Assessment: BCAT PLO Assessments (4/24/2018)

DeAnza College

Dept - (B/CS) Accounting

For 2017-18 Submitted by:: Michael Gough

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Certificate of Achievement/Accounting PLO_1 - Demonstrate a knowledge of double entry accounting within financial and cost accounting systems for various businesses and prepare financial statements and reports; analyze these statements to evaluate the financial structure of firm as well as fundamental business concepts, while identifying ethical issues in accounting. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2012-2013, 2016-2017 **Outcome Creation Date:** 04/15/2011	**Directly related to Outcome**	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met 75% of students scored at least 4/5 on the question (05/11/2011)	**Enhancement:** Those who persist in our program tend to do well and get through, however, we do have a high drop rate in early courses. we plan on working on early identification of at risk students - particularly those who lack preparation in mathematics. (04/15/2014)
	Exam - Course Test/Quiz - Midterms and final exam to include all steps of the accounting cycle through closing. **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met In our comprehensive exam for Acct 1A, 1B and 1C, our pass rate exceeded 75% with a range of 70%-84% on the standardized questions. (04/09/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We continue to be concerned with the high drop rate early in Accounting 1A and plan to work on better assessment early in the term. We do know that if a student succeeds in our first course, it is highly likely he/she will continue to succeed in the more advanced courses.	**Enhancement:** Those who persist in our program tend to do well and get through, however, we do have a high drop rate in early courses. we plan on working on early identification of at risk students - particularly those who lack preparation in mathematics. (04/15/2014) **Enhancement:** Continue to work on early assessment and continue dialogue concerning objectives that fall across all courses. (04/09/2014)
Certificate of Achievement/Accounting PLO_2 -	**Underlying Course -** The Accounting Department determined that the	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met	**Enhancement:** we believe a greater emphasis on net present

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Prepare financial statements and reports; analyze these statements to evaluate the financial structure of firm as well as fundamental business concepts, while identifying ethical issues in accounting. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	best assessment method for this PLO was to measure student success based on the first SLO for Accounting 1B. This first SLO is "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)." This SLO was assessed with a uniform multiple choice, original exam, developed by the full-time department members and administered it the last two weeks of the Fall 2010 term. It was taken by nearly all of the sections of Accounting 1B in the Fall term as part of the course requirement. **Target for Success:** The target for success was to have at least 80% of the students enrolled in all Accounting 1B sections attain at least a 70% overall grade in the uniform SLO quiz.	In general, it appears that the students met the expectation of student success for Accounting 1B SLO#1. The students scored at an a level in excess of 80% level in answering the questions involving business ownership and users of accounting information, 75% in evaluating capital and 72% in evaluation of debt and equity for an overall 74% success rate. (06/07/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The Acct 1B course has some challenges in that it is often the first time students are exposed to corporations and accounting for separate business entities. However, after the drop rate, it appears that our success rate is solid, however, we agree that a greater focus on net present value and bonds is warranted as that objective flows into Accounting 1C and upper division Finance.	values is warranted in that the objective is key to future courses for accounting and business majors, in addition to being an issue of financial literacy. (06/07/2017) **Enhancement:** Continue to work on early assessment and continue dialogue concerning objectives that fall across all courses. (04/09/2014) **Enhancement:** This was the first time this PLO was assessed. One area for potential enhancement involves the SLO assessment methodologies in the future. This PLO was not established at the time that the Accounting 1B SLO was assessed. In the future, the uniform quiz or other SLO assessment device, can be designed to give the department useful information about both the SLO and related PLOs. The results of these future assessments wills hopefully provide more meaningful information about specific instructional changes. The information at this point does not seem sufficient to make these types of instructional recommendations. (07/12/2012)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met The success rate of 80% was met on a majority of the questions and the pass rate of Accounting 1B ran at 84% (adjusted for those students who dropped). (06/07/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We believe	**Enhancement:** While the drop rate is high in the program we do more early intervention, spend more time of student planning and course expectations early in the term which has caused the

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		this is a critical outcome because part of business literacy is the comprehension of financial statements - whether students major in Accounting, Finance, Marketing or Management the need to comprehend financial information is a skill that all businesses expect their employees to have. The focus on financials is well-placed and the department continues to use that outcome as a core objective - so we will continue to make financial statement preparation and analysis a key part of all accounting courses.	drop rate to be slightly reduced. We will continue the dialog among faculty to determine best practices in the department. (06/07/2017) **Enhancement:** Continue to work on early assessment and continue dialogue concerning objectives that fall across all courses. (04/09/2014)
Degree: Accounting PLO_1 - Demonstrate a knowledge of double entry accounting within financial and cost accounting systems for various business organizations. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014, 2016-2017 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 51A SLO 1. "Assess in a comprehensive manner the conceptual foundations and rationale that underlie accounting applications and procedures." The Assessment Method for this SLO was a comprehensive final exam that covered all major objectives of course requiring the student to apply theoretical foundations of the accounting conceptual framework to prepare calculations, journal entries, and financial statement disclosure. **Target for Success:** 75%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met We measured our success iin Acct 51A - which has comprehensive coverage of the outcome. The course does have a high drop rate, but those who remain demonstrate a grasp of accounting applications and procedures at a rate in excess of 85% on their exams and projects (06/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 51A SLO 1: While we met our target, it is recognized that the drop rate early in the term is high and therefore will continue to focus instructional efforts on the core fundamental conceptual theory and its associated application. 04/09/2014 - We continue to try different methods to engage students and impress the importance of being financially literate. Our focus pays off, though the early drop rate is somewhat troubling. 6/7/17 The drop rate continues to be a concern - primarily in the online course. However, it is noted the course at the upper division level at San Jose State University experiences a similar challenge. Moving ahead, we are stressing the importance of the early homework and reviewing some of the basics from the 1A-1C courses that apply in 51A	**Enhancement:** Enhancements regarding ACCT 51A SLO 1: 4/16/2014 More class time needs to be spent on the material concerning International Accounting Reporting Standards. This can be accomplished by focusing some of the required reading and homework on this topic. Also, continue to focus instructional efforts on the core fundamental conceptual theory and its associated application. 6/20/17 - We have increased time coverage of IFRS (International Accounting) in course coverage and practice sets and the success rate at higher than 75% indicates it was a good choice of focus. (06/20/2017) **Enhancement:** Work on early identification of at risk students - particularly those who lack preparation in mathematics. (04/15/2014) **Follow-Up:** The drop rate continues to be an issue, but we now spend more time early in the

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			course going over the work load for students so they can determine if they can commit to the time needed to be successful. (06/20/2017)
			Enhancement: Continue to work on early assessment and continue dialogue concerning objectives that fall across all courses. (04/09/2014)
Degree: Accounting PLO_2 - Prepare financial statements and reports; analyze these statements to evaluate the financial structure of firm as well as fundamental business concepts, while identifying ethical issues in accounting. **PLO Status:** Active **Year(s) to be Assessed:** 2016-2017 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 51B SLO 1. "Demonstrate the ability to apply professional knowledge of the role of accountants in providing and ensuring the integrity of financial and other information primarily related to liabilities, equity, financial statement disclosure, and the statement of cash flows." **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO results for ACCT 51B SLO 1: 4/13/2014 36 out of the 42 students that took the comprehensive final scored better than 75%. This means 86% of the students successfully met the target for success. 04/09/2014 - Our Accounting 1B and 1C are good courses to measure comprehension of complex financial statements. In both courses our standardized exam indicated a success rate of 70-80% (04/09/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 51B SLO 1: Even though the target was met, students struggled with bonds, pensions, and the statement of cash flows. 04/09/2014 -It is clear that students must grasp the financial structure of manufacturing, merchandising, corporations, partnerships and sole proprietors in order to move ahead with upper division coursework in finance and accounting. Our testing indicates we focus on the right issues, but again, are concerned with the drop rate early in the courses.	**Enhancement:** Enhancements regarding ACCT 51B SLO 1: 4/16/2014 continue to focus instructional efforts on the core fundamental conceptual theory and its associated application with respect to bonds, pensions, and the statement of cash flows. Spend more time teaching time value of money concepts. Also, can provide more practice with cash flows and additional conceptualization time with the pension worksheet. Going forward, spend more time on cash flows and how they tie to the other financial statements and assign more homework in those areas. (04/16/2014) **Follow-Up:** Over the past year we have analyzed how our students have done in both Acct 1B and 51B - the two courses that emphasize the stated SLO. At the basic level (sophomore- Acct 1B) our success rate continues at higher than 75% - and higher 80% in some terms. We have added

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			focus on present value and cash flows in this period, because of the importance of those concepts in upper division coursework and it appears that effort has been fruitful. In Acct 51B, our drop rate continues to be high (sometimes at 40%) - but those who remain, tend to succeed at over an 80% rate. (06/08/2017) **Enhancement:** Continue to work on early assessment and continue dialogue concerning objectives that fall across all courses. (04/09/2014)
Certificate of Achievement-Advanced/Accounting:Practice **PLO_1 -** Demonstrate a knowledge of double entry accounting within financial and cost accounting systems for various business organizations. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 51A SLO 1. "Assess in a comprehensive manner the conceptual foundations and rationale that underlie accounting applications and procedures." The Assessment Method for this SLO was a comprehensive final exam that covered all major objectives of course requiring the student to apply theoretical foundations of the accounting conceptual framework to prepare calculations, journal entries, and financial statement disclosure. **Target for Success:** 75%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met We no longer have this certificate - we have reduced our certificates and degree to a Certificate of Achievement, Advanced Certificate of Achievement and AA degree in Accounting. All other specialized certificates and degrees were eliminated. (06/07/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 51A SLO 1: While we met our target, it is recognized that the drop rate early in the term is high and therefore will continue to focus instructional efforts on the core fundamental conceptual theory and its associated application. 04/09/2014 - We continue to try different methods to engage students and impress the importance of being financially literate. Our focus pays off, though the early drop rate is somewhat troubling.	**Enhancement:** Enhancements regarding ACCT 51A SLO 1: 4/16/2014 More class time needs to be spent on the material concerning International Accounting Reporting Standards. This can be accomplished by focusing some of the required reading and homework on this topic. Also, continue to focus instructional efforts on the core fundamental conceptual theory and its associated application. (04/16/2014) **Enhancement:** Those who persist in our program tend to do well and get through, however, we do have a high drop rate in early courses. we plan on working on early identification of at risk students - particularly those who lack preparation in mathematics. (04/15/2014)

