Assessment: Assessment Unit Four Column

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 - Prepare financial statements and	**Underlying Course -** The Accounting Department determined that the best assessment method for this PLO	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In general, it appears that the students met the expectation	**Enhancement:** we believe a greater emphasis on net present values is warranted in that the

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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	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.	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.	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 this is a critical outcome because part of business literacy is	**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 drop rate to be slightly reduced.

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		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.	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 course going over the work load

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			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 focus on present value and cash

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			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 term, given its challenging nature, and the students that	**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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		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

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		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: Assessment Unit Four Column

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: Assessment Unit Four Column

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 overall metric. As a result of these issues, it was generally	**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

		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

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			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
			evaluate a business. (02/19/2014)
		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	
	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)
MARKETING MANAGEMENT - COA - Advanced PLO_1 - Apply and analyze marketing concepts for an organization in a given business environment. **PLO Status:** Discontinued **Outcome Creation Date:** 04/15/2011	**Survey -** To assess the PLO, we intended to use a survey of those who received the COA in 2011-2012. However, we were informed that no students received this certificate in 2011-2012. **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 Since zero students received this certificate, we were unable to survey anyone. (02/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Although it would be easy to dismiss this certificate as irrelevant since no students received it in the prior year, we still believe that the certificate has value. In fact, a number of students (at least those who earned the AA in Marketing Management) qualified for this certificate, but simply did not request it.	**Enhancement:** We plan to market all of our certificates and degrees more actively in hopes of increasing the number of certificates and degrees issued. A presentation has been developed. The presentation will be given to each business class at the beginning of each term. (02/19/2014)
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	**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	**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

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	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%	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.	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.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	**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)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		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	
	Underlying Course - Business Administration AS-T program includes BUS 10 and BUS 18. 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 two required Business courses for the program, 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.	**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)

Assessment: Assessment Unit Four Column

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 debug intermediate level programs	**Underlying Course -** Underlying course assessments for CIS 15BG	**Program Review Reporting Year:** 2013-2014	**Enhancement:** While CIS 15BG

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
with basic C/C++ language. **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	Intermediate Problem Solving in C. **Target for Success:** 70% will achieve the skills contained in the SLO statements for CIS 15BG.	**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.	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 department chair to discuss	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met	**Enhancement:** A second class of CIS 31, CIS 28, and CID 29. CIS 31

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	offerings in core programming courses. **Target for Success:** 90% of their needs are being 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.	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 introduction to unix course (18A). It seems that some	**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. (04/14/2018)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		students have not had the coding experience at all.	
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 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_2 - Lead the creation of a project plan in an organization for large scale project with large budgets.
PLO Status: N/A
Year(s) to be Assessed: 2011-2012, 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

Project Management Practioner
PLO_3 - Apply risk management techniques in a project to balance scope, quality, budget, schedule and team morale.
PLO Status: N/A
Year(s) to be Assessed: 2010-2011, 2012-2013

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

Outcome Creation Date: 04/15/2011

Project Management Practioner
PLO_4 - Write a solicitation plan for recruiting a vendor and using a collaborative approach for selecting them.
PLO Status: N/A
Year(s) to be Assessed: 2011-2012, 2013-2014
Outcome Creation Date: 04/15/2011

Project Management Practioner
PLO_5 - Manage a vendor through completing a project successfully while providing all project participants with a clear picture of scope, quality, budget and schedule.
PLO Status: N/A
Year(s) to be Assessed: 2011-2012, 2013-2014
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

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

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.

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: Assessment Unit Four Column

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. **PLO Status:** Active	**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	

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Year(s) to be Assessed: 2012-2013 **Outcome Creation Date:** 04/15/2011		**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 machined projects using CNC	**Underlying Course -** Completion of capstone projects in MCNC-75B and 75C	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Inspect and evaluate projects from two advanced CNC	**Enhancement:** Continue to update drawings and projects (04/19/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
equipment with word address programs. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011		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.	
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 proved the various skills used in machining in order to be	**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
		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 using Mastercam.	**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 be able to import CAD models and produce toolpaths to	**Enhancement:** Continue to add/update software as needed (04/19/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO Status: Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/15/2011		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. **PLO Status:** Active	**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 projects. (04/19/2014)	**Enhancement:** Determine if classes are needed in future degree/cert. (04/19/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Year(s) to be Assessed: 2010-2011 **Outcome Creation Date:** 04/15/2011		**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: Assessment Unit Four Column

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. **PLO Status:** Active	**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 Investment courses using specific	**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) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The discussion	**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 licensing and applied ethics as

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Year(s) to be Assessed: 2010-2011, 2016-2017 **Outcome Creation Date:** 04/15/2011	questions on the exam. **Target for Success:** 75% program target	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.	those topics are changed and updated annually or more which will keep our courses relevant and timely. (12/16/2016)
	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%		**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)

Assessment: Assessment Unit Four Column

Dept - (BHES) Biology

For 2017-18 Submitted by:: Jason Bram

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Biology PLO_1 - Apply scientific thinking to biological systems. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Other -** Examine 10 Biology Department Course SLO's to acquire data for application of scientific thinking in the classroom. **Target for Success:** All SLO's examined incorporate application of scientific thinking to biological systems.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met All Biology SLO's involve application of scientific thinking to biological systems such as the following: aseptic technique to avoid contamination, homeostatic responses, characteristics of life, correlation of structure and function in plants and animals, science related projects, application of scientific methods and scientific reasoning used to evaluate the impact of human activities on the biosphere. (07/17/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Throughout the department, a variety of approaches were used to asses the SLO's such as student projects, mastering laboratory techniques, and implementation of the scientific method.	**Enhancement:** Continue the application of SLOs as indicated with a variety of approaches. (07/17/2012)
	Other - Examine 10 Biology Department SLO's data for application of scientific thinking to biological systems. **Target for Success:** All Biology SLO's incorporate/involve application of scientific thinking to biological systems		

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: Inactive
Outcome Creation Date: 08/11/2013

Assessment: Assessment Unit Four Column

Dept - (BHES) Environmental Studies

For 2017-18 Submitted by:: Alicia De Toro

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Biodiversity Specialist PLO_1 - Students will utilize scientific and ecological principles to evaluate genetic, species, and ecosystem biodiversity, and causes of biodiversity loss, and ways to conserve biodiversity. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011			
Biodiversity Specialist PLO_2 - Apply the above concepts and techniques to local and statewide biodiversity case studies to develop strategies in creating and implementing community-based, collaborative efforts to preserve, protect, and restore native species, ecosystems and the landscape. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011			
Biodiversity Specialist PLO_3 - Demonstrate the ability to communicate the relationship between values, skills, environmental education, and environmental careers in order to play a role in futhering a			

more sustainable and biologically diverse world.
PLO Status: Active
Year(s) to be Assessed: 2012-2013
Outcome Creation Date: 04/15/2011

Energy - COAA & Degree PLO_1 - Students will investigate and commicate the relationships between energy management / climate policy and ethic justice principles, ecological principles and evaluate the role of energy management in fostering a sustainable society.
PLO Status: Active
Outcome Creation Date: 04/15/2011

Energy - COAA & Degree PLO_2 - Students will demonstrate an understanding of energy management principles, laws of thermodynamics, effective design of energy systems and a sustainable society utilizing energy management systems.
PLO Status: Active
Outcome Creation Date: 04/15/2011

Energy - COAA & Degree PLO_3 - Apply the concepts and techniques stated in PLO 1 & PLO 2 to statewide case studies to develop strategies and implement effective energy management systems.

PLO Status: Active
Year(s) to be Assessed: 2013-2014
Outcome Creation Date: 04/15/2011

Energy - COAA & Degree PLO_4 - Identify and interact with the key stakeholders in energy management /

climate policy including the public, government and resource agencies, and industry, nonprofits and others to enhance global, cultural, social and environmental well-being.

PLO Status: Active
Year(s) to be Assessed: 2013-2014
Outcome Creation Date: 04/15/2011

Degree: Environmental Compliance & Pollution Prevention PLO_1 - Students will investigate and communicate the relationships between environmental law, protection, and pollution prevention and apply the knowledge gained to environmental solutions.

PLO Status: Active
Year(s) to be Assessed: 2011-2012
Outcome Creation Date: 04/15/2011

Degree: Environmental Compliance & Pollution Prevention PLO_2 - Students will apply the above concepts and techniques to communicate and critically evaluate the relationship between laws, history, values, stakeholders, and strategies to assist in implementing environmental solutions through the use of data analysis, targets, and timetables.
PLO Status: Active
Year(s) to be Assessed: 2011-2012
Outcome Creation Date: 04/15/2011

Degree: Environmental Compliance & Pollution Prevention PLO_3 - Identify and interact with the key stakeholders in environmental

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

compliance, pollution prevention, and environmental health and justice including the public, government and resouce agencies, agriculture, and industry, nonprofits and others to enhance global, cultural, social and environmental well being.
PLO Status: Active
Year(s) to be Assessed: 2012-2013
Outcome Creation Date: 04/15/2011

Degree: Environmental Stewardship
PLO_1 - Students will investigate the practice and technology of wildlife corridors (connectivity or linking landscapes).
PLO Status: Active
Year(s) to be Assessed: 2012-2013
Outcome Creation Date: 04/15/2011

Degree: Environmental Stewardship
PLO_2 - Students will utilize the environmental science and ecological terminology concepts and principles of corridor ecology, landscape ecology, and ecosystem (adaptive) management as braches of the sciences and the rapid assessment methodology (RAM) developed at De Anza College.
PLO Status: Active
Year(s) to be Assessed: 2012-2013
Outcome Creation Date: 04/15/2011

Degree: Environmental Stewardship
PLO_3 - Examine the local wildlife and core corridor areas utilized by wildlife species encountered in the field.
PLO Status: Active
Year(s) to be Assessed: 2012-2013
Outcome Creation Date: 04/15/2011

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Degree: Environmental Stewardship **PLO_4 -** Examine the data analysis equipment and processes used in wildlife corridor technology in the field. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011			
Degree: Environmental Stewardship **PLO_5 -** Apply the corridor ecology and connectivity concepts and techniques (including the rapid assessment methodology) to local and statewide corridor case studies to develop strategies in creating and implementing community based, collaborative efforts to preserve, protect, and restore native species, ecosystems, and the landscape. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/15/2011			
Degree: Environmental Stewardship **PLO_6 -** Demonstrate the ability to communicate with key stakeholders the relationship between corridor ecology/connectivity and the public good with government and resource agencies, agriculture and industry, the public, nonprofits and others to enhance gobal, cultural, social and environmental wellbeing. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/15/2011			
Degree: Environmental Education & Nature-based Learning PLO_1 -			

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Students will investigate and communicate the relationship between environmental education, nature-based learning, ecosystems thinking, ecological literacy, stewardship, leadership and team building and environmental protection and stewardship of the Earth's natural resources. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/15/2011			

Assessment: Assessment Unit Four Column

Dept - (BHES) Health Technologies

For 2017-18 Submitted by:: Maureen Miramontes

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Business Office Clerk-Certificate of Achievement PLO_1 - Upon completion of the Certificate of Achievement in Business Office Clerk, the student will be eligible to be employed in this Allied Health Career at a medical facility. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Field Placement/Internship -** Field placement/externship **Target for Success:** 95-100% student employment eligibility	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 3 students were eligible. 2 students completed at a later date due to externship site availability and 1 student is eligible for employment in a medical facility. (10/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a student to become employable they must properly prepare for and successfully complete their externship.	**Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships ensuring skills learned are seamless, schedule conflicts are a non-issue and expectations at the medical facility are met. (10/04/2017)
Insurance & Coding-Certificate of Achievement PLO_1 - Upon completion of the Certificate of Achievement in Insurance and coding, the student will be eligible to be employed in this Allied Health Career and pass the National Certified Coding Associate Examination. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Field Placement/Internship -** Field placement/externship **Target for Success:** 100% student employment eligibility	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 6 students were eligible. 1 changed her mind regarding the desire to extern and 1 finished her externship later, they are now eligible for employment once their certification has been obtained. (09/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a student to become employable they must properly prepare for and successfully complete their externship.	**Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships ensuring skills learned are seamless, schedule conflicts are a non-issue and expectations at the medical facility are met. (09/27/2017)
Lab Assisting-Certificate of Achievement PLO_1 - Upon completion of the Certifiate of Achievement in Lab Assisting, the student will be eligible to be employed in this Allied Health Career and pass the National Phlebotomy	**Field Placement/Internship -** Field placement/externship **Target for Success:** 95-100% student employment eligibility	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Lab assisting certificate consists of both phlebotomy and EKG externships. For phlebotomy: 12 students were eligible for externship, 1 dropped, and 1 had a family emergency. For EKG: 4 students were eligible for employment in a	**Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships ensuring skills learned are seamless, schedule conflicts are a

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
and EKG Certifiation Examinations. . **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Field Placement/Internship -** Field placement/externship **Target for Success:** 95-100% student employment eligibility	medical facility. (09/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a student to become employable they must properly prepare for and successfully complete their externship. **Program Review Reporting Year:** 2016-2017 **Target :** Target Met Lab assisting consists of both phlebotomy and EKG externships. 4 students were eligible. 2 students were an incomplete and 2 students completed and eligible for employment in a medical facility. (09/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a student to become employable they must properly prepare for and successfully complete their externship.	non-issue and expectations at the medical facility are met. (09/27/2017) **Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships ensuring skills learned are seamless, schedule conflicts are a non-issue and expectations at the medical facility are met. (09/27/2017)
	Field Placement/Internship - Field placement/externship **Target for Success:** 95-100% student employment eligibility		
Medical Assisting-A.A. degree & COAA PLO_1 - Upon completion of the A.A. Degree in Medical Assisting, the student will be able to pass the CA State CMA Certification Examination. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013 **Outcome Creation Date:** 04/15/2011	**Field Placement/Internship -** Field placement/Externship **Target for Success:** 100% Student employment eligibility	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 7 Students were externship eligible, 6 successfully completed externships, obtained certificates and are eligible for employment in a medical facility. (09/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a students to become employable they must properly prepare and take all the courses to successfully complete their externship.	**Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships, ensuring skills learned and seamless, schedule conflicts are a non issue and expectations at the medical facility are met. (09/26/2017)
Medical File Clerk-Certificate of Achievement PLO_1 - Upon completion of the Certifiate of Achievement in Medical File Clerk, the student will be eligible to be employed in this Allied Health Career at a medical facility. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011	**Field Placement/Internship -** Field placement/externship **Target for Success:** 95-100% student employment eligibility	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 2 students are eligible for employment in a medical facility once their certification has been obtained. (09/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a student to become employable they must properly prepare for and successfully complete their externship.	**Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships ensuring skills learned are seamless, schedule conflicts are a non-issue and expectations at the medical facility are met. (09/27/2017)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Outcome Creation Date: 04/15/2011	**Field Placement/Internship -** Field placement/externship **Target for Success:** 95-100% student employment eligibility	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 6 students were eligible. 1 incomplete and 5 students have completed and are eligible for employment in a medical facility once their certification has been obtained. (09/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a student to become employable they must properly prepare for and successfully complete their externship.	**Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships ensuring skills learned are seamless, schedule conflicts are a non-issue and expectations at the medical facility are met. (09/27/2017)
Medical Records Clerk-Certificate of Achievement PLO 1 - Upon completion of the Certificate of Achievement in Medical Records Clerk, the student will be eligible to be employed in this Allied Health Career at a medical facility. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Field Placement/Internship -** Field placement/externship **Target for Success:** 95-100% student employment eligibility	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 2 students are eligible for employment in a medical facility. (09/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a student to become employable they must properly prepare for and successfully complete their externship.	**Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships ensuring skills learned are seamless, schedule conflicts are a non-issue and expectations at the medical facility are met. (09/27/2017)
Medical Reception-Certificate of Achievement PLO_1 - Upon completion of the Certificate of Achievement in Medical Reception, the student will be eligible to be employed in this Allied Health Career at a medical facility. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Field Placement/Internship -** Field placement/externship **Target for Success:** 95-100% student employment eligibility	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 15 students are eligible for employment in a medical facility once their certification has been obtained. (09/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a student to become employable they must properly prepare for and successfully complete their externship.	**Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships ensuring skills learned are seamless, schedule conflicts are a non-issue and expectations at the medical facility are met. (09/27/2017)
Medical Secretary-Certificate of Achievement-Advanced PLO_1 - Upon completion of the Certificate of Achievement-Avanced in Medical Secretary, the student will be eligible to be employed in this Allied Health career.	**Field Placement/Internship -** Field placement/externship **Target for Success:** 95-100% student employment eligibility if students are enrolled **Comments/Notes:** No students enrolled in this course for this	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met No students enrolled in this course for this quarter, therefore there are no data available. (10/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** None	**Enhancement:** None (10/04/2017)

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	quarter, therefore there are no data available.		
Medical Transcriptionist-Certificate of Achievement PLO_1 - Upon completion of the Certificate of Achievement in Medical Transcription, the student will be eligible to be employed in this Allied Health Career at a medical facility. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Field Placement/Internship -** Field placement/externship **Target for Success:** 95-100% student employment eligibility	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 1 student completed at a later date due to externship site availability, student is now eligible for employment in a medical facility. (10/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a student to become employable they must properly prepare for and successfully complete their externship	**Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships ensuring skills learned are seamless, schedule conflicts are a non-issue and expectations at the medical facility are met. (10/04/2017)
Phlebotomy Technician I-Certificate of Achievement PLO_1 - Upon completion of the Certificate of Achievement in Phlebotomy Technician I, the student will be eligible to be employed in this Allied Health Career and pass the National Phlebotomy Certification Examinations. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Field Placement/Internship -** Externship/Field Placement **Target for Success:** 100% of the students will be eligible to be employed in a laboratory setting after passing the National Phlebotomy examinations	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 12 students were eligible for externship, 1 dropped, and 1 had a family emergency. (09/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To ensure students are ready and prepared we must correlate between student' surroundings and avoiding family conflicts.	**Enhancement:** None. Goal was achieved. (09/26/2017)
	Field Placement/Internship - Field Placement/externship **Target for Success:** 100% of the students will be eligible to be employed in a laboratory setting after passing the National Phlebotomy exam.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 12 students were eligible. 8 students completed their externship late due to site availability. 1 student was an incomplete and 3 students successfully completed and are eligible for employment in a medical facility once their certification has been obtained. (09/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order for a student to become employable they must properly prepare for and successfully complete their externship.	**Enhancement:** Employment can be attained by working directly with each student prior and communicating during externships ensuring skills learned are seamless, schedule conflicts are a non-issue and expectations at the medical facility are met. (09/27/2017)
	Field Placement/Internship - Field placement/externship **Target for Success:** 95-100% student employment eligibility		

Assessment: Assessment Unit Four Column

Dept - (BHES) Medical Laboratory Technician

For 2017-18 Submitted by:: Patricia Buchner

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Medical Laboratory Technology Program - The program prepares its students to pass the national MLT certification examination which is needed to obtain a CA MLT license. **PLO Status:** Active **Year(s) to be Assessed:** 2015-2016 **Outcome Creation Date:** 03/01/2016	**Other -** Students scores and passing marks are recorded by the national board and sent to this program. **Target for Success:** 75%	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 6 students finished the program and qualified to take the national exam and apply for a CA license. All passed (100%) the exam on the first attempt. (10/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who are able to complete the program are likely to pass their exam on the first attempt. Students feel supported and prepared for the exam. This is a reflection of the dedicated teachers for the program. All (except one) are part time instructors that are committed to giving back to this health profession. The clinical training sites should also be recognized for their time and skill in training these students for the workplace. To increase the program will in part require more clinical sites to be added and continue support from the college. Three new clinical sites are slated to open for students in 16-17 year. This will help to cut back on the wait list to get into this high demand program	**Enhancement:** It is important to keep current with the new technology and skills needed in the working area. All the instructors need to stay current in their specialties as well as stay current on methods for teaching these work life skills. It is necessary to invest in equipment (technology) for the students to have hands on practice before entering the clinical rotations; this requires financial investment in the program. A continued support of replacing and upgrading equipment is needed. Through the financial support of the college this is possible. (10/18/2016)
		Program Review Reporting Year: 2010-2011 **Target :** Target Met 10 MLT graduates sat for the ASCP MLT National Certification examination. 9 MLT graduates passed the certification examination first try 1 MLT student elected not to sit for the examination. (05/05/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The MLT	

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		program is preparing graduating students to pass the ASCP MLT National Certification examination. However, it is the responsibility of the student to register, pay, and sit for the examination.	

Assessment: Assessment Unit Four Column

Dept - (BHES) Nursing

For 2017-18 Submitted by:: Catherine Hrycyk

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Licensed Vocational Nurse Transition to Registered Nurse PLO_2 - Graduates will be able to provide competent nursing care as a novice RN in multiple healthcare settings **PLO Status:** Discontinued **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011 **Outcome Inactive Date:** 06/09/2017	**Survey -** Alumni survey will be send yearly to alumni with specific question on the alumni's level of confidence and proficiency. **Target for Success:** 85% of alumni who are employed will perceive their performance as confident on the level of novice nurse by answering "strongly agree" or "agree"	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met unfortunately at this time we were unable to determine whether any of LVN program alumni answered our survey. So, for this year we will just use generic RN program results, which were 93% of alumni responded "agree" or "strongly agree" to the question "patient care/job skills learned were sufficient". At the next cycle we will create a separate survey of LVN to RN students (06/15/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** At the next cycle we will create a separate survey of LVN to RN students	
Licensed Vocational Nurse Transition to Registered Nurse PLO_1 - Graduates will be able to pass the professional licensure exam for Registered Nurse (NCLEX) **PLO Status:** Discontinued **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011 **Outcome Inactive Date:** 06/09/2017	**Exam - Standardized -** At the completion of the program graduates will take a National Council Licensure Examination for Registered Nurses. Individual student results are reported by California Board of Registered Nurses to the director of nursing program **Target for Success:** 85% of students will pass NCLEX exam at the first attempt	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 96.4% passed NCLEX (03/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students had an additional test at the beginning of the quarter that counted as part of their final grade and the students improve 20-25% in their scores. **Program Review Reporting Year:** 2011-2012 **Target :** Target Met Only one LVN transition student graduated from the program in 2011-2012 and that student passed the test, so we have 100% passing rate (06/15/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We realize that given a very small number of LVN to RN transition students,the passing statistics is not reliable, but that's the best we can do in the circumstances	**Enhancement:** The test at the beginning of the quarter was our enhancement. We will continue testing students in the same way to maintain the passing rate of the licensure exam. (03/24/2017)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Associate Degree Nursing Program - Graduates will be able to pass the professional licensure exam for Registered Nurse (NCLEX) **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012 **Outcome Creation Date:** 04/15/2011	**Exam - Standardized -** At the completion of the program graduates will take a National Council Licensure Examination for Registered Nurses. Individual student results are reported by California Board of Registered Nurses to the director of nursing program **Target for Success:** 85% of the students will pass NCLEX exam at the first attempt	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 73 out of79 students who took NCLEX between January of 2016 and September of 2017 (92 %) passed the test on the first attempt (12/18/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Our passing rates continue to remain high since we implemented department wide computerized case studies and computerized testing that mimic the NCLEX (licensing exam by the State Board of Nursing). We remain pleased with the results and will continue improvements to stimulate critical thinking in the curriculum.	**Enhancement:** We will continue to monitor the NCLEX results. (06/09/2017)
		Program Review Reporting Year: 2010-2011 **Target :** Target Met 60 out of 69 students (87%) who took NCLEX between October 2010 and September 2011 passed at the first attempt (05/16/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We barely met the target in 2010-2011, we will need to collect more data to observe the trend of whether the changes that were implemented in 2011 are making a difference	
Associate Degree Nursing Program PLO_2 - Graduates will be able to provide competent nursing care as a novice RN in multiple healthcare settings **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Survey -** Alumni survey will be send yearly to alumni with specific question on the alumni's level of confidence and proficiency. **Target for Success:** 85% of alumni who are employed will perceive their performance as confident on the level of novice nurse by answering "strongly agree" or "agree"	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 91% of alumni (21 of 23) responded "agree" or "strongly agree" to the question "patient care/job skills learned were sufficient" on the Alumni Survey, approximately 1 year after graduating. (06/12/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was a small sample size, as the number of alumni responding to the survey was and often is low. We were generally happy with the results, but will continue improving.	**Enhancement:** We were pleased with the results of the survey and will continue to strive to improve. Alumni survey will continue to be sent annually to alumni with a specific question on the alumni's level of confidence and proficiency. To attempt to increase sample size, graduating students will be reminded to complete the survey when contacted the following year, and keep their email addresses current with the college and department. Course evaluations will be evaluated for student opinions and suggestions as to

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			ways to increase level of confidence. Appropriate opportunities for rich and varied student clinical experiences will continue to be evaluated by faculty. (06/12/2017)

Assessment: Assessment Unit Four Column

Dept - (CA) Art

For 2017-18 Submitted by:: Rocky Lewycky

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Art History PLO_2 - Students will demonstrate critical thinking and visual literacy skills through oral communication. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011			
Art History PLO_1 - Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Project -** Students will be evaluated on the basis of their completion of a guided analysis paper based on art objects or works of architecture in the San Francisco Bay area, in which art or architecture is explored on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies. **Target for Success:** 95%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students performed above the targeted success percentage (05/29/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The full-time art history faculty have discussed the results of this outcome for the art history program.	
Art History PLO_3 - Students will critically analyze and evaluate diverse scholarly perspectives in the discipline of Art History. Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.			

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO Status: Active **Outcome Creation Date:** 04/15/2011			
Art History PLO_4 - Students will investigate and validate the artistic contributions of world cultures, critically comparing these contributions from diverse peoples. Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, to assess the relevancy of traditional art forms in a current global context. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011			
Art PLO_1 - Students will gain skills in a variety of art techniques such as drawing, painting, sculpture, ceramics, and graphic design **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/23/2014	**Project -** Students will be evaluated from a variety of criteria including, overall relationship to assignment, technical knowledge of materials, and quality. **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students performed above the targeted success percentage (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We will continue to gather information for further reflection.	
Art PLO_2 - Students will utilize critical thinking skills to evaluate works of art for cultural and historical influences from a global perspective **Year(s) to be Assessed:** 2013-2014	**Project -** Students will participate in oral and group critiques and submit written reports. **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students performed at or better than target (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The arts faculty will reflect and refine projects for continued success.	**Enhancement:** The arts faculty will meet to discuss (04/24/2014)
Art PLO_3 - Students will demonstrate a basic understanding of the creative process from idea generation through the preliminary/first draft to final product. **PLO Status:** Active	**Project -** Students will be evaluated from a variety of criteria including, overall relationship to assignment, technical knowledge of materials, and quality. **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students performed at or above target for success. (04/30/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will continue to reflect and assess for continued success.	

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

Year(s) to be Assessed: 2013-2014
Outcome Creation Date: 04/21/2014

Assessment: Assessment Unit Four Column

Dept - (CA) Dance and Theater

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Dance PLO 1 - Students will demonstrate awareness of their body movement. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 06/15/2012	**Underlying Course -** Demonstration and tests in the underlying courses.		

Assessment: Assessment Unit Four Column

Dept - (CA) Film/Television

For 2017-18 Submitted by:: Susan Tavernetti, Film/TV Department Chair

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Film/TV Program PLO_1 - Apply pre-production (screenwriting, production design, producing), production (camera, lighting, directing), and post-production (editing, sound, special effects) techniques in the completion of a screenplay, film or video work in live action or animation. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014, 2014-2015, 2015-2016, 2016-2017 **Outcome Creation Date:** 04/15/2011	**Project -** Faculty evaluation of completed screenplays and short film/video work submitted to the annual Student Film & Video Show. **Target for Success:** 75%	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Thirteen student films were selected by F/TV faculty and staff from submissions produced in De Anza courses during the current academic year. The quality of the narrative, experimental, documentary and advertisement projects was excellent. The selections represented work produced in F/TV 20 (2), F/TV 50 (3) , F/TV 51A (4), F/TV 52A (3) and F/TV 57A (1). Five screenplays were selected for awards in the 9th Annual Film/TV Screenplay Competition. (10/25/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** F/TV faculty realized that some students, who had produced excellent screenplays and films, did not submit their work. More individualized encouragement and outreach may be needed. **Related Documents:** Program_Int_2016.pdf	**Enhancement:** Considering the quality of the short films, encourage students to enter them in festivals beyond De Anza for exposure and awards. Continue to teach and license software used by industry professionals, such as Media Composer|Avid and Maya. Acquire royalty-free music, such as SmartSound Sonicfire Pro. Continue to acquire audio and video equipment, and update computers and monitors. (06/20/2016) **Follow-Up:** After encouraging Ali Adhami to enter "Reinforced" in the Alternative category of the Student Academy Awards, Shawn Guthrie, director of the national competition for the Academy of Motion Picture Arts and Sciences, announced that the film advanced to the semi-finals: "In a year in which we received a record 1,749 films, that's an achievement. Your advancement puts your film in roughly the top 5% of all films submitted."

