAD software was available to students in the classroom and			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Functioning as a designer using AutoDesk, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies	free Autodesk student software downloads were available from the Autodesk website through Catalyst.			
		Functioning as a designer using AutoDesk, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter. *Numerous projects of various sizes & complexity are assigned throughout the quarter. *Student Documentation Portfolio (Adobe Acrobat PDF format)			
	CDI 104	Functioning as a designer using Inventor, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
		Functioning as a designer using Inventor, the student will create an engineering				

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

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CDI 106	the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
		Functioning as a designer using CATIA, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
	CDI 51	Functioning as a drafter/designer, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * Components modeled using CAD design tools in accordance with ASME standards. * Engineering drawings compliant with ASME Y14.5.				
		Functioning as a drafter/designer, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * Components modeled using				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		CAD design tools in accordance with ASME standards. * Engineering drawings compliant with ASME Y14.5.				
	CDI 56	Functioning as a designer using Pro/ENGINEER, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
		Functioning as a designer using Pro/ENGINEER, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
	CDI 58B	(1): Functioning as a designer using Unigraphics NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CDI 58B	* engineering drawings for components and assemblies				
		(1): Functioning as a designer using Unigraphics NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies	Complete as series of part models, create an assembly of those models, and create a drawing of those parts and assembly.	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter. Video, Instant Messaging, and Email are used to expand student knowledge of the software and the class requirements. A forum in Catalyst is used to encourage and inform students. Reading assignments are the foundation of the course. Approximately 138 projects of various sizes & complexity were assigned throughout the quarter. Exercising the software will bring meaningful understanding. A Final Project to determine where further study may be needed. A ?Student Documentation Package? (Microsoft Word, pdf, or equivalent format) is used to collate and document all course work.	Findings and Conclusions: Summary: Of the 43 enrolled according to our Banner System, 10 dropped before the first day of class. Six students withdrew within the 1st week for various reasons. Two students withdrew within the 2nd week for various reasons. 25 students participated in the class. 22 students will pass this course. 3 students received a ?W? for the class. Over 50% of the students in this section completed all of the work. Of course, I am most concerned with the students unable to pass the course. The vast majority of those not passing the course completed less than 20% of their assignments and quizzes and did not attempt the Final Project or submit a ?Student Documentation Package?. In other words those who tried were successful and those who did not failed. The question still remains, ?why did these students stop trying?? As the last day to withdraw grew near, I contacted students by email to determine their desire to continue. I received no responses. These students did not complete the course. The General Trend: NX software is widely used in the automotive industry today. Students of CAD find NX to be an indispensable tool when designing and managing	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		(1): Functioning as a designer using Unigraphics NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies	Complete as series of part models, create an assembly of those models, and create a drawing of those parts and assembly.	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter. Video, Instant Messaging, and Email are used to expand student knowledge of the software and the class requirements. A forum in Catalyst is used to encourage and inform students. Reading assignments are the foundation of the course. Approximately 138 projects of various sizes & complexity were assigned throughout the quarter. Exercising the software will bring meaningful understanding. A Final Project to determine where further study may be needed. A ?Student Documentation Package? (Microsoft Word, pdf, or equivalent format) is used to collate and document all course work.	simple to large designs. The student who takes the instructors advice to budget 10 hours each week devoted to this particular course does very well. I would like to point out that this course, when taught in our classroom is 2 four hour periods of lecture/lab or 1 eight hour period of lecture/lab and does not include reading which is expected to be done as homework. In general, students who procrastinated or failed to commit time each week, fell too far behind in the course. The course is a hybrid, thus, many students work entirely from a remote location. Students studying in our classroom seem to have a much better rate of success than those studying remotely. Is this situation due to the discipline inherent in the classroom environment? I can?t say for certain as there were only an average of 10 students working in the classroom (throughout the quarter) thus not the best measure of this metric. I believe some students were dismayed to discover learning the software would not teach them design or drafting. A basic understanding of design and drafting is needed to appreciate the structure of information management software such as NX. A number of students have used our entry-level CAD classes as a survey of an industry or career. 22 students completed	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		(1): Functioning as a designer using Unigraphics NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies	Complete as series of part models, create an assembly of those models, and create a drawing of those parts and assembly.	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter. Video, Instant Messaging, and Email are used to expand student knowledge of the software and the class requirements. A forum in Catalyst is used to encourage and inform students. Reading assignments are the foundation of the course. Approximately 138 projects of various sizes & complexity were assigned throughout the quarter. Exercising the software will bring meaningful understanding. A Final Project to determine where further study may be needed. A ?Student Documentation Package? (Microsoft Word, pdf, or equivalent format) is used to collate and document all course work.	the class and received a grade. Activity Report: *12 students received a grade of A (55% of class) *4 students received a grade of A- (18% of class) *2 students received a grade of B (9% of class) *2 students received a grade of B- (9% of class) *2 students received a grade of C (9% of class) Enhancement (Planned Actions) Part I: Add recorded lectures for each chapter, covering subtle changes or other details not directly or clearly discussed in the text. Recorded lectures will also have the quality of updating the student and the course content with respect to software upgrades which occur during the school year. In future I will use CCC Confer for online conferencing to directly assist students with difficult content. I will enforce a rigid schedule of assignment submission, quizzes, and Exams. Through Catalyst, I can still be flexible, but I won?t advertise that fact to my students. Part II: I am going to conduct post class interviews with my unsuccessful students by	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		(1): Functioning as a designer using Unigraphics NX, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies	Complete as series of part models, create an assembly of those models, and create a drawing of those parts and assembly.	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter. Video, Instant Messaging, and Email are used to expand student knowledge of the software and the class requirements. A forum in Catalyst is used to encourage and inform students. Reading assignments are the foundation of the course. Approximately 138 projects of various sizes & complexity were assigned throughout the quarter. Exercising the software will bring meaningful understanding. A Final Project to determine where further study may be needed. A ?Student Documentation Package? (Microsoft Word, pdf, or equivalent format) is used to collate and document all course work.	email. I will implement whatever discoveries the poll discloses. I will adjust my SLO appropriately with regard to the review.	
	CDI 60F	Student Learning Outcome (1): Functioning as a designer using SoildWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assembly				
			Student Documentation Portfolio			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Student Learning Outcome (1): Functioning as a designer using SoildWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assembly	Student Documentation Portfolio			
	CDI 61F	Functioning as a designer using SolidWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
		Functioning as a designer using SolidWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * components modeled using CAD design tools * assemblies generated from multiple components * engineering drawings for components and assemblies				
	CDI 63A	Functioning as a designer using SolidWorks, the student				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CDI 63A	will create an engineering document package which complies with industry-defined standards and shall include the following: * Surface models * 3D Solid components generated from surfaces.				
		Functioning as a designer using SolidWorks, the student will create an engineering document package which complies with industry-defined standards and shall include the following: * Surface models * 3D Solid components generated from surfaces.				
	CDI 80E	An SLO is a gauge by which the education community determines the value of our class. We have stated that upon completion of this class a student, functioning as a drafter using AutoCAD, will be able to complete numerous exercises and a project in compliance with engineering and architectural industry standards. The exercises and project require a student to create: mechanical engineering drawings for components and assemblies architectural drawings including floor plans, elevations, and sections				
		An SLO is a gauge by which the education community determines the value of our class. We have stated that	Catalyst Course Management System was used to issue, receive, & grade assignments throughout the quarter.			

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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