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Certificate of Achievement-Advanced/Accounting:Practice PLO_2 - Prepare financial statements and reports; analyze these statements to evaluate the financial structure of firm as well as fundamental business concepts, while identifying ethical issues in accounting. **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 51B SLO 1. "Demonstrate the ability to apply professional knowledge of the role of accountants in providing and ensuring the integrity of financial and other information primarily related to liabilities, equity, financial statement disclosure, and the statement of cash flows." **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO results for ACCT 51B SLO 1: 4/13/2014 36 out of the 42 students that took the comprehensive final scored better than 75%. This means 86% of the students successfully met the target for success. 04/09/2014 - Our Accounting 1B and 1C are good courses to measure comprehension of complex financial statements. In both courses our standardized exam indicated a success rate of 70-80% (04/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 51B SLO 1: Even though the target was met, students struggled with bonds, pensions, and the statement of cash flows. 04/09/2014 -It is clear that students must grasp the financial structure of manufacturing, merchandising, corporations, partnerships and sole proprietors in order to move ahead with upper division coursework in finance and accounting. Our testing indicates we focus on the right issues, but again, are concerned with the drop rate early in the courses.	**Enhancement:** Enhancements regarding ACCT 51B SLO 1: 4/16/2014 continue to focus instructional efforts on the core fundamental conceptual theory and its associated application with respect to bonds, pensions, and the statement of cash flows. Spend more time teaching time value of money concepts. Also, can provide more practice with cash flows and additional conceptualization time with the pension worksheet. Going forward, spend more time on cash flows and how they tie to the other financial statements and assign more homework in those areas. 04/09/2014 - Continue to work on early assessment and continue dialogue concerning objectives that fall across all courses. (04/16/2014)
Certificate of Achievement / Bookkeeping PLO_1 - Demonstrate a knowledge of double entry accounting within financial and cost accounting systems for various business organizations **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 1A SLO 1. "Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP." **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO results for ACCT 1A SLO 1: 3/29/2013 We used a comprehensive quiz in both Winter 2010 and Winter 2013 terms that tested understanding of double entry transactions, completing the accounting cycle and preparing and understanding financial statements. On 7/8 questions students answered correctly at a rate of 84% or better and on one question the pass rate was 72%. Overall the target goal was exceeded. (04/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 1A SLO 1: While we were pleased that our target was exceeded, we were not surprised, because the Acct 1A course tends to have a high drop rate early in the	**Enhancement:** Enhancements regarding ACCT 1A SLO 1: 2/12/2014 We continue to plan on collaborating on "best approach" to the more difficult objectives of the course and plan on utilizing the tutorial center more in an effort to reduce drops in the couse. Enhancements regarding ACCT 1B SLO 1: 2/20/2014 Continue to collaborate on best practices as to how to utilize concrete methods for introducing and applying net

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		term, given its challenging nature, and the students that stay tend to grasp the critical material by the terms end.	present value concepts. Use real world examples of stocks and bonds to engage students and illustrate applications. (04/15/2014)
Certificate of Achievement / Bookkeeping PLO_2 - Prepare financial statements and reports; analyze these statements to evaluate the financial structure of firm as well as fundamental business concepts, while identifying ethical issues in accounting. **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 1A SLO 1. "Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP." We also refered to the SLO results for ACCT 1B SLO 1. "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)." **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO results for ACCT 1A SLO 1: 3/29/2013 We used a comprehensive quiz in both Winter 2010 and Winter 2013 terms that tested understanding of double entry transactions, completing the accounting cycle and preparing and understanding financial statements. On 7/8 questions students answered correctly at a rate of 84% or better and on one question the pass rate was 72%. Overall the target goal was exceeded. SLO results for ACCT 1B SLO 1: 12/12/2013 On 5/8 questions the success rate ran at 80% or better. On two questions the success rate ran at 49% and 59% respectively, and on one question the success rate ran at 21%. It appears that students had some difficulties with the statement of cash flows and computing financial ratios. Both of these concepts come at the end of the term and may not be covered as thoroughly as earlier financial concepts. (04/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 1A SLO 1: While we were pleased that our target was exceeded, we were not surprised, because the Acct 1A course tends to have a high drop rate early in the term, given its challenging nature, and the students that stay tend to grasp the critical material by the terms end. Reflections regarding ACCT 1B SLO 1: Those of us teaching Acct 1B plan on teaching capitalization and debt with a greater emphasis over the next academic year and reporting to the department our approaches and outcomes.	**Enhancement:** Enhancements regarding ACCT 1A SLO 1: 2/12/2014 We continue to plan on collaborating on "best approach" to the more difficult objectives of the course and plan on utilizing the tutorial center more in an effort to reduce drops in the couse. Enhancements regarding ACCT 1B SLO 1: 2/20/2014 Continue to collaborate on best practices as to how to utilize concrete methods for introducing and applying net present value concepts. Use real world examples of stocks and bonds to engage students and illustrate applications. (04/15/2014)
Degree: Taxation PLO_1 - Demonstrate a knowledge of double	**Underlying Course -** This PLO was assessed by referring to the SLO	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met	**Enhancement:** Enhancements regarding ACCT 1A SLO 1:

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entry accounting; prepare financial statements and reports on a tax versus financial reporting basis; analyze these statements to evaluate the financial structure of firm as well as fundamental business concepts, while identifying ethical issues in accounting. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/14/2014	results for ACCT 1A SLO 1. "Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP." We also refered to the SLO results for ACCT 1B SLO 1. "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)." **Target for Success:** 75%	SLO results for ACCT 1A SLO 1: 3/29/2013 We used a comprehensive quiz in both Winter 2010 and Winter 2013 terms that tested understanding of double entry transactions, completing the accounting cycle and preparing and understanding financial statements. On 7/8 questions students answered correctly at a rate of 84% or better and on one question the pass rate was 72%. Overall the target goal was exceeded. SLO results for ACCT 1B SLO 1: 12/12/2013 On 5/8 questions the success rate ran at 80% or better. On two questions the success rate ran at 49% and 59% respectively, and on one question the success rate ran at 21%. It appears that students had some difficulties with the statement of cash flows and computing financial ratios. Both of these concepts come at the end of the term and may not be covered as thoroughly as earlier financial concepts. (04/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 1A SLO 1: While we were pleased that our target was exceeded, we were not surprised, because the Acct 1A course tends to have a high drop rate early in the term, given its challenging nature, and the students that stay tend to grasp the critical material by the terms end. Reflections regarding ACCT 1B SLO 1: Those of us teaching Acct 1B plan on teaching capitalization and debt with a greater emphasis over the next academic year and reporting to the department our approaches and outcomes.	2/12/2014 We continue to plan on collaborating on "best approach" to the more difficult objectives of the course and plan on utilizing the tutorial center more in an effort to reduce drops in the couse. Enhancements regarding ACCT 1B SLO 1: 2/20/2014 Continue to collaborate on best practices as to how to utilize concrete methods for introducing and applying net present value concepts. Use real world examples of stocks and bonds to engage students and illustrate applications. (04/15/2014)
Certificate of Achievement-Advanced/Taxation PLO_1 - Demonstrate a knowledge of double entry accounting; prepare financial statements and reports on a tax versus financial reporting basis; analyze these statements to evaluate the financial structure of firm as well as fundamental business concepts, while identifying ethical issues in accounting.	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 1A SLO 1. "Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP." We also refered to the SLO results for ACCT 1B SLO 1. "Demonstrate a knowledge of the users of	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO results for ACCT 1A SLO 1: 3/29/2013 We used a comprehensive quiz in both Winter 2010 and Winter 2013 terms that tested understanding of double entry transactions, completing the accounting cycle and preparing and understanding financial statements. On 7/8 questions students answered correctly at a rate of 84% or better and on one question the pass rate was 72%. Overall the target goal was exceeded. SLO results for ACCT 1B SLO 1: 12/12/2013 On 5/8	**Enhancement:** Enhancements regarding ACCT 1A SLO 1: 2/12/2014 We continue to plan on collaborating on "best approach" to the more difficult objectives of the course and plan on utilizing the tutorial center more in an effort to reduce drops in the couse. Enhancements regarding ACCT 1B SLO 1: 2/20/2014 Continue to

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PLO Status: Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/15/2011	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)." **Target for Success:** 75%	questions the success rate ran at 80% or better. On two questions the success rate ran at 49% and 59% respectively, and on one question the success rate ran at 21%. It appears that students had some difficulties with the statement of cash flows and computing financial ratios. Both of these concepts come at the end of the term and may not be covered as thoroughly as earlier financial concepts. (04/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 1A SLO 1: While we were pleased that our target was exceeded, we were not surprised, because the Acct 1A course tends to have a high drop rate early in the term, given its challenging nature, and the students that stay tend to grasp the critical material by the terms end. Reflections regarding ACCT 1B SLO 1: Those of us teaching Acct 1B plan on teaching capitalization and debt with a greater emphasis over the next academic year and reporting to the department our approaches and outcomes.	collaborate on best practices as to how to utilize concrete methods for introducing and applying net present value concepts. Use real world examples of stocks and bonds to engage students and illustrate applications. (04/15/2014)
Degree: Taxation PLO_2 - Demonstrate a knowledge of payroll and income tax laws through recognition and analysis of tax issues and preparation of various federal, state and regulatory reports. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/14/2014	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 67A SLO 1. "Demonstrate knowledge of how to assess and evaluate information required to file a federal tax return and be able to prepare and analyze an individual income tax return from various income sources, adjustments to income, itemized deductions and tax credits." We also refered to the SLO results for ACCT 67B SLO 1. "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	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO results for ACCT 67A SLO 1: 1/16/2014 Approximately 50 % of the students were able to correctly prepare the tax return achieving a score of 90% or higher, 45% of the students achieved a score of 75% to 89% and only about 5% of the students scored less than 75% but not less than 65% . Overall the target goal was exceeded. SLO results for ACCT 67B SLO 1: 1/16/2014 Approximately 50 % of the students were able to correctly prepare the tax return achieving a score of 90% or higher, 45% of the students achieved a score of 75% to 89% and only about 5% of the students scored less than 75% but not less than 65% . Overall the target goal was exceeded. (04/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 67A SLO 1: The typical student taking tax courses is a serious student who is older and has already earned at least a Bachelor degree or higher. Some of the students in this class are taking the course to assist	**Enhancement:** Enhancements regarding ACCT 67A SLO 1: 1/16/2014 The course will be updated in the near future to increase its marketability by tailoring it to meet the requirements of courses approved by the California Education Tax Council, CTEC. In order to approve a course to meet their guidelines, CTEC requires the course include 45 hours of Federal Taxation and 15 hours of California tax law. The curriculum will be revised in the future to meet these requirements and give students a course which would satisfy the requirements necessary for them to become tax preparers certified by CTEC