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			Indicating the collaborative nature of the project, Film/TV Department students Nicole Sim and Katelyn Gonsalves produced the work starring Nika Nikolay and three tribes (literally) of De Anza College students. Directors of Photography were Asal Poursorkh (Blue Tribe), Edoardo De Armas (Green Tribe and Drone Cinematography) and Cody Hawkinson (Red Tribe). Ardeshir Adhami composed the score. (07/05/2016)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Fifteen student shorts were selected by F/TV faculty and staff for the 35th Annual Student Film & Video Show from over 50 submissions produced in De Anza F/TV courses during the current academic year. Submissions ranged from digital work produced in the beginning F/TV 20 production courses to shorts shot on 16mm or 35mm film in the most advanced F/TV 52A/B courses. The quality of the shorts, ranging from 1:30 to 10 minutes in running time, was impressive and included narrative, experimental, documentary and animated films and a public service announcement. Five students also won awards for their screenplays submitted to the Film/TV Department's Seventh Annual Screenplay Competition. (06/27/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The overall quality of student work was remarkable. The Cinequest Film Festival selected one film for their international Student Shorts Competition; Festival de Cannes featured one in the Short Film Corner, the San Francisco Film Society programmed one for their "Beyond Film School: Student Shorts" program, one was selected for the San Jose International Short Film Festival and another for the United Nations Association Film Festival (see interior program	**Enhancement:** To encourage students to submit their high-quality projects to other festivals, production faculty decided to limit entries to 10 minutes or less running time (standard length for many shorts festivals), select five of the best shorts to submit to the Cinequest Film Festival and to mentor students about entering their work elsewhere for exposure and awards. In order to better prepare students for festival entries, faculty decided to implement an online submission process for the De Anza Student Film & Video Festival, possibly using FilmFreeway next year. (06/27/2014) **Follow-Up:** F/TV faculty and staff implemented the use of FilmFreeway for online student submissions and jurying. (09/22/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		uploaded in Documents). The shorts competed against 4-year and graduate film school projects, so being selected for these showcases was quite an achievement. **Related Documents:** Program_Int_2014.pdf	
	Project - Faculty evaluation of completed screenplays and short film/video work submitted to the annual Student Film & Video Show. **Target for Success:** 75%	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Eighteen student films, the most programmed for the Student Film & Video Show, were selected by F/TV faculty and staff from 41 submissions produced in De Anza courses during the current academic year. The quality of the narrative, experimental, documentary and advertisement projects was exceptional. The selections represented work produced in F/TV 20 (7), F/TV 50 (1) , F/TV 51A (2), F/TV 52A (4) and F/TV 57A (2 -- and two shorts produced by the De Anza Film Society, as student club.Five screenplays were selected for awards in the 8th Annual Film/TV Screenplay Competition. (06/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** More student work could be programmed because of the 10-minute or less running time requirement. The pilot program of using FilmFreeway, an online platform for submissions and jurying, prepared students for the world of film festivals. Many student shorts were honored by being selected/screened at ASIFA-SF 3rd Annual Spring Show, Cinequest Film Festival, Images Festival, and Santa Clara City Library's CineFEST. Also six F/TV students were selected to work as Production Assistants on director Danny Boyle's "Steve Jobs," partially shot on the De Anza campus (see 36th Annual Student Film & Video Program interior in Documents). **Related Documents:** Program_Int_2015.docx Program_Int_2015.pdf	**Enhancement:** Continue to encourage students to enter their short films in festivals beyond De Anza for exposure and awards. Purchase a SAN (Storage Area Network) so students can learn how to participate in professional media workflow for a collaborative, creative experience. Continue to teach and license software used by industry professionals, such as Media Composer|Avid and Maya. Acquire royalty-free music, such as SmartSound Sonicfire Pro. Continue to acquire equipment (including a professional digital camera such as RED), and update computers and monitors (including a color-grading suite). (06/26/2015) **Follow-Up:** Using Measure C monies, F/TV acquired a SAN and updated computers/monitors -- installed for Spring Quarter 2016. (04/04/2016)
	Project - Faculty and outside juror evaluation of completed screenplays and short film/video work submitted to the annual Student Film & Video Show.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Thirteen student films were selected by F/TV faculty and staff from submissions produced in De Anza courses during the current academic year. The quality of the narrative and	**Enhancement:** Continue to encourage students to enter their short films in festivals beyond De Anza for exposure and awards. Continue to teach and license

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 75% **Related Documents:** Program_Int_2017.pdf	documentary projects was excellent. The selections represented work produced in F/TV 22 (1), F/TV 50 (5) , F/TV 51A (3), F/TV 52A (3) and F/TV 57A (1). Five screenplays were selected for awards in the 10th Annual Film/TV Screenplay Competition. (06/25/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Professor Emeritus Charles Derry was the first outside juror for the Screenplay Competition. Employing an outside juror should be seriously considered for future competitions. **Related Documents:** Program_Int_2017.pdf	software used by industry professionals, such as Media Composer|Avid, Maya and DaVinci Resolve. Continue to acquire equipment (including professional digital cameras such as a Sony FS7 and Arri Alexa), and update computers and monitors. (06/25/2017)
Film/TV Program PLO_2 - Apply critical methodologies to analyze animated and live-action film, TV and digital media from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014, 2014-2015, 2015-2016 **Outcome Creation Date:** 04/15/2011	**Other -** Students will be evaluated on the basis of their completion of a guided analysis paper that demonstrates their visual literacy and ability to critically analyze, interpret, and write about film, television, and electronic media using film-specific language and the application of the analytical tools learned in class -- addressing aesthetic, technological, economic, socio-historical and/or ideological contexts. **Target for Success:** 75%	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met For the three sections of F/TV 1, the 10% of the students that failed did not submit the critical paper, despite having extended deadlines with 10-point/week late grade penalties, and/or took the final exam. (10/25/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Encourage the submission of rough drafts and visiting instructors during office hours for help.	**Enhancement:** Add information on the "Written Assignment Guidelines" about De Anza's Writing and Reading Center (WRC), so students will seek out the tutors for help with assignments. (09/28/2015) **Follow-Up:** Written assignments were much improved due to rough drafts and tutorial help. (12/11/2015)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Students performed above the targeted success percentage. (06/27/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The full-time media studies faculty discussed the results of this outcome. The biggest issue was students not completing and submitting their analytical papers for F/TV 1, F/TV 10 and F/TV 43.	**Enhancement:** Encourage the submission of rough drafts, so the writing process is broken into phases, and accept late papers with grade penalties. (09/22/2014) **Follow-Up:** The number of students that failed to complete the assignment dropped drastically once the deadline date was extended with the grade-penalty option. (09/22/2014)
	Other - Students will be evaluated on the basis of their completion of a guided analysis paper that	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met For the three sections of F/TV 1, the 10% of the students	**Enhancement:** Pearson has offered a complimentary pilot program for F/TV 1 in which

	Assessment Methods	Assessment Data Summaries	Enhancements
	demonstrates their visual literacy and ability to critically analyze, interpret, and write about film, television, and electronic media using film-specific language and the application of the analytical tools learned in class -- addressing aesthetic, technological, economic, socio-historical and/or ideological contexts. **Target for Success:** 75%	that failed did not submit the critical paper, despite having extended deadlines with 10-point/week late grade penalties. In F/TV 001-02L, approximately 25% of the students submitted rough drafts; instructor feedback resulted in final drafts of excellent quality. (03/25/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continue to encourage or require the submission of rough drafts, so students realize that writing is a process.	students can submit drafts that will be evaluated for content, paragraph development, grammar and other writing elements. After receiving feedback, the students can revise their analytical papers and submit them to the F/TV 1 instructor for grading. Hopefully, the result will be twofold: 1) Students spend more time and care with the process of critical thinking, writing and rewriting; and 2) Written assignments will be much improved. (04/04/2016) **Follow-Up:** Although faculty evaluation of the Pearson tutors' comments was very favorable, students did not seem to understand how to implement the suggestions. Face-to-face tutors may contribute more to student success on written assignments. (07/01/2016)

Assessment: Assessment Unit Four Column

Dept - (CA) Music

For 2017-18 Submitted by:: Ilan Glasman and Ron Dunn

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Music AA Degree PLO_1 - Demonstrate, through successful public performance, a synthesis of technique, memory, musicality and stage presentations in both group and solo presentations. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Demonstration -** Assessment method: Faculty observation of student performances that constitute their finals. **Target for Success:** Accurate and expressive performances were executed by performing groups and solo performers	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Performances successfully take place every quarter at De Anza College. Public performances are presented by Vintage Singers, Chorale, Chamber Orchestra, Band, Piano, Guitar and Jazz. There is also a student recital, which highlights the accomplishments of the students in applied music (private lessons) (03/09/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The performance quality of the ensembles and applied music students is very high and professionally presented. There need to be more applied music students	**Enhancement:** Booking performance hall should be allowed two years in advance so the department can coordinate long term performance goals, such as hosting festivals. Administration need to allow the department to have more private students. More private students will also increase enrollment in the ensembles (03/09/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Performances ranged from large ensembles, such as De Anza Chorale, Jazz Ensembles, and Chamber Orchestra, to smaller ensembles and solo performances in recitals and jury performance. Faculty report that between 80 and 85% of performers met or exceeded the Target for Success. (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Though nearly all students had more or less accurate and expressive performances; there were some moments of uncertainty in some accompanied performances, since the accompanists were fellow music students recruited late in the quarter, rather than the Department accompanist, whose limited, part-time status precluded her from rehearsing with, and accompanying, these performers.	**Enhancement:** A full-time classified music employee is needed to ensure adequate and consistent rehearsal time. (04/18/2016)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Program Review Reporting Year: 2012-2013 **Target :** Target Met The De Anza College performing ensembles, and applied music classes, offer students multiple performance opportunities. Students performed diverse repertoire on their solo instrument (or voice) as well as be part of a variety of vocal and instrumental performing ensembles. The ensembles collaborated with each other, as well as with outside groups, particularly high schools during this assessment cycle. The experience was divided into the rehearsal cycle and performance. The discipline, itself, is studied during rehearsals in preparation for public and private performances. In rehearsal, students learned the technique of their instrument and strong musicianship and sight reading skills. They also learned to memorize the music as they practice. At performance, students were expected to produce music at their highest level, including sensitivity to good intonation, phrasing, balance, dynamics, and correct musical execution. In all of the areas identified above, targets were met, with outstanding public performances. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Because of the great diversity of students' background and learning styles, Instructors are sensitive to tailoring class presentations and rehearsals to individual students as much as possible. Due to variation in student practice time, success rates also varied.	**Enhancement:** Collaborations between performing groups have been very successful; Thus, we will encourage future collaborations between all faculty teaching performing ensembles. (04/20/2014) **Enhancement:** As much as feasible, instructors can encourage students to meet her/him, and one another, outside of class time. (04/20/2014) **Enhancement:** To encourage greater music reading skills, more time will be spent sight reading new music. (04/20/2014)
Music AA Degree PLO_2 - Demonstrate proficiency in music literacy in all historical periods, ear training and keyboard harmony equivalent to nationwide lower division curriculum standards **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013	**Exam - Course Test/Quiz -** 1. Comprehensive Testing of most facets of the series of courses named 2. Placement in universities and conservatories **Target for Success:** Music majors at 80%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Standard entrance exam administered as a mid term to second year majors. 85% surpassed the level of success required for entrance at moderately competitive entry institutions. (03/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** More tutoring time for the lower achieving students could raise that percentage	

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Outcome Creation Date: 04/15/2011		**Program Review Reporting Year:** 2012-2013 **Target :** Target Met The De Anza Music AA degree Program Level Outcome Number Two, "Demonstrate proficiency in music literacy in all historical periods, ear training and keyboard harmony equivalent to nationwide lower division curriculum standards", is primarily promoted in the core course for music majors, Comprehensive Musicianship. As the title indicates, Comprehensive Musicianship covers much of the scope of musical activities. "Music literacy" alone includes dozens of topics having to do with such things as facility and understand of acoustical phenomena, psychoacoustics, notational practices, musical forms, analysis, modulation, extended pitch resources, and post tonal practice. The addition of ear training and what is called "keyboard harmony" make for the difference between Comprehensive Musicianship and "Music Theory" at the lower division level. Since the primary curricular responsibility for this particular Program Level Outcome resides in a single sequence of courses (Music 3A, 3B, 3C, 4A, 4B, and 4C) plus the preparatory course, Music Fundamentals (Music 10A) and because, upon completion of the sequence, most students transfer to universities which assess their preparedness for upper division studies, assessment can be easily determined and comes in two forms. The first is the obvious tests and assignments in the sequence and the second is the rates at which De Anza music transfer students are accepted at universities and conservatories and how successful they are on transfer placement exams at receiving institutions. With regard to the first of these assessments, the success rate in the sixth of the six courses in the core sequence, fluctuates very little from year to year and hovers around the 90% level. With regard to the second of these assessments, data is much less complete, owing to the difficulty of getting results from students after they leave De Anza. Happily, the information coming from former successful students suggests a success rate on entrance	**Enhancement:** If we thought it was realistic and that it would be supported by the college, we would plan extensive longitudinal data collection. Enhancement in pursuit of equity is a difficult topic, partially because what seem to be the best ideas are ideas the funding of which the college does not support. Another difficulty in this area is that the curriculum has to be quite conservative in order to fit lower division expectations. Hiring of at least part time faculty reflecting the diversity of the student body as a whole would help to attract and retain more students from underserved and less successful populations. (04/18/2014)

exams and placement at the junior level of approximately 95%.
 (04/18/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Over the last few years, the continued success of De Anza music graduates and transfers in the area of music literacy has been at least partially due to efforts beyond that which is supported by the college, i.e. extra hours of teaching and tutors paid for by instructors rather than the college.

If we thought it was realistic and that it would be supported by the college, we would plan extensive longitudinal data collection.

Enhancement in pursuit of equity is a difficult topic, partially because what seem to be the best ideas are ideas the funding of which the college does not support. Another difficulty in this area is that the curriculum has to be quite conservative in order to fit lower division expectations.

Hiring of at least part time faculty reflecting the diversity of the student body as a whole would help to attract and retain more students from underserved and less successful populations.

Focus Group - At multiple department and subcommittee meetings, curriculum meeting ADT standards was written, and submitted to administration and curriculum committee
Target for Success: ADT curriculum approved by curriculum committee and administration

Related Documents:
PLO1SLO20213134

Program Review Reporting Year: 2015-2016
Target : Target Met
Curriculum for Applied Music has been approved, and is now being offered. In addition the Application for AD-T Music was submitted by the deadline for inclusion in the 2016-17 Catalog. Unfortunately, due to a miscalculation of units at the administrative level, the Application was returned, and will be resubmitted for the 2017-18 Academic year (04/17/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): While there have been many setbacks in the Music Department's efforts to offer the AD-T in Music, the continued collaboration between all Full Time members of the department has resulted in a model for other colleges to follow. Once the

Enhancement: Once guidelines for appropriate numbers of units are resolved at the statewide level, the department will resubmit the Request for the AD-T in Music (04/17/2016)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		issue with the number of maximum units for the degree is resolved at the State level, we are confident that the AD-T will be approved at De Anza.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Not Met While De Anza music student do well on placement exams upon transfer to universities, they tend to to be placed at lower levels for instrumental of vocal proficiency because of a lack of private instruction which is required at lower division level at universities (04/23/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The music has compared data and curriculum at many California community colleges that have implemented the Music ADT, and feel that our most recent revisions comply with Title V and and ADT requirements.	**Enhancement:** In order to bring the Music AA degree at De Anza into closer alignment with national and regional lower division curriculum standards the faculty has drafted and submitted all necessary paperwork for the ADT in music. This new degree program and required curriculum are pending approval. (04/23/2014)
	Exam - Course Test/Quiz - Nationwide curriculum standards in all of these areas are quite specific and success is quantifiable through placement exams taken by students. An actual university placement exam is given as a midterm. **Target for Success:** Students contacted after taking placement exams at receiving institutions should show achievement at levels routinely higher than other community college transfers and frequently higher than those institutions' native students. **Comments/Notes:** Students contacted after taking placement exams at receiving institutions show achievement at levels routinely higher than other community college transfers and frequently higher than those institutions' native students.		
Music AA Degree PLO_3 - Distinguish musical cultures, historical periods	**Exam - Course Test/Quiz -** Assessment: Students identify and	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met	**Enhancement:** Activities that continue build a collection of

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
forms and composers; while demonstrating an understanding of the roles of music in human culture, and the ability to understand basic concepts and terminology. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	describe salient features of distinct musical cultures, composers, and style periods, as assessed through assignments, reports, projects, and exams. **Target for Success:** 75%	Faculty are providing earlier and more varied activities and assignments that encourage students to organize and summarize basic information about composers, significant musical ideas associated with cultures/periods, and musical examples. As measured by relative performance on graded exams and other assignments students are achieving success rates close to typical near 70% success rates overall at the college. (03/23/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Given the amount of new information to learn about this subject area this is always a challenge for students. Although students are generally performing reasonably well on these subjects, it continues to be very challenging for many of them, especially those who are overwhelmed by the volume of information and myriad ways in which it is interconnected.	information about composers, style periods, musical cultures, etc. and to practice listing and interrelating them are critical for student success, and it is important to find ways to integrate more of them into regular classroom activities. (03/23/2017) **Follow-Up:** Faculty should a) produce and integrate activities that provide students with opportunities to practice listing, summarizing features of, and comparing information about composers, style periods, cultures, etc. (03/23/2017)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Trends identified in the Introduction to Music series were that students were generally successful with at identifying and describing features of musical cultures, composers and style periods. In Music 1A, some students find it more difficult to master the number of composers and stylistic trends in more recent periods. In other courses, such as Music 1B and 1C, there is a greater challenge in drawing connections between stylistic features and auditory recognition of the many genres covered. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** One issue identified is students do not always acquire course materials necessary for success. Faculty have developed strategies for initiating conversations with students who don't have the materials, including directing them to the copies of the book that are on reserve at the library, and explaining the importance of course materials to their success. In working to strengthen student performance with terminology and concepts, we have identified a need to reinforce basic terminology and concepts and readjust	**Enhancement:** Employ review strategies designed to help students list and connect composers, eras, basic facts, and representative works from the Romantic and 20th/21st century eras, and begin the use of these strategies earlier in the term. (03/23/2017) **Enhancement:** Class activities and assignments that provide more opportunity to use and understand complex terminology and concepts. (04/18/2014) **Follow-Up:** Faculty are using new strategies and techniques including having students produce graphical representations of musical concepts, and employing collaborative exercises by means of which students may use terminology and concepts in

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		pacing of courses to provide more time for difficult material.	dialog with other students (03/21/2017)
			Enhancement: Take steps to ensure that students have access to course materials necessary for their success, including identifying widely available and less expensive textbooks, placing more copies on reserve. (04/18/2014)
			Follow-Up: Faculty are employing several approaches to decrease the number of students who do not have access to the text and recordings: making rental copies available, altering course materials to accommodate use of earlier editions at lower cost, supplying additional copies of text and recordings for checkout at the library, tracking students who wait to acquire text beyond the first week to ensure that they have the materials. (03/21/2017)
	Exam - Course Test/Quiz - Midterm exams include test items focused on musical cultures, historical periods, forms, and composers. The items range from basic (naming and identifying) to more sophisticated items calling for summaries and comparisons. **Target for Success:** The percentage of students performing at the passing or better level on these subjects should be equal to or greater than the typical success rates at the college as a whole, which is close to 70%.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Discussions among faculty teaching the Music 1 series courses reveal that students are achieving passing or better performance on the exams in these classes as per the 70% target goal. (03/23/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the target is generally being met, further work on determining what factors may hold back those students who do not achieve success is warranted.	

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Music AA Degree PLO_4 - Produce, notate, and perform music using contemporary technologies. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Other -** Graded assignments, projects, and performances that assess student skills in the use of contemporary technologies to produce, perform and/or notate music. **Target for Success:** 70%	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Students in Music 3 and 4 Comprehensive Musicianship classes use music notation software to notate and compose class assignments, and use "ear training" software as an integral practice tool. Students in both Music 51 Introduction to Electronic Music and Music 8 Intermediate Electronic Music use a variety of software applications to produce musical projects and perform them as final projects. By and large, students in all of these courses are successfully learning and demonstrating skills in this area. Occasional challenges include providing students with sufficient lab time to go beyond the basics on assignments and ensuring that the software and hardware tools are up to date and operational. (04/20/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Comprehensive Musicianship students are making increasing and more effective use of music notation and drill software. Electronic Music students continue to successfully learn and use tools for creating and producing music projects. Recent updates to the music lab have improved the situation and we now have current tools for all classes. Students in all classes using the lab would benefit from (and often request) additional access to open lab time.	**Enhancement:** Comprehensive Musicianship students are making increasing and more effective use of music notation and drill software. Electronic Music students continue to successfully learn and use tools for creating and producing music projects. Recent updates to the music lab have improved the situation and we now have current tools for all classes. Students in all classes using the lab would benefit from (and often request) additional access to open lab time. (04/20/2014) **Follow-Up:** 90% of students in these classes are successfully using music software of various types as described in the target. Some additional lab time has been made available by faculty keeping lab open beyond scheduled hours. Students would benefit from additional monitored open lab time. (03/21/2017)
Music Program PLO_1 - Students will demonstrate basic levels of skill and comprehension of the general discipline of Music through creative expression and interpretation of artistic works. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Presentation/Performance -** Students will demonstrate through in-class or public performance and evaluated on presentation, tone quality and musical accuracy/expression. **Target for Success:** Each student will demonstrate continuing progress in musical interpretation and expression.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Assessments based on public performances by groups such as De Anza Chorale and Chamber Orchestra, as well as students in Applied Music. As the year progressed, students showed increasingly sophisticated abilities of interpretation and expression. (03/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students entering the program mid year sometimes started at a disadvantage.	**Enhancement:** The music department should take part in early recruitment efforts targeted to encouraging fall enrollment (03/21/2017)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met	**Enhancement:** In the case of Classical Guitar, a new course has

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Courses are quite varied, united by their "applied" nature—hands-on music learning. Thus, assessments and enhancements are equally varied. Some common elements: early SLO work was "skeletal," not very detailed; later SLOs showed a more thoughtful approach. In several classes, a lack of funds and college support were identified as impediments to enhancements, including the ongoing and critical need for a Music Dept. Staff person. This may be an equity issue, as instructors are devoting disproportionate amounts of time to work that had been performed by our staff person, taking away from time needed to work with struggling students who are often members of targeted groups. A lack of practice by students, or an understanding of what practice entails, emerged in some cases, in addition to a need to better educate students to the differences between popular and "formal" approaches to music and musical training. Large performing groups' assessments were unified by successful performances, and targets, as defined by each, having been met. (03/12/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A lack of practice, or quality practice, has been identified as a trend; addressing the shortcomings of student practice, Music Department discussion revealed that when there is frequent assessment that is targeted to practice methods and time management, students tend to prepare better. Thus an effort toward more frequent assessment should be considered in Applied Music classes such Guitar I, Beginning Voice, and Class Piano I. A question remains as to how to reach those students who do not respond to such pressure. A strength identified as that our Applied music classes often have in-class performances that help to develop confidence and knowledge of performance protocol that can be applied to other disciplines. Department discussion reveal consensus that the restoration of a Full time department staff person is essential to the health of the department, and in allowing faculty to spend more time in spending time with students to ensure their success. Additionally, faculty identified having scheduled Lab hours for practice, supervised by faculty as a key component to the success of our students.	been created, Acoustic Guitar, which will address students' desire to learn popular and folk music, and offering a separate path to music training. This class has been approved for the 2014-15 academic year. (04/19/2014) **Enhancement:** Given the fact that many of our students are unaware of the differences between popular music and formal training, such as classical guitar or voice, Instructors have already altered coursework to include, or increase the amount of popular music (voice and guitar) as a means to bridge students' experience and the expectations of the classes. A continued effort in this regard is recommended. (04/17/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Music Program PLO_2 - Students will experience or explore music, including performance, listening, comprehension, and career choices and life goals. **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	**Exam - Course Test/Quiz -** Students demonstrate comprehension of course content through description of live and/or recorded performances, listening skills, historical and cultural context, and careers as appropriate for each course. **Target for Success:** Students will achieve a passing or better level of performance at rates comparable to those of the overall college population.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In several Music 1A classes there was a measured improvement in the quality of concert report assignments describing live performances and students' response to same. The great majority of students performed at the passing or better (A, B, C grades) on the reports. (03/22/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students appear to benefit from early attention to factors that increase success on this assignment, including early awareness of events on which they may report, frequent check-ins on progress toward completion, and opportunities for extra help on the assignment.	**Enhancement:** Recognizing that many students are limited as to what events they may attend due to financial, transportation, and scheduling issues, providing earlier qualifying events may provide them with additional options well before the report completion date. (03/22/2017)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met During Winter 2014, Music 1B and 1D courses had a larger than usual drop rate; 50% of the 1B class and 75% of the 1D class received a non-passing grade on the mid-term exams. Those who stayed and completed both courses significantly raised their grades through completing assignments and using better study skills for higher final exam scores. The only students who failed Music 1B had not dropped the course and did not take the final exam. No student in Music 1D failed the final exam and therefore, no failing grades; rather, 90% of the students received a passing grade. Overall, students are meeting the goals of comprehension of course content, developing listening skills, and understanding the historical and cultural contexts found in the content of the Music 1B and 1D courses; students completing those courses are passing at rates comparable to those of the overall college population (04/17/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since lab fees have been discontinued, students in both classes have been asked to purchase Worksheets at Printing Services and that has been successful. Another roadblock for student success has been the high cost of purchasing textbooks or renting	**Enhancement:** A coordinated effort among Music faculty who teach these courses to share, develop, and coordinate strategies for effective classroom participation and study. Many faculty have developed a unified approach to class assignments, outlines, and exams using the best practices from each class. (04/18/2014) **Enhancement:** Introduce careers in music to students by scheduling an increased number of guest speakers with adequate funding from the college. Bring professional-level performers to the college to increase listening opportunities for students, who sometimes have difficulty paying for required concerts. (04/18/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		them online. Most students try to get through the courses using the worksheets as their only reference. This is a campus-wide issue. Some ESL students attempting courses such as these without meeting course English Advisories struggle to pass. Careers in music are discussed in all courses, especially Music 53, The Music Business, where research into specific careers can be part of students' final projects.	

Assessment: Assessment Unit Four Column

Dept - (CA) Photography

For 2017-18 Submitted by:: Diane Pierce

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Professional Photography PLO 1 - Demonstrate accomplished skills in both wet and dry darkroom methods and basic studio techniques; will be able to create photographs that visually communicate ideas and concepts that engage in the practices, theories and materials of the medium.	**Underlying Course -** Review underlying course SLOs **Comments/Notes:** Our Certificate offers a "ladder" approach to an A.A. Degree; students taking more than one photography class will often continue to complete the certificate.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Four to five certificates have been earned each year over the past three. Completion of a Certificate of Achievement means the required courses were passed successfully. (12/13/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continued support of the ladder approach for both our Certificate and Degree.	**Enhancement:** Continued support of the ladder approach for both our Certificate and Degree. (12/13/2017)
Critically analyze, interpret, and assess diverse historical and contemporary photographic works and communicate concepts and intentions in both written and oral formats. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 03/10/2014	**Underlying Course -** Successful completion of Phtg.5, 57B, 58B **Comments/Notes:** Our Certificate offers a "ladder" approach to an A.A. Degree; students taking more than one photography class will often continue to complete the certificate.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Our Certificate offers a "ladder" approach to an A.A. Degree; students taking more than one photography class will often continue to complete the certificate. Count certificates completed for year. (03/11/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Encourage completion of certificate	**Enhancement:** Continue encouragement of sequence of classes to complete certificate. (03/11/2014)
	Completion of Phtg.4,5 and/or our Certificate of Achievement. **Comments/Notes:** Our Certificate offers a "ladder" approach to an A.A. Degree; students taking more than one photography class will often continue to complete the certificate.		
Photographic Arts PLO 1 - demonstrate accomplished skill in both dry (digital) and wet (analog) darkroom methods and will be able	**Underlying Course -** Data collected will be the same as SLO in PHTG 3 & 5	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Recognition of Certificates and Degrees received each year. (12/13/2017)	**Enhancement:** Recognition of Certificates and Degrees received each year. (12/13/2017)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
to create photographs that visually communicate ideas and concepts that engage in the practices, theories and materials of the medium. Critically analyze, interpret, and assess diverse historical and contemporary photographic works and communicate concepts and intentions in both written and oral formats. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** reviewing underlying course SLOs **Underlying Course -** Successful completion of at least Phtg.1 and Phtg.4 and/or our Certificate of Achievement. **Comments/Notes:** Our Certificate offers a "ladder" approach to an A.A. Degree; students taking more than one photography class will often continue to complete the certificate.	**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Recognition of Certificates and Degrees received each year. **Program Review Reporting Year:** 2011-2012 **Target :** Target Met Final slideshow from random selection of students showed above average success in digital skills (PHTG.5). (11/05/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Final slideshow from random selection of students showed above average success in digital skills (PHTG.5).	**Enhancement:** Continue encouragement of completion of certificate. (03/11/2014) **Enhancement:** none (03/11/2014)
Professional Photography - '13-'14 year 5 Certificates granted reflecting the completion of all courses required for the Certificate '14-'15 year 4 " " " " '15-'16 year 5 " " " " **PLO Status:** Archived PLO Statement **Year(s) to be Assessed:** 2013-2014, 2014-2015, 2015-2016 **Outcome Creation Date:** 12/12/2017			
Photographic Arts - 10 Certificates of Achievement completed for 2010-2011. The Certificates are a ladder toward the Photographic Arts degree of which four (4) were completed for	**Other -** Recognition of Certificates or Degrees completed.		

the 2011-2012 yr.

PLO Status: Archived PLO Statement
Year(s) to be Assessed: 2011-2012
Outcome Creation Date: 12/12/2017

Assessment: Assessment Unit Four Column

Dept - (IIS) French

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
French PLO1 - Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics. **PLO Status:** Not Part of Certificate/Degree **Outcome Creation Date:** 12/31/2010	**Exam - Course Test/Quiz -** Final examination **Target for Success:** 75% success among French 6 students	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Over 75% of French 6 students achieved success. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The low number of French 6 students may not provide statistically reliable data.	**Enhancement:** Continued assignment of reading and writing assignments, and daily oral activities in class should support this success rate in the future. (04/18/2014)
French PLO2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text. **PLO Status:** Not Part of Certificate/Degree **Outcome Creation Date:** 12/31/2010	**Exam - Course Test/Quiz -** Final examination **Target for Success:** 75% success among French 6 students	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Over 75% of French 6 students achieved success (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The low number of French 6 students may not provided statistically reliable data.	**Enhancement:** Continued assignment of reading and writing assignments, and daily oral activities in class should support this success rate in the future. (04/18/2014)
French PLO3 - Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures. **PLO Status:** Not Part of Certificate/Degree **Outcome Creation Date:** 12/31/2010	**Exam - Course Test/Quiz -** Final examination **Target for Success:** 75% success among French 6 students	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Over 75% of French 6 students achieved success (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The low number of French 6 students may not provide statistically reliable data.	**Enhancement:** Continued assignment of reading and writing assignments, and daily oral activities in class should support this success rate in the future. (04/18/2014)
French PLO4 - Demonstrate a steady grasp of the subtleties in the idiosyncracies of French-speaking	**Exam - Course Test/Quiz -** Final examination **Target for Success:** 75% success	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Over 75% of French 6 students achieved success	**Enhancement:** Continued assignment of cultural reading and writing assignments, study of

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
cultures, by analyzing and comparing them to one's own culture(s). **PLO Status:** Not Part of Certificate/Degree **Outcome Creation Date:** 12/31/2010	among French 6 students	(04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The low number of French 6 students may not provide statistically reliable data.	francophone films, and frequent class discussions of culture should support this success rate in the future. (04/18/2014)

Assessment: Assessment Unit Four Column

Dept - (IIS) German

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
German PLO1 - Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues **PLO Status:** Not Part of Certificate/Degree **Outcome Creation Date:** 12/31/2010			
German PLO2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subleties of the structure and content of the text. **PLO Status:** Not Part of Certificate/Degree **Outcome Creation Date:** 12/31/2010			

Assessment: Assessment Unit Four Column

Dept - (IIS) Hindi

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Hindi Program PLO_1 - Demonstrate a sustained command of vocabulary and language structures to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations. **PLO Status:** Not Part of Certificate/Degree	**Exam - Course Test/Quiz -** Oral/Written Test. **Target for Success:** 30% A, 25% B +, 25% B-,15% B, 5% C+		
	Exam - Course Test/Quiz - written **Target for Success:** A=30%, B=30%, C=40% **Comments/Notes:** Needs Improvements.		
	Presentation/Performance - Oral and Presentation. **Target for Success:** A=30%,B=35%, D+25%, C=10% **Comments/Notes:** Needs Improvement.		
	Exam - Course Test/Quiz - Oral & group discussion **Target for Success:** A 35 %,B+25 %, B 20%, C 20 **Comments/Notes:** Need to improve.		
Hindi Program PLO_2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties in the structure and content of the text. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2011-2012	**Focus Group -** Presentation **Target for Success:** 30% A,25% B+,25 % B,20%C		
	Exam - Course Test/Quiz - Oral/Written **Target for Success:** A =30%, B =25%, D=35% ,C=10%, **Comments/Notes:** Not Satisfectory,		

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Outcome Creation Date: 01/10/2012 **Outcome Inactive Date:** 05/29/2012	needs some changes. **Focus Group -** Written and Oral **Target for Success:** A=45%, B=40%, D=20 %. **Comments/Notes:** Satisfactory.		
	Exam - Course Test/Quiz - Writing and Oral Exam. **Target for Success:** A=30%, B=50%, D=20% **Comments/Notes:** Needs more attention on writing.		
Hindi Program PLO_3 - Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures. **PLO Status:** Not Part of Certificate/Degree	**Other -** Writing and reading. **Target for Success:** 40% A,30% B,20 C+,10 C		
	Exam - Course Test/Quiz - Written story. **Target for Success:** A=30%, B= 40 %,C=30%. **Comments/Notes:** Needs Improvements.		
	Focus Group - Discuss about various Festivals of India. **Target for Success:** A=35%,B=35%,C=30%, **Comments/Notes:** Very well done.		
	Presentation/Performance - Written test. **Target for Success:** A=30%, B=40 % ,C=30%, **Comments/Notes:** Satisfectory.		
Hindi Program PLO_4 - Demonstrate a steady grasp of the subtleties in the idiosyncracies of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s). **PLO Status:** Not Part of Certificate/Degree			

Assessment: Assessment Unit Four Column

Dept - (IIS) Intercultural Studies

For 2017-18 Submitted by:: Compiled and submitted by Edmundo Norte, norteedmundo@fhda.edu, ext. 8443, with previous input from Marc Coronado, coronadomarc@fhda.edu, Michael Chang, changmichael@fhda.edu, and Ruben Abrica-Carrasco, abricacarrascoruben@fhda.edu.