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	with gains, losses, employee and self-employment income and expense" **Target for Success:** 75%	them in passing the CPA exam, some are changing careers, and others are looking for updating skills to increase their success in the job market. It is not surprising the passing rate is high given the experience and motivation of the students taking this course. Reflections regarding ACCT 67B SLO 1: The typical student taking tax courses is a serious student who is older and has already earned at least a Bachelor degree or higher. Some of the students in this class are taking the course to assist them in passing the CPA exam, some are changing careers, and others are looking for updating skills to increase their success in the job market. It is not surprising the passing rate is high given the experience and motivation of the students taking this course. The use of a tax software package was available to prepare the tax returns. The software was an over the counter type of software which is not without its limitations. Students were given the option to prepare the tax returns manually as well as opting to use another "over the counter" software of their choice.	Enhancements regarding ACCT 67B SLO 1 1/16/2014 The course will be updated in the near future when the curriculum is updated for ACCT 67A. This course also covers a very limited coverage of other entities such as partnerships and corporations. The curriculum update to this course will expand on the different entities and include more complex individual tax situations. (04/15/2014)
Certificate of Achievement-Advanced/Taxation PLO_2 - Demonstrate a knowledge of payroll and income tax laws through recognition and analysis of tax issues and preparation of various federal, state and regulatory reports. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 67A SLO 1. "Demonstrate knowledge of how to assess and evaluate information required to file a federal tax return and be able to prepare and analyze an individual income tax return from various income sources, adjustments to income, itemized deductions and tax credits." We also refered to the SLO results for ACCT 67B SLO 1. "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	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO results for ACCT 67A SLO 1: 1/16/2014 Approximately 50 % of the students were able to correctly prepare the tax return achieving a score of 90% or higher, 45% of the students achieved a score of 75% to 89% and only about 5% of the students scored less than 75% but not less than 65% . Overall the target goal was exceeded. SLO results for ACCT 67B SLO 1: 1/16/2014 Approximately 50 % of the students were able to correctly prepare the tax return achieving a score of 90% or higher, 45% of the students achieved a score of 75% to 89% and only about 5% of the students scored less than 75% but not less than 65% . Overall the target goal was exceeded. (04/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 67A SLO 1: The typical student taking tax courses is a serious student who is older and has already earned at least a Bachelor degree or higher. Some	**Enhancement:** Enhancements regarding ACCT 67A SLO 1: 1/16/2014 The course will be updated in the near future to increase its marketability by tailoring it to meet the requirements of courses approved by the California Education Tax Council, CTEC. In order to approve a course to meet their guidelines, CTEC requires the course include 45 hours of Federal Taxation and 15 hours of California tax law. The curriculum will be revised in the future to meet these requirements and give students a course which would satisfy the requirements necessary for them to become tax preparers certified

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
state tax treatment for individuals with gains, losses, employee and self-employment income and expense" **Target for Success:** 75%		of the students in this class are taking the course to assist them in passing the CPA exam, some are changing careers, and others are looking for updating skills to increase their success in the job market. It is not surprising the passing rate is high given the experience and motivation of the students taking this course. Reflections regarding ACCT 67B SLO 1: The typical student taking tax courses is a serious student who is older and has already earned at least a Bachelor degree or higher. Some of the students in this class are taking the course to assist them in passing the CPA exam, some are changing careers, and others are looking for updating skills to increase their success in the job market. It is not surprising the passing rate is high given the experience and motivation of the students taking this course. The use of a tax software package was available to prepare the tax returns. The software was an over the counter type of software which is not without its limitations. Students were given the option to prepare the tax returns manually as well as opting to use another "over the counter" software of their choice.	by CTEC Enhancements regarding ACCT 67B SLO 1 1/16/2014 The course will be updated in the near future when the curriculum is updated for ACCT 67A. This course also covers a very limited coverage of other entities such as partnerships and corporations. The curriculum update to this course will expand on the different entities and include more complex individual tax situations. (04/15/2014)
Certificate of Achievement-Advanced /Tax Practitioner PLO_1 - Demonstrate a knowledge of double entry accounting; prepare financial statements and reports on a tax versus financial reporting basis; analyze these statements to evaluate the financial structure of firm as well as fundamental business concepts, while identifying ethical issues in accounting. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 1A SLO 1. "Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP." We also refered to the SLO results for ACCT 1B SLO 1. "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)."	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO results for ACCT 1A SLO 1: 3/29/2013 We used a comprehensive quiz in both Winter 2010 and Winter 2013 terms that tested understanding of double entry transactions, completing the accounting cycle and preparing and understanding financial statements. On 7/8 questions students answered correctly at a rate of 84% or better and on one question the pass rate was 72%. Overall the target goal was exceeded. SLO results for ACCT 1B SLO 1: 12/12/2013 On 5/8 questions the success rate ran at 80% or better. On two questions the success rate ran at 49% and 59% respectively, and on one question the success rate ran at 21%. It appears that students had some difficulties with the statement of cash flows and computing financial ratios. Both of these concepts come at the end of the term and may not be covered as thoroughly as earlier financial concepts.	**Enhancement:** Enhancements regarding ACCT 1A SLO 1: 2/12/2014 We continue to plan on collaborating on "best approach" to the more difficult objectives of the course and plan on utilizing the tutorial center more in an effort to reduce drops in the couse. Enhancements regarding ACCT 1B SLO 1: 2/20/2014 Continue to collaborate on best practices as to how to utilize concrete methods for introducing and applying net present value concepts. Use real world examples of stocks and bonds to engage students and illustrate applications.

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 75%	(04/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 1A SLO 1: While we were pleased that our target was exceeded, we were not surprised, because the Acct 1A course tends to have a high drop rate early in the term, given its challenging nature, and the students that stay tend to grasp the critical material by the terms end. Reflections regarding ACCT 1B SLO 1: Those of us teaching Acct 1B plan on teaching capitalization and debt with a greater emphasis over the next academic year and reporting to the department our approaches and outcomes.	(04/15/2014)
Certificate of Achievement-Advanced/Tax Practioner PLO_2 - Demonstrate a knowledge of payroll and income tax laws through recognition and analysis of tax issues and preparation of various federal, state and regulatory reports.. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** This PLO was assessed by referring to the SLO results for ACCT 67A SLO 1. "Demonstrate knowledge of how to assess and evaluate information required to file a federal tax return and be able to prepare and analyze an individual income tax return from various income sources, adjustments to income, itemized deductions and tax credits." We also refered to the SLO results for ACCT 67B SLO 1. "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" **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO results for ACCT 67A SLO 1: 1/16/2014 Approximately 50 % of the students were able to correctly prepare the tax return achieving a score of 90% or higher, 45% of the students achieved a score of 75% to 89% and only about 5% of the students scored less than 75% but not less than 65% . Overall the target goal was exceeded. SLO results for ACCT 67B SLO 1: 1/16/2014 Approximately 50 % of the students were able to correctly prepare the tax return achieving a score of 90% or higher, 45% of the students achieved a score of 75% to 89% and only about 5% of the students scored less than 75% but not less than 65% . Overall the target goal was exceeded. (04/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflections regarding ACCT 67A SLO 1: The typical student taking tax courses is a serious student who is older and has already earned at least a Bachelor degree or higher. Some of the students in this class are taking the course to assist them in passing the CPA exam, some are changing careers, and others are looking for updating skills to increase their success in the job market. It is not surprising the passing rate is high given the experience and motivation of the students taking this course. Reflections regarding ACCT 67B SLO 1: The typical student taking tax courses is a serious student who is older and has	**Enhancement:** Enhancements regarding ACCT 67A SLO 1: 1/16/2014 The course will be updated in the near future to increase its marketability by tailoring it to meet the requirements of courses approved by the California Education Tax Council, CTEC. In order to approve a course to meet their guidelines, CTEC requires the course include 45 hours of Federal Taxation and 15 hours of California tax law. The curriculum will be revised in the future to meet these requirements and give students a course which would satisfy the requirements necessary for them to become tax preparers certified by CTEC Enhancements regarding ACCT 67B SLO 1 1/16/2014 The course will be updated in the near future when the curriculum is updated for ACCT 67A. This course also covers a very limited coverage of other entities such as

| | | already earned at least a Bachelor degree or higher. Some of the students in this class are taking the course to assist them in passing the CPA exam, some are changing careers, and others are looking for updating skills to increase their success in the job market. It is not surprising the passing rate is high given the experience and motivation of the students taking this course. The use of a tax software package was available to prepare the tax returns. The software was an over the counter type of software which is not without its limitations. Students were given the option to prepare the tax returns manually as well as opting to use another "over the counter" software of their choice. | partnerships and corporations. The curriculum update to this course will expand on the different entities and include more complex individual tax situations.   (04/15/2014) |

Assessment: BCAT PLO Assessments (4/24/2018)

De Anza College

Dept - (B/CS) Automotive Technology

For 2017-18 Submitted by:: Dave Capitolo

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Automotive Technology PLO_1 - Students will be prepared to successfully enter the transportation or industrial maintenance industries and/or continue their education. **PLO Status:** Active **Year(s) to be Assessed:** 2009-2010 **Outcome Creation Date:** 04/15/2011	**Tracked Academic Behavior -** Track success rates of students from program review documents. **Target for Success:** 70% success	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met Our student success rate is 82% for the 09/10 school year (04/16/2011) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are on track but will continue to strive for a higher success rate.	**Enhancement:** We will continue to increase our success rates. (04/16/2014)
	Survey - Email survey of students **Target for Success:** 70%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Student Survey shows over a 90% success rate (01/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We will continue to work to increase the success rate.	**Enhancement:** Maintain current success rate by providing early alert for our students and plan for a student success center (06/22/2015)
	Survey - Survey graduates asking about employment, ASE certification, status as a student **Target for Success:** 25% response, 50% of graduates work in the automotive industry	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 132 responded out or 400 surveyed (03/14/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 70% of students surveyed are currently working in the automotive industry, high than expected. Out of the 132 responses, 55 students are currently part-time or full-time students. This data show us that many of our students continue to attend classes, even after graduation. 55% of the respondents are ASE certified. 27% of the respondents who are currently employed, found their current job through e-mails that auto tech sent out from local employers. This job placement is not found in any state reporting data.	**Enhancement:** For the next survey we will add questions about earnings, increases in earnings, job promotions (03/14/2017)

Assessment: BCAT PLO Assessments (4/24/2018)

De Anza College

Dept - (B/CS) Business

For 2017-18 Submitted by:: Emily Garbe

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Business Department - Each student shall acquire the knowledge and skills described in the course level SLOs (Student Learning Outcomes) of the Business courses that student completed at De Anza College. **PLO Status:** Active **Year(s) to be Assessed:** 2009-2010, 2010-2011 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** To evaluate the Business Department or Program as a whole, as a group we reviewed and discussed the summary of SLOAC reports prepared on all courses in the department. In particular, we reviewed key statistics and the instructor's recommended enhancements. We then calculated a weighted average of student success from all course-level SLOs across all our courses. It was weighted by the number of sections of each course offered during the 2011-12 academic year. **Target for Success:** We agreed to establish a 70% baseline success rate for the program as a whole. **Related Documents:** BUS Program PLOAC S12.doc	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met The SLOAC reports were compiled in a spreadsheet to facilitate comparison. Please see attached: Business PLO Embedded Assessment S12.doc. The calculations for the weighted average success rate are also located at the end of the attached file. The weighted average success rate was calculated to be 79% across the courses in the Business Department. This is well above our baseline success rate of 70%. (06/07/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** After reviewing the objective of the meeting (to measure how well our department was encouraging student learning), we began discussing what level of success was ?good enough? for the program as a whole. As a result, the 70% baseline success rate was established; which matches nicely with transfer expectations to the CSU system. We also discussed whether or not the weighted success rate would be a good metric to use. Some instructors expressed concern about the inherent variability among different sections of students, which would make improvements difficult to track. Other instructors expressed concern about the rising proportion of international students with weak English skills, which might cause the metrics to degrade. Others felt that at least a third of students were unprepared or underprepared for college. As we reviewed the summarized SLOAC reports, it also became evident that a few of the reports didn?t have quantifiable statistics to include in our	**Enhancement:** In order to resolve the problem of performance variability among different sections of students, someone suggested that we measure student success at the course level by comparing a pre-test and a post-test oriented to the course level outcomes. The comparison of the two sets of scores would provide clear evidence of the level of learning in that section. In addition, this approach would not be vulnerable to macro-level demographic shifts. Everyone agreed that this was an excellent process to implement in the next round of course assessments. A related benefit of this approach would be that all SLOAC reports would provide clear statistical data related to student success which would make it easier to aggregate and thus assess the Business Program overall. Another recommendation was that instructors needed to

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		overall metric. As a result of these issues, it was generally agreed that the most valuable part of the program level outcome assessment cycle was the collaboration and exchange of ideas, rather than metrics. **Related Documents:** BUS Program PLOAC S12.doc	reinforce and review the learning objectives towards the end of the course, prior to the final exam and the SLO post-test. The intent of this review is to prevent students from ?forgetting? the concepts that were taught early in the quarter. Several course level SLO statements were identified as needing revision. Michele agreed to coordinate formation of committees of interested faculty to work on these revisions: SLO 2 for Bus 56: Human Relations in the Workplace, SLO2 for BUS 90: Principles of Marketing, and SLO3 for BUS 91: Introduction to Personal Finance. In conclusion, our ongoing goal for the Business Program is to meet or exceed the 70% baseline success rate. We will also strive to improve our overall success rate above 79% in the next review cycle. The following people participated in the PLOAC review meeting: Richard Brien, Manny Cappello, Moaty Fayek, Michele Fritz, Emily Garbe, Mike Gough, Willie Hernandez, Byron Lilly, Gary Niedermier, Dan Salah, Wendy Shan, Sandra Spencer, & David Stringer (06/14/2012)

Underlying Course - To evaluate the

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Business Department or Program as a whole, as a group we reviewed and discussed the summary of SLOAC reports prepared on all courses in the department. In particular, we reviewed key statistics and the instructor's recommended enhancements. We then determine the PLO success rate based on the average course level SLO success rates for each course in the program and the enrollment counts for each section in 16-17. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met There are 19 courses in the department, with 46 SLOs in total. Based on the course level average SLO success rates for these courses, we calculated the weighted average based on enrollment of each course. We determined the success rate for program be to 79%, well above our target of 70%. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is a change to the 71% success rate we determined in the previous program review cycle because although the previous program review we also used individual course SLOs as underlying components for the overall department success, we calculated by taking the average of the course SLOs. In this review cycle, we incorporated enrollment for each course as a factor and calculated the Program success rate weighted by the enrollment of each course.	**Enhancement:** We are pleased with the results. Nevertheless, we believe we should continue to improve our success rate. We aim to: (1) Expand use of Business Lab to provide students greater access to homework help and information about our programs and courses (2) Increase group work, simulations, and gamification (such as online quiz games), where feasible, to increase student interactions and accommodate different learning styles (3) Continue to use either open-source or negotiated low cost textbooks where possible (4) Increase use of videos and audios for online classes to support students with multimodal learning (5) Actively reach out to and work with at risk students where feasible. (03/21/2018)
BUSINESS ADMINISTRATION - A.A. PLO_1 - Explain the interactions among the primary functions within business (such as marketing, management, operations, human resources, accounting, finance, and business law) to achieve organizational goals. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Survey -** To assess the PLO, we used a survey of those who received the AA degree in 2011-2012. The department used an anonymous SurveyMonkey questionnaire sent to degree recipients. A two week period was given to collect responses, and an additional email reminder was also sent after one week elapsed. **Target for Success:** The mean of respondents answers on the PLO question #1 is 4 "well prepared" or higher, on a scale of 1 to 5.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met There are six required or elective Business courses for the program, with a total of 14 SLOs. Based on the course level average SLO success rates for these courses, we calculated the weighted average based on enrollment of each course. We determined the success rate for the program be to 76%, significantly higher than our target of 70%. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We took a different approach with this program review cycle by using SLO success rate for the courses that support the A. A. Business Administration program. We believe this better reflects the success of the students who completed the program.	**Enhancement:** We are pleased with the results. Nevertheless, we believe we should continue to improve our success rate. We aim to: (1) Expand use of Business Lab to provide students greater access to homework help and information about our programs and courses (2) Increase group work, simulations, and gamification (such as online quiz games), where feasible, to increase student interactions and accommodate different learning styles (3) Continue to use either

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			open-source or negotiated low cost textbooks where possible (4) Increase use of videos and audios for online classes to support students with multimodal learning (5) Actively reach out to and work with at risk students where feasible. (03/21/2018)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met We received a 22% response rate. Of the 6 respondents, 2 said they felt "somewhat prepared", 2 said they felt "well prepared", and 2 said they felt "fully prepared". This leads us to an average of "4" for the six responses. Of course, this is not a very big sample size. Nevertheless we find the results encouraging. (06/21/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since this is the first time we have surveyed AA recipients, we've learned a lot about the survey process and what we need to change to make it better. There are a few additional questions we would ask next time. We also need to find a way to get more responses, perhaps we can make the anonymous survey part of the required paperwork for the degree. **Related Documents:** PLOAC AA in Business Administration S13.doc	**Enhancement:** The next time we give this survey we plan to ask them whether they are looking for a job or aimed at transfer. Instead of using the term "comments" in the survey, it would be better to ask them to "Please explain your response". We could also potentially use a paper survey with a Scantron that provides the option of furnishing a name so we can gather additional information on their success in individual classes. (06/30/2015)
	Underlying Course - The Business Administration A.A. program includes the following business courses as either required or elective courses: BUS 10, BUS 18, BUS 56, BUS 60, BUS 90, BUS 96. We determine the PLO success rate based on the average course level SLO success rates for each course in the program and the enrollment counts for each section in 16-17.		