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ICS PLO_2 - Students will identify, examine, the values, experiences and contributions of marginalized populations. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2013-2014 **Outcome Creation Date:** 04/15/2011			
ICS PLO_1 - Students will demonstrate critical analysis based on social constructs of race, class, ethnicity, gender, sexuality, and identity to gain cultural competence in local and global contexts. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Exam - Course Test/Quiz -** 35 item exam, focusing on the historical and political experiences of Chicanos in the United States since 1849. **Target for Success:** "Target for Success" means what level of performance indicates that the students have achieved the outcome. In general, 10% get A's, 15% get B's, 50% get C's, 15% get D's 10% get F's. So if the students score higher than this bell curve, then I feel this was a successful class.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met 33 students assessed - results: 33% achieved A, 31% achieved B, 15.6% achieved C, 0% achieved D and 21.2% failed course. (09/21/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Awhile the target for student was reached, 20.2% of the course of students failed. The failure was primarily due to two following reasons: 1. student submitted plagiarized materials 13.2% 2. student failed to participate in final exam 7%	
ICS PLO_3 - Students will demonstrate the ability to interact in the workplace, community and/or social context with sensitivity to issues arising from political, economic			

and cultural experiences and positions.

PLO Status: Active
Year(s) to be Assessed: 2011-2012, 2013-2014
Outcome Creation Date: 04/15/2011

Assessment: Assessment Unit Four Column

Dept - (IIS) International Studies

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Global Studies PLO_1 - Students will integrate information about the environment, cultures, histories, politics, arts, and economics of people around the world and explain their interdependence and interconnectedness. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013 **Outcome Creation Date:** 04/15/2011			
Global Studies PLO_2 - Students will demonstrate cultural competence through the ability to interact effectively in international and multicultural settings based on an integrated understanding of global issues and perspectives. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013 **Outcome Creation Date:** 04/15/2011			

Assessment: Assessment Unit Four Column

Dept - (IIS) Italian

No data found for the selected criteria.

Assessment: Assessment Unit Four Column

Dept - (IIS) Japanese

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Japanese_PLO_1 - After completion of all Japanese courses, Japanese 1 through Japanese 6, the students are able to recognize 95 percent of fundamental Japanese-language structures and demonstrate basic verbal and written communication applying further acquired vocabulary and Kanji characters and able to exhibit (1) proper speech levels such as casual, polite, and super polite levels, (2) gender-based wording choices, and (3) company-employees' speech; and to contrast and compare Japanese culture and students' own cultures. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 05/27/2014			

Assessment: Assessment Unit Four Column

Dept - (IIS) Korean

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Korean Program PLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 400 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high frequency situations in familiar contexts such as making an apology and giving reasons, asking for an opinion, extending/accepting/declining invitations, expressing reservations, asking about prices, and ordering food/describing tastes. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Exam - Course Test/Quiz -** Test questions given in Korean 3 **Underlying Course -** Korean 3 skills satisfy this outcome	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Over 90% of students successfully complete Korean 3 (06/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who enrolled Korean 3 are very motivated.	
Korean Program PLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2011-2012	**Underlying Course -** Korean 3 teaches this skills. **Target for Success:** Over 90% of students successfully complete this course.		

Outcome Creation Date: 04/15/2011

Korean Program PLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.
PLO Status: Not Part of Certificate/Degree
Year(s) to be Assessed: 2011-2012
Outcome Creation Date: 04/15/2011

Korean Program PLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).
PLO Status: Not Part of Certificate/Degree
Year(s) to be Assessed: 2012-2013
Outcome Creation Date: 04/15/2011

Assessment: Assessment Unit Four Column

Dept - (IIS) Mandarin

For 2017-18 Submitted by:: Hua-Fu Liu

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Mandarin Program PLO_1 - Demonstrate a sustained command of vocabulary (recognize and reproduce at least 2000 Chinese words) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as the Chinese Traditional. Holidays, sports, family issues, gender equality, medical care, educational systems and environmental issues **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Exam - Course Test/Quiz -** Choose one of the two topics from the following and write an essay for at least 600 characters (in typed format, double-spaced). • The topics are: 1. If you have been to China, describe the city/province/region that impresses you the most, including its topography, climate, natural scenery, people/language spoken, population, transportation, historical sites, tourist spots, and the food. If you have never been to China, name the city/province/region that you would most like to visit, and explain why you have chosen that place. You also need to talk about its topography, climate, natural scenery, people/language spoken, population, transportation, historical sites, tourist spots, and the food. 2. Imagine you are a tour consultant in a travel agency specializing in trips to China or other countries. Your clients speak and read only Chinese. You have to plan and present your company's travel	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met 86%of students received B+ and above grade (03/11/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We satisfied with the result. However, we need to work on helping students to pronounce more accurately on certain pinyin pronunciations.	**Enhancement:** Students need to explore more online listening resources. (03/11/2017)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	itinerary on a specific city/province/region in China or in a specific country or several countries, including travel dates, destinations, means of transportation, accommodation, fees, and briefly introduce its/those places' topography, climate, natural scenery, historical sites, tourist spots, and the food to your clients. **Target for Success:** 90% of the participants demonstrates a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information regarding these two topics. 10% with minor grammar errors and wrong character selections. We met the target for student success.		
Mandarin Program PLO_2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Presentation/Performance -** Choose one of the topics you write as follows and re-edit it into a 1 ½ minute summary speech and present it to the class. The presentation should be either a video clip/with pictures/photos/slides, or in-class PowerPoint Presentation. Topics are: 1. If you have been to China, describe the city/province/region that impresses you the most, including its topography, climate, natural scenery, people/language spoken, population, transportation, historical sites, tourist spots, and the food. If you have never been to	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 87%of students received B+ and above grade (03/11/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students did well on the presentations.	**Enhancement:** Students need more authentic materials to learn. (03/11/2017)

China, name the city/province/region that you would most like to visit, and explain why you have chosen that place. You also need to talk about its topography, climate, natural scenery, people/language spoken, population, transportation, historical sites, tourist spots, and the food.
2.   Imagine you are a tour consultant in a travel agency specializing in trips to China or other countries. Your clients speak and read only Chinese. You have to plan and present your company's travel itinerary on a specific city/province/region in China or in a specific country or several countries, including travel dates, destinations, means of transportation, accommodation, fees, and briefly introduce its/those places' topography, climate, natural scenery, historical sites, tourist spots, and the food to your clients.

Target for Success: Oral Presentation 40%: which includes
Pronunciation   5%
Accuracy-grammatical structure 5%
Written Summary 5%
Volume   5%
Time Control   5%
PowerPoint with key words/pictures 5%
Reflections on your classmates' presentations * 10%
 88% of the students did well on the presentations with minor errors on pronunciations and sentence

structure usages. Three students cannot be heard clearly.

Comments/Notes: Reflections on your classmates' presentations were pretty helpful for students to listen carefully and be able to reflect on their classmates' presentations.

Mandarin Program PLO_3 - Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
PLO Status: Active
Year(s) to be Assessed: 2010-2011, 2011-2012, 2012-2013, 2013-2014
Outcome Creation Date: 04/15/2011

Project - Four or five students assigned by the instructor working as a group take turns to generate a dialogue or a music/song video. Write down the content first so it's easier to generate the dialogue/song. You have to submit your presentation in written format (double-spaced) to the instructor. The dialogue should be one minute and 30 seconds to two minutes long. The group should select one out of the four topics in the following to write and present:
1.   Interpret/Perform a famous love story from any classic novels, folk stories from China or any other countries (you can replay a segment of it, or several segments of it, or an entire story). *
2.   Write a love drama skit and present it.
3.   Create a love poem with music/song and present it.
4.   Any topics that related to Lesson Six but it should be pre-approved by the instructor.
* Chinese classic love stories: Butterfly Lovers, Dream of the Red Chambers, The Legend of the White

Program Review Reporting Year: 2015-2016
Target : Target Met
90% of the students received A- or higher grade (04/28/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Grouped students with native speakers and non-native speakers was effective for both groups to learn.

Enhancement: Need to give students more time to practice. Authentic materials can be included more in class. (03/12/2017)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Snake, Cowherd Boy and Weaver Girl, etc.		
	Target for Success: 86% with 7 groups of students composed successfully lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.		
Mandarin Program PLO_4 - Demonstrate a steady grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one?s own culture(s). **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Project -** Procedures and Requirements 1. Sign up by the instructor for a group of three or four people 2. Assign roles in the group, work out and write down the group plan for the project 3. Make posters on your chosen topics 4. The poster will be graded based on the group's work. Points will be given as follows: a. Clarity-focus on the chosen topics, pictures and captions support each other (10 points) b. Creativity-design, organization of information on paper, and the overall effect (10 points) c. Target language-show what you have learned in Chinese through the project, title and section headlines should be in correct writing of Chinese characters. You have to submit your written form to the instructor (10 points) d. Oral presentation-clear, attractive,	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 91% of the students received A (04/07/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were interested in this presentation and worked well with their group members.	**Enhancement:** Videos with authentic materials will continue being shown in the classroom. Students will have chances to discuss deep cultural concepts. (04/20/2016)

informative and educational, in form of a Powerpoint presentation, speaking or video; each person from the group should present in the class. The presentation should be 4 minutes (10 points)

e. On time-on or before the deadline date* (10 points)

5. Topics to choose from:

One of the following aspects about the Chinese New Year:

1) Color-what are the Chinese New Year colors and their significance

2) Food-typical foods and their significance

3) Chinese Zodiac-signs, especially the sign for this year

4) Legends-stories that explain why people do certain things during the New Year's celebration in the world today

5) Customs-how it is celebrated in general

6) Red envelopes-why, different samples with explanations of the designs and characters on the envelopes

7) Fire crackers-designs and variety

8) Decorative Designs-popular designs or images that are seen each year during the Chinese New Year's celebration

9) Superstitions during the Chinese New Year

10) Compare one or two any countries' traditional holidays to Chinese New Year

Target for Success: 95% of the students demonstrated successfully

	a steady grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).		

Assessment: Assessment Unit Four Column

Dept - (IIS) Persian

No data found for the selected criteria.

Assessment: Assessment Unit Four Column

Dept - (IIS) Russian

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Russian Program PLO_1 - Demonstrate consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011			
Russian Program PLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011			
Russian Program PLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures. **PLO Status:** Not Part of			

Certificate/Degree
Year(s) to be Assessed: 2011-2012
Outcome Creation Date: 04/15/2011

Russian Program PLO_4 -
Demonstrate an increasingly accurate grasp of social protocols and contributions of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).
PLO Status: Not Part of Certificate/Degree
Year(s) to be Assessed: 2011-2012
Outcome Creation Date: 04/15/2011

Assessment: Assessment Unit Four Column

Dept - (IIS) Sign Language

No data found for the selected criteria.

Assessment: Assessment Unit Four Column

Dept - (IIS) Spanish

For 2017-18 Submitted by:: Carmen M Lizardi-Folley, Kimberly Vinall, Ruben Abrica-Carrasco

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Spanish Program PLO_1 - Demonstrate a sustained command of vocabulary and language structures to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Exam - Course Test/Quiz -** Listening passage embedded in SPAN 6 final exam, with five True/False questions. **Target for Success:** None - First try	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met 12 students participated in this assessment. Students averaged 85% accuracy rate on their answers to the five True/False items. On each of four of the questions they scored 83% of the time and in the fifth question their average performance peaked at 92%. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The listening passage, taken from a third year textbook, was long, fast-paced, and involved several topics in a dialogue between two native speakers. Students did very well, considering that the intended "audience" are third year students.	**Enhancement:** Even though the students did well, it seems as though using a third book listening passage AND asking detailed questions may have resulted in a listening task that was slightly beyond realistic expectations for the level. Keeping the third year level passage but with simpler questions may be a better option. OR selecting a second year level passage with more detailed questions. (04/24/2014)
Spanish Program PLO_2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties in the structure and content of the text. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Exam - Course Test/Quiz -** Reading comprehension passage (extracted from an authentic, non-textbook source) with nine multiple choice and True/False questions, embedded in SPAN 6 final exam. Rather abstract tasks to be performed: examining text structure, grammar and content to infer meaning, connotation and semantic relationship among words. **Target for Success:** None - First try.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met 12 students completed this assessment. There was quite a range of success rates for the nine questions, peaking at an average performance of 92% for three items, going down to a very acceptable 83% average in another item, and plummeting to shocking failure rates of 58% (for two items), 50% for one item, and a devastating 25% for the remaining item. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Only four of the nine items were either level-appropriate or formulated without room for misinterpretation. Careful inspection of the items that triggered failure reveals that in some cases, there's ambiguity / lack of clarity in the wording, and in	**Enhancement:** First time this passage and questions are used. After carefully looking at the four lowest scoring items, I have decided to keep (and modify) one and to eliminate the remaining three. (04/24/2014)

		other cases, the level of language analysis required to answer seems beyond what's appropriate for SPAN 6.	
Spanish Program PLO_3 - Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Other -** Five essay questions of cross-cultural analysis written after the class completed a cultural unit on the celebration of the feast of the Epiphany (January 6) in various Spanish-speaking countries chosen by the students. Each student had researched how the feast is celebrated (SPAN 5 researched one country; SPAN 6 researched two countries) and had shared this orally with others in small groups and with the entire class. After all of this sharing, students proceeded to individually draft essay answers to five questions: (1) student summarizes the findings of his/her research, highlighting what struck him/her the most about those findings and formulating a couple of follow up questions of personal interest about the findings. (2) student compares his/her own research findings to those of a peer after having shared orally in class. (3) student describes how his/her family celebrates the Christmas holidays (up to Jan 6, if applicable) and what family-specific or culture-specific traditions are followed. (4) student explains if s/he has ever participated or witnessed an Epiphany celebration according to the traditions followed in the Spanish-speaking world. (5) student compares findings from his/her own research to the way his/her own	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met The assessment was completed individually by 13 SPAN 5 and the only two SPAN 6 students enrolled in a combined SPAN 5-6 class. Students received a grade that took into consideration the following factors: completeness of their work (did they answer all questions?), content (depth and development), organization, and use of the language (grammar). SPAN 6: Of the two non-native speaking students, one performed at the A+ level and the other at the A- level. In terms of language use and organization of ideas, both students wrote comprehensible, easy to follow essays, using full sentences and a variety of grammar structures/tenses. However, the A+ student wrote more at length, incorporating more details and research findings, and also elaborating a much more solid cross-cultural comparison. The A+ student also had better command of the language. SPAN 5: Of the thirteen students, three performed at the A+ level, two at the A level, two at the A- level, two at the B level (one B, one B-), and three students didn't complete all the questions and thus received a grade of D. In terms of language use and organization of ideas, all students (even those who didn't answer all questions) wrote comprehensible, easy to follow essays, using full sentences and a variety of grammar structures/tenses. Some of the typical areas of weakness for the level are found in their writing samples: e.g., spelling (for native speakers), gender/number agreement (for non-native speakers). (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The individual research and small group sharing / class discussion that preceded the drafting of the essay questions provided a very solid foundation for the students to acquire the vocabulary needed in Spanish to express their ideas. In their written work, both SPAN 6 students and more than	**Enhancement:** I'm very pleased with the way the cultural unit led to the successful completion of this writing assignment. If I were to enhance the writing task itself, I would ask students to share a draft or an outline of their essays with their peers before submitting the assignment. Maybe this would have encouraged those students whose work was incomplete. (04/24/2014)

family/culture celebrate Jan 6.
Target for Success: None - First try.

half of the SPAN 5 showed that they had really listened to the findings of their peer's research. Both SPAN 6 students and more than half of the SPAN 5 students also wrote very detailed descriptions of their own Christmas holiday traditions. These students did a very fine job at cross-culturally comparing their own traditions to those of the countries they and their peers had researched.

Spanish Program PLO_4 -
Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
PLO Status: Active
Year(s) to be Assessed: 2013-2014
Outcome Creation Date: 04/15/2011

Other - Five essay questions of cross-cultural analysis written after the class completed a cultural unit on the celebration of the feast of the Epiphany (January 6) in various Spanish-speaking countries chosen by the students. Each student had researched how the feast is celebrated (SPAN 5 researched one country; SPAN 6 researched two countries) and had shared this orally with others in small groups and with the entire class. After all of this sharing, students proceeded to individually draft essay answers to five questions: (1) student summarizes the findings of his/her research, highlighting what struck him/her the most about those findings and formulating a couple of follow up questions of personal interest about the findings. (2) student compares his/her own research findings to those of a peer after having shared orally in class. (3) student describes how his/her family celebrates the Christmas holidays (up to Jan 6, if applicable) and what family-specific or culture-specific traditions are followed. (4) student explains if s/he has ever participated or witnessed an Epiphany

Program Review Reporting Year: 2010-2011
Target : Target Met
The assessment was completed individually by 13 SPAN 5 and the only two SPAN 6 students enrolled in a combined SPAN 5-6 class. Students received a grade that took into consideration the following factors: completeness of their work (did they answer all questions?), content (depth of cross-cultural comparison and report of research findings), organization, and use of the language (grammar).

SPAN 6: Of the two non-native speaking students, one performed at the A+ level and the other at the A- level. In terms of language use and organization of ideas, both students wrote comprehensible, easy to follow essays, using full sentences and a variety of grammar structures/tenses. However, the A+ student wrote more at length, incorporating more details and research findings, and also elaborating a much more solid cross-cultural comparison. The A+ student also had better command of the language.

SPAN 5: Of the thirteen students, three performed at the A+ level, two at the A level, two at the A- level, two at the B level (one B, one B-), and three students didn't complete all the questions and thus received a grade of D. In terms of language use and organization of ideas, all students (even those who didn't answer all questions) wrote comprehensible, easy to follow essays, using full sentences and a variety of grammar structures/tenses.   Seven out of the thirteen students received A+/A/A- because of the depth of their cross-cultural comparisons and their report of research findings. (04/24/2014)

Enhancement: I'm very pleased with the way the cultural unit led to the successful completion of this writing assignment that focused on research, cultural introspection, and cross-cultural comparison/analysis. If I were to enhance the logistics, I would ask students to share a draft or an outline of their essays with their peers before submitting the assignment. Maybe this would encourage students whose work is incomplete or who haven't achieved sufficient depth in their cultural introspection and/or cross-cultural comparison/analysis.
(04/24/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	celebration according to the traditions followed in the Spanish-speaking world. (5) student compares findings from his/her own research to the way his/her own family/culture celebrate Jan 6. **Target for Success:** None - First try	**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The individual research and small group sharing / class discussion that preceded the drafting of the essay questions provided a very solid foundation for the students to acquire the vocabulary needed in Spanish to express their ideas. In their written work, both SPAN 6 students and more than half of the SPAN 5 showed that they had really listened to the findings of their peer's research. Both SPAN 6 students and more than half of the SPAN 5 students also wrote very detailed descriptions of their own Christmas holiday traditions. These students did a very fine job at cross-culturally comparing their own traditions to those of the countries they and their peers had researched.	

Assessment: Assessment Unit Four Column

Dept - (IIS) Vietnamese

No data found for the selected criteria.

Assessment: Assessment Unit Four Column

Dept - (IIS) Women's Studies

No data found for the selected criteria.

Assessment: Assessment Unit Four Column

Dept - (LA) Communication Studies

For 2017-18 Submitted by:: Russell Hong, Communication Studies Department Co-Chair (formerly Speech Communication)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Communication_Studies_PLO_1 - Increase student confidence in ability to use a range of speaking, listening, and collaboration (at course, certificate, major levels) **PLO Status:** Active **Outcome Creation Date:** 12/31/2012	**Survey -** PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program. **Target for Success:** Overall decline in levels of communication apprehension across demographics. Increased positive self-perception of confidence in speaking, listening and collaboration.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Note: Complete PRCA-24 assessment report tabulated by Institutional Research is filed under documents Communication apprehension, as measured by the Personal Report of Communication Apprehension (PRCA-24) declined overall in interpersonal, group and public speaking contexts from pre-assessment at beginning of quarter to post-assessment at end of quarter in all communication courses in our program. A total of 300 students completed both the pre- and post-assessment. Students experience the highest levels of anxiety giving a speech (65% fear giving a speech compared to 23% who feel nervous while participating in group discussions and 16% in interpersonal conversations). Communication apprehension was reduced significantly by the end of the quarter in all contexts. Respondents report the following key factors that contribute to changes in levels of communication apprehension: (1)creating a safe, inclusive space for students to practice communication skills, (2)thoughtful instructor and peer feedback, (3)meaningful self reflection, (4)freedom to choose topics that personally relate, (5)specific instruction on speech preparation and delivery. Winter quarter 2015 PRCA-24 results 2. Generally, I am comfortable while participating in group discussions	**Enhancement:** added equity question to survey (02/27/2017) **Follow-Up:** To follow up we have administered the PRCA-assessment in all SPCH 1and SPCH 10 classes over the past five years to look at trends among our student population and to identify best practices for reducing communication apprehension. (02/27/2017)

Pre   63%
Post   81%

3. I am tense and nervous while participating in group discussions.
Pre   23% / 32% with new people
Post   17%

8. Usually, I am comfortable when I have to participate in a meeting.
Pre   36%
Post   53% (33 neutral)
10. I am afraid to express myself at meetings.
Pre: 32%
Post: 17%

15. Ordinarily I am very tense and nervous in conversations.
Pre 16%
Post: 7%

18. I'm afraid to speak up in conversations.
Pre: 23%
Post: 10%

19. I have no fear of giving a speech.
Pre: 14%   (disagree 65%)
Post: 28% (45% disagree)

21. I feel relaxed while giving a speech.
Pre: 11%
Post: 27%
23. I face the prospect of giving a speech with confidence.
Pre: 28%
Post: 48%

 (04/14/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor

interventions play a significant role in reducing speaker apprehension in all contexts.

Program Review Reporting Year: 2012-2013
Target : Target Met
Students have a high level of fear of giving a speech. This fear level is greatly reduced by the end of the course.
By the end of the course, most students face the prospect of giving a speech with confidence.
Students are more confident while participating in group discussions than when presenting speeches in front of an audience.
Students like to get involved in group discussions.
 (05/02/2013)
Reflection (CLICK ON ? FOR INSTRUCTIONS): At our 1/18/13 division offsite retreat we reviewed updated PRCA-24 assessment results and discussed "How has assessment changed your teaching". Learnings--Practice helps reduce anxiety, students get more confident because they are more comfortable with their peers, group discussions invoke less anxiety. What we are doing differently/more of--establish support groups in class or online, include more graded group presentations, have students create anxiety management plans that can be invoked in class and beyond.

Enhancement: What we are doing differently/more of--establish support groups in class or online, include more graded group presentations, have students create anxiety management plans that can be invoked in class and beyond. (05/02/2013)

Follow-Up: we have followed up by assessing communication apprehension using PRCA-24 to all of our SPCH 1 and SPCH 10 classes for 5 years and reflected as a department on trends in results (02/27/2017)

Program Review Reporting Year: 2011-2012
Target : Target Met
Communication apprehension decreased from pre- to post- both for group work and giving a speech.
Some of the most commonly listed activities/assignments that helped students to reduce communication apprehension include
group activities (listed most often),
getting to know everyone,
impromptu speeches,
giving multiple speeches in front of the class,
peer and instructor feedback,
lots of practice.
 (09/13/2012)

Enhancement: At department meetings and retreats we routinely reflect on the data and share goals and best practices that create collaborative, inclusive, facilitative learning communities, where students feel safe to express their individuality, share their cultures and life experiences, speak their truths, speak out against injustices, and facilitate change. Activities that encourage engagement, participation, and sharing of personal experiences

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): Department assessment for 2009-2010, 2010-2011,and 2011-2012 focused on one of the most important SLO's across speech curriculum--reduction of communication apprehension. With the support of institutional research, we surveyed all speech students to measure communication apprehension using existing industry standard PRCA-24 survey. Results show various kinds of group activities prior to presenting speeches play a key role in helping students overcome their speaking anxiety. Results indicate no bias across demographic groups. All full-time and part-time faculty have found the PRCA-24 a useful measure. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices for reducing communication apprehension at department meetings, opening days/SLO convocations, department retreats, and via e-mail.	help to foster a strong community, and help to build student confidence in all communication contexts.. (04/14/2016) **Enhancement:** Faculty shared best practices for reducing communication apprehension. (09/13/2012) **Enhancement:** Faculty shared best practices to create a supportive learning environment that helps students reduce communication apprehension. Faculty integrated more group exercises such as get-acquainted activities, outline peer review, group impromptus, improv, and group presentations. (09/26/2011)
Speech Communication_PLO_2 - Design and relate messages clearly for effective and appropriate oral communication to diverse audiences. **PLO Status:** Active **Outcome Creation Date:** 12/31/2010	**Demonstration -** Faculty will select from the following assessments: Outline (longitudinal) assessments, rubrics assessing speech organization, content and delivery **Target for Success:** Student w/in range of proficiency or mastery (e.g. 2 Accomplished/ 1 Partially Accomplished/ 0 Developing)	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Overall success rates represent student proficiency in designing and relating messages clearly for effective and appropriate oral communication to diverse audiences. Assessment results using the Inquiry Tools created by Institutional Research and designed to explore department and course level success rates by demographic show the following success rates: 1. Success rates have increased for targeted and non-targeted populations. 2. The overall success rate of our targeted population rose to 79% in 2015-16 from 76% in 2012-13 [3% increase]. 3. Current success rates for all students is 84%.	**Enhancement:** Train all faculty in department to use data inquiry tool to assess course success rates. (02/27/2017)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		4. Nearly all of our targeted populations show a 4-year positive growth in success rates from 2012-13 to 2015-16: • African American – 6% increase [80% in 2015-16 from 74% in 2012-13] • Filipino – 3% increase [84% in 2015-16 from 80% in 2012-13] • Latino/a – 1% increase [77% in 2015-16 from 76% in 2012-13] • Pacific Islander – 2% increase [75% in 2015-16 from 73% in 2012-13] (02/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 1. We are working to close the equity gap between targeted and not targeted populations by creating a welcoming, supportive, inclusive classroom environment and by creating support systems (e.t. peer review) for targeted populations. 2. The inquiry tool is a resource that allows us to explore success rates by demographic at a granular level. We will train all faculty to use the inquiry tool to assess course success rates.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Faculty developed and use standard rubrics to clarify/inform students of criteria for designing and relating messages clearly for effective and appropriate oral communication to diverse audiences. Students are required to design and relate messages clearly at a proficiency or mastery level to succeed in the class. (04/09/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students who successfully complete communication courses are required to design and relate messages clearly at a proficiency or mastery level. Overall success rate is 83%. Interventions to support success include scaffolding, using peer mentors, and directing students to support services provided in the speaking and listening lab, .	**Enhancement:** Collaborate with faculty to develop student outcomes, rubrics, best practices, student support services, and student peer mentoring. (04/16/2014) **Follow-Up:** Shared best practices at department retreat. (02/27/2017)
Speech Communication_PLO_3 - Think critically through competent analysis, evaluation and response.	**Demonstration -** Faculty will select from the following assessments: Evaluation rubrics. Exams. Research	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Assessment: Issue Analysis Essay Assignment: Critically	**Enhancement:** Share best practices at retreat for engaging students in process of co-creating

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO Status: Active **Outcome Creation Date:** 12/31/2010	papers/presentations. **Target for Success:** Success=proficiency or mastery.	Analyze 4-5 Articles Tool: rubric Assessment sample: Across multiple sections of Speech 9 For this assessment, students were evaluated using the following criteria: Excellent=student develops a well-written paper that includes detailed analysis using appropriate critical concepts; Proficient=student develops an acceptable paper that includes analysis using appropriate critical concepts; Unproficient=student paper is not well written and/or does not include analysis using appropriate critical concepts; Did not complete=student did not complete the paper Results/success rates: 89% proficiency (04/15/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students gain a good grasp of critical analysis, especially if they co-create criteria for critically analysis (recency, bias, etc.)	criteria for critical analysis (recency, bias, etc). We also will include this enhancement in our information literacy modules. (04/15/2016) **Follow-Up:** Repeated assessment over multiple quarters to evaluate trends and validity of measure. (02/27/2017)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Faculty participated in the following assessment initiatives: 1) 2012 convocation focused on developing assessments for critical thinking core competency 2) ICC Interdisciplinary Task Force to create and beta test critical thinking rubric 3) 2013 department retreat to analyze and reflect on results of critical thinking assessments. 4) Conducted a critical thinking survey assessment in all classes. Learning highlights: 1) there is some consensus that although rubrics may be imperfect assessment tools, they are a good representation of our collaboration, and a clear means of sharing and measuring agreed upon course outcomes for critical thinking. 2) rubrics and pre- post- critical thinking survey assessments show by the end of the quarter students are more confident in their ability to critically analyze arguments, assess the credibility of sources, and cite sources in their writing and	**Enhancement:** Conduct additional critical thinking assessments spring quarter 2013. (06/14/2013)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		speaking using proper academic format. (05/02/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Learning-- 1) there is some consensus that although rubrics may be imperfect assessment tools, they are a good representation of our collaboration, and a clear means of sharing and measuring agreed upon course outcomes for critical thinking. 2) rubrics and pre- post- critical thinking survey assessments show by the end of the quarter students are more confident in their ability to critically analyze arguments, assess the credibility of sources, and cite sources in their writing and speaking using proper academic format. **Related Documents:** [Critical Thinking](#)	
Speech Communication_PLO_4 - Prepare global citizens for facilitative, dialogic communication to advocate social justice. **PLO Status:** Active **Outcome Creation Date:** 12/31/2010	**Survey -** Classroom demonstration and/or exit survey. **Target for Success:** Completion of presentation or project by Speech Majors demonstrating facilitative/dialogic communication and advocacy for a social issue.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Based on Facilitator Skills Profile pre- post- assessment results, 100% of students made progress on target areas for improvement. (05/02/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The facilitator skills profile assessment, like any other assessment, offers most benefit for students and faculty when used as a formative tool to specifically identify strengths, target areas for improvement, and follow through with a specific plan for improvement.	**Enhancement:** More partnerships with equity office and other campus groups. (04/19/2016) **Enhancement:** request institutional research automate facilitator skills profile assessment tool (05/02/2013)
	Project - Engage students in policy and political issues through class assignments, service education, and our debate program. **Target for Success:** Successful in participating in campus/community events and state debate competitions.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met This year we had 10 people participate with the debate team. We attended 5 tournaments, and won several individual speaker awards. Given how little funding we receive and that I'm doing it pretty much on my own time, my main reflection is to keep it rolling and try to do a bit better next year, both in terms of tournament success, and in helping more students achieve their goals of become better speakers and debaters. (04/20/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Given how little funding we receive and that I'm doing it pretty much on my own time, my main reflection is to keep it rolling and	**Enhancement:** Given how little funding we receive and that I'm doing it pretty much on my own time, my main goal is to keep it rolling and try to do a bit better next year, both in terms of tournament success, and in helping more students achieve their goals of become better speakers and debaters. (04/20/2016)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		try to do a bit better next year, both in terms of tournament success, and in helping more students achieve their goals of become better speakers and debaters.	
		Program Review Reporting Year: 2015-2016 **Target :** Target Met 1. 28 students completed facilitator training winter 2016, a service education program. 2. 28 students facilitated Building Bridges Town Hall conversation between students and campus police about campus safety. 3. 28 students successfully facilitated seven workshops at De Anza's 2016 Partners In Learning (PIL) Conference. (04/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students feel empowered, valued, and included in the campus community as documented in reflection essay comments where students describe what they took away from the experience: When I think back on the day of the conference, the moment that instantly comes to mind would have to be towards the end of our facilitation session. When the faculty and guests surrounded my team members and m because they wanted us to know how much they enjoyed our leadership, our personal insight from a student's perspective, and most of all for productively guiding them into a place where they felt liberated enough to share their own personal issues/stresses. Alyssa Valdez I had the chance to see people interacting and working together to build a healthier community and what I learned as a facilitator is beyond what I thought I could do. I am able to create an atmosphere with openness, create open ended questions, provide guidance to discussions, create a comfortable environment, learn how to come to consensus, recognize points of potential conflicts but most importantly how to respond to them. As a facilitator you never stop learning. Sara Johnson I already have seen a difference in the way I talk with my	**Enhancement:** More partnerships with equity office and other campus groups to give students more civic opportunities. (04/19/2016)

friends, family, and professors. I know that I will be taking all that I have learned into the workplace and working on how to manage my time and work as one unit with my coworkers. Anna Craig

If there are more conferences like this, I hope that during the training students experience what I experienced, a rich, meaningful and educational experience that they will never forget. Kelvin Chandraatmadja

Having the ability to conduct meetings, manage projects or other leadership, management or community involvements will allow for a deeper understanding and commonality. This class provided an instrumental opportunity to discover more about yourself and others in a safe engaging environment. Laura Egley

The friendships you'll make during collaboration are incomparable, the practice you'll gain indescribable, and the experience you'll leave with priceless. There won't be a situation you won't be able to handle or a person you won't be able to converse with once you immerse yourself in this world of facilitation. It will change your world...for the better. Alyssa Valdez

I appreciate the chances to work with so many passionate people who inspired me to become a better person as well as a better facilitator. I feel so ready to conquer whatever is waiting for me in the future. Huy Trong Dao

Wow!! What a quarter it was. The quarter seemed like it flew by. We learned how to become facilitators in this class, which not just helps us in this class and speech classes, but also in any group settings. Hoa Ha

The material learned in this class has many distinct applications. From working in small to large groups at

| | | school, to guiding projects at work, starting a business, and even dealing with conflicting group dynamics at home. All these skills learned through facilitation serve as survival kit that will allow me to become more mindful of the circumstances. Alejandro Alvarado | |

Speech Communication_PLO_5 - Offer and assess hybrid/on-line speech communication courses.
PLO Status: Active
Year(s) to be Assessed: 2011-2012
Outcome Creation Date: 09/24/2010

Exit Interview - Small Group Instructional Feedback (SGIF)
Target for Success: Reflection and change based on student specific feedback on instructor/course effectiveness
Comments/Notes: SGIF ? On the last day of class students did an SGIF cycle aimed at the following three question:
a.   What do you like best about the course/instruction?
b.   What do you like least about the course/instruction, and how could the instructor improve the course?
c.   What could you do to make the course better for you and the instructor?
The resultant discussion has led to a) elimination of group work, b) reminders for discussion deadlines, c) creation of a modular course schedule amongst other things.

Program Review Reporting Year: 2013-2014
Target : Target Met
See # 4 throughout data summary below to review SGIF assessment.
1.   Pre and post communication apprehension survey- Done department wide. Meets department's ongoing goal of assessing effectiveness of pedagogical tools aimed at easing student communication apprehension in our basic communication course. Cross sectional data in classes taught by same instructor help analyze if our hybrid courses meet the same goals of easing student communication apprehension as our traditional speech courses.
2.   Hybrid class survey – A Likert scale based survey administered in week 2 or 3 of the quarter to determine a student's ability and comfort with navigating the catalyst course shell for the two sections taught as hybrids.
3.   Online discussion survey – A Likert scale based survey administered in week 4 or 5 of the quarter to assess a student's ability to connect online discussions with course concepts and readings; feeling of class community; and instructor engagement for the two sections taught as hybrids
4.   Focus Groups specifically Small Group Instructor Feedback (SGIF) facilitated by another instructor one section.
5.   Exit Interviews in a group setting with students facilitated by another instructor for one section.

For SPCH-001.-65Y (#02032) - Gainer
1. Communication apprehension survey - Data not provided by institution.

Enhancement: 1.   Revised online modules on the LMS to not only have stronger and clearer connections to better scaffold in class and online learning but also have ease of accessibility.
2.   The course calendar was modified to allow for more in person community building activities aimed at increasing student comfort with their peers and the course.
3.   A stronger instructor commitment for detailed and timely feedback on discussion posts and housekeeping reminders.
4.   Reiteration of deadlines, navigations links and functionality of the LMS via repeat lab overviews and/or in class summaries.

 (04/14/2016)

2. Hybrid class survey – A total of 22 surveys were administered and completed out of which 2 were partially completed resulting in no responses to questions 10-20. Most of the responses were favorable (Agree/Strongly Agree) suggesting clarity of instruction and an understanding of how the LMS works for the class. The following questions had statistically significant unfavorable responses (Disagree/Strongly Disagree)

    a. Question 7 – I know how to access my grades on catalyst (3/22 or 13%)

b. Question 9 – I know how to find feedback given by the instructor on my assignment and speeches (5/22 or 22%)

    c. Question 13 – I know how many responses are required for the weekly discussions on catalyst. (5/20 or 25%)

    d. Question 16 – I know how to navigate the quizzes on Catalyst (3/20 or 15%)

This shows that even after an in-class hands on orientation some students still had questions about how and when to submit assignments, discussions on the LMS and access feedback for the instructor.

3. Online discussion survey - A total of 14 surveys were administered and completed out of which 2 were partially completed resulting in no responses to questions 12-17. The data was mostly favorable (Agree/Strongly Agree) suggesting strong connect via online discussions with course concepts and readings and a feeling of class community. The following questions had statistically significant unfavorable responses (Disagree/Strongly Disagree)

    a. Question 12 – I participate more in online discussions than in-class discussions (3/13or 23%)

    b. Question 13 – Online discussions help me understand the subject better than in-class discussions (3/13or 23%)

The data reveals a feeling of disconnect among the students with the format and level of engagement for online discussions versus the in class discussions.

4. SGIF – The students liked that the course encouraged and facilitated clear and effective communication between

peers and the instructor. They also liked the time given for each assignment/discussion and appreciated the weekly reminders and consistent communication from the instructor. The students suggested further clarity of assignment deadlines and location as some updated documents were not easy to find. Most of them in general did not like the navigability and functionality of the LMS; an aspect not controlled by the instructor. Students also asked for better scaffolding of course concepts and a stronger connection between in class and online learning.

For SPCH-001.-8Y (#02013) – Cnudde
1. Communication apprehension survey - Data not provided by institution.
2. Hybrid class survey - A total of 18 surveys were administered and completed out of which 2 were partially completed resulting in no responses to questions 10-20. Most of the responses were favorable (Agree/Strongly Agree) suggesting clarity of instruction and significant student ability and comfort with navigating the catalyst course shell. The following questions had unfavorable responses (Disagree) but are not statistically significant.
a. Question 3 – I know how to access technical support for catalyst (1/18 or 5%)
b. Question 7 – I know how to access my grades on catalyst (1/18 or 5%)
         c. Question 13 – I know how many responses are required for the weekly discussions on catalyst. (1/16 or 6%)
Data reveals some confusion about how to access assignments, grades on catalyst.
3. Online discussion survey – A total of 18 surveys were administered and completed. The data was mostly favorable (Agree/Strongly Agree) suggesting successful facilitation of an online learning environment. The following questions had statistically significant unfavorable responses (Disagree/Strongly Disagree)
         a. Question 12 – I participate more in online discussions than in-class discussions (5/18 or 28%)
         b. Question 14 – I think more critically for my

online discussions than my in-class discussions (5/18 or 28%)

   c. Question 16 – I feel more comfortable sharing my thoughts in an online environment (6/18 or 33%)
The data reveals that students do not feel as comfortable and think as critically when sharing ideas in an online class environment.
4. Exit survey – Students appreciated the clarity and organization reflected both in the course schedule and weekly assignments. They found the deadlines easy to locate and the instructor responsive to their email queries in a timely manner (mostly within the hour). The students suggested that there be time allocated in class for concept discussions; better scaffolding of in class and online discussions; weekly reminder emails and increased feedback by instructor; and a way to check accuracy of quiz responses.
 (04/09/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): For both sections of the hybrid speech 01 class, data reveals a need for:
1. Better scaffolding of assignments for stronger connections between in class and online learning.
2. More opportunities to interact with peers and have a shared sense of community via in class and relevant online discussions.
3. Increased instructor feedback on discussions and reiteration of key concepts in class.

Program Review Reporting Year: 2012-2013
Target : Target Met
Small Group Instructional Feedback On the last day of class students did an SGIF cycle aimed at the following three question:
a. What do you like best about the course/instruction?
b. What do you like least about the course/instruction, and how could the instructor improve the course?
c. What could you do to make the course better for

Enhancement: 1. Revised online modules on the LMS to not only have stronger and clearer connections to better scaffold in class and online learning but also have ease of accessibility.
2. The course calendar was modified to allow for more in person community building activities aimed at increasing

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		you and the instructor? The resultant discussion has led to a) elimination of group work, b) reminders for discussion deadlines, c) creation of a modular course schedule for the current Fall 2011 quarter amongst other things. (10/11/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students asked for more reminders for discussion deadlines, less group work, and creation of a modular course schedule for the current Fall 2011 quarter.	student comfort with their peers and the course. 3. A stronger instructor commitment for detailed and timely feedback on discussion posts and housekeeping reminders. 4. Reiteration of deadlines, navigations links and functionality of the LMS via repeat lab overviews and/or in class summaries.

 (04/08/2014)

Enhancement: The assessment led to a) elimination of group work, b) reminders for discussion deadlines, c) creation of a modular course schedule for the current Fall 2011 quarter amongst other things. (10/28/2011) |
| | **Survey -** 1. Pre and post communication apprehension survey- Done department wide. Meets department's ongoing goal of assessing effectiveness of pedagogical tools aimed at easing student communication apprehension in our basic communication course. Cross sectional data in classes taught by same instructor help analyze if our hybrid courses meet the same goals of easing student communication apprehension as our traditional speech courses. **Target for Success:** Hybrid/on-line course assessment/analysis/reflection/enhancement completed. | **Program Review Reporting Year:** 2013-2014 **Target :** Target Met For SPCH-001.-65Y (#02032) - Gainer 1. Communication apprehension survey - Data provided by institutional research not broken out by hybrid/ftf. (04/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** For SPCH-001.-65Y (#02032) - Gainer 1. Communication apprehension survey - Overall data for all classes (online included) shows improvement in confidence/Data provided by institutional research not broken out by hybrid. | **Enhancement:** Request data from institutional research for specific breakout of hybrid results. (04/19/2016) |

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Survey - Hybrid class survey – A Likert scale based survey administered in week 2 or 3 of the quarter to determine a student's ability and comfort with navigating the catalyst course shell for the two sections taught as hybrids. **Target for Success:** Proficient with navigating catalyst course shell.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Hybrid class survey (Gainer) – A total of 22 surveys were administered and completed out of which 2 were partially completed resulting in no responses to questions 10-20. Most of the responses were favorable (Agree/Strongly Agree) suggesting clarity of instruction and an understanding of how the LMS works for the class. The following questions had statistically significant unfavorable responses (Disagree/Strongly Disagree) a. Question 7 – I know how to access my grades on catalyst (3/22 or 13%) b. Question 9 – I know how to find feedback given by the instructor on my assignment and speeches (5/22 or 22%) c. Question 13 – I know how many responses are required for the weekly discussions on catalyst. (5/20 or 25%) d. Question 16 – I know how to navigate the quizzes on Catalyst (3/20 or 15%) This shows that even after an in-class hands on orientation some students still had questions about how and when to submit assignments, discussions on the LMS and access feedback for the instructor. (04/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This shows that even after an in-class hands on orientation some students still had questions about how and when to submit assignments, discussions on the LMS and access feedback for the instructor.	**Enhancement:** Revised online modules on the LMS to not only have stronger and clearer connections to better scaffold in class and online learning but also have ease of accessibility. (04/19/2016)
	Survey - Online discussion survey: A Likert scale based survey administered in week 4 or 5 of the quarter to assess a student's ability to connect online discussions with course concepts and readings; feeling of class community; and instructor engagement for the two sections taught as hybrids **Target for Success:** Proficiency	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Online discussion survey (Gainer)- A total of 14 surveys were administered and completed out of which 2 were partially completed resulting in no responses to questions 12-17. The data was mostly favorable (Agree/Strongly Agree) suggesting strong connect via online discussions with course concepts and readings and a feeling of class community. The following questions had statistically significant unfavorable responses (Disagree/Strongly Disagree) a. Question 12 – I participate more in online discussions than in-class discussions (3/13or 23%)	**Enhancement:** The course calendar was modified to allow for more in person community building activities aimed at increasing student comfort with their peers and the course. (04/19/2016)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		b. Question 13 – Online discussions help me understand the subject better than in-class discussions (3/13or 23%) The data reveals a feeling of disconnect among the students with the format and level of engagement for online discussions versus the in class discussions. (04/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The data reveals a feeling of disconnect among the students with the format and level of engagement for online discussions versus the in class discussions.	
	Survey - Technology Use Survey **Target for Success:** 100% transition to Catalyst or Canvas Learning Management System (LMS)	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Surveyed all FT and PT faculty. N=17 Do you currently use a Learning Management System (LMS) in your De Anza courses? Yes 100% If Yes, please specify which LMS you use. 14 Catalyst 3 Canvas What do you find are the biggest challenges using the Learning Management System (LMS)? For yourself? For your students? What resources do you need to help you through these challenges? Self • Grade book • Make it meaningful/not busywork/how to frame for students so not viewed as busywork • Balance on line vs in class component • How can we take roll on canvas? Students • Self-discipline to stay up on LMS work • Learning to navigate LMS • Getting LMS support when needed	**Enhancement:** E-mailed survey results and retreat discussion notes to all faculty for continued reflection. Faculty would like to share best practices for using LMS in future retreats and would like to have a resource library of best practices. (02/28/2017)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Resources • Share best practices with colleagues • LMS training and support for students/ perhaps ½ unit (02/28/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty feel supported in 5-unt hybrid transition using Catalyst or Canvas as their on-line Learning Management System. Faculty shared best practices with colleagues at department retreat.	
Speech Communication_PLO_6 - Faculty make a sustained collaborative effort to self-assess and improve ourselves as a department and program. Share teaching philosophies and best practices. Reflect on SLOAC. **PLO Status:** Active **Outcome Creation Date:** 12/31/2010	**Survey -** Faculty/employee satisfaction survey. Mentoring. Faculty development workshops. Collaboration. **Target for Success:** 100% satisfaction	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met We held a department retreat on 1/18/13 to review current results for multiple assessments, share how assessment has changed our teaching, share best practices resulting from assessments, and plan future assessments. There is a general consensus among retreat participants that assessment has altered our teaching in some way from the design of course content/assignments/activities, to changes in formative and summative assessment/evaluation measures. (05/02/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** How has assessment changed your teaching? There is a general consensus among retreat participants that assessment has altered our teaching in some way from the design of course content/assignments/activities, to changes in formative and summative assessment/evaluation measures.	**Enhancement:** Create online network for sharing best practices, assessments, and classroom issues. (05/31/2013)
	Other - Complete "Pie of Life Chart" to determine/assess and evaluate the areas we focus our time and energy. Become aware of what parts of our lives are in or out of balance.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met 100% of our faculty "pie of life charts" showed work as the area of our life which is heavier than others. 100% of us have a work-life imbalance. Areas needing tended include	**Enhancement:** Understand and respect each of the important areas of our life. Make time for less tended areas. EASIER SAID THAN DONE!

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: Work-Life Balance.	family, sleep, fun, and self. (04/14/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Questions for reflection: Am I involved in too many activities? Is there too much on my place? Are there areas of my life that need more of my attention? What changes do I want to make? What can I do to round out my life? Achieving a balanced lifestyle IN A MANNER THAT CONSISTENTLY SUSTAINS THE THINGS WE VALUE MOST is a balanced life.	(04/14/2016)
	Survey - Information Literacy and Technology Use Survey **Target for Success:** Complete survey and engage in reflection	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 1. 17 of our 20 faculty [FT + PT] completed detailed survey to assess transition to 5 unit hybrid, adopting Learning Management System (LMS)/Catalyst or Canvas, and inclusion of Information Literacy (see comprehensive results and analysis in document repository). 2. 9 of our 20 faculty engaged in reflection of survey results at department retreat 20 Jan 2017. All faculty were e-mailed retreat notes and reflection. 3. Faculty identified challenges and best practices for transitioning to 5 unit hybrid, adopting Learning Management System (LMS), and inclusion of Information Literacy. (02/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In addition to the retreat, completing the survey served as a reflection tool. Faculty identify (1)sharing best practices/ideas successfully used by colleagues and (2)a resource library as most helpful resources to help through the transition.	**Enhancement:** Share resources including activities and assignments used to teach Information Literacy and resources for hybrid-online instruction. (02/27/2017) **Follow-Up:** E-mail survey results and retreat notes to all faculty for review and reflection. (02/27/2017)

The biggest challenge for students is learning to navigate the Learning Management System [canvas or catalyst]

Related Documents:

[Info Lit + Technology Use Survey.pptx](#)

[Info Lit + Technology Use w: qualitative.pdf](#)

[Retreat jan 20 event design.doc](#)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Speech Communication_PLO_7 - Provide resources and professional development opportunities to faculty regarding equity and cultural competence. **PLO Status:** Active **Outcome Creation Date:** 04/08/2014	**Other -** Monthly Department Meetings, Mentoring, Annual Department Retreat, Team Teaching, Department E-mail, Collaboration, Equity Assessment **Target for Success:** Provide resources and opportunities to 100% of f.t./p.t. faculty	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met In a fall 2013 survey, 87.5% of our full- and part-time Speech Department faculty responded yes to the question "Would you be interested in developing/enhancing your skills and approach to teaching Speech 10: Fundamentals of Oral Communication?". Based on these survey results, we facilitated a 2-hour SPCH 10 assessment, challenges, and best practices session at our 2014 department retreat (04/17/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students taking a basic Fundamentals of Oral Communication course are exposed to a wide range of communication contexts and skills. Teaching a Fundamentals course requires the teacher to have a broad and deep understanding of interpersonal, group, and public speaking. Our faculty shared experiences and best practices for meeting the challenges of scaffolding and integrating interpersonal, group, and public speaking theory and practice in ways that create a well balanced course.	**Enhancement:** Facilitated 2-hour assessment, challenges, and best practices session at our 2014 department retreat. E-mailed assessment and best-practices materials to all faculty in the department. (04/17/2014)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 1. Veronica Neal, Director of Equity conducted a workshop at Speech Department winter quarter 2014 retreat (agenda included campus equity goals for the year, difference between equity and equality, cultural humility as a path to equity, are we student centered, how can we help students navigate the system, is our current process of creating syllabi equity sensitive, how can we work with our colleagues, what we are doing, what more can we/I do). One of the biggest gains was the enthusiasm/momentum towards equity dialog, assessment, and action.	**Enhancement:** We will provide all faculty with equity resources and notify and encourage faculty to attend/participate in campus equity workshops. (04/14/2016) **Enhancement:** 1) Develop and administer Speech Department equity assessment spring 2014. 2) Include SLO's in syllabi/green sheet to inform teaching and make transparent student

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

		2) Faculty attended the following 2014 Partners In Learning sessions:
		   Cultivating Resilience with Art and Mindfulness;
		   Teaching and Learning in Unworkable Spaces;
		   Resilience: Real-Life Experiential Learning for Retention, Relationship-Building, and a Repository of Skills;
		   Bystander Intervention;
		   Finding Strength in Every Student;
		   Trailblazers and Their Guides: A Conversation between First-Generation College Students and Their Faculty and Staff Advocates.
		
		(04/16/2014)
		Reflection (CLICK ON ? FOR INSTRUCTIONS): At our 2014 department retreat faculty committed to strive for equity by treating every person fairly/creating opportunities for each student/colleague to succeed.
		
		We explored cultural humility as a path to equity.
		
		We discussed + e-mailed slo's and plo's out to all faculty. We include slo's in our syllabi. We acknowledge that the process of creating syllabi is equity insensitive because syllabi are created before we meet our students (except for Stasio's Speech 70 and SPCH 15/syllabi created after assessing student needs based on facilitator skills profile.
		
		The racial achievement gap is only one measure of overall campus equity. We are committed to further explore the equity gap and to identify initiatives that will inform our praxis around student equity (and equity among colleagues).
		
		What we do:
		*include slo's in syllabi to inform our teaching and to make student learning outcomes transparent for students
		*collect and disaggregate data for equity from program review data sheets, institutional research, department, and individual level assessment
			learning outcomes.
			
			3) Engage in equity dialog and planning at monthly department meetings.
			
			4) Mentor two full-time faculty in facilitative teaching models (by team teaching spch 15 and spch 70) (04/16/2014)
			Follow-Up: Department equity assessment spring 2014. (04/16/2014)

| | | *review/update department webpages, program descriptions, and student communication for inclusive language + representation of diversity
*provide equity training and forum for equity dialog
*develop standard grading practices/rubrics
*support college/division/department b equity yy contributing to/participating on equity action committee (EAC) working group

What more we will do:
*take more measures to provide students with resources to support their individual success (texts, support services, financial aid, etc)
*create a department equity plan
*develop and conduct Speech Communication Department equity assessment
*provide more training opportunities regarding diversity, equity, and cultural competence to faculty, staff, tutors, students
*work with colleagues to create division equity plan | |
| | **Other -** 1. Track/document equity professional development discussions/activities available to our faculty.
2. Track/document equity resources made available to our faculty.
Target for Success: Equity resources and professional development activities available to 100% of our faculty. | t
Program Review Reporting Year: 2015-2016
Target : Target Met
Faculty discussed and engaged in equity themed planning and activities at our monthly department meetings, convocations, annual department retreats, division retreat, Partners In Learning workshops, college-wide equity events, as members of the equity core-team and as member of equity action council.

We have made progress in the following areas:
1.   Included equity pedagogy in our SPCH70 and SPCH16 classes in the context of oppression, embedded racism/sexism/inequality, organizational hierarchy, leadership and gender, perception management, and role of technology in relationships. | **Enhancement:** Recruit Russell Hong to serve on division equity core team and engage us in equity dialogue and activities at department meetings/events. (04/15/2016) |

2. Modeled facilitation tools like ice breakers, world café, and concentric circles etc. to engage in deeper, more nuanced and personal discussions on equity and social justice via readings; discussions at monthly department meetings; department and division annual retreats; attendance of regional conferences; and mentoring faculty in using equity pedagogy in their classrooms.

3. Modeled faculty equity walk at department retreat to sharpen and focus inclusion initiatives, and especially to open dialogue about the challenges and disparities faced by our PT faculty.

4. Designed department SLO assessments that make it easier for all FT and PT faculty to participate in the assessment process.

5. Facilitated department retreat workshop to explore ways to communicate in our syllabi that our classroom is a safe, inclusive, supportive space for learning. Design syllabi to represent equity pedagogy from a strength based instead of deficit based frame.

6. Evaluated "Pie Chart of Life" that assesses and illustrates the challenge of promoting equity in our classrooms, departments, and division, when we ourselves struggle to find a healthy work-life balance.

7. Trained student facilitators to facilitate various equity based dialogues in their classes, on campus, at conferences, and in their extended communities. Continuous support of student facilitators, speech majors and honors students as community leaders in various organizations on campus.

8. Added equity questions in our quarterly survey administered in all speech classes for the years 2014-15 and 2015-16. This data has been discussed at our annual department retreats and strategies devised to close the equity gap further like use of OER resources, facilitative pedagogical strategies, and balancing emotional and cognitive learning.

9. Participated in campus-wide equity training/workshops/retreats/community conversations (Sexual Harassment Training, Equity Walk, Inclusive Syllabi, Compassionate Communication in the Classroom,

Compassionate Communication with colleagues, Cultural Humility, Advocates Supporting LGBTQ, Suicide and Anti-bullying, etc.).
10.   Lead campus-wide equity dialogues and workshops.
11.   Served on Equity Action Council.
12.   Partnered and liaised with LA Division Equity Core Team to develop and implement campus equity action plans.

Resources made available at the above listed events and in our department meeting minutes mailed to all FT and PT faculty in our department.

Resources made available through sharing equity best-practices. (04/15/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): We as a department work from an equity frame in all we do. These resources and activities deepen that frame.

Assessment: Assessment Unit Four Column

Dept - (LA) English

For 2017-18 Submitted by:: Roseanne Quinnn

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
English AA Degree PLO_1 - use critical thinking to analyze texts representing different historical periods and multiple genres including poetry, drama, fiction, and film **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Focus Group -** At a faulty meeting 10/8/13 all English faculty discussed how to teach students to interpret literary texts. **Target for Success:** All faculty will understand how to teach student to competently interpret literary texts. **Comments/Notes:** All faculty present were asked to answer in writing: "What do students need to do or know in order to interpret a literary text?" · Lydia Hearn distributed and discussed her handout: "Teaching Close Analysis of Poetry Without Scaring Students" and facilitated a quick discussion of "hyperbole" though brainstorming why people choose to exaggerate something. Then she led a discussion of where hyperbole is found and what its purpose is in Jimmy Santiago Baca's "So Mexicans Are Taking Jobs from Americans." · Marilyn Patton showed her DA faculty website, and "Analytic Tools for Deconstructing Literary Texts" as well as "Close Reading" under ELIT 46A. http://faculty.deanza.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met All faculty expressed greater confidence and better preparation for teaching students to interpret literary texts. (12/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The primary means by which we assess this objective is student essays. However, we have not been consistent about the goals and structure of this essay. Some instructors encourage students to fulfill some of their writing requirement for the course in "Literature Response Essays" which explore a passage from a text, looking at layers of meaning through different lenses and contexts, without requiring a thesis-driven linear argument. Other instructors insist that every essay a student submits should include all the elements of a thesis-driven argument. We feel that both types of writing are valuable to students and promote their critical thinking skills. However, the difference in requirements could be confusing to students and contribute to lower success if they misread assignments. We will address this difficulty by providing more explicit assignments with sample essays to represent the different approaches to writing about literature. **Related Documents:** [2013 Focus Group on Literature courses](#)	**Enhancement:** Instructors will focus on assignments, sample student essays and grading strategies that point out the successful use of literary interpretation and critical thinking in writing. (04/24/2014) **Enhancement:** We will address this difficulty by providing more explicit assignments with sample essays to represent the different approaches to writing about literature. (04/24/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	edu/pattonmarilyn/stories/storyReader$717 · Becky Roberts—Metacognitive Moment—clustering literary interpretation and theoretical terms into sets of terms that are focused on close reading, then		
English AA Degree PLO_2 - demonstrate awareness of diverse social and cultural perspectives by synthesizing historical, formal, and critical ideas in interpreting a text **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Survey -** All students in literature courses were surveyed about their experience of diverse texts and writers in literature courses. **Target for Success:** AT least 70% of students will report that they have a strong awareness of diverse social and cultural perspectives.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met In a survey of all literature courses, students were asked the following question: 1. How would you rate literature course offerings in terms of covering global, cultural and social awareness? Here are the results: 56% reported Strong or Excellent awareness of diverse social and cultural perspectives. Weak 7 Adequate 67 Strong 76 Excellent 17 (04/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This result indicates a strong need to diversify our courses. To that end, we have written curriculum for African American literature and Ethnic literature of the United states. These courses were approved in the fall and added to the English major in the catologue. They will be offered for the first time in 2014-2015. **Related Documents:** [2013 Literature Student Survey](#)	**Enhancement:** We have written curriculum for African American literature and Ethnic literature of the United states. These courses were approved in the fall and added to the English major in the catologue. They will be offered for the first time in 2014-2015. (04/14/2014) **Follow-Up:** We are also working on a World Literature Survey series, to be submitted for approval by curriculum committee next year. (04/14/2014)
English AA Degree PLO_3 - compose well developed and effectively organized essays including in-class essays and interpretive arguments **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Survey -** All students in literature courses were surveyed about their preparation for the writing requirements of the English major. **Target for Success:** 70% or more should report that they are adequately or better prepared for writing in the English major. **Comments/Notes:** Survey results	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 82% of students reported that their courses prepared them "very well" or "extremely well" for the writing requirements of the English major. (12/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Although our target was met, at our department meeting, we discussed ways to make the goals and assumptions of literature essays more explicit. We will address this goal by providing	**Enhancement:** The department has begun work on several "common research assignments" that can be used in EWRT 1A & 211. These assignments will be tested in several year long learning communities e.g. CREM, FYE, etc. and those students will be surveyed in EWRT 2 to see if

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	indicate that only .037 percent of the students feel they are inadequately prepared for writing in the English major. This is the question and result: If you have taken at least one literature course already, how well do you think your literature courses have prepared you for the writing requirements of this discipline? a. Poorly 6 b. Adequately 47 c. Very Well 58 d. Extremely well 31 e. Not applicable 25	more explicit assignments with sample essays to represent the different approaches to writing about literature. **Related Documents:** [2013 Literature Student Survey](#)	their level of confidence increases. (04/24/2014)
English Composition PLO 1 - Students will demonstrate competence in college writing requirements including organization, revision, critical thinking, research and documentation of research. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 07/10/2013	**Portfolio Review -** The EWRT 211 students in all sections of the class for the Spring 2012 quarter participated in a portfolio assessment of their ability to develop and organize essays throughout a quarter. **Target for Success:** That at least 70% of students would be able to complete the portfolio process with a passing score of 75% or better. **Comments/Notes:** With over 20 faculty members participating in the PLO assessment, we hoped to get strong sense of whether our students were able to meet the required Program Level Outcome.		
	Survey - Student survey distributed among the Fall 2012 EWRT 2: Critical Thinking in Writing classes. **Target for Success:** That 70% or	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Students in EWRT 2, our last course in the composition sequence, were asked to respond to the following	**Enhancement:** Since we have a 90% pass rate in EWRT 2, student self-perception does not seem to

	more of the students felt that the class was providing them with critical thinking skills they could apply to their writing and reading assignments. **Comments/Notes:** On the survey, we used these two questions to gauge the students response. 5. This course improved my ability to apply critical thinking skills to complex readings. 6. This course improved my ability to write analytical essays based on complex texts.	statement: This course improved my ability to write analytical essays based on complex texts. The results indicate that 82% agreed or strongly agreed that their ability in this area improved. Strongly Agree: 69 Agree: 78 Neutral: 24 Disagree: 7 Strongly Disagree: 1 (04/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While these are strong results, we do worry about the 32 students who felt they did not improve and whether these self-assessments correspond to reality. **Related Documents:** [2012 EWRT 2 Student Survey Results](#)	match instructor evaluation, because 17% believe they have improved little or not at all. We need to do a better job of educating students about the standards for the course and helping instructors understand and explain the standards as well. (04/14/2014)
English Composition PLO 2 - Demonstrate analysis, comparison, synthesis, and evaluation of college level texts and independent research. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013	**Survey -** A survey of EWRT 2 students in multiple classes was conducted during the Fall 2012 quarter with targeted questions about students confidence in developing and using research skills. **Target for Success:** That a minimum of 70% of students feel confident in their ability to use, analyze, and conduct research.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Students in EWRT 2 were asked to respond to the following statements. Based on their answers, 73% of those surveyed feel confident about their ability to use, analyze and conduct research. Here are their answers: I feel more confident in both locating useful research sources. Strongly Agree: 50 Agree: 77 Neutral: 42 Disagree: 7 Strongly Disagree: 1 8. I feel more confident incorporating outside sources into my own work. Strongly Agree: 61 Agree: 73 Neutral: 33	**Enhancement:** At a department retreat Spring 2013, we looked at the composition sequence to see where we might be able to add to the curriculum so that students had a chance to preview and prepare for the research process in courses prior to EWRT 2. After 2 additional department meetings, we voted to add skills related to using sources to the curriculum in EWRT 211 and in EWRT 1A. (04/14/2014) **Follow-Up:** Changes to EWRT 211 were submitted to curriculum committee in fall 2013; changes to EWRT 1A will be submitted in Spring 2014. (04/14/2014)

Disagree: 9
Strongly Disagree: 2

9. I feel confident about my ability to analyze, compare, synthesize and document my own independent research.

Strongly Agree: 56
Agree: 77
Neutral: 37
Disagree: 5
Strongly Disagree: 4
 (04/14/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): While we met our target for student confidence with the research process, we believe there is room for growth in these results, and that students should be better prepared when they get to EWRT 2 so that the research process doesn't see so overwhelming.