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 70%		
MARKETING MANAGEMENT - A.A. **PLO_1 -** Develop an appropriate marketing plan for an organization in a given business environment. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Survey -** To assess the PLO, we used a survey of those who received the AA degree in 2011-2012. The department used an anonymous SurveyMonkey questionnaire sent to degree recipients. A two week period was given to collect responses, and an additional email reminder was also sent after one week elapsed and another the day before the survey closed. **Target for Success:** The mean of respondents answers on the PLO question #1 is 4 "well prepared" or higher, on a scale of 1 to 5.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met We had a 29% response rate. Of the 2 respondents, 1 said they felt "somewhat prepared", 1 said they felt "well prepared". This leads us to an average of "3.5" for the six responses. Of course, this is not a very big sample size. Nevertheless we find the results concerning. (06/21/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since this is the first time we have surveyed AA recipients, we've learned a lot about the survey process and what we need to change to make it better. There are a few additional questions we would ask next time. We also need to find a way to get more responses, perhaps we can make the anonymous survey part of the required paperwork for the degree. **Related Documents:** PLOAC AA in Marketing Management S13.doc	**Enhancement:** The next time we give this survey we plan to ask them whether they are looking for a job or aimed at transfer. Instead of using the term "comments" in the survey, it would be better to ask them to "Please explain your response". We could also potentially use a paper survey with a Scantron that has provides the option of furnishing a name so we can gather additional information on their success in individual classes. (06/30/2015)
	Underlying Course - The Management A.A. program includes BUS 10, BUS 18, BUS 21, BUS 54, BUS 56, BUS 57, BUS59, BUS 60, BUS 65, BUS 70, BUS85, BUS 87, BUS89, BUS 90, BUS 96. We determine the PLO success rate based on the average course level SLO success rates for each course in the program and the enrollment counts for each section in 16-17. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met There are 15 required Business courses for the program, with 39 SLOs in total. Based on the course level average SLO success rates for these courses, we calculated the weighted average based on enrollment of each course. We determined the success rate for the program be to 78%, above our target of 70%. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We took a different approach with this program review cycle by using SLO success rate for the courses that support the Marketing Management A.A. program. We believe this better reflects the success of the students who completed the program.	**Enhancement:** We are pleased with the results. Nevertheless, we believe we should continue to improve our success rate. We aim to: (1) Expand use of Business Lab to provide students greater access to homework help and information about our programs and courses (2) Increase group work, simulations, and gamification (such as online quiz games), where feasible, to increase student interactions and accommodate different learning styles (3) Continue to use either open-source or negotiated low cost textbooks where possible (4) Increase use of videos and audios

for online classes to support students with multimodal learning (5) Actively reach out to and work with at risk students where feasible. (03/21/2018)

MANAGEMENT - A.A. PLO_1 - Analyze management issues, develop solutions, and compare leadership styles for a given organizational environment. **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	**Survey -** To assess the PLO, we used a survey of those who received the AA degree in 2011-2012. The department used an anonymous SurveyMonkey questionnaire sent to degree recipients. A two week period was given to collect responses, and an additional email reminder was also sent after one week elapsed. **Target for Success:** The mean of respondents answers on the PLO question #1 is 4 "well prepared" or higher, on a scale of 1 to 5.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met We received a 60% response rate. Of the 3 respondents, 2 said they felt "well prepared", and 1 said they felt "somewhat prepared". This leads us to an average of "3.7" for the six responses. Of course, this is not a very big sample size. Nevertheless we are a bit disappointed that we did not quite reach our target of 4. (06/21/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since this is the first time we have surveyed AA recipients, we've learned a lot about the survey process and what we need to change to make it better. There are a few additional questions we would ask next time. We did receive a 60% response rate, but there's not much that you can read into the small sample size. In order to continue to reach that small sample, we still need to make this survey part of the required paperwork for the degree. **Related Documents:** [PLOAC AA in Management S13.doc](#)	**Enhancement:** The next time we give this survey we plan to ask them whether they are looking for a job or aimed at transfer. Instead of using the term "comments" in the survey, it would be better to ask them to "Please explain your response". We could also potentially use a paper survey with a Scantron that provides the option of furnishing a name so we can gather additional information on their success in individual classes. (06/30/2015)
	Underlying Course - The Management A.A. program includes BUS 10, BUS 18, BUS 21, BUS 54, BUS 55, BUS 56, BUS 57, BUS 58, BUS 60, BUS 65, BUS 70, BUS 87, BUS 90, BUS 96. We determine the PLO success rate based on the average course level SLO success rates for each course in the program and the enrollment counts for each section in 16-17.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met There are 14 required Business courses for the program, with 35 SLOs in total. Based on the course level average SLO success rates for these courses, we calculated the weighted average based on enrollment of each course. We determined the success rate for the program be to 77%, above our target of 70%. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We believe determining the program success rate based on the underlying courses' SLOs success rates best demonstrates the success rate of the students in the program.	**Enhancement:** We are pleased with the results. Nevertheless, we believe we should continue to improve our success rate. We aim to: (1) Expand use of Business Lab to provide students greater access to homework help and information about our programs and courses (2) Increase group work, simulations, and gamification (such as online quiz games), where feasible, to

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			increase student interactions and accommodate different learning styles (3) Continue to use either open-source or negotiated low cost textbooks where possible (4) Increase use of videos and audios for online classes to support students with multimodal learning (5) Actively reach out to and work with at risk students where feasible. (03/21/2018)
BUSINESS ADMINISTRATION - COA - PLO_1 - Distinguish and explain the primary functions within business such as management, human resources, business law, operations, marketing, accounting, and finance. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Survey -** To assess the PLO, we used a survey of those who received the COA in 2011-2012. The department used an anonymous SurveyMonkey questionnaire sent to certificate recipients. An approximate 6 week period was given to collect responses, and an additional email reminder was also sent after one week elapsed and another the day before the survey closed. **Target for Success:** The mean of respondents answers to PLO question #1 is 4 "well prepared" or higher, on a scale of 1 to 5.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Assessment Data Summary: We had a 32% response rate (8 out of 25). Of the 8 respondents, 1 said they felt "somewhat prepared", and 7 said they felt "well prepared" in answering the first survey question. This question is a summation of the PLO's for the certificate. This leads us to an average of "3.88" for the eight responses. We find the results encouraging and very close to our target score of 4.0 out of 5.0. In addition, survey respondents felt slightly better prepared to continue their education (i.e., transfer) than find a job. This maps to the primary goal of respondents in that they were more likely to be working toward transfer than finding a new job. (02/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, we are encouraged by the results, and are close to meeting our target score of 4.0 on question 1 of the survey. We believe that we improved the process by adding relevant questions to the surveys. In particular, we asked respondents about their primary goal in obtaining the certificate (i.e., continue education or obtain a job). We would still like to find ways to improve the response rate. We are exploring the possibility of making the anonymous survey a part of the required paperwork for the certificate. **Related Documents:** PLOAC Worksheet_COA BA.doc	**Enhancement:** Knowing that are certificate recipients are more likely to be interested in transfer, we plan to focus additional resources on transfer preparation. However, we cannot ignore the fact that many of our students are still interested in finding a job in business or getting a promotion. (02/19/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Underlying Course - The Business Administration COA program includes the following business courses as either required or elective courses: BUS 10, BUS 18, BUS21, BUS54, BUS 55, BUS 56, BUS 57, BUS 58, BUS 60, BUS 65, BUS 70, BUS 87, BUS 89, BUS 90, BUS 96. We determine the PLO success rate based on the average course level SLO success rates for each course in the program and the enrollment counts for each section in 16-17. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met There are 15 required or elective Business courses for the program, with a total of 38 SLOs. Based on the course level average SLO success rates for these courses, we calculated the weighted average based on enrollment of each course. We determined the success rate for program be to 75%, above our target of 70%. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We believe determining the program success rate based on the underlying courses level SLOs success rates best demonstrates the success rate of the students in the program.	**Enhancement:** We are pleased with the results. Nevertheless, we believe we should continue to improve our success rate. We aim to: (1) Expand use of Business Lab to provide students greater access to homework help and information about our programs and courses (2) Increase group work, simulations, and gamification (such as online quiz games), where feasible, to increase student interactions and accommodate different learning styles (3) Continue to use either open-source or negotiated low cost textbooks where possible (4) Increase use of videos and audios for online classes to support students with multimodal learning (5) Actively reach out to and work with at risk students where feasible. (03/21/2018)
ENTREPRENEURSHIP - COA PLO_1 - Critically evaluate business plans and describe the processes required to start, operate and measure the results of a small business. **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	**Survey -** To assess the PLO, we used a survey of those who received the COA in 2011-2012. The department used an anonymous SurveyMonkey questionnaire sent to certificate recipients. An approximate 6 week period was given to collect responses, and an additional email reminder was also sent after one week elapsed and another the day before the survey closed. **Target for Success:** The mean of respondents answers to PLO question #1 is 4 "well prepared" or higher, on a scale of 1 to 5.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met We had a 50% response rate (2 out of 4). Both respondents said they felt "somewhat prepared" in answering the first survey question. This question is a summation of the PLO's for the certificate. This leads us to an average of "3.0" for the responses. We find the results concerning since they are below our target score of 4.0 out of 5.0.

Survey respondents felt slightly better prepared to continue their education (4.0 average response) and start a business (3.5 average response) relative to the average response of 3.0 on question 1. This may indicate that Entrepreneurship students are simply more focused on the concrete goals described in questions 2 and 3 rather than the more abstract skills addressed in question 1. (02/19/2014) | **Enhancement:** Based on the responses, it seems that students are more interested in, and feel better prepared to, continue their education and/or start a business than "critically evaluate business plans and describe processes required to start, operate, and measure the results of a small business." This suggests that we should focus more on helping students build concrete and actionable skills that can be used in running a business versus building the skills necessary to |

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): We believe that we improved the process by adding relevant questions to the surveys. In particular, we asked respondents about their primary goal in obtaining the certificate (i.e., continue education or obtain a job). We would still like to find ways to improve the response rate. We are exploring the possibility of making the anonymous survey a part of the required paperwork for the certificate. **Related Documents:** PLOAC Worksheet_COA Entrep.doc	evaluate a business. (02/19/2014)
	Underlying Course - The Entrepreneurship COA program includes the following business courses as either required or elective courses: BUS 55, BUS 58, BUS 59, BUS 60, BUS 65, BUS 70, BUS 90. We determine the PLO success rate based on the average course level SLO success rates for each course in the program and the enrollment counts for each section in 16-17. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met There are seven required or elective Business courses for the program, with a total of 17 SLOs. Based on the course level average SLO success rates for these courses, we calculated the weighted average based on enrollment of each course. We determined the success rate for program be to 84%, significantly higher than our target of 70%. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We believe determining the program success rate based on the underlying course level SLOs success rates best demonstrates the success rate of the students in the program.	**Enhancement:** We are pleased with the results. Nevertheless, we believe we should continue to improve our success rate. We aim to: (1) Expand use of Business Lab to provide students greater access to homework help and information about our programs and courses (2) Increase group work, simulations, and gamification (such as online quiz games), where feasible, to increase student interactions and accommodate different learning styles (3) Continue to use either open-source or negotiated low cost textbooks where possible (4) Increase use of videos and audios for online classes to support students with multimodal learning (5) Actively reach out to and work with at risk students where feasible. (03/21/2018)
MARKETING MANAGEMENT - COA PLO_1 - Identify and distinguish the elements of the marketing mix for an organization in a given business	**Survey -** To assess the PLO, we used a survey of those who received the COA in 2011-2012. The department used an anonymous SurveyMonkey	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met We had a 14% response rate (1 out of 7). The one respondent said she felt "well prepared" in answering the	**Enhancement:** The most important enhancement for this COA is to improve the response rate among certificate recipients

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
environment. **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	questionnaire sent to certificate recipients. An approximate 6 week period was given to collect responses, and an additional email reminder was also sent after one week elapsed and another the day before the survey closed. **Target for Success:** The mean of respondents answers to PLO question #1 is 4 "well prepared" or higher, on a scale of 1 to 5.	first survey question. This question is a summation of the PLO's for the certificate. We find the results encouraging since it meets our target score of 4.0 out of 5.0. We are very aware, however, of the low response rate. In addition, survey respondents felt better prepared to continue their education (fully prepared) than find a job (somewhat prepared). This unfortunately does not map to the primary goal of the respondent in that her goal is to find a new job. (02/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, we are encouraged by the results since they meet our target score of 4.0 on question 1 of the survey. We believe that we improved the process by adding relevant questions to the surveys. In particular, we asked respondents about their primary goal in obtaining the certificate (i.e., continue education or obtain a job). We would still like to find ways to improve the response rate. We are exploring the possibility of making the anonymous survey a part of the required paperwork for the certificate. **Related Documents:** PLOAC Worksheet_COA Mktg.doc	so that we can draw meaningful data from the survey. Therefore, we will attempt to include the survey in the certificate application process. (02/19/2014)
	Underlying Course - The Marketing COA program includes the following business courses as either required or elective courses: BUS 10, BUS 18, BUS 54, BUS 59, BUS 60, BUS 65, BUS 70, BUS 87, BUS 89, BUS 90, BUS 96. We determine the PLO success rate based on the average course level SLO success rates for each course in the program and the enrollment counts for each section in 16-17. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met There are 11 required or elective Business courses for the program, with a total of 30 SLOs. Based on the course level average SLO success rates for these courses, we calculated the weighted average based on enrollment of each course. We determined the success rate for the program be to 81%, significantly higher than our target of 70%. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We believe determining the program success rate based on the underlying course level SLOs success rates best demonstrates the success rate of the students in the program.	**Enhancement:** We are pleased with the results. Nevertheless, we believe we should continue to improve our success rate. We aim to: (1) Expand use of Business Lab to provide students greater access to homework help and information about our programs and courses (2) Increase group work, simulations, and gamification (such as online quiz games), where feasible, to increase student interactions and accommodate different learning styles (3) Continue to use either open-source or negotiated low cost textbooks where possible (4)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			Increase use of videos and audios for online classes to support students with multimodal learning (5) Actively reach out to and work with at risk students where feasible. (03/21/2018)
MANAGEMENT - COA - PLO_1 - Identify management issues and apply appropriate solutions and leadership styles. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Survey -** To assess the PLO, we used a survey of those who received the COA in 2011-2012. The department used an anonymous SurveyMonkey questionnaire sent to certificate recipients. An approximate 6 week period was given to collect responses, and an additional email reminder was also sent after one week elapsed and another the day before the survey closed. **Target for Success:** The mean of respondents answers to PLO question #1 is 4 "well prepared" or higher, on a scale of 1 to 5.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met We had a 0% response rate (0 out of 4). Without any responses, we have no data to assess this COA. (02/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We clearly need to focus on improving the response rate to the survey. We already moved our surveys from Spring quarter to Fall quarter so that the surveys are sent out closer to when the student received their degree or certificate. This apparently had no impact on response rates. We are now exploring the possibility of making the anonymous survey a part of the required paperwork for the certificate. **Related Documents:** PLOAC Worksheet_COA Mngt.doc	**Enhancement:** The most important enhancement for this COA is to improve the response rate among certificate recipients so that we can draw meaningful data from the survey. Therefore, we will attempt to include the survey in the certificate application process. (02/19/2014)
	Underlying Course - The Management COA program includes the following business courses as either required or elective courses: BUS 10, BUS 18, BUS 56, BUS 60, BUS 90, BUS 96. We determine the PLO success rate based on the average course level SLO success rates for each course in the program and the enrollment counts for each section in 16-17. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met There are 6 required or elective Business courses for the program, with a total of 18 SLOs. Based on the course level average SLO success rates for these courses, we calculated the weighted average based on enrollment of each course. We determined the success rate for the program be to 79%, significantly higher than our target of 70%. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We believe determining the program success rate based on the underlying course level SLOs success rates best demonstrates the success rate of the students in the program.	**Enhancement:** We are pleased with the results. Nevertheless, we believe we should continue to improve our success rate. We aim to: (1) Expand use of Business Lab to provide students greater access to homework help and information about our programs and courses (2) Increase group work, simulations, and gamification (such as online quiz games), where feasible, to increase student interactions and accommodate different learning styles (3) Continue to use either open-source or negotiated low cost textbooks where possible (4)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			Increase use of videos and audios for online classes to support students with multimodal learning (5) Actively reach out to and work with at risk students where feasible. (03/21/2018)
BUSINESS ADMINISTRATION - A.S. TRANSFER PLO 1 - Explain the interactions among the primary functions within business (such as marketing, management, operations, human resources, accounting, finance, and business law) to achieve organizational goals. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 02/26/2014	**Survey -** To assess the PLO, we used a survey of those who received the AS degree in 2012-2013. The department used an anonymous SurveyMonkey questionnaire sent to degree recipients. A two week period was given to collect responses, and an additional email reminder was also sent after one week elapsed. **Target for Success:** The mean of respondents answers on the PLO question #1 is 4 "well prepared" or higher, on a scale of 1 to 5.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met We had a 33% response rate. Of the 10 respondents, 4 said they felt "somewhat prepared", 4 said they felt "well prepared", and 2 said they felt "fully prepared". This leads us to an average of "3.8 for the ten responses. This is very close to our target, and we find the results encouraging. The answers to PLO survey question #2 resulted in a slightly lower average response (3.2 out of 5). This implies that students felt only "somewhat prepared" for transfer. We will focus on improving these results, although based on the comments submitted along with the survey responses, it seems that students were commenting mostly on the transfer process rather than whether they were prepared to succeed in the classroom once they had transferred. (03/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since this is the first time we have surveyed AS recipients, we've learned a lot about the survey process and what we need to change to make it better. There are a few additional questions we would ask next time. We also need to find a way to get more responses, perhaps we can make the anonymous survey part of the required paperwork for the degree. **Related Documents:** PLOAC AS-T_ Graduated 2013.docx PLOAC Worksheet_AST.doc	**Enhancement:** Students commented that they were unaware, or confused about, our degree options. Thus, we plan to advertise the existence and benefits of the A.S.-T degree (as well as other degrees) to all business students near the beginning of each term. As a result of other comments made by students, we also plan to work with A&R and counseling to understand the process of requesting and receiving the actual degrees. (03/13/2014)
	Underlying Course - Business Administration AS-T program includes BUS 10 and BUS 18. We	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met There are two required Business courses for the program,	**Enhancement:** We are pleased with the results. Nevertheless, we believe we should continue to

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	determine the PLO success rate based on the average course level SLO success rates for each course in the program and the enrollment counts for each section in 16-17. **Target for Success:** 70%	with 4 SLOs in total. Based on the course level average SLO success rates for these courses, we calculated the weighted average based on enrollment of each course. We determined the success rate for the program be to 74%, above our target of 70%. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We believe determining the program success rate based on the underlying course level SLOs success rates best demonstrates the success rate of the students in the program.	improve our success rate. We aim to: (1) Expand use of Business Lab to provide students greater access to homework help and information about our programs and courses (2) Increase group work, simulations, and gamification (such as online quiz games), where feasible, to increase student interactions and accommodate different learning styles (3) Continue to use either open-source or negotiated low cost textbooks where possible (4) Increase use of videos and audios for online classes to support students with multimodal learning (5) Actively reach out to and work with at risk students where feasible. (03/21/2018)

Assessment: BCAT PLO Assessments (4/24/2018)

De Anza College

Dept - (B/CS) Computer Information Systems

For 2017-18 Submitted by:: Mary Pape

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Database PLO 1 - Design and create database optimized for defined technical requirements. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** CIS 64A is the underlying course to be assessed. **Target for Success:** Success: A score of 70% or higher.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met 60% success rate for 2015-16 fell to 38% for 2016-17. (04/09/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This course should be encouraging. No tech advisory or prerequisite. Aim should be to aim the course at students who do NOT have a string IT/programming background.	**Enhancement:** Develop course activities that are suitable for online, are simplistic, and are aimed at preparing students for CIS 64B. (04/09/2018)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met See assessment for CIS 64A (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This course contains the correct level of difficulty.	
	Exam - Standardized - CNET test		
Database PLO 2 - Design, code and debug SQL and PL/SQL programs and apply performance tuning techniques to tune large scale database applications. **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	**Exam - Course Test/Quiz -** Final Project of CIS 64C **Target for Success:** 90% will achieve a C or better in the class.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met CIS 64C has not been offered (offered but canceled Spring of 2013 due to low enrollment). Students did met the target expectations in CIS 64B, the prerequisite course to CIS 64C. (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** When prerequisites were enforced students from industry were not able to evidence their skills. The skills learned in CIS 64A and CIS 64B are often learned "on the job" by the seasoned programmer.	**Enhancement:** Two new courses are to be added to the curriculum: Introduction to Large Scale Processing Systems and Introduction to Big Data and Analytics. (09/22/2014)
Database PLO 3 - Create, design and	**Underlying Course -** Underlying		