Related Documents:

[2012 EWRT 2 Student Survey Results](#)

Assessment: Assessment Unit Four Column

Dept - (LA) English as a Second Language

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Cross Cultural Partners PLO_1 - Upon completion of this program, ESL students will demonstrate integration into the larger English-speaking community by intensive one on one interactive communication with a fluent speaker of English. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Survey -** Online Satisfaction survey		
	Other - Oral and written testimony **Target for Success:** ESL participants in CCP will improve their English skills and will feel more comfortable using English.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met ".There is no other program on campus that can provide my ESL students with this kind of communication practice." (Marcy D. Betlach, ESL Instructor) ".In many cases, they tell me that they have come to better appreciate the nuances (and in some cases, peculiar eccentricities) of how they comport themselves linguistically," (Toño Ramirez, Philosophy) (10/15/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Comments are all positive. The program promotes equity. **Related Documents:** [ESL PLOs Instructor Testimonials_spring 2017.pdf](#)	**Enhancement:** Advertise the program to involve students from each of the Divisions and more departments. (10/15/2017)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Participants stated in presentations and in written testimony that they could now communicate better and felt more comfortable using English and talking with Non-ESL students. (05/10/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Presentations and testimonials given at the final Get Togethers and through email correspondence from Winter 2013 to Winter 2014, ESL participants in CCP felt their English skills had improved and they were more comfortable using English.	**Enhancement:** Surveys will be revised to better analyze outcomes. Questions used during interviews will be revised to more directly address the expected goals of the program. (05/10/2014)
Cross Cultural Partners PLO_2 - Upon completion of this program, Non-ESL	**Presentation/Performance -** Presentations at the Final Get-	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met	**Enhancement:** Non_ESL students will be asked to submit a short

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
students will broaden cross-cultural understanding and sensitivity. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	together **Target for Success:** Non-ESL participants felt their knowledge of a foreign culture and their ability to communicate and understand a person from another culture had improved.	Non-ESL students reported in presentations that they had a better awareness and sensitivity for the challenges involved in cross-cultural communication. (05/10/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While oral presentations were positive from the focus group, students will be asked to submit a written report in order to illicit more examples of what in particular helped the non-ESL students to deepen understanding of and sensitivity to cultural pluralism.	report describing how CCP affected their degree of cross-cultural understanding and sensitivity. (09/22/2014)
	Focus Group - Non-ESL Students will share experiences showing appreciation of the rich reward of living in a diverse culture. **Target for Success:** 90% of comments will be positive.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met "My students who participate in CCP tend to be more engaged, they tell me that they learn things from their non-native language speaking partner that they didn't know before. I see a growth in confidence, a greater interest in other people." (students of Maureen Ward-Eichel, Psychology Department) ."Many are surprised at the new things they learned about other cultures, and they talk about how nice, kind and friendly their partners are. " (Marcy D. Betlach, ESL Instructor) (10/15/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Comments are all positive. The program promotes equity. **Related Documents:** ESL PLOs Instructor Testimonials_spring 2017.pdf	**Enhancement:** Advertise the program to involve students from each of the Divisions and more departments. (10/15/2017)
Cross Cultural Partners PLO_3 - Upon completion of this program, ESL students will improve overall oral communication skills in English. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Focus Group -** Students will discuss their ability to use English verbally.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met ... It is mutually beneficial; the fluent speakers of English get to help a less fluent individual become more comfortable with using the language, with the new culture/environment in which they find themselves, and with a fluent speaker. (Student of M. Elaine Lee, Communication Instructor) Many students speak their first language outside of class in their home and even in their workplace. These extra contact hours are hugely beneficial to their language acquisition process and success. (Students of Marcy D.	**Enhancement:** The program should be publicized across all Divisions/Departments more. (10/13/2017)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Betlach)	

In many cases, they tell me that they have come to better appreciate the nuances (and in some cases, peculiar eccentricities) of how they comport themselves linguistically, and to see how the way that they communicate shapes many of their interactions with others. (Toño Ramirez, Philosophy Instructor) (10/13/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The program is solving a very real gap that courses cannot solve as evidenced by:

"I teach Biology, and I continue to publicize this program to my students largely due to the comments I have received from students who take part in it. One student out of the blue e-mailed me without being prompted saying, "Thank you for introducing me to this program!". Another student wrote, "Thank you so much for making participation in this club a part of extra credit for you class. Without that option, I don't think I would have ever found out about this wonderful organization on campus. "

Related Documents:

ESL PLOs Instructor Testimonials_spring 2017.pdf

ESL Program PLO_1 - Orally communicate effectively and comfortably with native speakers in academic and social settings.
PLO Status: Not Part of Certificate/Degree
Year(s) to be Assessed: 2010-2011, 2011-2012
Outcome Creation Date: 04/15/2011

Other - ESL full and part-time faculty met for a department meeting to discuss SLOAC results for ESL 251.
Target for Success: Craig Norman and Pati Carobus introduced the SLOAC results for ESL 251 in order to help faculty understand the expectations of the class.

SLOAC results showed that ESL 251 instructors were trying to cover a great deal of ground in a short academic term. Some of the questions that they raised, given that the period can not be lengthened, include:
•should we be teaching presentation

Program Review Reporting Year: 2012-2013
Target : Target Met
Data same as SLOAC for ESL 251 (04/26/2013)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Craig Norman and Pati Carobus introduced the SLOAC results for ESL 251 in order to help faculty understand the expectations of the class. SLOAC results showed that ESL 251 instructors were trying to cover a great deal of ground in a short academic term. Some of the questions that they raised, given that the period can not be lengthened, include: •should we be teaching presentation skills, though it's not in the outline •how directly should pronunciation be taught? •what is the role of academic vocabulary development? •what about idioms? •how do you get through the material that needs to be covered in the 75 minutes? •how do you teach listening (in or outside of class)? A discussion ensued in which faculty presented a number of suggestions regarding

| | skills, though it's not in the outline
•how directly should pronunciation be taught?
•what is the role of academic vocabulary development?
•what about idioms?
•how do you get through the material that needs to be covered in the 75
 minutes?
•how do you teach listening (in or outside of class)?

A discussion ensued in which faculty presented a number of suggestions regarding course content, materials, and assessment. Some instructors suggested that maybe it's time to take off the idiom textbook from the textbook list while others pointed out that since 244 already includes some academic English, this 251 course should be more academic. Others suggested that perhaps teachers should modify the course outline with a clause to suggest the increased academic focus. Faculty agreed that ESL 251 should focus on academic vocabulary (hence, academic word list) and the consensus of the group was to remove the idiom book from the list of approved book and instead choose listening/speaking texts that use the academic word list.

Comments/Notes: SLOAC results showed that pronunciation should be a major focus too and most agreed that the students need it at | course content, materials, and assessment | |

this level, though the challenge is time. Faculty also pointed out that they put presentation skill and academic note taking into the course standards. Finally, the group agreed that the course should be more academic, include presentations, include pronunciation, include note-taking. Pati agreed to the group's request to write a draft of the standards for the course, which would also include the new academic focus.

Marcy pointed out that these meetings were very insightful and productive and suggested that ESL faculty meet more often to discuss SLOAC results.

ESL Program PLO_3 - Demonstrate comprehension and analytical reading skills

PLO Status: Not Part of Certificate/Degree
Year(s) to be Assessed: 2010-2011, 2011-2012
Outcome Creation Date: 04/15/2011

Underlying Course - ESL faculty met to discuss the SLOAC results for the ESL reading courses at a department meeting. Faculty first briefly discussed the SLOs that were generally met by students, such as students identifying and analyzing organizational and rhetorical modes as well as comprehending literal and inferred meaning of academic reading. Although the faculty were pleased with the results of these SLOAC results, they did have great concern about the SLOACs that were not met by students.
Target for Success: Faculty should be satisfied with SLOAC reading data.

Program Review Reporting Year: 2015-2016
Target : Target Met
Thirteen ESL faculty met at two department meeting during the Winter '16 quarter. The faculty reviewed the SLOAC reports for ESL 252, 262, and 272 reading courses. All three reports indicated that the students met the SLOs for each course. (04/05/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): For 272, student success depended on the previous 252 and/or 262 class/teacher. This emphasizes the need for the department to norm to ensure that all teachers are upholding the same standards. Many instructors pointed out that there's just too much to cover in 12 weeks. However, Clara clarified that 272 is a 5-unit class whereas 252 and 262 are 3-unit classes, and so the rigor should be commensurate with the number of units.
For SLO 2 – It's been suggested to delete "rhetorical modes" from the SLO because not all teachers, let alone students, know what it means. And besides, it's an outdated term. The new SLO should instead read "Identify

organization, tone, and purpose of reading materials." Everyone present at the meeting agreed that it's a better SLO.

For SLO 4 – most of the instructors reported that the critical thinking and analytical skills part for the lower reading levels should be enhanced more by offering engaging texts for students to read and analyze.

Program Review Reporting Year: 2013-2014
Target : Target Not Met
ESL faculty met to discuss the SLOAC results for the ESL reading courses. Faculty first briefly discussed the SLOs that were generally met by students, such as students identifying and analyzing organizational and rhetorical modes as well as comprehending literal and inferred meaning of academic reading. Although the faculty were pleased with the results of these SLOAC results, they did have great concern about the SLOACs that were not met by students. The reading SLOACs revealed that students had challenges using critical reading and thinking skills and some instructors have very different grading criteria. (11/14/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Faculty proposed that the program should introduce summary writing in lower level courses like ESL 244. Faculty also pointed out that ESL 252 instructors should be explicitly teaching the summary. It was noted that one outcome of the reading SLOACs two years ago was to make ESL 262 (advanced reading) and ESL 263 (advanced writing/grammar) co-requisites, which would support students writing successful summaries. Faculty suggested the program provide more norming sessions to ensure summary writing is being taught in ESL 252 as well as to revise and standardize a common summary grading rubric for ALL reading classes (252, 262, 272). To help broaden students critical reading and thinking skills teachers need to teach analytical reading/writing which is now required in 262 and should be introduced in 252 and introduce exercises that differentiate between facts and opinions.

Finally, the faculty overwhelmingly agreed that the

Enhancement: Finally, the faculty overwhelmingly agreed that the department needs to have more teacher workshops and training and hire faculty who are specialists in critical thinking at the ESL lower levels. (11/14/2013)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		department needs to have more teacher workshops and training and hire faculty are specialists in critical thinking at the lower levels.	
ESL Program PLO_2 - Produce standard academic writing at the college-entry level **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 04/15/2011	**Underlying Course -** An ESL department meeting was held to discuss the outcomes and ramifications of SLOAC ESL 273. **Target for Success:** ESL faculty will be informed and in agreement of the outcomes of SLOAC ESL 273.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Craig Norman, the department's Student Learning Outcome (SLO) point person, and Michelle DuBarry presented the results of the completed assessment for 273. Since we already have the 273 portfolio process in place, we used that to assess how well students have met the SLOs for 273. At the end of 2009 fall quarter, most of the 273 instructors met to debrief and come up with results of the portfolio process, which all think is a valuable process, one that reaffirms course standards, enables faculty collaboration, and acts as an effective assessment tool. (06/28/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** During that discussion, we found that only 65-70% of students are able to meet the SLOs for this level, basically due to their struggle with critical thinking. We feel that there needs to be better articulation between 263 and 273, and better articulation between 262 and 263, and 272 and 273. The reading and writing components at these higher levels need to include critical thinking in all assignments and be better integrated. Also, in light of the Student Success Center (SSC) reorganization, students will require some form of grammar supplementation.	**Enhancement:** SLOAC results clearly reveals that students are deficient in not only academic language proficiency, but also critical thinking skills. These skills are essential for future success of our international and English as Second language students. Therefore, the faculty overwhelmingly agreed that the department needs to have more teacher workshops and other related training sessions. Most importantly, since teaching advanced composition requires instructors to have special composition and critical thinking training, the department needs to hire at least two full-time faculty with this specialized training. (12/10/2013) **Enhancement:** Related to the results of the SLOAC Craig moved on to explaining the next steps. Craig told us that 262 would be the next class to assess SLOAC. Marcy Betlach is working with Craig on this. Near the end of winter quarter, all 262 teachers will choose the same reading for all students to read and summarize. A rubric will be developed, and hopefully, the

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			teachers will meet to norm their reading of the summaries. All 262 faculty will then gather to read the summaries and debrief to examine how well students met the SLOs for 262. (06/28/2012)
	Demonstration - Students wrote compositions on a related topic and/or took an exam. **Target for Success:** Students demonstrate 80% success or above for this PLO	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Faculty met at a program meeting and discussed the SLOAC results of ESL writing courses. The results showed that some SLO targets were met while others were not met. (04/17/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty thinks we need more time (units) to teach grammar and writing. We also discussed what percentage of the class should be about grammar and what percentage of the class should be about writing. We need to review the standards. We agreed to talk about this during the retreat.	**Enhancement:** Better synergy and/or coordination between writing instructors and WRC tutors can be fostered and put in place. Faculty can consider a more structured tutoring format that includes a general quarterly meeting where writing instructors and tutors can dialog with one another and the use of WRC as a mandatory requirement for the writing courses. (04/17/2017)
ESL Program PLO_4 - Listen effectively in a variety of academic, personal and vocational situations **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011	**Focus Group -** Craig Norman and Pati Carobus introduced the two SLOs for ESL 251, which included a discussion of the listening comprehension outcomes, at a department meeting and helped the faculty members understand the outcome of our listening/speaking classes. **Target for Success:** 100 percent of students can listen effectively in a variety of academic, personal, and vocational situations **Comments/Notes:** Pati and Craig explained that teachers were trying to cover a great deal of ground in a short academic term for listening/speaking. Some of the questions that they raised, given that the period can not be	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Pati and Craig explained that teachers were trying to cover a great deal of ground in a short academic term for listening/speaking. Some of the questions that they raised, given that the period can not be lengthened, included how do instructors get through the material that needs to be covered in the 75 minutes and how do instructors teach listening (in or outside of class)? (11/14/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Craig and Pati pushed members to try to weigh or prioritize the different skills since teachers may tend to put listening skills as a secondary skill even though the course is a "listening/speaking" course. Craig pointed out, and Linda Yee agreed, that often in 261 students are strongly challenged (even "gasping") when confronted by lectures which challenge students' listening comprehension abilities. Marcy suggested that the department agree that the course should be more academic, include presentations,	**Enhancement:** Craig and Pati pushed members to try to weigh or prioritize the different skills since teachers may tend to put listening skills as a secondary skill even though the course is a "listening/speaking" course. Craig pointed out, and Linda Yee agreed, that often in 261 students are strongly challenged (even "gasping") when confronted by lectures which challenge students' listening comprehension abilities. Marcy suggested that the department agree that the course should be more academic, include presentations, include pronunciation, include note-taking and listening comprehension

	lengthened, included how do instructors get through the material that needs to be covered in the 75 minutes and how do instructors teach listening (in or outside of class)? Craig and Pati pushed members to try to weigh or prioritize the different skills since teachers may tend to put listening skills as a secondary skill even though the course is a "listening/speaking" course. Craig pointed out, and Linda Yee agreed, that often in 261 students are strongly challenged (even "gasping") when confronted by lectures which challenge students' listening comprehension abilities. Marcy suggested that the department agree that the course should be more academic, include presentations, include pronunciation, include note-taking and listening comprehension activities and the group agreed.	include pronunciation, include note-taking and listening comprehension activities and the group agreed.	activities and the group agreed. The group also pointed out that the program needs new full-time faculty to help lead professional development workshops. Finally, It was clear to all faculty that new full-time hires are necessary to help bring in new ideas to address these "sticky" pedagogical issues and to help full-time and part-time faculty teach best practices to ESL students. (11/14/2013)

Assessment: Assessment Unit Four Column

Dept - (LA) Journalism and Mass Communication

For 2017-18 Submitted by:: Cecilia Deck

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Journalism AA Degree PLO_1 - Students will demonstrate competency in the basics of journalistic writing, including grammar, punctuation, story structure and journalistic style. **PLO Status:** Active **Year(s) to be Assessed:** 2016-2017 **Outcome Creation Date:** 12/31/2010	**Portfolio Review -** Review the portfolios of students in JOUR 21a, an AA degree required course, to determine competency in basics of journalistic writing. **Target for Success:** This assessment will help establish a baseline and future targets.		
	Exam - Course Test/Quiz - For the final exam in JOUR 21a or 21b, students will write a news-style story which will be evaluated for grammar, punctuation, story structure and journalistic style. Each item will be evaluated on a scale of 1 (Poor), 2 (Satisfactory) or 3 (Excellent) **Target for Success:** 80 percent achieve 2.5 or higher on each measure.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met The final exam of 14 students in Jour 21A was evaluated for grammar, punctuation, story structure and journalistic style. These four categories were scored from 1 to 3 (Poor: 1, Satisfactory: 2, Excellent: 3). The results: Grammar: 2.5. Punctuation: 2.8; story structure: 2.4; journalistic style: 2.6 (12/18/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The target was met overall, but "story structure" scored 2.4, below the 2.5 measure of success. Because this is a crucial aspect of writing journalistic stories, this is an item we should revisit and reassess. Enhancement: Add more content to course such as studying sample stories, creating different ways to structure one specific story, preferably a hands-on activity, then reassess.	
Journalism AA Degree PLO_2 - Students will demonstrate	**Directly related to Outcome**	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met	

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
competency in research, information gathering and critical analysis of information using techniques such as observation, researching sources and interviewing. **PLO Status:** Active **Year(s) to be Assessed:** 2016-2017 **Outcome Creation Date:** 12/31/2010	**Directly related to Outcome**	For this assessment, I analyzed a story assignment given to Jour 21b students. The assignment was to seek out a subject to interview and write a profile story about. Part of the assignment requirement included observing the profile subject in their own environment and included that description as part of the story. Another key part of the assignment was to conduct an in-depth interview with the profile subject, as well as interview others about the person being profiled. Finally, students were asked to conduct research to find out as much about their profile person as possible (in addition to their own and others' observations (i.e., looking at Linked-In profiles, resumes, past news clippings, etc.). Of 24 students, 22 completed the profile assignment. Of the 22, 19 had scores of 90 or above. Three students had scores between 80 and 89 (out of 100). The high scores show students demonstrated competency in research, information gathering and critical analysis. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I am happy with the result of this assessment and believe it adequately addresses student learning outcomes.	
	Project - Review event feature stories students write in JOUR 21b, a required course in the JOUR AA, evaluating critical analysis and observation, researching and interviewing. **Target for Success:** This assessment will help establish a baseline and future targets.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met 16 of 16 students wrote feature event stories which involved research an event, attending, reporting on the event, interviewing an organizer and using critical analysis to synthesize information and draw out the most interesting aspect to use in the lead of the story. Of 16, 10 wrote stories deemed publishable with few edits. Three wrote stories deemed publishable with substantial editing and three wrote stories deemed unpublishable because of missing information and/or lack of critical thinking. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Fewer than one-third of stories (62 percent) demonstrated competency in research, information gathering and critical analysis of a caliber to be publishable with few edits. Another 19 percent would need substantial editing, while 19 percent were fails. This was a mid-term project, and the objective perhaps would have proved more successful if assessed at the end	**Enhancement:** Assess the SLO at the end of the quarter when students may better understand the rigor expected in research, information gathering and critical analysis. Reinforce teaching about interviewing. (03/04/2015)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		of the quarter.	
Journalism AA Degree PLO_3 - Students will compile a portfolio of print, electronic and/or multimedia projects that tell journalistic stories. **PLO Status:** Active **Year(s) to be Assessed:** 2016-2017 **Outcome Creation Date:** 12/31/2010	**Portfolio Review -** Review portfolio of assignments for JOUR 61a, a requirement for the JOUR AA degree, to include print, electroic and/or multimedia projects. **Target for Success:** 90	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 14 of 17 students turned in a portfolio of assignments that included at least eight stories and one video telling journalistic stories. Students who did not turn in portfolios may have also created the baseline number of stories, but they are not reflected in these results. (12/15/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The target should be 90 percent, and every student should create a portfolio.	**Enhancement:** Students need more help completing assignments and creating online portfolios. One enhancement would be more help in the journalism lab, e.g. an instructional assistant. (12/15/2017)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 10 of 10 students turned in portfolios that included at least three print and/or electronic or multimedia projects that tell journalistic stories. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students created portfolios of projects that tell journalistic stories. These portfolios can be used in seeking employment and/or as a basis to continue adding to as students continue their journalism education.	
Journalism AA Degree PLO_4 - Students will apply media literacy skills to explain the communication process and detect media bias. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 10/13/2010	**Portfolio Review -** Students in JOUR 2 were assessed in take-home midterm to evaluate a news website. See JOUR 2 SLO 3 **Target for Success:** This assessment will help establish a baseline and future targets.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met For JOUR 2 SLO 3, students were assessed on a take-home midterm in which they evaluated a news website using media literacy skills such as evaluating language and framing. Critical thinking was employed as students reflected on what they had discovered through their own investigation of the website. The pass rate was 86 percent. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is a typical assignment in JOUR 2 classes, demonstrating the use of media literacy skills.	
	Laboratory Project - Students critically evaluate articles from different sources including a scholarly journal article, and use sources in a research paper.		

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 90 percent		
Journalism AA Degree PLO_5 - Students will summarize steps appropriate to gain employment in a mass communications industry. **PLO Status:** Archived PLO Statement **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 10/13/2010	**Survey -** Survey students in JOUR 2 on their understanding of career opportunities in mass media. JOUR 2 is an AA degree required course. See JOUR 2 SLO 4. **Target for Success:** 90 percent of students illustrate an understanding of career opportunities in mass media.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Surveyed 45 students at the end of the quarter on types of media careers and pros and cons of various careers in mass media including responsibilities and ethical guidelines. 100 percent of students agreed or strongly agreed taht they had learned about these considerations for investigating career opportunities. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A more descriptive survey would help in further understanding what students are actually taking away about media careers.	**Enhancement:** Suggest a survey covering JOUR 61 students as well, assessing more deeply what they understand about preparing for a media career as the landscape changes rapidly. (11/01/2014)

Assessment: Assessment Unit Four Column

Dept - (LA) Language Arts

No data found for the selected criteria.

Assessment: Assessment Unit Four Column

Dept - (LA) Reading

For 2017-18 Submitted by:: Kristin Skager

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Metacognitive Awareness - Students will develop and analyze their own metacognitive awareness of college-level reading. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 05/06/2013	**Demonstration -** Students will demonstrate their growing metacognitve awareness of their reading comprehension, through a common assignment. **Target for Success:** Students consciously explain or show how their understanding develops and changes through the course of the common assignment. **Comments/Notes:** Dept agreed to change Target for Success at Dept Meeting 10/22/13 Dept agreed to Assessment Method wording at Dept Meeting 10/22/13 **Related Documents:** Read 70 PLO Assessment Results.docx Read 200 Difficulty Paper SLO Assessment.docx Rubric for Metacognitive Assessment PLO.docx READ 211 PLO Assessment.doc	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Students in READ 200, READ 211, and READ 70 (all of our active courses for 2014-2015) were assessed for their metacognitive abilities. Data are given below: READ 211 Total Students Evaluated: 59 • 40% or 24 students revealed advanced metacognitive awareness (specific, concrete awareness of at least two problems the reader encountered in the article). • 27% or 16 students manifested competent or proficient metacognitive awareness (specific, concrete awareness of one problem the reader experienced in the text). • 17% or 10 students exhibited moderate/medium metacognitive awareness (awareness of comprehension problem, but it was not communicated clearly). • 15% or 9 students showed no or insufficient metacognitive awareness. READ 200: Total Students Evaluated: 46 Note: I adjusted the rubric used for Read 211 for Read 200 purposes of assessment.	

• 21% or 10 students had advanced metacognitive awareness (Specific, concrete awareness of at least two problems the reader encounters in the text).

• 39% or 18 students had competent or proficient metacognitive awareness (specific, concrete awareness of one problem the reader encounters in the text).

• 23% or 11 students had medium metacognitive awareness (aware of comprehension problem, but not articulated clearly).

• 10% or 5 students had incomplete metacognitive awareness.

• .04% or 2 students had no sense of problems with the text.

READ 70:

Read 70.fy1 [Read 211 cohort]
20 A's
5 b's
2 c's
Read 70. fy2 [Read 200 cohort]
12 A's
9 b's
2 c's
1 d's

(04/21/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): READ 211:
Narrative:
Approximately two-thirds of the students in the sample Read 211 classes (67%) expressed awareness of at least one problem that s/he experienced while reading the article. Each of these students utilized at least one strategy to cope with the challenges of the reading.
Fewer students (17%) related their awareness of

challenges in comprehension, and were unable to communicate what the difficulty was or how to tackle the problem. A similar number of students (15%) had an insufficient awareness or no visible experience of the difficulties within the reading.

Recommendation:
   While a clear two-thirds majority of these Read 211 students show moderate to proficient metacognitive development in their reading, the remaining 33% experience a need for more awareness in their comprehension of a sophisticated college level text. Since the Read 211 students enter the 11 week course at 9th, 10th and 11th grade reading levels, these students need to gain expertise in reading college texts, the next step in their academic plan. This data reveals a need for more experience and competence in self-awareness of their ability to draw upon and implement reading strategies, which are a foundation of the Read 211 curriculum. More practice, consciousness of various strategies (especially for, BUT not limited to nonfiction) and opportunities for self and group reflection through discussion, journals, presentations and graphic display and interpretations would foster and bolster their nascent and moderate metacognition of reading college level texts.

READ 200
Narrative:
   The majority of students in the sample Read 200 courses (60%) articulate specific or concrete awareness of at least one problem he/she encounters in the text. These students also successfully used one strategy to deal with the difficulty they encountered in the reading.
      A smaller group of students (23%) are aware of their comprehension difficulties but they are not clear about what the problem is or how to successfully apply a strategy. An even smaller group of students (10.4%) either had incomplete metacognitive awareness of no sense of any problems with the text.

Recommendation:

      The majority of the students in this Read 200 sample are progressing and demonstrating metacognitive awareness in reading. The assessment also falls in line with the challenges of teaching Read 200 courses where many students' reading aptitudes fall significantly below the 12th grade level. However, this assessment also revealed a need for incorporating several metacognitive activities and assignments into this course. In other words, Read 200 students will benefit from more reflection and metacognitive exercises in reading either through modes of writing, speaking, collaborating with fellow students, diagramming and drawing to encourage and develop self-awareness in reading.

READ 70:

Background: These 2 sections of Reading 70 were part of the First Year Experience program, so each section was a cohort of either reading 211 or reading 200 level students who were also concurrently enrolled in Sociology 1.

Narrative: The majority of both sections received A's and B's (93% in fy1 and 91% in fy2). These are strong results. The comparison between the 200 and 211 cohort matches what we have seen in other PLO's: the 200 level cohort (fy2) are slightly weaker than the 211 cohort, with more B's than A's, but still strong.

Recommendations: Perhaps this type of assignment could be useful in other reading courses to prepare our students for transfer level content area work. Annotated bibliographies are often assigned in social science courses and students benefit from guidance through this process. The assignment also forces students to distinguish between topic and thesis, which is typically an area of weakness.

Assessment: Assessment Unit Four Column

Dept - (LRC) Distance Learning

For 2017-18 Submitted by:: Lorrie Ranck (Associate Vice President - Instruction); Brandon Gainer (Faculty Coordinator - Online Education)

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
DL_SSLO_1 - For Students: To be able to successfully use DLC resources to take technology-mediated courses. **SSLO Status:** Active **Year(s) to be Assessed:** 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018 **Outcome Creation Date:** 10/20/2009	**Survey -** First assessment cycle conducted in 2010-11 Student survey consists of multiply choice and open-ended questions. The plan is to at least conduct it once a year. **Target for Success:** 70% will agree that the outcome has been met. **Comments/Notes:** 1. The percentage of positive feedback increases when there is budget, personnel and institutional growth or stability. Maintain when there isn't. 2. An increase in the number of responses collected would indicate we reach a broader user base or a higher percentage of users served. 3. The responses to multiply choice questions evaluate how satisfied users are toward the systems and services we provide. The evaluation will guide us in how and where we need to continue to provide support or improve/reduce support. 4. Answers from the open ended questions give us information on we	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met 93.1% respondents said our website was very helpful or helpful. 84 said they strongly agree or agree that Catalyst was easy to navigate, etc. Overall the goal of over 70% positive user feedback was met. See details in Documents, DLC 2010F Student Survey Summary (10/18/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The positive feedback percentages were all over the targeted 70%. We wondered if there were any students needed that we didn't meet. We decided to add open-ended questions for the next cycle. As a big portion of Catalyst users were not taking online classes, they probably did not need to visit the DLC website which is primarily for online students. We decided to phrase the question about DLC website more clearly. **Related Documents:** DLC 2010F Student Survey Summary DLC 2010F Student Survey Text	

	can derive trends, user desire and expectations, and areas of improvement. These will be assessed as moving targets to add to/change our work.		

Survey - Second assessment cycle conducted in Spring 2012
Target for Success: 70%
Comments/Notes: 1. The percentage of positive feedback increases when there is budget, personnel and institutional growth or stability. Maintain when there isn't.

2. An increase in the number of responses collected would indicate we reach a broader user base or a higher percentage of users served.

3. The responses to multiply choice questions evaluate how satisfied users are toward the systems and services we provide. The evaluation will guide us in how and where we need to continue to provide support or improve/reduce support.

4. Answers from the open ended questions give us information on we can derive trends, user desire and expectations, and areas of improvement. These will be assessed as moving targets to add to/change our work.

Program Review Reporting Year: 2011-2012
Target : Target Met
The number of responses increased from 145 when we conducted the survey in Fall 2010 to 360. 87.2% said overall they liked Catalyst, 64% of respondents said the loss of Catalyst or videostreaming would have a negative impact on their studies. The majority of respondents said they prefer to take more hybrid courses. (05/04/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): This increased number of respondents indicates that there is increased student usage, awareness and interest in evaluation of their experience with us and the Catalyst system. The majority of the respondents rated very positively on all sub-questions about Catalyst itself, tech support, teacher usage and overall feeling about Catalyst. 64% if respondents said the loss of Catalyst or videostreaming would have a negative impact on their studies. In the open-ended questions we collected a lot of meaningful feedback and suggestions from students about what types of classes they preferred, what classes would be good targets for hybrid development. We also learned the reasons they see online courses being their preferred option. Please see details in the survey report. We also found out what the purposes of students' visit to DLC website were, after using a more specific questions.
Related Documents:

[DLC 2012 Student Survey Results](#)

[DLC 2012 Student Survey Report.pdf](#)

DL_SSLO_2 - For Faculty:To be able to successfully develop and facilitate technology-mediated courses.