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
debug intermediate level programs with basic C/C++ language. **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	course assessments for CIS 15BG Intermediate Problem Solving in C. **Target for Success:** 70% will achieve the skills contained in the SLO statements for CIS 15BG.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Targets have been met in the assessments of CIS 15BG Student learning Outcome statements (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students are well prepared for the programming concepts when creating a database and creating reports with SQL statements.	**Enhancement:** While CIS 15BG will be replaced by CIS 22B students will have a background in objects which will add to their ability to conceptualize database in the design phase. (09/23/2013)
	Underlying Course - Underlying course assessments for CIS 22B Intermediate Programming Methodologies in C++ **Target for Success:** 70% will achieve the skills contained in the SLO statements for CIS 22B	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Overall success is strong at 73% but the gap is 13 percentage points. (04/10/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While success rate for all students is "acceptable" the gap needs to be closed.	**Enhancement:** Keep Teaching Assistant program but expand the tutoring programming. Build on the diversity-based relationships with Google and Facebook.The panel discussion, tours, and guest speakers instill confidence of success in the target population and focus on the importance of learning as opposed to earning a "good grade". (04/10/2018)
Computer Programming Certificates PLO 1 - Create a design, implement and debug solutions for computing systems of different levels of complexity using C/C++ or Java or Perl or Visual BASIC. **PLO Status:** Active **Outcome Creation Date:** 07/11/2011	**Underlying Course -** CIS 15C, CIS 27, CIS 22C, CIS 35B all have this outcome.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met CIS 22A statistics show that only 56% of students continue to CIS 22B from CIS 22A. (10/09/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many students who do succeed have had some, albeit small, experience with coding. The absolute newbies feel disenfranchised from the beginning.	**Enhancement:** As mentioned in meeting notes, Delia is LINCing in Winter 2018! She will teach CIS 22A along with Francesca Caparas who will teach EWRT 1A. (09/25/2017)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Students are meeting the outcome expectations in the underlying courses. 100% of assessments indicate target met. (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** More students would succeed if they were truly prepared for the next course in the sequence or possess the skills of the advisory course(s). SLO process is making faculty focus on exactly what skills students must possess when they finish the course.	**Enhancement:** Faculty need to emphasize the importance of possessing the necessary skills upon entering a course. (04/13/2014)
	Focus Group - Students meet with	**Program Review Reporting Year:** 2014-2015	**Enhancement:** A second class of

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	department chair to discuss offerings in core programming courses. **Target for Success:** 90% of their needs are being met.	**Target :** Target Not Met Students were unable to enroll in courses to strengthen their object oriented programming skills since such courses as CIS 31, CIS 28, and CIS 29 were full. In addition, the late night offering between 8:00 pm to 9:50 pm is difficult for many young students since they depend upon public transportation. (01/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There suggestions will be put into place.	CIS 31, CIS 28, and CID 29. CIS 31 will be offered online. Every effort will be made to offer CIS 28 and CIS 29 earlier. (09/21/2015)
Computer Programming Certificates **PLO 2 -** Create, design, implement, and debug solutions for embedded systems like 8086 IA32 processor using Assembly Language. **PLO Status:** Active **Outcome Creation Date:** 07/11/2011	**Underlying Course -** Course level SLO statement assessment results for CIS 21JA Introduction to 8086/IA 32 Processor Assembly Language. **Target for Success:** 70% of students will meet course level skills.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students are meeting the outcome expectations in the underlying courses. 100% of assessments indicate target met. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students completed weekly quizzes, work on labs paralleling weekly topics. Students receive weekly feed back. 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. Also by the time students take this course they are committed to computer science as their major and are used to challenges that come with writing code.	
Computer Programming Certificates **PLO 3 -** Use Unix/Linux utilities and shell features for file manipulation and communication **PLO Status:** Active **Outcome Creation Date:** 07/11/2011	**Underlying Course -** Introduction to unix/linux is the course where these skills are learned. **Target for Success:** 80% of students will master the outcomes in the underlying course of CIS 18A Introduction to unix/linux.		
	Underlying Course - CIS 18B Advanced Unix/Linux is where these skills are mastered. **Target for Success:** 80% of students will receive a passing grade in CIS 18B	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Success rate for 2016-17 fo CIS 18B was 72% up from the three previous years which were 59%, 62%, and 69%. (04/14/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Advisories for this course are a beginning programming course and an	**Enhancement:** Before the beginning of the quarter, faculty need to remind students about exactly which skills they need to be familiar with as far as unix commands and constructs in high level programming language.

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		introduction to unix course (18A). It seems that some students have not had the coding experience at all.	(04/14/2018)
Networking PLO_1 - Create algorithms for solving introductory level problems using C though the stages of coding, documenting, debugging, reading and testing with various tools. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011			
Networking PLO_2 - Create algorithms, code, document, debug, and test shell scripts including utilities and file manipulation that interact with the Unix / Linux OS **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** The assessments for the student learning outcomes of CIS 18A Introduction to Unix/Linux and CIS 18B Advanced UNIX/LINUX assess this program level outcome. **Target for Success:** The assessments for each of the SLO statements for the underlying classes will evidence that at least 70% of the students have learned the skills listed in this outcome.		
Networking PLO_3 - Recognize networking components and protocols in the context of architectures and technologies for LAN, WAN and Internet networks. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2013-2014 **Outcome Creation Date:** 04/15/2011			
Networking PLO_5 - Develop and present a plan for improving a business using the business decision			

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
making model utilizing software and hardware applications in word processing, spreadsheets, or databases. Also, recognize hardware and networking components in the context of micro computers, and various types of operating systems, architectures and protocols for networks. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011			
Project Management Practioner **PLO_1 -** Manage projects by applying Project Management Theory as defined by Project Management Institute (PMI) called Project Management book of Knowledge (PMBOK). **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2012-2013 **Outcome Creation Date:** 04/15/2011			
ILO Critical Thinking - State criteria assessed in method and assessment data summary: • Analyze Arguments • Evaluate Ideas • Empathize With Different Perspectives • Utilize Symbols • Interpret Literary, Artistic, and Scientific Works **PLO Status:** Active **Outcome Creation Date:** 08/11/2013	**Exam - Course Test/Quiz -** Intermediate Programming Using C, Utilize symbols: Question from Midterm 2 where student was required to translate a problem into code. **Target for Success:** 70% will be successful	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 71% of students succeeded (08/11/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who were doing well in the class generally rated a "at level" or "above level" on this exam question, and conversely those who aren't rated "below level". Additionally, the question of why when a student seems to understand in class and do poorly on the test seemed to be correlated with a below level rating on this question while those who out perform on tests scored above level.	
	Exam - Course Test/Quiz - I chose the "Utilize Symbols" criterion since programming is about implementing (or translating) problem solving		

algorithms into a symbolic language that the computer can understand. I used a question on my final exam where students write a short shell script to print out system information on a particular computer user. The question is as shown:

Write a bash script that will print the user's log in ID, how many times the user is logged in currently, and how many directories and regular files the user has in his/her home directory
Example test run:
[cnguyen@voyager ~]$ script2
Your user id is cnguyen
You're logged in 1 time(s)
You have 19 directories and 13 regular files in your home directory

Assessment: BCAT PLO Assessments (4/24/2018)

De Anza College

Dept - (B/CS) Design & Manufacturing Technologies

For 2017-18 Submitted by:: Mike Appio

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Mechanical_PLO_1 - Solve basic and complex drafting and design application problems using industry standard two-dimensional and three-dimensional software and feature-based parametric design software. **PLO Status:** Active **Outcome Creation Date:** 03/09/2016	**Project -** Building basic geometry inside CAD system. **Target for Success:** 80% of students will successfully complete this task.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Data was taken from the courses in DMT that are in the Certificate of Achievement certificate 79 percent successfully completed this task (03/10/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Access to more training materiel in the lab and available to the student outside of class will allow the student more time to practice techniques.	**Enhancement:** Purchase of SolidProfessor and eLearning from PTC (03/10/2017)
Machine Operator/COA PLO_1 - Set up and operate conventional and CNC machines safely. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone projects in MCNC-71, 75A and 75B	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met test (08/23/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** test	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met All students who completed the two courses were able to successfully construct files for all equipment requirements. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who regularly watch videos before classes are more successful at completing all courses of Mastercam.	**Enhancement:** No action needed at this time. (04/19/2014)
Machine Operator/COA PLO_2 - Select tools and produce toolpaths with constructed and imported geometry.	**Underlying Course -** Completion of capstone projects in MCNC-71, 75A and 75B	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Test (08/23/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** test	

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO Status: Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011		**Program Review Reporting Year:** 2013-2014 **Target :** Target Met All students who passed required courses completed all lab projects. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** At this time no changes needed in this area.	**Enhancement:** Materials are presently being updated as the courses cycle thru the next year. (04/19/2014)
Machine Operator/COA PLO_3 - Verify toolpaths and create word address programs for CNC machines. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone project in MCNC-75B	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Capstone project requires the students to utilize time efficiently to complete in timely manner. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** At this time no changes needed in this area.	**Enhancement:** Enhancement currently adjusting schedule to allow more lab time for student learning. (08/22/2017)
CNC Programming/COA PLO_1 - Select tools and produce toolpaths with constructed and imported geometry. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone projects in MCNC-75B and 75C	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met All students who completed the two courses were able to successfully construct files for all equipment requirements. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who regularly watch videos before classes are more successful at completing all courses of Mastercam.	**Enhancement:** More communication needed with students to address occasional issues with technology. (04/16/2014)
CNC Programming/COA PLO_2 - Select tools and produce toolpaths with constructed and imported geometry. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone projects in MCNC-76H and 76M	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met All students who successfully complete toolpaths and post G code programs successfully completed capstone projects (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** At this time no changes needed in this area.	**Enhancement:** Continue to update software and material on a annual basis. (04/19/2014)
CNC Programming/COA PLO_3 - Verify toolpaths and create word address programs for CNC machines. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone projects in MCNC-76H and 76M	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met All students who successfully complete toolpaths and post G code programs successfully completed capstone projects (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** At this time no changes needed in this area.	**Enhancement:** Continue to update software and material on a annual basis. (04/19/2014)
CNC Machinist/COAA & AS degree PLO_1 - Construct and inspect	**Underlying Course -** Completion of capstone projects in MCNC-75B and	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met	**Enhancement:** Continue to update drawings and projects