Survey - First assessment cycle conducted in Spring 2013

Program Review Reporting Year: 2012-2013
Target : Target Met
In our 2012 Student Survey, over 85% agreed their teacher uses Catalyst effectively. (10/22/2012)

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): This is an assessment on how faculty .	
SSLO Status: Active **Outcome Creation Date:** 11/05/2010		**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met We will collect end of workshop evaluations from faculty participants. (10/22/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** to be entered	
	Other - Seek feedback and suggestions from Catalyst/Distance Learning Committee. Mini surveys or focused group discussions on areas of services.		
DL_SSLO_3 - For staff and other clients: To be aware of the services and resources provided by DLC and use them to support college missions. **SSLO Status:** Inactive **Outcome Creation Date:** 11/05/2010			

Assessment: Assessment Unit Four Column

Dept - (LRC) Library (Hybrid)

For 2017-18 Submitted by:: Tom Dolen

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Library_PLO_1 - Through interaction in the library's courses, students will develop research skills and demonstrate a proficiency in locating, retrieving, organizing, critically evaluating, analyzing, synthesizing, and communicating information. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 11/05/2010	**Underlying Course -** First PLO assessment cycle conducted in 2012-13. All four courses need to be completed before final PLO is assessed. **Target for Success:** 80% of the SLOAC's and SSLOAC's indicate that students are reaching their outcomes.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLOAC's for the library's four credit courses have been completed and 90% or more of the students met expectations. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The emphasis of the course content in all the library's classes is on how to find, evaluate and use information effectively. Many of the assignments focus on locating information and determining whether or not it is coming from credible sources. The results of the SLOAC's were positive and demonstrated a high success rate for the particular SLO's.	**Enhancement:** None planned. Expectations were met. (04/24/2014)
Library_PLO_2 - Identify and utilize the broad range of resources and services (e.g.: reference; orientations; databases; technology; reserves, print collection, e-books, etc.) available through the library in support of class assignments and course instructional objectives. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 11/05/2010	**Underlying Service -** First PLO cycle to be conducted in 2013-14. We will look at all the outcome results from the underlying services over the last four years. **Target for Success:** 75%-80% of the SSLOAC's have met their target.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met The Library has enhanced numerous services based on data collected from surveys. The library's initial SSLO #1 was an overarching survey of all resources. SSLO #2 addressed Circulation/Reserves while SSLO #3 focused on the computer labs. SSLO #4 assessed library orientations. Significant improvements were made in all four areas. (10/10/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Department and library faculty meetings were held to review surveys and other data collected. Based on the responses from SSLO #1 (General services), the Library identified and advocated for students' needs in the building remodel.	**Enhancement:** Based on the responses from SSLO #1 (General services), the Library identified and advocated for students' needs in the building remodel, such as additional group study rooms, a larger instructional computer lab, a variety of more comfortable student work areas, brighter lighting and an improved HVAC system. Assessing SSLO #2 (Circulation/Reserves) resulted an expanded Reserves Collection so in addition to textbooks the

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Assessing SSLO #2 (Circulation/Reserves) resulted in a need for more options regarding individual study or group work. Assessing SSLO #3 (Computer labs) identified the need for a larger instructional lab for library orientations. SSLO #4 data (Library orientations) identified the benefits of having library orientations enhanced with lab assignments in an instructional lab.	collection now includes laptops, calculators and phone chargers. Assessing SSLO #3 (Computer labs) resulted in the creation of a mixed PC/Apple Mac computer lab, the addition of headphones, the adoption and implementation of PC Reservation for self-service computer check-in, and the installation of the Adobe software suite. SSLO #4 – Enhancements included collaboration between librarian and classroom instructors regarding hands-on lab assignments during library orientations. (10/10/2017)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met PLO #2 was assessed initially with a broad survey. However, the results did not provide enough useful information. Subsequently, more focused assessments were conducted in specific service and instructional areas. The completion of the 4 SSLOAC's culminated in a more useful assessment of PLO #2. User responses were mostly positive but areas were identified that could use improvement. The library addressed the latter and completed many positive enhancements to its services and instructional program. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The four SSLOAC's resulted in a number of practical enhancements such as improvements in signage, PR in the form of bookmarks, new headphones, new Library West Computer lab web page, and subscribing to more databases. Library orientations were assessed for the first time during Spring 2012. As a true hybrid of instruction and services, the	**Enhancement:** More proactive collaboration between librarian/classroom instructor in creating more effective lab exercises to ensure student success in applying introductory library research skills. (04/24/2014)

library provides instruction not only through its credit courses but through reference and library orientations. The method for assessing orientations utilized hands-on lab assignments immediately following the lecture/demo portion of an instruction session. These exercises (tailored for each class) produced tangible outcomes (e.g.-find scholarly journal articles or books, with results approved by course instructor or librarian) that reflected whether students achieved some basic information-seeking skills.

Enhancement: more proactive collaboration between librarian/classroom instructor in creating more effective lab exercises to ensure student success in applying introductory library research skills.

One of the challenges is how to address the assessment of 50-minute library orientations. The lab-based method only works with longer class sessions.

Other - We used mostly surveys to assess individual services areas in more detail. For library orientations we assessed the completion of lab assignments as part of the instructional sessions.

Assessment: Assessment Unit Four Column

Dept - (LRC) Student Success Center (Hybrid)

For 2017-18 Submitted by:: Diana Alves de Lima and Melissa Aguilar

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SSC_PLO_1 - Within the context of each student's individual needs, students will express a more positive attitude towards the subject they are studying, use effective learning skills, and improve their academic performance. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 11/05/2010	**Underlying Service -** Analysis of SLO and SSLO results from 2010-013. **Target for Success:** 80% of SLO and SSLO outcomes have been met. **Comments/Notes:** "80% met" means that all four current outcomes are met. Still have not assessed all the outcomes for all the courses and services. This is the first assessment of the PLO. We will do a partial assessment in Spring 2013, full assessment in Winter 2014 in time for Comprehensive Program Review. Question--going into next cycle, do we assess each SSC area separately or consolidate results overall.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Winter 2012 survey results showed that 75% of responding students felt their attitude had improved after participating in SSC activities, which is an increase from 72% from Winter 2011. (05/07/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Winter 2012 survey results showed that 75% of responding students felt their attitude had improved after participating in SSC activities, which is an increase from 72% from Winter 2011. Given that many of the students who come in for help have a history of discouragement and failure in math, this number shows promise. MSTRC staff have created a more inviting and motivating environment by holding special math & science events (i.e. Pi Day), and displaying appealing math and science posters and graphics. Note for 12-13: Math and Science Fair in Spring 2013 increased visibility and fun, motivating students at ll levels to show off their work and compete for scholarships. **Related Documents:** MSTRC W11 survey WRC Survey Winter 11 MSTRC Survey Result Winter 12 WRC Survey Result W12 GenSub Survey Result W12 W12 LSC Results/summary	**Enhancement:** Given that many of the students who come in for help have a history of discouragement and failure in math, this number shows promise. MSTRC staff have created a more inviting and motivating environment by holding special math & science events (i.e. Pi Day), and displaying appealing math and science posters and graphics. Note for 12-13: Math and Science Fair in Spring 2013 increased visibility and fun, motivating students at ll levels to show off their work and compete for scholarships. (05/09/2013)
	Underlying Course and Service	**Program Review Reporting Year:** 2016-2017	**Enhancement:** We will work to

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	assessments - Second PLO assessment cycle conducted in 2016-17. **Target for Success:** 50% of SLOs and SSLOs have to be met	**Target :** Target Met As of 3/24/17 61% of SLO's and 66% of SSLO's have been assessed for the second time. (03/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** At our staff meeting we reflected on the difficulty of determining if one visit to SSC is enough to make a difference in success rates. Also reflected on number of students who may not be checking in.	increase the % of basic skills students using SSC. We will also explore ways to improve tracking. We plan to send out SSC surveys Winter 2017 to further investigate SSLO 1 & 2. (03/24/2017)

Assessment: Assessment Unit Four Column

Dept - (PE) Athletics (Hybrid)

For 2017-18 Submitted by:: Kulwant Singh

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Athletic Services PLO 2010 - All student-athletes will develop and file an educational plan relevant to their academic and athletic goals, indicate that they received quick and adequate treatment for their injury from the athletic trainers that speeded their recovery, and recognize that they are receiving the appropriate equipment for their sport. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 11/05/2010	**Other -** There are two parts to this PLO. The academic advisor will complete an annual count of ed. plans that have been created because he personally worked with the students. Part II. The trainers will survey students **Target for Success:** 75% of the students will participate. 60% will be able to apply fitness concepts. ^0% will be satisfied with services-- academic advisor, training room		
	Interview - Annual assessment. Meetings are required with all student-athletes. This is also a State mandated Athletics rule **Target for Success:** 100% **Comments/Notes:** We are at 100%		
Athletics Instructional PLO - Apply knowledge of basic fitness concepts as they apply to health and wellness. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 11/05/2010	**Survey -** 6 questions embedded in a survey. Give instructors a survey with scantrons and they choose a class to perform the survey in. **Target for Success:** 75% of students will show that they can apply fitness concepts.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 66% of students were able to discern and employ fitness concepts. Target met relative to institutional equity standards. But, may not have been met relative to the SLO standards set when the SLO statement was created. There were two expected outcomes for this assessment. One, to determine what subsequent course(s) our students were interested in and two, to determine if our students	**Enhancement:** Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		are grasping the fundamental concepts of health, wellness and fitness. The assessment results show our students are confused or do not understand the concepts: 1) only 49% of the students understand that resting heart rate decreases after participating in a cardiovascular strength training program—target of 60% not met; 2) similarly 49% of the students believe that static stretching should be performed prior to an exercise session—target of 60% not met, current research shows static stretching is best performed after an exercise session or should be preceded by rhythmic, large body movements. (05/03/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Survey samples were taken by allowing volunteer coaches/instructors to choose the course where the survey would be performed. Perhaps ensuring a number of courses per family would be more telling. Rewording some of the questions for ESL students might be helpful. Also, the number of fitness related questions might not have truly tested the students' knowledge.	results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. (05/03/2014)
	Survey - Survey containing 8 questions regarding the implementation of fitness concepts. and 5 questions regarding support services for athletics. **Target for Success:** 75% or greater of the student-athletes will successfully indicate that they can implement or apply general fitness concepts. 65% of the student athletes who used support services will indicate that the services assisted them in achieving their goals as a student athlete.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals. (02/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.	**Enhancement:** The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/01/2017)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

Assessment: Assessment Unit Four Column

Dept - (PE) Kinesiology

For 2017-18 Submitted by:: Racel Catuiza, Arden Kragalott

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO 1 - Students will be able to apply knowledge of basic fitness concepts as they apply to health and wellness. **PLO Status:** Active **Year(s) to be Assessed:** 2016-2017 **Outcome Creation Date:** 01/13/2017	**Survey -** 12 True False statements. Present 4 with a focus on the dimensions of wellness; 4 with a focus on Health-Related Fitness concepts; 4 with a focus on cardio-respiratory fitness and lastly, 4 with a focus on Muscular Strength and Endurance concepts. **Target for Success:** 70% of the students will be able to identify or apply fitness concepts correctly.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Only two statements where students did not met the 70% target. 62% of the students surveyed indicated that "coordination" is one of the health-related components of fitness. Components are: the physical capacities that contribute to health: cardiorespiratory endurance, muscular strength and muscular endurance, flexibility and body composition. 38% of the students indicated that flexibility increases with cardio-respiratory exercise. Benefits of CVR= Heart pumps more blood per heartbeat. Resting HR decreases. Blood Volume increases. Blood supply to tissues improves. Body can cool itself better. Resting Blood pressure decreases. Metabolism in the skeletal muscles is enhanced. Exercise training increases antioxidant production. (10/06/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Will share this information at Fall Division meeting. A discussion about various ways to review information with students in class might help. But, overall, the students are meeting the target	**Enhancement:** Will discuss at Fall Division meeting. (02/13/2018)

Assessment: Assessment Unit Four Column

Dept - (PE) Massage Therapy

For 2017-18 Submitted by:: Coleen Lee-Wheat

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO 2 - Utilize the results of health intake forms and physical assessments to formulate and administer effective individualized massage treatments. **PLO Status:** Inactive **Outcome Creation Date:** 04/01/2014 **Outcome Inactive Date:** 04/26/2016	**Exam - Standardized -** Practical examinations and feedback from clients post clinical treatments, internship or event treatments. Graduates fill out anonymous questionnaire after graduation **Target for Success:** Client satisfaction, reduction in pain and/or stress. 100% of graduates rate question 9-10 on a scale of 10 on exit survey **Related Documents:** PE54-1 hour massage Practical Final PE54A-Practical Final PE54D Final Practical Massage PE54D- Client Eval PLO Survey	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met According to the Survey emailed to Graduates 4/2014 of the 14 responses, 100% of the students agreed or strongly agreed with the PLO 2 statement. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are on target with this PLO. Continue to reach out to graduates for 100% participation in survey. This years survey had a very small response window. A longer time for response to the survey should help with response rates.	**Enhancement:** Review the survey with the Advisory Board in the Spring of 2014 to see if they feel that this PLO and its results are valid and should be studied again. A better tracking system for graduates will now be implemented. (05/02/2014)
PLO 1 - Demonstrate knowledge of the various systems of the body and pathologies of these systems that can contraindicate or benefit from massage. **PLO Status:** Inactive **Outcome Creation Date:** 04/01/2014 **Outcome Inactive Date:** 04/26/2016	**Survey -** Graduates fill out a anonymous questionnaire after graduation **Target for Success:** 100% of graduates rate question 9-10 on a scale of 10 on exit survey **Related Documents:** PLO Survey	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met According to the survey sent to our graduates 100% of the students agreed or strongly agreed with this PLO 1. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continue to build list of graduates for survey and follow up on completion of survey.	**Enhancement:** Review the survey with the Advisory Board in the Spring of 2014 to see if they feel that this PLO and its results are valid and should be studied again. A better tracking system for graduates will now be implemented. (05/02/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO 3 - Students will be prepared for entry level massage therapy employment. **PLO Status:** Active **Year(s) to be Assessed:** 2015-2016 **Outcome Creation Date:** 04/26/2016	**Tracked Academic Behavior -** Review of certificates and degrees earned. **Target for Success:** See a progressive increase in number of Certificate of Achievements attained.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met A report from Admissions and Records (V. Aparicio) regarding the number of certificates will be reviewed to see trends. 14-15 (7 students earned 8 certificates each year); 15 -16 (5 students earned 6 certificates); 16-17 (13 students earned 17 certificates). The introduction of the CAMTC approval for the De Anza program has brought a number of new students to the College. The number of certificate of achievement reveal the number of students eligible to take the (10/03/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There has been a significant increase number of Certificate of Achievements the base certificate to become eligible to take one of the two certification examinations and CAMTC certification that would allow a massage therapist the right to work anywhere in the State of California.	**Enhancement:** Increase efforts to recruit students. Advertise the accelerated program. Pinning ceremony to make students feel that they want to finish the program. (10/03/2017)
PLO 4 - Students will receive an opportunity to learn Massage Therapy in an equitable environment. **PLO Status:** Active **Year(s) to be Assessed:** 2015-2016 **Outcome Creation Date:** 03/21/2016	**Focus Group -** Volunteer students will meet with instructors to answer a set of questions. **Target for Success:** Students will provide information that supports equitable learning practices. Students will provide suggestions that would improve teaching and learning. **Comments/Notes:** A goal would be to host a student panel on an annual basis to ensure that students share their experiences and help the program to improve the learning experience. **Related Documents:** Massage Retreat notes 3_25_16(1).docx Massage Retreat tentative agenda_31716.docx	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met On March 25, 2016, the Core Massage team (instructors, staff and coordinator) met off-campus for a retreat. We spent 2 hours listening to 4 students who had volunteered to participate. The students and staff agreed that the following suggestions were viable: Implement peer tutoring. Recruit top students for TA internships. Produce videos of instructor demonstrations. Fund a supervisory position for student practice sessions in PE 12L. (04/27/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student made the following recommendations: Most of our students are part-time status. However, we hope to implement paid peer tutoring. (Only FT students can be paid for tutoring). In the meantime, we are encouraging our most successful students (B grade or better) to participate as student teacher assistant for internship credit. We held a student focus group on March 28, 2016. Each	**Enhancement:** Encouraging our most successful students (B grade or better) to participate as student teacher assistant for internship credit. Provide a supervised place for the students to practice their skills on campus. Our instructors will be holding their office hours in PE 12L so that students can gather in this room. The students also encouraged us to provide videos of the class demonstrations. A pilot will take place in PE 54 this Spring. We are also reinstating the De Anza Student/Graduate Specialized workshops in the Spring. Special topics and guest speakers are recruited and paid through Perkins Funds so that

of the four student panelists strongly encouraged us to provide a place for the students to practice their skills on campus. We are looking into provided supervised hours in PE 12L. Our instructors will be holding their office hours in PE 12L so that students can gather in this room.

 The students also encouraged us to provide videos of the class demonstrations. A pilot will take place in PE 54 this Spring. The panelists hope that this will help students listen to the instructor more carefully instead of being distracted by their own efforts to take videos with their phone or other devices.

 We are also reinstating the De Anza Student/Graduate Specialized workshops in the Spring. Special topics and guest speakers are recruited and paid through Perkins Funds so that students can have a "free experience". These workshops stimulate further interest in the vocation, and bring alumni back to campus.

 Lastly, funding for a full-time Career Development Coordinator has helped us immensely. The task of providing job opportunity information and maintaining a website is now managed in a central location. Our program assistant now has had more time to assist students with internships and their clinic experience. She has also been an integral part of the discussions regarding implementation of equity and PLO/SLO work with the Dean.

students can have a "free experience". These workshops stimulate further interest in the vocation, and bring alumni back to campus.

  Seek funding from the Division "B", and other College sources to supplement the budget until the clinic funds build up.

  Request hiring a FT faculty Coordinator/Instructor to lead the program.   (04/27/2016)

Assessment: Assessment Unit Four Column

Dept - (PE) Physical Education

For 2017-18 Submitted by:: Coleen Lee-Wheat

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PE_PLO1 - Demonstrate the knowledge, skills and ability to understand and use core fitness concepts in the pursuit of life long health and wellness. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013	**Survey -** A survey will be distributed to a majority of the intercollegiate student-athletes post season. It will consist of 8 questions relating to the implementation/application of basic fitness concepts and the development of an individualized exercise plan, and more survey like questions regarding whether the support services (counseling/advising; athletic training; equipment managers) helped them achieve their goals. They will be given the opportunity to make comments also. **Target for Success:** 75% of the student-athletes who respond will be able to apply the core fitness concepts. 75% of the student-athletes who respond will strongly agree or agree that the support services have helped them.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals. (10/02/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The target was met except relative to two concepts regarding stretching and the development of muscular endurance. Over 90% of the students felt they could develop their exercise routine. Over 90% of the student-athletes felt that the support services significantly supported their goals. The Data on the survey could be improved. The description of a muscular endurance program could be strengthened.	**Enhancement:** The students felt that the support services are very good. However, they also recognize that the athletic trainers are stretched thin. Some student-atheletes indicate that it is frustrating that they cannot get services. The room is too small too. Raw data will be shared with each group, equipment managers, counselor/advisor, Athletic Trainers. (10/02/2017)

Assessment: Assessment Unit Four Column

Dept - (PSME) Astronomy

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ASTR_PLO_1 - Appraise the benefits to society of astronomical research. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014	**Exam - Course Test/Quiz -** Multiple-choice questions **Target for Success:** 65%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO 1 in both Astronomy 4 and Astronomy 10 satisfy this PLO. Thus, the assessments in those courses as related in TracDat are also assessments of this PLO. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As with all the other data gathered in this first round of assessments, there is still more discussion going on about the data gathering itself than about what to do on the basis of the data. In particular, we need to find a way to be more uniform in our data gathering in the future in order not to be "comparing apples and oranges" and to establish a meaningful baseline. Two issues are particularly problematic for us in the data gathering we have done in this first round for both Astronomy 4 and Astronomy 10: different testing formats and different times during the quarter when assessments were done. Testing formats: The four of us who teach Astronomy courses use three different formats of "bubble sheet" exams. Two use conventional "one best answer" multiple choice exams. One (Dr. Cichanski) uses an innovative format in which some partial credit is given for certain not-optimum responses. The other (Mr. Harrington) uses a format in which students explicitly assess whether each answer in a single question group is right or wrong. We are having lively discussions about how to compare our scores in a meaningful way while preserving our individual testing methods. Times of assessment: The Astronomy 10 assessments were	**Enhancement:** A more uniform protocol for gathering data will be formulated by the department, in which data will be gathered at the same time in the quarter (probably final exams) and differences in testing styles will be accommodated in a way that produces results that can legitimately be compared to one another. The latter will be helped significantly when and if functioning software is installed for the PSM&E Division's new Insight 4es test sheet scanner from Scantron. (04/18/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		conducted on midterm exams, in which students were being tested on the material for the first time. The Astronomy 4 assessments were conducted on a comprehensive final exam, so students were being tested on most of the material for at least a second time. Scores on the latter are likely to be higher than on the former, and that is borne out in the results. This will be an easier issue to fix in the future than the disparate test formats issue will be.	
ASTR_PLO_2 - Evaluate the impact on Earth's characteristics of the evolution of the solar system, stars, and stellar systems. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014	**Exam - Course Test/Quiz -** Multiple-choice questions **Target for Success:** 65%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO 2 in both Astronomy 4 and Astronomy 10 satisfy this PLO. Thus, the assessments in those courses as related in TracDat are also assessments of this PLO. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As with all the other data gathered in this first round of assessments, there is still more discussion going on about the data gathering itself than about what to do on the basis of the data. In particular, we need to find a way to be more uniform in our data gathering in the future in order not to be "comparing apples and oranges" and to establish a meaningful baseline. Two issues are particularly problematic for us in the data gathering we have done in this first round for both Astronomy 4 and Astronomy 10: different testing formats and different times during the quarter when assessments were done. Testing formats: The four of us who teach Astronomy courses use three different formats of "bubble sheet" exams. Two use conventional "one best answer" multiple choice exams. One (Dr. Cichanski) uses an innovative format in which some partial credit is given for certain not-optimum responses. The other (Mr. Harrington) uses a format in which students explicitly assess whether each answer in a single question group is right or wrong. We are having lively discussions about how to compare our scores in a meaningful way while preserving our individual testing methods.	**Enhancement:** A more uniform protocol for gathering data will be formulated by the department, in which data will be gathered at the same time in the quarter (probably final exams) and differences in testing styles will be accommodated in a way that produces results that can legitimately be compared to one another. The latter will be helped significantly when and if functioning software is installed for the PSM&E Division's new Insight 4es test sheet scanner from Scantron. (04/18/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Times of assessment: The Astronomy 10 assessments were conducted on midterm exams, in which students were being tested on the material for the first time. The Astronomy 4 assessments were conducted on a comprehensive final exam, so students were being tested on most of the material for at least a second time. Scores on the latter are likely to be higher than on the former, and that is borne out in the results. This will be an easier issue to fix in the future than the disparate test formats issue will be.	
ASTR_PLO_3 - Evaluate astronomical news items or theories about astronomy based upon the scientific method. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014	**Exam - Course Test/Quiz -** Multiple-choice test questions **Target for Success:** 65%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met SLO 3 in both Astronomy 4 and Astronomy 10 satisfy this PLO. Thus, the assessments in those courses as related in TracDat are also assessments of this PLO. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As with all the other data gathered in this first round of assessments, there is still more discussion going on about the data gathering itself than about what to do on the basis of the data. In particular, we need to find a way to be more uniform in our data gathering in the future in order not to be "comparing apples and oranges" and to establish a meaningful baseline. Two issues are particularly problematic for us in the data gathering we have done in this first round for both Astronomy 4 and Astronomy 10: different testing formats and different times during the quarter when assessments were done. Testing formats: The four of us who teach Astronomy courses use three different formats of "bubble sheet" exams. Two use conventional "one best answer" multiple choice exams. One (Dr. Cichanski) uses an innovative format in which some partial credit is given for certain not-optimum responses. The other (Mr. Harrington) uses a format in which students explicitly assess whether each answer in a single question group is right or wrong. We are having lively discussions about how to compare our scores in a meaningful way while preserving our individual testing	**Enhancement:** A more uniform protocol for gathering data will be formulated by the department, in which data will be gathered at the same time in the quarter (probably final exams) and differences in testing styles will be accommodated in a way that produces results that can legitimately be compared to one another. The latter will be helped significantly when and if functioning software is installed for the PSM&E Division's new Insight 4es test sheet scanner from Scantron. (04/18/2014)

methods.

Times of assessment: The Astronomy 10 assessments were conducted on midterm exams, in which students were being tested on the material for the first time. The Astronomy 4 assessments were conducted on a comprehensive final exam, so students were being tested on most of the material for at least a second time. Scores on the latter are likely to be higher than on the former, and that is borne out in the results. This will be an easier issue to fix in the future than the disparate test formats issue will be.

Assessment: Assessment Unit Four Column

Dept - (PSME) Chemistry

For 2017-18 Submitted by:: Erik Woodbury

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CHEM_PLO_1 - Demonstrate an understanding of the scientific methods and utilize the method in a laboratory setting. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013, 2013-2014 **Outcome Creation Date:** 04/23/2014	**Exam - Course Test/Quiz -** Laboratory exams from two classes, CHEM 1A (Fall 2013), and CHEM 1C (Spring 2013) were used for this assessment. CHEM 1A Assessment: Students were provided data from six of the experiments conducted during the quarter. The students were asked to perform the calculations pertaining to each of the experiments and the results obtained were evaluated for accuracy. One sample question is provided below: 1. Vinegar titration: The following data was obtained when determining the percentage of acetic acid in vinegar. Using the data provided, determine a) (5 points) the molarity of the KHP solution b) (5 points) the molarity of the NaOH solution and c) (10 points) the percentage of acetic acid in vinegar. DATA Mass of KHP ($H_5C_2O_4K$) = 0.5329 g	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met CHEM 1A: 72/100 CHEM 1C: 92/100 (04/23/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In both of the classes, the assessment demonstrated that the target for success was met. CHEM 1A is the entry-level freshman chemistry class. About half the students in this class are in a college-chemistry laboratory for the first time. The other half of the students has met the pre-requisite by passing CHEM 50, the preparation class for General Chemistry. Even though the average score on this assessment meets the target established for success, we feel that the success can be definitely improved. At this point, we are not able to indentify if there is any difference in the performance of the students who have entered CHEM 1A by passing CHEM 50 and those who have entered CHEM 1A by passing the placement test. We are currently working with institutional research to obtain the relevant data. This data will enable us to identify the specific areas that we will focus our attention on to improve the success percent in this class. CHEM 1C is the third and final quarter of the General Chemistry sequence. At this point, all students should be experienced in several common chemistry laboratory techniques. They average assessment score reflects this experience.	**Enhancement:** Identify if there is any difference in the success of students who have entered CHEM 1A by passing CHEM 50 and those who have entered CHEM 1A by passing the placement test through data provided by institutional research. (04/23/2014)

Volume of KHP = 25.00 ml

Standardization of NaOH:

KHP
Initial burette reading = 0.150 ml
Final burette reading = 0.985 ml

NaOH
Initial burette reading = 0.275 ml
Final burette reading = 1.320 ml

Titration of vinegar:

Vinegar
Mass of empty flask = 37.8870 g
Mass of flask + vinegar = 38.0792 g

NaOH
Initial burette reading = 0.175 ml
Final burette reading = 1.670 ml

CHEM 1C Assessment: This class is titled General Chemistry and Qualitative Analysis. In the qualitative analysis section of this class, which is taught exclusively in the laboratory, students analyze and identify unknown metal ions that are divided into four different groups. Students were assessed from their performance in a practical laboratory exam in which they were provided with a mixture of two unknown metal ions. The results provided by the students following the analysis were evaluated for the accuracy of the identity of the metal ion.
Target for Success: CHEM 1A: A

Both of the assessments used to measure this program level outcome demonstrates that students are learning the scientific method and are able to successfully demonstrate the mastery of the scientific method by being able to analyze data as well as perform laboratory techniques.

grade of 70% was chosen as the target for success in this assessment. This average is substantially higher than the national success rate in lower-division chemistry classes nationwide.

CHEM 1C: A grade of 85% was chosen as the target for success in this assessment. Students were awarded 100% when both metal ions were identified correctly. Students were awarded 85% when only one metal ion was identified correctly.
Students were awarded 70% when none of the metal ions were identified correctly.

CHEM_PLO_2 - Demonstrate knowledge of basic chemical concepts as well as mathematical skills as they relate to the study of chemistry.
PLO Status: Active
Year(s) to be Assessed: 2012-2013, 2013-2014
Outcome Creation Date: 04/23/2014

Exam - Course Test/Quiz - Laboratory exams from two classes, CHEM 1B (Spring 2013 and Fall 2013) were used for this assessment.

CHEM 1B Assessment: An exam containing example data sets from the experiments conducted over the course of the quarter were administered to the students. Students were asked to complete calculations using the provided data and appropriate equations in addition to providing explanations of the chemical processes underlying the observed reactions. Two example questions are provided below:

1)   50.0 mL of a 0.250 M solution of sodium acetate is titrated

Program Review Reporting Year: 2015-2016
Target : Target Not Met
CHEM 1B-F13: 12/9/2013, Sections 01 & 02
Number of students: 44

CHEM 1B-Sp13: 06/24/2013, Sections 01 & 02
Number of students: 45

Assessment data summary:

CHEM 1B-F13: 63/100, target not met
CHEM 1B-Sp13: 65/100, target not met (04/24/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): In both of the classes, the assessment demonstrated that we have fallen slightly short of our goal. While a good number of our students are achieving the target goal for demonstrating knowledge of chemical concepts and related mathematical skills, there remains work for us to do to increase their success.

CHEM1B is the second course in our General Chemistry

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	with 0.100 M HCl. The ka for acetic acid is 1.8×10^{-5}. (16 pts) a. What is the initial pH of this solution? b. What is the pH when 75.0 mL of HCl has been added? c. What is the pH at the equivalence point? d. What is the pH when 5.0 mL of HCl are added past the equivalence point? 2) What happened to the solubility of $Ca(OH)_2$ as the temperature decreased? Explain why this occurred in terms of ?S and ?H. **Target for Success:** A grade of 70% was chosen as the target for success in this assessment. This average is substantially higher than the national success rate in lower-division chemistry classes nationwide.	series and presents a large amount of material to the students that builds on the previous quarter's study. The volume of new material may be a contributing factor to failing to achieve our target assessment goal. The chemistry faculty has already taken steps to address this however, reorganizing the topics in the General Chemistry series to use 3 quarters worth of time more effectively and efficiently. In particular, one particularly large chapter on aqueous equilibria has been moved to the CHEM 1C class. This, along with some other smaller adjustments, should allow us to focus more deeply on the other material presented and help our students achieve a higher degree of mastery. Our updated course curricula go into effect in the Fall quarter of 2014. The assessments used to measure this program level outcome demonstrates that most students are learning chemical concepts and related mathematical relationships and are able to demonstrate these skills, but that more attention needs to be given to this area. We plan to address this by allowing increased time for in-class examples and decreasing the overall volume of material that students need to master within this single course by redistributing the total more equitably across the General Chemistry series.	
CHEM_PLO_5 - Demonstrate the ability to effectively express scientific ideas orally and in writing. **PLO Status:** Discontinued **Outcome Creation Date:** 04/23/2014 **Outcome Inactive Date:** 04/06/2016			
CHEM_PLO_4 - Demonstrate ability to acquire and analyze data through empirical observation and use of appropriate instrumentation. **PLO Status:** Active **Year(s) to be Assessed:** 2015-2016 **Outcome Creation Date:** 04/23/2014	**Laboratory Project -** The average score received on the laboratory reports for a designated section will be used as the measure of success. **Target for Success:** 70%	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met See reflection for notes about the assessment data. (04/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In striving to assess our PLOs, the department felt that the method	

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		chosen assessing PLO #4 – analysis of laboratory reports from Chem 12C (third-quarter organic chemistry) – did not properly address the objective, as although Chem 12C is the highest-level course the department offers, the reports generated in the class are, arguably, substantially less complicated than the reports generated in a class such as Chem 1B (second-quarter general chemistry) or in an earlier class in the organic chemistry sequence such as Chem 12A. Additionally, the department felt that the outcome should be more focused on a key goal of the laboratory program: that students can successfully and correctly collect and interpret data, especially data obtained through the use of analytic instrumentation. Thus, the department has decided to update PLO #4 as follows: Demonstrate the ability to acquire and analyze data through empirical observation and the use of appropriate instrumentation.

Unfortunately, the department largely failed in this assessment. The department had targeted the Fall 2015 Chem 12A course as an appropriate course upon which to base the assessment, as the instrumentation used in the course is significantly more sophisticated than that used in other courses, and the outcomes from other courses had already been adequately reflected in the other PLOs. Unfortunately, the primary piece of instrumentation used in Chem 12A, a set of infrared (IR) spectrometers, was not functional and was not repaired until the end of the quarter. This reflects an ongoing budgetary concern of the department: although we have been fortunate enough to receive significant funds through bond measures or one-time monies for the purchase of instrumentation for the courses, the department repeatedly struggles with the costs incurred by the maintenance and repair of such instrumentation. Fortunately in this instance funding was secured, so the outcome will be assessed using results from the current quarter. | |
| **CHEM_PLO_3 -** Demonstrate basic chemical hygiene and safety in a laboratory environment | **Exam - Course Test/Quiz -** The chemistry department is currently developing an assessment that will | **Program Review Reporting Year:** 2015-2016
Target : Target Not Met
Note: The previous PLO has been deactivated and replaced | |

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO Status: Active **Year(s) to be Assessed:** 2016-2017 **Outcome Creation Date:** 04/06/2016	be used to measure a student's competency in the areas of hazardous materials storage, handling, and disposal. **Target for Success:** 70%	with the current PLO. (04/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Upon reflection, the department determined the original intent of PLO #3 was already captured largely in the other objectives. Moreover, the department realized an important aspect of the program not captured in any of the PLOs that falls under the ICC areas of both Physical/Mental Wellness and Personal Responsibility and Civic Capacity for Global, Cultural, Social, and Environmental Justice. A crucial component of conducting chemical experiments is the ability to do so safely, following all applicable protocols for the storage, handling, and disposal of hazardous waste. Beyond the laboratory setting, it is also crucial for our students to understand the role of chemistry in everyday life, both in the way that it positively affects society through the discoveries that chemists have made but also in the way that it has harmed society through the misuse and mishandling of chemicals. Thus, the department has decided to replace PLO #3 with the following: Demonstrate basic chemical hygiene and safety in a laboratory environment.	

Assessment: Assessment Unit Four Column

Dept - (PSME) Engineering

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ENGINEERING_PLO_1 - Student should be able to analyze and synthesyze basic electric circuits using a variety of methods. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 09/20/2012	**Underlying Course -** Assesment will be based on student assesment in ENGR 37	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met 71% of the students successfully completed the program (09/20/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students who successfully completed the program were ready for taking subsequent engineering courses upon transfer to a four year institution. The main reason for students being unable to succeed is weak background in math and physics.	

Assessment: Assessment Unit Four Column

Dept - (PSME) Geology

For 2017-18 Submitted by:: Marek Cichanski

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Geology PLO_1 - Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2010-2011, 2012-2013 **Outcome Creation Date:** 12/31/2010	**Exam - Course Test/Quiz -** Questions from midterm exams and questions from final exam **Target for Success:** 50% of students will answer the selected question correctly.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Although the `Quarter of Assessment' for this PLO is set for Spring 2011, this Assessment Data Summary reflects the assessment of embedded test questions from Fall 2010 through Spring 2011. As the Geology department is a small one, and consists of just two introductory earth-science courses, it seems reasonable to assume that SLOs and PLOs are essentially the same thing. Therefore, this PLOAC report is essentially the SLOAC report for SLO 1 (Geology 10). This SLO was assessed by tabulating the multiple-choice responses that the students selected on their tests. (The Parscore system made it possible to count how many students selected `a', `b', etc? for any given question.) For each test question used in the SLO assessment, there is a correct response, one or more `bad' responses, and in most cases, an `almost correct' response. Each question had four choices, total - one correct, two or three bad choices, and in most cases, one `almost correct' choice.  Each test question that was chosen for SLO assessment was evaluated in the following way: The percentage of students choosing the `correct', `almost', and `bad' choices were reported as a percentage of total responses. The total number of tests used in the assessment was also recorded. For example, if 75 tests were used, this was reported as	**Enhancement:** Specific pedagogical actions can be undertaken to try and increase success rates on SLOs. The most attractive set of new teaching methods falls under the heading of `peer instruction'. Pioneered by instructors like Eric Mazur, a physics professor at Harvard, they involve students attempting to answer conceptual questions about the material, and then attempting to explain their answers to each other. Peer-instruction methods can take many forms, such as `think-pair-share' exercises, and the use of Personal Response System (`clickers'). Research by instructors like Mazur at Harvard, and a number of instructors in Geology and Astronomy at several universities, have demonstrated (through research and data) that peer-instruction methods can significantly enhance student understanding of material.

`N=75'.

For this SLO / PLO, a general pattern was observed: For an idealized 4-item multiple-choice question from an in-class exam, about 60 percent of the students chose the correct response, with the remainder of the chosen responses distributed pretty evenly between the three incorrect choices. This performance level thus represents a `baseline' from which improvements can be sought. (07/19/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The following is drawn from the generalized Enhancement / Action Plan for SLOs 1 and 2 (Geology 10):

Examples of low and high success rates on SLO-assessment embedded questions can be drawn from a number of different parts of the `parameter space' represented by the overall pool of assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult `memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be `kept straight', additional pedagogical emphasis is needed.

Students in Geology 10 face other challenges as well, such as interpreting visual cues from drawings, or visualizing scenarios described to them in words. This suggests that additional pedagogical emphasis may be needed for all forms of visualization and visual pattern recognition.

Related Documents:
Geol10_SLO_1_F2010
Geol_10_SLO_1_W2011

The Geology department has already done research on these methods, and has made preliminary efforts to experiment with them. For example, in-class experiments have been done in Geology 10 to try and use the PSME Division's set of clickers in class. Thus far, these experiments have mostly involved trying to work out the *logistical* details of implementing systems like those used at other schools. Given the fact that De Anza College does not have graduate teaching assistants or other resources, such as a 4-year school might have, the implementation of peer-instruction methods can be difficult. Additionally, whereas a 4-year school might easily be able to ask its students to buy in-class tools like clickers, this would be a difficult thing to ask of our students. Thus, it has been necessary to experiment with the rather basic set of clickers available in the PSME Division. New ways of implementing this technology, in which the students do not buy or own their own clickers, are in the process of development.

While technology like `clickers' is only one example of peer-based instruction, it is generally hoped that experiments with peer instruction and related pedagogy can lead to greater student

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Geol_10_SLO_1_Sp2011	success in the learning outcomes for Geology 10. Experiments with these methods over the next few years will hopefully yield data that can be compared with the 2010-2011 and 2011-2012 cycles for SLO 1 and SLO 2. (07/19/2012)
Geology PLO_2 - Understand the dynamic Earth processes that act to shape the Earth's surface, lithosphere and oceans over time. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2011-2012, 2013-2014 **Outcome Creation Date:** 12/31/2010	**Exam - Course Test/Quiz -** Embedded Assessment: Relevant questions will be selected from quizzes and exams given in the class. **Target for Success:** 50% of students will correctly answer the selected question.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met As the Geology department is a small one, and consists of just two introductory earth-science courses, it seems reasonable to assume that SLOs and PLOs are substantially the same. Therefore, this PLOAC report is essentially the SLOAC report for the relevant SLO in the Geology 10 (Introductory Geology) and Geology 20 (Oceanography) courses. Like the other SLOs in the Geology 10 and 20 courses, this SLO was assessed by means of `Embedded Assessment'. In this process, questions relevant to the SLO were selected from tests and quizzes given in class, and percentage of correct student responses was tabulated. During the first SLO / PLO assessment cycle (roughly 2010 to 2014), the basic criterion for `success' was set at 50%. (It is worth noting that this percentage is not necessarily the same as a student's grade on the test or in the course. One reason is that in some courses (such as the Geology 10 courses assessed in this SLOAC / PLOAC cycle), not all of the wrong choices on the multiple-choice questions are equally wrong, and partial credit is awarded for `almost-right' answers. Embedded-assessment data were gathered from Geology 10 sections and Geology 20 sections. In the former case, the lectures were taught by Dr. Cichanski, who also wrote and graded the tests. During these Geology 10 courses, Dr. DiLeonardo taught the lab sections. The Geology 20 sections were taught, graded, and assessed for SLOs by Dr. DiLeonardo. In the Geology 10 sections, about 65% of students answered the selected questions correctly. As	**Enhancement:** The Geology department sees two major strategies that may help to increase success rates in SLOs generally, and more specifically to try and bring the Geology 10 SLO success rate closer to that of Geology 20: First, as noted in `Reflection and Analysis', the Geology 20 course has always been taught by a single instructor, without being split between one instructor for lectures and the other instructor for labs. Geology 10 was taught this way for many years, such as from 1998-2010 when Dr. Cichanski was the sole full-time instructor in the department. Starting in 2010, the Geology departments at Foothill and De Anza Colleges were consolidated on the De Anza campus. The first four years of this new `two-full-timer' department have coincided with the first SLO and PLO assessment cycle. During this time, the Geology department has sought to teach

shown in the assessment summary for Geology 20 (see Documents -> Document Repository -> G20_SLO_assessment01.docx), about 80% of students answered the selected questions correctly. (04/23/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** During the first 4-year cycle of SLO and PLO assessment, the Geology department has concentrated on gathering baseline data for comparison against future years, and on looking for first-order patterns. As noted in the PLO Assessment Data Summary, the percentage of correctly-answered questions in Geology 20 is generally higher than in Geology 10. Why might this be? Two major possibilities suggest themselves:

1) It may be advantageous for a single instructor to teach both the lecture and lab portions of Geology 10. The continuity and coordination of instruction in a single-instructor course is the simplest, and possibly most beneficial change the Department can make.

2) Different pedagogical approaches might be tried as well. For example, testing is done differently in the two courses, and this may contribute to the different levels of SLO success in the two courses.

Beyond these two broad themes, other issues may be important. Examples of low and high success rates on SLO-assessment embedded questions can be drawn from a number of different parts of the `parameter space' represented by the overall pool of assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult `memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be `kept straight', additional pedagogical emphasis is needed.

the Geology 10 class in a `single-instructor' cycle, but the exigencies of scheduling have made this impossible so far - but it is scheduled to happen starting in Fall 2014. During Winter Quarter 2014, the Geology, Astronomy, and Meteorology departments met to coordinate their scheduling efforts. In the future, the Geology 10 class will always be taught by a single instructor, teaching both lectures and labs.

Additionally, specific pedagogical actions can be undertaken to try and increase success rates on SLOs. The most attractive set of new teaching methods falls under the heading of `peer instruction'. Pioneered by instructors like Eric Mazur, a physics professor at Harvard, they involve students attempting to answer conceptual questions about the material, and then attempting to explain their answers to each other. Peer-instruction methods can take many forms, such as `think-pair-share' exercises, and the use of Personal Response Systems (`clickers'). Research by instructors like Mazur at Harvard, and a number of instructors in Geology and Astronomy at several universities, have demonstrated (through research and data) that peer-instruction methods can significantly enhance student understanding of material.

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Students in Geology 10 and 20 face other challenges as well, such as interpreting visual cues from drawings, or visualizing scenarios described to them in words. This suggests that additional pedagogical emphasis may be needed for all forms of visualization and visual pattern recognition.	The Geology department has already done research on these methods, and has made preliminary efforts to experiment with them. For example, in-class experiments have been done in Geology 10 to try and use the PSME Division's set of clickers in class. Thus far, these experiments have mostly involved trying to work out the *logistical* details of implementing systems like those used at other schools. Given the fact that De Anza College does not have graduate teaching assistants or other resources, such as a 4-year school might have, the implementation of peer-instruction methods can be difficult. Additionally, whereas a 4-year school might easily be able to ask its students to buy in-class tools like clickers, this would be a difficult thing to ask of our students. Thus, it has been necessary to experiment with the rather basic set of clickers available in the PSME Division. Happily, the instructor-side software for the clickers has recently been updated, and they are undergoing their most substantial trial yet in Dr. Cichanski's Spring 2014 Geology 10 night class. (04/23/2014)
Geology PLO_3 - Appreciate the role of the crust, lithosphere, continents, and ocean basins as recorders of	**Exam - Course Test/Quiz -** Embedded Assessment: Relevant questions will be selected from	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met As the Geology department is a small one, and consists of	**Enhancement:** The Geology department sees two major strategies that may help to

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Earth history. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2010-2011, 2012-2013 **Outcome Creation Date:** 12/31/2010	quizzes and tests given in the class. **Target for Success:** 50% of students will correctly answer the selected question.	just two introductory earth-science courses, it seems reasonable to assume that SLOs and PLOs are substantially the same. Therefore, this PLOAC report is essentially the SLOAC report for the relevant SLO in the Geology 10 (Introductory Geology) and Geology 20 (Oceanography) courses. Like the other SLOs in the Geology 10 and 20 courses, this SLO was assessed by means of `Embedded Assessment'. In this process, questions relevant to the SLO were selected from tests and quizzes given in class, and percentage of correct student responses was tabulated. During the first SLO / PLO assessment cycle (roughly 2010 to 2014), the basic criterion for `success' was set at 50%. (It is worth noting that this percentage is not necessarily the same as a student's grade on the test or in the course. One reason is that in some courses (such as the Geology 10 courses assessed in this SLOAC / PLOAC cycle), not all of the wrong choices on the multiple-choice questions are equally wrong, and partial credit is awarded for `almost-right' answers. Embedded-assessment data were gathered from Geology 10 sections and Geology 20 sections. In the former case, the lectures were taught by Dr. Cichanski, who also wrote and graded the tests. During these Geology 10 courses, Dr. DiLeonardo taught the lab sections. The Geology 20 sections were taught, graded, and assessed for SLOs by Dr. DiLeonardo. In the Geology 10 sections, about 65% of students answered the selected questions correctly. As shown in the assessment summary for Geology 20 (see Documents -> Document Repository -> G20_SLO_assessment01.docx), about 80% of students answered the selected questions correctly. (04/23/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** During the first 4-year cycle of SLO and PLO assessment, the Geology department has concentrated on gathering baseline data for comparison against future years, and on looking for first-order patterns. As noted in the PLO Assessment Data Summary, the percentage of correctly-answered questions in Geology 20 is generally higher than in Geology 10. Why might this be? Two major possibilities suggest themselves:	increase success rates in SLOs generally, and more specifically to try and bring the Geology 10 SLO success rate closer to that of Geology 20: First, as noted in `Reflection and Analysis', the Geology 20 course has always been taught by a single instructor, without being split between one instructor for lectures and the other instructor for labs. Geology 10 was taught this way for many years, such as from 1998-2010 when Dr. Cichanski was the sole full-time instructor in the department. Starting in 2010, the Geology departments at Foothill and De Anza Colleges were consolidated on the De Anza campus. The first four years of this new `two-full-timer' department have coincided with the first SLO and PLO assessment cycle.  During this time, the Geology department has sought to teach the Geology 10 class in a `single-instructor' cycle, but the exigencies of scheduling have made this impossible so far - but it is scheduled to happen starting in Fall 2014. During Winter Quarter 2014, the Geology, Astronomy, and Meteorology departments met to coordinate their scheduling efforts. In the future, the Geology 10 class will always be taught by a single instructor, teaching both

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2) Different pedagogical approaches might be tried as well. For example, testing is done differently in the two courses, and this may contribute to the different levels of SLO success in the two courses.

Beyond these two broad themes, other issues may be important. Examples of low and high success rates on SLO-assessment embedded questions can be drawn from a number of different parts of the `parameter space' represented by the overall pool of assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult `memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be `kept straight', additional pedagogical emphasis is needed.

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			implementing systems like those used at other schools. Given the fact that De Anza College does not have graduate teaching assistants or other resources, such as a 4-year school might have, the implementation of peer-instruction methods can be difficult. Additionally, whereas a 4-year school might easily be able to ask its students to buy in-class tools like clickers, this would be a difficult thing to ask of our students. Thus, it has been necessary to experiment with the rather basic set of clickers available in the PSME Division. Happily, the instructor-side software for the clickers has recently been updated, and they are undergoing their most substantial trial yet in Dr. Cichanski's Spring 2014 Geology 10 night class. (04/23/2014)
Geology PLO_4 - Understand the impact of the Earth and ocean systems on humanity, including natural hazards and the availability, use, and distribution of Earth and ocean resources. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2011-2012, 2013-2014 **Outcome Creation Date:** 12/31/2010	**Exam - Course Test/Quiz -** Embedded Assessment: Relevant questions will be selected from quizzes and tests given in the class. **Target for Success:** 50% of students will correctly answer the selected question.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met As the Geology department is a small one, and consists of just two introductory earth-science courses, it seems reasonable to assume that SLOs and PLOs are substantially the same. Therefore, this PLOAC report is essentially the SLOAC report for the relevant SLO in the Geology 10 (Introductory Geology) and Geology 20 (Oceanography) courses. Like the other SLOs in the Geology 10 and 20 courses, this SLO was assessed by means of `Embedded Assessment'. In this process, questions relevant to the SLO were selected from tests and quizzes given in class, and percentage of correct student responses was tabulated. During the first SLO / PLO assessment cycle (roughly 2010 to 2014), the basic criterion for `success' was set at 50%. (It is	**Enhancement:** The Geology department sees two major strategies that may help to increase success rates in SLOs generally, and more specifically to try and bring the Geology 10 SLO success rate closer to that of Geology 20: First, as noted in `Reflection and Analysis', the Geology 20 course has always been taught by a single instructor, without being split between one instructor for lectures and the other instructor

worth noting that this percentage is not necessarily the same as a student's grade on the test or in the course. One reason is that in some courses (such as the Geology 10 courses assessed in this SLOAC / PLOAC cycle), not all of the wrong choices on the multiple-choice questions are equally wrong, and partial credit is awarded for `almost-right' answers.

Embedded-assessment data were gathered from Geology 10 sections and Geology 20 sections. In the former case, the lectures were taught by Dr. Cichanski, who also wrote and graded the tests. During these Geology 10 courses, Dr. DiLeonardo taught the lab sections. The Geology 20 sections were taught, graded, and assessed for SLOs by Dr. DiLeonardo. In the Geology 10 sections, about 65% of students answered the selected questions correctly. As shown in the assessment summary for Geology 20 (see Documents -> Document Repository -> G20_SLO_assessment01.docx), about 80% of students answered the selected questions correctly. (04/23/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): During the first 4-year cycle of SLO and PLO assessment, the Geology department has concentrated on gathering baseline data for comparison against future years, and on looking for first-order patterns. As noted in the PLO Assessment Data Summary, the percentage of correctly-answered questions in Geology 20 is generally higher than in Geology 10. Why might this be? Two major possibilities suggest themselves:

1) It may be advantageous for a single instructor to teach both the lecture and lab portions of Geology 10. The continuity and coordination of instruction in a single-instructor course is the simplest, and possibly most beneficial change the Department can make.

2) Different pedagogical approaches might be tried as well. For example, testing is done differently in the two courses, and this may contribute to the different levels of SLO success in the two courses.

for labs. Geology 10 was taught this way for many years, such as from 1998-2010 when Dr. Cichanski was the sole full-time instructor in the department. Starting in 2010, the Geology departments at Foothill and De Anza Colleges were consolidated on the De Anza campus. The first four years of this new `two-full-timer' department have coincided with the first SLO and PLO assessment cycle.

During this time, the Geology department has sought to teach the Geology 10 class in a `single-instructor' cycle, but the exigencies of scheduling have made this impossible so far - but it is scheduled to happen starting in Fall 2014. During Winter Quarter 2014, the Geology, Astronomy, and Meteorology departments met to coordinate their scheduling efforts. In the future, the Geology 10 class will always be taught by a single instructor, teaching both lectures and labs.

Additionally, specific pedagogical actions can be undertaken to try and increase success rates on SLOs. The most attractive set of new teaching methods falls under the heading of `peer instruction'. Pioneered by instructors like Eric Mazur, a physics professor at Harvard, they involve students attempting to answer conceptual

Beyond these two broad themes, other issues may be important. Examples of low and high success rates on SLO-assessment embedded questions can be drawn from a number of different parts of the `parameter space' represented by the overall pool of assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult `memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be `kept straight', additional pedagogical emphasis is needed.

Students in Geology 10 and 20 face other challenges as well, such as interpreting visual cues from drawings, or visualizing scenarios described to them in words. This suggests that additional pedagogical emphasis may be needed for all forms of visualization and visual pattern recognition.

questions about the material, and then attempting to explain their answers to each other. Peer-instruction methods can take many forms, such as `think-pair-share' exercises, and the use of Personal Response Systems (`clickers'). Research by instructors like Mazur at Harvard, and a number of instructors in Geology and Astronomy at several universities, have demonstrated (through research and data) that peer-instruction methods can significantly enhance student understanding of material.

The Geology department has already done research on these methods, and has made preliminary efforts to experiment with them. For example, in-class experiments have been done in Geology 10 to try and use the PSME Division's set of clickers in class. Thus far, these experiments have mostly involved trying to work out the *logistical* details of implementing systems like those used at other schools. Given the fact that De Anza College does not have graduate teaching assistants or other resources, such as a 4-year school might have, the implementation of peer-instruction methods can be difficult. Additionally, whereas a 4-year school might easily be able to ask its students to buy in-class tools like clickers, this would be a

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			difficult thing to ask of our students. Thus, it has been necessary to experiment with the rather basic set of clickers available in the PSME Division. Happily, the instructor-side software for the clickers has recently been updated, and they are undergoing their most substantial trial yet in Dr. Cichanski's Spring 2014 Geology 10 night class. (04/23/2014)

Assessment: Assessment Unit Four Column

Dept - (PSME) Mathematics

For 2017-18 Submitted by:: James M. Mailhot

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Mathematics PLO_2 - Demonstrate and apply a systematic and logical approach to modeling and solving mathematical problems. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010	**Underlying Course -** At the February 7 Math Department meeting, faculty were broken into 6 groups. Each group was assigned one of the Math Department PLO's to analyze and a spreadsheet with completed Math department assessments for an SLO that addressed PLO 2. PLO 2 was analyzed by two groups. These groups were given assessments for Math 212 SLO 1 (6 assessments); Math 10 SLO 3 (10 assessments); and Math 1B SLO 3 (4 assessments) **Target for Success:** 70% of the SLO assessments examined for PLO 2 will indicate that the target was met.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met For Math 212, 33% of the SLO 1 assessments indicated the target was met. For Math 10, 60% of the SLO 3 assessments indicated that the target was met. For Math 1B, 50% of the SLO 3 assessments indicated that the target was met. Overall, 50% of assessments examined for PLO 2 indicated that the target was met, meaning that the target was not met for PLO 2. (03/28/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In Math 212, students seemed to perform satisfactorily when interpreting results in modeling problems, analyzing the relation between different mathematically models, and analyzing quadratic models. However, they had difficulty connecting abstract concepts in real world situations. In Math 10, students did well in the process for hypothesis testing, and did well on longer projects applying the concepts of statistics. However, they struggled in identifying the type of hypothesis test to use in a problem, had difficulty interpreting the results, and had difficulty identifying independent and dependent samples.	**Enhancement:** Some enhancements that were suggested for consideration by mathematics instructors were: Math 212: Spend more time breaking down the problem according to type of model and choose more examples of real-life situations using mathematical models. Math 1B: Do more applications and give students more in-class practice using worksheets Math 10: Provide more guidance for students on writing up their statistics projects. In general, instructors might consider daily assessments and problem solving, as well as high expectations for students. Also, it was suggested that we help students become engaged in math outside of class. The department will take these suggestions into consideration and will consider how to proceed with enhancements in a future departmental discussion. We

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			would hope to address the topic of enhancements during our reflection year in 2014-15. (12/19/2014)
Mathematics PLO_1 - Analyze and synthesize the concepts of mathematics from a graphical, analytical, numerical, and verbal approach. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010	**Underlying Course -** At the February 7 Math Department meeting, faculty were broken into 6 groups. Each group was assigned one of the Math Department PLO's to analyze and a spreadsheet with completed Math department assessments for an SLO that addressed PLO 1. PLO 1 was analyzed by two groups. These groups were given assessments for Math 114 SLO 2 (7 assessments); Math 41 SLO 1 (3 assessments); and Math 1A SLO 1 (5 assessments) **Target for Success:** 70% of the SLO assessments examined for PLO 1 will indicate that the target was met.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met For Math 114, 20% of the SLO 2 assessments indicated the target was met. For Math 41, 50% of the SLO 1 assessments indicated that the target was met. For Math 1A, 83.3% of the SLO 1 assessments indicated that the target was met. Overall, 54% of assessments examined for PLO 1 indicated that the target was met, meaning that the target was not met for PLO 1. However, it must be noted that for Math 1A (a major preparation course) the target percent was met with a good margin, whereas the percent of courses not achieving the target was lower (50%) for Math 41 and was very low (20%) for Math 114 (a developmental level course). (03/28/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In examining the reflection and analysis portion of the SLO assessments, instructors noted the following: In Math 114, students were able to correctly do numerical calculations but when looking at cumulative material, were unable to see the difference between types of problems and when to apply appropriate rules to obtain solutions. In Math 41, students were able to use terminology correctly, could correctly explain simple concepts in words and graphically. However, they had trouble with multi-step procedures and algebraic manipulation, interpretation of graphical representations, and fundamental characteristics of functions, such as domain, range, intercepts and symmetry. In Math 1A, students could calculate derivative analytically, but has difficulty ascertaining properties such as discontinuities and limits graphically. Overall, students could answer questions on tests, worksheets and projects correctly or partially correctly. It was noted that students in general need a stronger foundation in algebra. A need was mentioned to	**Enhancement:** Suggestions pertaining to this area were to make sure that instructors address verbal or written skills as well as analytical, graphical and symbolic, when writing assessments related to this PLO. The department was unable to obtain enhancement data in time for the analysis activity. A number of instructors mentioned in their reflection and analysis sections strategies to improve student performance. These included editing project directions to make things clearer, creating projects or activities around modeling of various functions, encouraging students who felt challenged by written responses to seek help in the Language Arts tutorial center, and having students help each other with written responses. In general, instructors might consider daily assessments and problem solving, as well as high expectations for students. Also, it was suggested that we help students become engaged in math outside of class.The department will take these suggestions into consideration and will consider how to proceed with enhancements in a future departmental discussion. We

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	incorporate more concrete and application examples dealing with abstract concepts. In addition, students need help in solving multi-technique problems at all levels.		would hope to address the topic of enhancements during our reflection year in 2014-15. (12/19/2014)
Mathematics PLO_3 - Use correct notation and mathematical precision in communicating mathematics. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010	**Underlying Course -** At the February 7 Math Department meeting, faculty were broken into 6 groups. Each group was assigned one of the Math Department PLO's to analyze and a spreadsheet with completed Math department assessments for an SLO that addressed PLO 3. PLO 3 was analyzed by two groups. These groups were given assessments for Math 210 SLO 1 (3 assessments); Math 43 SLO 3 (2 assessments); Math 22 SLO 1 (2 assessments); and Math 1C SLO 1 (6 assessments) **Target for Success:** 70% of the SLO assessments examined for PLO 2 will indicate that the target was met.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Overall, 70% of assessments examined for PLO 3 indicated that the target was met, meaning that the target was met for PLO 3. (03/28/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In Math 43, students were proficient in using correct notation and associated formulas for geometric and arithmetics sequences. They were also able to successfully show that for a composite functions to be one-to-one, the outer function must be one-to-one. In Math 22, students were able to identify relevant counterexamples and comfortable show a proof of properties. In Math 1C, students were able to correctly identify the type of sequence and match it with the correct test. It was mentioned the students at all levels are weak with prerequisite material. Basic skills students were weak overall in mathematical writing skills. Students needed more in-class practice to gain mastery in the subject material and practice use of proper notation.	**Enhancement:** Some enhancements that were suggested for consideration by mathematics instructors were: Instructors should do more examples using correct as well as incorrect notation. The repercussions of using incorrect notation could be discussed. In addition, students would find review modules at the beginning of the quarter useful to help them prepare for the coming topics. Finally, students would benefit from more guided practice with correct use of notation. The department will take these suggestions into consideration and will consider how to proceed with enhancements in a future departmental discussion. We would hope to address the topic of enhancements during our reflection year in 2014-15. (12/19/2014)

Assessment: Assessment Unit Four Column

Dept - (PSME) Meteorology

For 2017-18 Submitted by:: Terrence Mullens

No data found for the selected criteria.

Assessment: Assessment Unit Four Column

Dept - (PSME) Physics

For 2017-18 Submitted by:: David Robert Newton

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Physics PLO - Demonstrate a proficiency in the fundamental concepts in each of the major areas of physics including the laboratory. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/22/2014	**Exam - Course Test/Quiz -** As an assessment we used selective, conceptual and practical problems that demonstrate the student's understanding of the fundamental concepts in each major area of study. The following problem was used an assessment in understanding Newton's Laws of Motion: A 14.0 kg box resting on a horizontal, frictionless surface is attached to a 6.0 kg weight by a string that passes over a pulley. The pulley is a disk of mass 2.0 kg and radius 25 cm. After the system is released: (10 pts) a) Find the tension on the string on both sides of pulley. b) Find the acceleration of the falling weight. c) Find the horizontal and vertical components of force the axle exerts on the pulley. **Target for Success:** 70%	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met About 70% of students solved the problem correctly, 20% solved it partially correct, and 10% weren't able to solve the problem. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The results showed that over 70% of the class was able to successfully understand and apply the fundamental concepts of classical mechanics to solve and analyze this problem.	