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
machined projects using CNC equipment with word address programs. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	75C	Inspect and evaluate projects from two advanced CNC courses. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who successfully completed the two course were able to run advanced CNC equipment by successfully writing word address programs.	(04/19/2014)
CNC Machinist/COAA & CAS degree **PLO_2 -** Apply geometric dimensioning and tolerance standards to inspect drawings and inspect parts using a coordinate measuring machine. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone projects in MCNC-72.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students who successfully completed projects were able to recognize GD&T drawings and understand CMM theories and set ups. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** More inspection equipment is needed to accommodate larger classes...Alternative is classes may have to be reduced to ensure we meet the need of students.	
CNC Machinist/COAA & AS degree **PLO_3 -** Differentiate and analyze the materials and processes used in manufacturing. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone project in MCNC-64	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students who successfully completed course were able to analyze material using visual and physical experiments in a lab atmosphere. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Current material designation projects played a key role in the success of students in related courses.	**Enhancement:** Future lab equipment needs will have to be addressed in order to fulfill the demand of this course. (04/19/2014)
CNC Machinist/COAA & AS degree **PLO_4 -** Produce toolpaths with constructed and imported geometry using Mastercam. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone projects in MCNC-76H and 76M	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students who successfully complete course utilized geometry to complete toolpaths to create word address programs, which are used on CNC machines. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who complete on line viewing of materials of both classes were more successful.	**Enhancement:** Continue to update software on annual basis. (04/19/2014)
CNC Machinist/COAA & AS degree **PLO_5 -** Advanced machining skills by independently constructing projects. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone project in MCNC-56	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Student who successfully completed course were able to utilize many skills learned in all courses listed under CNC Machinist / COAA Degree. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This course	**Enhancement:** Create more projects based on advanced technology equipment used in the lab. (04/19/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		proved the various skills used in machining in order to be successful in a manufacturing career.	
Product Model Making/COAA & AS PLO_1 - Construct and inspect machined projects using conventional and CNC equipment using word address programs. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone project in MCNC-75B	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students who successfully completed MCNC 71, 75A and 75B were able to complete and inspect projects utilizing conventional and CNC equipment. (08/23/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Skills learned by students in these courses proved to be vital when entering the work force.	**Enhancement:** Addition of other manufacturing methods. 3D printing and other technologies will have drastic effect on model making in the future. (04/19/2014)
Product Model Making/COAA & AS PLO_2 - Design and construct three dimensional objects **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of Art classes .	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Students who successfully complete art classes demonstrate the ability to construct three dimensional models. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Classes are not on the MCNC department, but play an essential part in the students ability to visualize objects.	**Enhancement:** Art classes have change over the years. Continue to analyze projects to ensure they add value to students job skills. (04/19/2014)
Product Model Making/COAA & AS PLO_3 - Create part geometry using Solidworks/Pro Engineer cad software. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Successful completion of CAD classes.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Students who successfully complete CAD classes will be able to create 3D models. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Course are not taught in MCNC department, bur are skills required for employment in product model making work force.	**Enhancement:** Possibly increase amount of CAD classes in the future. (04/19/2014)
Product Model Making/COAA & AS PLO_4 - Differentiate and analyze the materials and processes used in manufacturing. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone project in MCNC-64	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Upon successful completion of the course, students were able to effectively choose materials to build models/products and analyze best practices for manufacturing production processes. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Course material is essential for work force skills.	**Enhancement:** None at this time. (04/19/2014)
Product Model Making/COAA & AS PLO_5 - Produce toolpaths with constructed and imported geometry	**Underlying Course -** Completion of capstone projects in MCNC-76H and 76M	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Upon successful completion of these classes, students were	**Enhancement:** Continue to add/update software as needed (04/19/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
using Mastercam. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/15/2011		be able to import CAD models and produce toolpaths to machine 3D models. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** CAD/CAM classes are absolutely essential when building models, which is the major component when preparing to machine 3D models.	
CNC Research &Development Machinist/COAA & AS PLO_1 - Construct and inspect machined projects using conventional and CNC equipment using word address programs. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone projects in MCNC-75B and 75C	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students who successfully completed these courses were able to complete projects using conventional and CNC machines. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Successful students displayed the skills needed to enter the work force.	**Enhancement:** Continue to update drawings and projects to reflect advance manufacturing changes. (04/19/2014)
CNC Research &Development Machinist/COAA & AS PLO_2 - Apply geometric dimensioning and tolerance standards to inspect drawings and inspect parts using a coordinate measuring machine. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** MCNC-72 in class objective test	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Upon successful completion of course, students were able to inspect and measure parts using GD&T theories. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who successfully completed this course had an advantage when entering the work force..	**Enhancement:** Course updated to ASME 2009 for the spring quarter. (04/19/2014)
CNC Research &Development Machinist/COAA & AS PLO_3 - Differentiate and analyze the materials and processes used in manufacturing. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone project in MCNC-64	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Upon successful completion of course, students were able to analyze materials, as well as determine which processes was used in the manufacturing process. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who completed this course were more successful in cnc machining courses.	**Enhancement:** Continue to update lab equipment to accommodate the latest advanced manufacturing processes. (04/19/2014)
CNC Research &Development Machinist/COAA & AS PLO_4 - Analyze, construct, and inspect/diagrams to repair physical and electrical components.	**Underlying Course -** Successful completion of courses Auto 53A/B	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Upon successful completion of Auto 53A/b, students were able to manipulate physical and electrical components..These components are readily found in R&D	**Enhancement:** Determine if classes are needed in future degree/cert. (04/19/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO Status: Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011		(04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Not MCNC classes.	
CNC Research &Development Machinist/COAA & AS PLO_5 - Produce toolpaths with constructed and imported geometry using Mastercam. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** Completion of capstone projects in MCNC-76H and 76M	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Upon successful completion of class, students were able to produce word address programs for CNC machines. (04/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who completed these classes are highly sought after when entering the work force.	**Enhancement:** Continue to update existing software and explore other software products in the future. (04/19/2014)

Assessment: BCAT PLO Assessments (4/24/2018)

De Anza College

Dept - (B/CS) Real Estate

For 2017-18 Submitted by:: Michael Gough

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Real Estate AA Degree PLO_1 - Demonstrate a knowledge of how real property is described, acquired, appraised, financed, encumbered and leased and how title to property is held in California. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2016-2017 **Outcome Creation Date:** 04/15/2011	**Exam - Course Test/Quiz -** The Real Estate 50 and 51 courses utilized final examinations that covered the SLO/PLO for both PLO #1 and #2. The rate of success ran at 75% for the first and 80% for the second. **Target for Success:** The dept had set an initial goal of 70% success rate and succeeded, however, it should be noted this was after drops in the course, so the group tested was the one that was expected to pass the course. We have set a goal of 75% of those enrolled in the third week of the course going forward.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met It appears that the target for the PLO was met during this period as the pass rate in the courses ran at approximately 90% with a majority of the key questions measuring the outcomes scoring at above 75% (12/16/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We have taken on early assessment in our courses to a greater degree - specifically to improve upon the lack of success we experienced with some of our targeted population. We check for math skills and do early exercises in our courses to help prepare students for the quantitative parts of the courses. Our success rate has improved to over 60% and our younger population (under 25 years of age) seem to be more successful as well.	**Enhancement:** Continue to assess the readiness of students as it seems to increase the success rates of our students younger than 25 years of age and those in the targeted populations. Stay close to the industry to insure our classes remain timely and relevant. (12/16/2016) **Enhancement:** Continue to communicate among teaching faculty as to the emphasis of key objectives of the three main courses to ensure breadth of coverage and depth of certain key concepts (such as title transfer and ethics) to avoid overlap among courses but also to review key industry issues. (03/20/2014)
Real Estate AA Degree PLO_2 - Demonstrate a knowledge of the risks, returns, legal issues and ethical issues involved in the purchase, holding and sale of California real estate.	**Exam - Course Test/Quiz -** Utilizing a final exam, the students will identify, explain and analyze the risks, returns and ethical issues in the purchase and sale of real property in California. This can be measured in the Principles, Practices, Finance and	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met The final exams of the four courses measured had pass rates of 75% overall. Individual success rates on key questions ran from 60% to 90%, with the majority of questions indicating an average success rate in excess of 70% (12/16/2016)	**Enhancement:** We will continue to assess the readiness of our students using assessment exercises for math and reading. We are committed to staying close to the industry as to changes in property law, regulatory

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO Status: Active **Year(s) to be Assessed:** 2010-2011, 2016-2017 **Outcome Creation Date:** 04/15/2011	Investment courses using specific questions on the exam. **Target for Success:** 75% program target	**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The discussion among the faculty continues to be helpful to determine to what degree of detail and breadth each course should cover since many of the objectives (agency, escrows, contracts) are found in all or most of the courses. The program is better integrated than we have seen in earlier years.	licensing and applied ethics as those topics are changed and updated annually or more which will keep our courses relevant and timely. (12/16/2016) **Enhancement:** Utilize ethics discussions throughout all the courses as part of the consideration of risk in the purchase, sale and investment of real estate and real estate lending - we have made that an integral part of the course since adding it as an enhancement (12/14/2016)
	Exam - Course Test/Quiz - Utilizing key questions on the comprehensive final exams of the programs courses, we should be able to determine success rates of the program outcome. **Target for Success:** 75%		