Assessment: Assessment Unit Four Column

Dept - (SSH) Administration of Justice

For 2017-18 Submitted by:: James Suits

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Corrections/Probation Degree PLO_1 - Students will identify and discuss the legal and sociological approaches to correctional theories and practices. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010			
Corrections/Probation Degree PLO_2 - Students will analyze the current correctional system and alternative sentencing solutions. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010			
Corrections/Probation Degree PLO_3 - Students will analyze and evaluate the current theories and concepts that attribute social deviations to juvenile delinquency **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010			
Law Enforcement PLO_1 - Students will identify the responsibilities of each component of the criminal justice system. **PLO Status:** Active			

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Year(s) to be Assessed: 2010-2011 **Outcome Creation Date:** 12/31/2010			
Law Enforcement PLO_2 - Students will analyze the issues and theories of ethical standards and unethical conduct that are unique to the criminal justice field. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010			
Law Enforcement PLO_3 - Students will construct a professional report of a crime utilizing report criteria. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012 **Outcome Creation Date:** 12/31/2010			
Private Security PLO_1 - Students will identify the components of the criminal justice system and how they are fundamental to the process. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010			
Private Security PLO_2 - Students will identify the elements of a crime based on a factural situation. **PLO Status:** Active **Outcome Creation Date:** 12/31/2010			
Private Security PLO_3 - Students will construct a professional report of a crime utilizing report criteria. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012 **Outcome Creation Date:** 12/31/2010			

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Administration of Justice PLO_1 - Students will identify the responsibilities of each component of the criminal justice system. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010			
Administration of Justice PLO_2 - Students will analyze the issues and theories of ethical standards and unethical conduct that are unique to the criminal justice field. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010			
Administration of Justice PLO_3 - Students will construct a professional report of a crime utilizing report criteria. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012 **Outcome Creation Date:** 12/31/2010			

Assessment: Assessment Unit Four Column

Dept - (SSH) Anthropology

For 2017-18 Submitted by:: Ameeta Tiwana

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Anthropology PLO_2 - Students will apply cultural relativism to understand behavioral variation and recognize the validity of each culture as an adaptation to its physical, biotic and social environment. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 12/31/2010	**Project -** As part of their class project, students selected a topic of choice, conducted fieldwork, interview and do participant observation to understand the subculture and see how variability can best be understood as an adaptation to its environment. **Target for Success:** 100% **Comments/Notes:** Over 85% of the students by the end of the quarter did get a clearer understanding of cultural relativism and used it to understand diversity around them	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 90 % of the class conducted a holistic study and looked at from a relativistic viewpoint (04/15/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Striving for a 100% success	**Enhancement:** More stress in the beginning and during the quarter on these key concepts in anthropology using more examples and varied methods (04/15/2016)
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met 80% of the students were able to see the role of the environment in shaping behaviors and practices. (05/06/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since the target is not met more effort needs to put in to build the skill. More experiential projects and readings that reinforce the concept	**Enhancement:** small group exercises with hypothetical situations to apply the concept (05/06/2013)
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met Over 80% of the students by the end of the quarter did get a clearer understanding of cultural relativism and used it to understand diversity around them (05/06/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continue efforts to instill this skill through a diverse teaching pedagogy in the classroom and during service learning component	**Enhancement:** small group exercises with hypothetical situations to apply the concept (05/06/2013)
	Exam - Course Test/Quiz - Two questions on the exam **Target for Success:** 75% of the students can answer correctly	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met I was able to meet my targets for PLOs 2 and 3, but not PLO 1. Anthropology's holistic approach (PLO 1) is a cornerstone	**Enhancement:** I will continue to work to find ways to help my students achieve mastery of our PLOs in Anthro 02 . Finding ways

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		of the discipline, as such, I take great care to integrate its practice into my weekly lesson plans. Given the results on the quiz I'm left wondering if perhaps there was a disconnect between the question I used to access student understanding of this concept and how was have practiced it in class every week. (03/24/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was able to meet my targets for PLOs 2 and 3, but not PLO 1. Anthropology's holistic approach (PLO 1) is a cornerstone of the discipline, as such, I take great care to integrate its practice into my weekly lesson plans. Given the results on the quiz I'm left wondering if perhaps there was a disconnect between the question I used to access student understanding of this concept and how was have practiced it in class every week.	to communicate PLOs in ways that students find relatable ensures that key ideas and insights from our discipline are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that do a better job of reflecting how students learn complex concepts. (03/24/2018)
	Exam - Course Test/Quiz - Multiple choice question incorporated in weekly quiz. Students were assessed via three multiple choice questions integrated into a weekly quiz taken in-class during week 10 of the quarter. The quiz was administered using the Canvas MLS with students submitting their responses via a web interface or app. Each question was written so as to access students mastery and integration of a specific PLO (1, 2, or 3). Students where not warned ahead of time that they would be accessed on these specific materials in this quiz which was otherwise focused on unit specific materials. PLO assessment questions were excluded from quizz's overall points evaluation – they did not count towards their quiz grade. Students were fully informed of the assessment conditions right before taking the quiz. **Target for Success:** 75% of students		

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	respond correctly		
Anthropology PLO_1 - Students will apply a scientific, evolutionary and a holistic approach to understand human variation. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010	**Project -** Students do an in class human variation study and then try their hands at racial classification. In the process of data collection and analysis they understand that variation exists but not races. A scientific and holistic approach is used to study human variation. **Target for Success:** 100% **Comments/Notes:** As students move from one group to another during the experiment, they realize that traits are dis-concordant and there is more variation withing the group than between groups. This process dispels the myth of racial classification. Also, 90% of the students answered the test questions on racial classification correct on the exam. of the class	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met As students move from one group to another during the experiment, they realize that traits are dis-concordant and there is more variation withing the group than between groups. This process dispels the myth of racial classification. Also, 90% of the students answered the test questions on racial classification correct on the exam. of the class (03/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The activity was successful in students exploring why biological races are not a reality	**Enhancement:** I would add more visible traits and continue the experiment in class (03/24/2018) **Enhancement:** Other human variation experiments should be added alon the quarter to apply scientific, evolutionary and a holistic approach used to study humans. Hence more experiment-data-analysis (05/06/2013)

Anthropology PLO_3 - Students will analyze cultural diversity and explain how it arose and changes. They will also identify underlying similarities between cultures.
PLO Status: Active
Year(s) to be Assessed: 2011-2012
Outcome Creation Date: 12/31/2010
	Exam - Course Test/Quiz - Which of the following statements made by an anthropologist represent a position of cultural relativism?
	   a. "The eating of human flesh is wrong"
	   b. "I endorse the eating of human flesh"
	   c. "The members of this group believe that by eating their enemies, they ingest their courageous qualities"
	   d. all of the above
	Incest prohibition is a cultural universal because
	   a it prevents social
		Program Review Reporting Year: 2010-2011
		Target : Target Not Met
		70% of the students were able to apply relativism when explaining cannibalism among a hypothetical cultural group. Also they were able to be non judgmental about incest and understand the reasons for its universal prohibition. (05/06/2013)
		Reflection (CLICK ON ? FOR INSTRUCTIONS): Cultural relativism is more easily said than internalized. Hence more in class discussion, readings, group projects and experience with diversity will develop the skill among all students.
			Enhancement: Same concept will be enforced using other means of learning such as film, interviews, fieldwork, readings. (05/06/2013)

isolation
      b. it prevents role ambiguity
    c. it prevent social disruption
    d. all of the above
 	
Target for Success: 100%
Comments/Notes: 70% of the students were able to apply relativism when explaining cannibalism among a hypothetical cultural group. Also they were able to be non judgmental about incest and understand the reasons for its universal prohibition.
Exam - Course Test/Quiz - Three questions on Quiz 10 were used to to assess the PLO
Target for Success: Target for Success: My aim was to achieve at least a 75% success rate among surveyed students. No study guide or prior warning was provided to students that they would be accessed on these concepts using multiple-choice questions in quiz #10.
		Program Review Reporting Year: 2017-2018
		Target : Target Met
		: My aim was to achieve at least a 75% success rate among surveyed students. No study guide or prior warning was provided to students that they would be accessed on these concepts using multiple-choice questions in quiz #10. (03/24/2018)
		Reflection (CLICK ON ? FOR INSTRUCTIONS): I was able to meet my targets for PLOs 2 and 3, but not PLO 1. Anthropology's holistic approach (PLO 1) is a cornerstone of the discipline, as such, I take great care to integrate its practice into my weekly lesson plans. Given the results on the quiz I'm left wondering if perhaps there was a disconnect between the question I used to access student understanding of this concept and how was have practiced it in class every week.
			Enhancement: : I will continue to work to find ways to help my students achieve mastery of our PLOs in Anthro 02 . Finding ways to communicate PLOs in ways that students find relatable ensures that key ideas and insights from our discipline are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that do a better job of reflecting how students learn complex concept (03/24/2018)

Assessment: Assessment Unit Four Column

Dept - (SSH) Child Development

For 2017-18 Submitted by:: Li Wei Sun

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Child Development PLO_1 - Integrate developmentally appropriate knowledge and practice and their application to teaching all young children. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 12/31/2010	**Other -** In 10-11, the method to evaluate is through the use of the student teaching competencies rubric. **Target for Success:** 70% is the target for success. **Comments/Notes:** Anecdotal data from all three practicum instructors indicates that a barrier to success for many students is the time constraints of the quarter system. Twelve weeks is too short a time span for students with limited classroom experience and for those students whose experience has been in programs with widely different philosophical beliefs and practices, ie. programs where NAEYC standards are not practiced. This is especially true during the 6 week summer session.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Data on student's classroom performance (In CD 51) is collected from written and oral feedback from mentor teachers, observation from instructor and self-reflection from the student. The mentor teacher and the instructor engage in a collaborative process using the competencies delineated in the rubric in order to determine the level of performance for each student. NAEYC Standards and Supportive Skills are listed beside each competency in the rubric. Mid-quarter and final conferences are used as vehicles of communication, where the mentor teacher, the instructor and the student each write their own narrative based on the competencies listed in the rubric. The stated competency level is corroborated in the respective narratives with concrete examples of the student?s classroom performance. During the Spring and Summer 2011 quarters, the following two basic SLOs (Student Leaning Outomes) were addressed: 1. Demonstrate mastery of basic or advance teaching competencies. 2. Analyze the teaching process through reflection and self-assessment of teaching experiences to guide and improve practice. The first SLO represents a generalized ability to master teaching competencies needed in order to pass the practicum. The second SLO represents a key skill that is influential in the successful mastery of many other required competencies. As all NAEYC Standards and Supportive Skills are imbedded in the entire practicum rubric, basic mastery is represented throughout the rubric. Analysis of teaching process through	

reflection and self assessment is represented for both beginning and advanced student teachers within the corresponding basic and advanced rubrics in competency 5A and 5C respectively. These reflect Standards 5a, 5c and 5d. Student performance during the Spring, Summer and Fall 2011quarters with respect basic to the above SLO/NAEYC Standards was evaluated. In summary, 48% of the students in the Spring, Summer and Fall 2011 practicum were able to demonstrate above average mastery (3-4 points) per competency, thus receiving either an A, A- or B+ final grade. 40% received an average of 2-3 points per competency for grades ranging from B, B-.or C+. 8% of students received a passing grade of C with average points per competency of 1-2. Finally, 4% failed the course performing at a level of either C-, D or F. These students were counseled out at mid quarter and received a W (withdrawal). Sixty one% of the students who received above average grades were advanced students with previous practicum experience. 39 % of above average students had experience working in a program that was deemed developmentally appropriate. Thus, students with minimal experience or experience working in less appropriate settings had lower average ratings on the practicum rubric. With respect to the second SLO (Analyze the teaching process through reflection and self-assessment of teaching experiences to guide and improve practice) and Standards 5a, 5c and 5d, a majority of students (85%) attained a level of 2-3 on those competencies that articulated reflection and self-assessment. The remaining 15% had minimal or no success in these competencies. (04/29/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Student success is determined by using the rubric scores to ascertain problem areas. The practice of on-going dialogues between the mentor teacher, instructor and the student is utilized each quarter. The written evaluation collected from each student at the end of the quarter is also used to corroborate possible deficiencies within instructional materials, class structure, or instructional methods. Difficulties in one particular competency area, indicates

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

that further analysis and changes are in order. Reflection and self-assessment expressed during the mid-quarter conference is combined with the observations of the mentor teacher and instructor to provide guidance to the student to improve both written skills and classroom performance. Data gathered from the observations of classroom performance and written assignments determines whether or not the individual student is meeting the proscribed standards. Verbal feedback from both the mentor teacher and the instructor is given throughout the student?s experience, preferably on a daily basis, in order to allow the student to modify and adjust interactions and classroom performance as outlined on the rubric. If there is a wide gap in student?s perceptions as expressed in their reflection/self-assessment and the mentor teacher/instructor assessment, then guidance strategies are revised at that time. The mid-quarter conference/evaluation acts as the formal venue for determining possible change.

Program Review Reporting Year: 2011-2012
Target : Target Met
In 2011-12, the method types used are: Research on selected topic and class presentation, observations, and completion of a curriculum binder. The data on 3 courses of the 5 selected was used to assess this PLO. 70-100% of the students met the target. The research on a topic and presentation and the completion of a curriculum binder yield 98-100% success. (12/14/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Faculty reflected on the curriculum binder and observation methods. As for the curriculum binder, introduce one to three developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent throughout the quarter as an extra feature in class assignments to encourage each student to design curriculum for all developmental domains. Direct observation help students learn the concepts and apply observational skills.

Other - In 2011-12, the method types used are: Research on

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	selected topic and class presentation, observations, and completion of a curriculum binder. **Target for Success:** 70-75% of students successfully complete the assignment. **Field Placement/Internship -** Practicum Teaching Competencies rubric **Target for Success:** 70%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met The student Practicum data was used to analyze this program learning outcome. Student teaching is the capstone course. The data indicate that in fall at least 98% of students met or exceeded expectations regarding the student teaching competencies. More than the majority of students were able to demonstrate skills and knowledge of developmentally appropriate, as well as met the NAEYC standards at a proficient or mastery level. This means that the majority of students were able demonstrate the ability to "integrate developmentally appropriate knowledge and practice and their application to teaching young children". There can be a number of interpretations for this data. However, we believe that student are entering this capstone class with certain prerequisite knowledge and skills and then are being given support to apply this information and these skills in high quality practicum settings. The data also indicates that a small minority of students continue to need additional support in order to gain proficiency regarding the standards. These are the students that we hope to focus on for one of our goals for program improvement. The context of our college is one of high diversity. Based our most recent department survey, we find that the majority of students who are enrolled in our classes believe they have been prepared for and have the ability to "integrate developmentally appropriate knowledge and practice and their application to teaching all young children". 97% of students stated that the courses in Child Development at De Anza College prepared them to work in a high quality early childhood program. (04/17/2016)	**Enhancement:** We will be modifying the assignments to include more focus on parent and child interaction to increase the amount of experience that students currently have in classes. It would be beneficial for students if we add more observational questions regarding this on various assignments. Second, we intend to put more consistent focus on opportunities for first quarter students to better understand the diverse family and community characteristics through specific assignments that include some time meeting with their mentor teacher to discuss family background and dynamics. (04/17/2016)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): This data has helped to inform teaching practice. After completing the analysis we realize several important things. First, as just mentioned in the summary, the data indicates that a small group of students continue to need additional support in order to gain proficiency regarding the NAEYC standards and developmentally appropriate knowledge and practice. These are the students that we hope to focus on for one of our goals for program improvement. English learners require additional support to succeed in the capstone course.	
Child Development PLO_2 - Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 12/31/2010	**Other -** Naturalistic observation key assessment and rubric is the method used to evaluate this outcome. Research/topic presentation rubric is the additional method to assess. **Target for Success:** 70% or C grade or above.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met In the fall 2011, two sections of CD 10G Child Development : The early Years were evaluated. The student performance data was collected through evaluation of the Naturalistic Observation and use of the accompanying rubric. The rubric compliments the Naturalistic Observation and serves to aid both students and the instructor in clarifying the criteria by which the observation is measured. Of the classes listed above, a total of 87 students were evaluated. When analysis commenced, it was determined that 70 students understood and articulated the assessment successfully, receiving a grade of C or better. All 87 students received written feedback corroborating the accompanying letter grade. Using the assessment as an identification tool for areas of strength and weakness, it was determined that within the group who received a grade lower than C, a sub-categories emerged - that of second language students. Of the 17 students who did not pass, the number of non-native speakers numbered 12. The demonstrated area of deficiency for all 17 students corresponded to standard 3B. Of the 5 remaining students who received a lower than C grade, 4 were students who were taking their first community college class. (04/26/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since the ultimate goal of this key assessment was to assist students in understanding the Naturalistic Observational format, the	

collection and analysis of data and the control personal bias, both instructors allowed the 17 students who fell below the grade of C to re-write their assignment. Each of the 17 students received additional, written and oral feedback and turned in a revised version of the original assignment. 15 out of the 17 students improved their performance to a grade of C or better.

Program Review Reporting Year: 2011-2012
Target : Target Met
80-100% of the students met the target according to the method assessed. The review of a topic provides for student an opportunity to understand the scientific process and recognize the various methods to gather data, including observation. (12/14/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Faculty felt that it is important to provide opportunities for students to engage with each part of the scientific method process via class activities or other assignments. A high percentage of students were able to demonstrate the ability to link theory and research with direct observations and researching topics of relevance in Child Development.

Other - Naturalistic Observation
Target for Success: 70%

Program Review Reporting Year: 2014-2015
Target : Target Met
The CD10G course offers the opportunity for students to learn and practice observational skills.
Of the 45 students, 41 students completed the final naturalistic observations successfully.
80% of these students achieved a satisfactory score. The results reflect 1 section of CD-10G taught by one instructor. 80% students enrolled in this section met the course target.

In addition and according to the 2014 Student Survey results,
• 63% of the respondents are prepared to utilize qualitative analysis, naturalistic observation techniques, to assess child development, classroom experiences, and curriculum; 30% are somewhat prepared.
• 44% of the respondents are prepared to analyze research papers related to child development; 31% somewhat prepared; 11% not very much prepared; and 4% not at all

Enhancement: Students will continue conducting qualitative analysis and practicing observation techniques. (04/17/2016)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

prepared. (04/17/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Based on the data that has been submitted, students have demonstrated knowledge and skills in using the scientific process, developing observational skills essential in understanding child growth and development.

The results of the student survey do reflect the need to continue fine tuning students skills in observation and further learn to analyze research papers related to Child Development.

Child Development PLO_3 - Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.
PLO Status: Active
Year(s) to be Assessed: 2010-2011, 2011-2012, 2012-2013, 2013-2014
Outcome Creation Date: 12/31/2010

Other - The criteria on the rubric for this portfolio- Students were expected to clearly construct their philosophy and practices in child development, specify their career plan in education, and systematically document their professional training and qualification in early education. In 2011-12, Video Clips and Reflective journals were use as methods.

Target for Success: At least a 70-80 % will be successful meet the evaluation method requirements.

In 10-11,the portfolio rubric is the method. The highest point for each criterion is 5. Since Principles and Practices (CD50) is a beginning class and students will continue to modify their portfolio in other classes later, I aimed for a target of 3 points or higher and the average score for all 35 students was 3. Four students missed the target for the fourth section and three students missed the target on the fifth section.?

Program Review Reporting Year: 2010-2011
Target : Target Not Met
In the Spring 2011, 24 students completed the portfolio assignment in the section of Principles and Practices (CD50). 53% of the students assessed at the highest levels, 16% assessed at mid-range and 29% at the lowest level. These results revealed the need to revisit this key assessment, integrate it better with standards, and review the course SLOs to directly relate with the key assessment.

In the Fall 2011, 19 students completed the portfolio assignment in the section of Principles and Practices (CD050.01). 57% of the students assessed at the highest levels, 14% assessed at mid-range and 23% at the lowest level. These results revealed that students need more guidance in the development of this key assessment. Currently students are guided to complete one section of the portfolio per week. Additional attention is required to better integrate the key assessment with the standards. (04/26/2013)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Due to the detailed nature of the rubric, it should be clear which standards and supportive skills have been successfully addressed in the course and which have not. In discussion to establish the rubric instructors agree to weave each of the components through the 9 major topics of CD50 instruction. All instructors are required to offer suggestions and work with students in improving their portfolio. The final portfolio of each student is taken on a job interview to

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	(Winter Quarter Teacher) In 11-12, video clips analysis and reflective journals are the methods to measure success.	the early childhood education program. **Program Review Reporting Year:** 2011-2012 **Target :** Target Met CD51 and CD 57 (2 sections), student teaching courses, were evaluated. Reflective journals and video taping clips were the method for this cycle. 100% of the students met the course target. (08/15/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To enhance student learning, it was found that by beginning videotaping perhaps a week or two earlier to test out if this provides even more feedback and support for students. We will also share these results with the State Mentor Program since the results were so positive for student feedback, self-assessment and professional development. Additional allocations should be made if possible to purchase video cameras for the mentor teachers/classroom staff. This is an invaluable technological tool for training student teachers.	
	Exam - Course Test/Quiz - Comprehensive Exams that include questions in best practices and professional competencies. **Target for Success:** 70% **Comments/Notes:** Student survey data also used in the analysis.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met The fall 2015 CD-50 student Learning Outcome data was used to assess this program learning outcome. Of the 111 students enrolled in three sections of CD-50, 103 students successfully passed the test. 75% of these students achieved a satisfactory score. According to the student survey of 2014: * 60% of the students responded that they are prepared to communicate the developmental and behavioral needs of young children. 34% of the respondents are somewhat prepared. *58% of the students responded that they are prepared to evaluate the development of young children. 36% of the respondents are somewhat prepared. *58% of the students responded that they are prepared to identify atypical development in young children. 30% of the respondents are somewhat prepared. *63% of the students responded that they are prepared to utilize qualitative analysis, naturalistic observation techniques to assess child development classroom experiences and curriculum. 30% of the respondents are	**Enhancement:** Adding scenarios or case studies as part of the exam to engage students in the discussion of ethical dilemmas and supporting parents' understanding of development. (06/03/2016)

somewhat prepared.

*46% of the students responded that they are prepared to identify community resources for solving child, family and programmatic dilemmas. 36% of the respondents are somewhat prepared.

*59% of the students responded that they are prepared to adapt ideas and methods to new situations in early childhood setting. 30% of the respondents are somewhat prepared.

*57% of the students responded that they are prepared to create developmentally appropriate lesson plans for young children. 27% of the respondents are somewhat prepared.

*44% of the students responded that they are prepared to solve ethical dilemmas in the early childhood setting. 32% of the respondents are somewhat prepared.

*40% of the students responded that they are prepared to explore with parents different scenarios to addressing their child's developmental or behavioral challenges. 36% of the respondents are somewhat prepared.

*53% of the students responded that they are prepared to adjust curriculum to address children needs in the early childhood setting. 31% of the respondents are somewhat prepared.

*44% of the students responded that they are prepared to analyze research papers related to child development. 31% of the respondents are somewhat prepared.

Total of awards: 49 (Certificates & Degrees)
 (04/17/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Faculty will continue working with students to develop skills and competencies. We will like to have a special emphasis 3 skill areas: solving ethical dilemmas, working with parents in understanding development and behavioral changes, and analyzing research papers.

Assessment: Assessment Unit Four Column

Dept - (SSH) Economics

For 2017-18 Submitted by:: Ravjeet Singh

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Principles and Issues In Economics PLO_1 - Develop a critical way of thinking with the goal of optimal decision- making in everyday life using marginal benefit and marginal cost concepts. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 12/31/2010	**Exam - Course Test/Quiz -** Pre Testing and Post Testing Evaluation **Target for Success:** Target for Success was defined as 75% of students getting 80% of the questions correct. (16 sections: 8 for ECON1 and 8 for ECON2) were part of the sample analysis. ECON1: For 5 out of 8 sections, the success target was met. For other 2 sections, target was met partially. ECON2:For 5 out of 8 sections, the success target was met while for 3 sections, target was not met satisfactorily. **Related Documents:** Econ 1 PLO Items.doc Econ 2 PLO items.doc	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Target for Success was defined as 70% of students getting 70% of the students correct (13 sections: 8 for ECON1 and 5 for ECON2) were part of the sample analysis. ECON1: Target was met for all sections in ECON1. For 2 sections, a couple of questions , the target was not met (67-69%). For another 2 sections, a couple of questions (2/9)were answered correctly by a very low percentage of students. ECON2: Target was met for 4 out of 5 sections. The success ranged from 70% to 90.3%. Need to discuss with the faculty during Fall opening day (2013-14) to analyze what worked/needs improvement and figure out ways to address the relevant issues. (04/23/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Even though target was met at the Department level, several important ideas emerged: Some instructors chose a slightly smaller dataset of questions. Method of data reporting also varied across instructors requiring lot of effort to establish uniform interpretation across different sections. Matching of PLO's with specific questions was not clearly stated and again required effort and time to interpret the results. Suggestions about slight rephrasing of PLO11 were also suggested: Replace Marginal Benefit and Marginal Cost Analysis with Opportunity Cost.	**Enhancement:** Protocol for data reporting will be communicated to all faculty members in the department so there is uniformity in reporting and collection of the data as well as facilitate a more efficient interpretation of the data. These suggestions include reporting the data in terms of %age for each question. (05/02/2013) **Enhancement:** Arrange the questions in a specific order, eg; all questions matching PLO1 followed by all questions matching PLO2. (05/01/2013)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Related Documents: Econ 1PLO1.docx ECON2PLO1.docx	
		Program Review Reporting Year: 2011-2012 **Target :** Target Met There was lot of constructive feedback provided by all the participants in this venture. For some questions, students' performance was quite unsatisfactory and several explanations were offered. These ranged from either some of the topics partially covered/not covered at unfamiliar terminology. In one of the sections, outcome was adversely affected when students were informed that particular assessment will not be part of their grade. (07/12/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It was realized that some questions needed to be worded differently. Some other concepts were covered before the midterm and so for non comprehensive finals, the performance of the students was not a well as expected.	**Enhancement:** Suggestions for changing the questions were put forward and accepted. An in-depth look at these questions on the opening day for fall 2012 is proposed. More practice questions were also suggested to improve the performance of the students. Students will be asked to treat these assessment as part of their grade so that students do not rush thru the process. (07/12/2012)
Principles and Issues In Economics PLO_2 - Demonstrate the ability to analyze and understand the current economic situation using diverse economic theories and how they impact society's well being. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 05/02/2013	**Exam - Course Test/Quiz -** Pre Test and Post Test Multiple choice exam. **Target for Success:** Target for Success was defined as 75% of students getting 80% of the questions correct. (16 sections: 8 for ECON1 and 8 for ECON2) were part of the sample analysis. ECON1: For 5 out of 8 sections, the success target was met. For other 2 sections, target was met partially. ECON2:For 5 out of 8 sections, the success target was met while for 3 sections, target was not met satisfactorily.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Assessment for 3 sections of ECON1 for PLO2 was carried out. Pre Test and Post Test analysis consisted of 5 questions for all 3 sections. Pre Test results showed the percentage of correct responses ranged between 5% and 50% across 3 sections. In Post Test analysis of the same questions, percentage of correct responses ranged between 30% to 82%. (01/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Based on our discussion, we realized that there were atleast 2 questions where students had uniformly performed unsatisfactorily. Deeper analysis revealed that the wording of the questions was inconsistent with the way the topics were discussed in all sections. **Related Documents:** PLO#2ECON1.docx RevisedQuestionsPLO#2ECON1.docx	**Enhancement:** We have decided to revise the questions to be consistent with the way the material is approached in our in class discussions. We will be running another cycle of this PLO in Spring 2017. (01/31/2017)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met	**Enhancement:** Protocol for data reporting will be communicated to

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Target for Success was defined as 70% of students getting 70% of the students correct (13 sections: 8 for ECON1 and 5 for ECON2) were part of the sample analysis. ECON1: Target was met for all sections in ECON1. For 2 sections, a couple of questions, the target was not met (67-69%). For another 2 sections, a couple of questions (2/9) were answered correctly by a very low percentage of students. ECON2: Target was met for 4 out of 5 sections. The success ranged from 70% to 90.3%. Need to discuss with the faculty during Fall opening day (2013-14) to analyze what worked/needs improvement and figure out ways to address the relevant issues. (05/02/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Even though target was met at the Department level, several important ideas emerged: Some instructors chose a slightly smaller dataset of questions. Method of data reporting also varied across instructors requiring lot of effort to establish uniform interpretation across different sections. Matching of PLO's with specific questions was not clearly stated and again required effort and time to interpret the results. **Related Documents:** ECON1PLO2.docx	all faculty members in the department so there is uniformity in reporting and collection of the data as well as facilitate a more efficient interpretation of the data. These suggestions include reporting the data in terms of %age for each question. (05/02/2013) **Enhancement:** Arrange the questions in a specific order, eg; all questions matching PLO1 followed by all questions matching PLO2. (05/02/2013)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met There was lot of constructive feedback provided by all the participants in this venture. For some questions, students' performance was quite unsatisfactory and several explanations were offered. These ranged from either some of the topics partially covered/not covered at unfamiliar terminology. In one of the sections, outcome was adversely affected when students were informed that particular assessment will not be part of their grade. (07/12/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It was realized	**Enhancement:** Suggestions for changing the questions were put forward and accepted. An in-depth look at these questions on the opening day for fall 2012 is proposed. More practice questions were also suggested to improve the performance of the students. (07/12/2012)

that some questions needed to be worded differently. Some other concepts were covered before the midterm and so for non comprehensive finals, the performance of the students was not a well as expected.

Assessment: Assessment Unit Four Column

Dept - (SSH) Geography

For 2017-18 Submitted by:: Purba Fernandez

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Geography PLO_1 - Demonstrate understanding of the diverse processes that shape natural and cultural environments. **PLO Status:** Active **Year(s) to be Assessed:** 2017-2018 **Outcome Creation Date:** 12/31/2010	**Survey -** We conducted a questionnaire survey comprising of multiple choice questions in 10 sections of Geography in the Fall of 2017. A total of 225 students completed the survey. The composition of classes in the Geography program in Fall 2017 were as follows: 5 sections of Physical Geography (GEO 1), 1 section of Cultural Geography (GEO 4) and 4 sections of World Regional Geography (GEO 10). The same survey was administered by one full-time faculty member and 2 adjunct faculty members in the department, and included 7 on campus classes and 3 online classes. **Target for Success:** 60% or higher correct responses for the survey questions	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Of the 225 students taking Geography classes in Fall 2017, 85% of them were taking a Geography class for the first time. 11% of those surveyed had taken 2 Geography classes (including the current class), while only 4% had taken 3 Geography classes (including the current class) at De Anza. Clearly, most of the students are taking a Geography class to fulfill a G.E. requirement. 73% of the students correctly responded that Geography was both a physical and social science while 66% of the students were able to identify the goals of the study of Geography. (12/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Of the 225 students taking Geography classes in Fall 2017, 85% of them were taking a Geography class for the first time. 11% of those surveyed had taken 2 Geography classes (including the current class), while only 4% had taken 3 Geography classes (including the current class) at De Anza. Clearly, most of the students are taking a Geography class to fulfill a G.E. requirement. It is therefore difficult to assess the impact of the Geography department (in its totality) on student learning; and to assess Program level outcomes. In this context, it is perhaps more concrete and useful to discuss student learning in individual courses.	**Enhancement:** In the quarters subsequent to our PLO assessment, our department members will continue to explore and experiment with ways to assess our students using surveys (online and in-class), assignments, exams and reflections. (12/21/2017)
	Exam - Course Test/Quiz - For GEO	**Program Review Reporting Year:** 2010-2011	

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	4, the assessment tool was an essay question on diffusion of a major world religion on the 2nd mid-term exam.	**Target :** Target Met 92% of the students earned a passing grade; the average score for this question for the class of 39 students was 82% or a B- grade. A third (33%) of the class scored an A- grade or higher. (03/20/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most students take one or two courses in Geography during the time they are at De Anza College. It is therefore difficult to assess the impact of the Geography department (in its totality) on student learning; and to assess ?Program level outcomes.? In this context, it is perhaps more concrete and useful to discuss student learning in individual courses.	**Enhancement:** Some of the department faculty are using online surveys (Survey Monkey and Catalyst) to get additional feedback from students and to supplement formal assignments and exam based assessments. (01/10/2014)
Geography PLO_2 - Critically analyze geographic issues at various spatial scales; global, regional and local. **PLO Status:** Active **Year(s) to be Assessed:** 2017-2018 **Outcome Creation Date:** 12/31/2010	**Survey -** We conducted a questionnaire survey comprising of multiple choice questions in 10 sections of Geography in the Fall of 2017. A total of 225 students completed the survey. The composition of classes in the Geography program in Fall 2017 were as follows: 5 sections of Physical Geography (GEO 1), 1 section of Cultural Geography (GEO 4) and 4 sections of World Regional Geography (GEO 10). The same survey was administered by one full-time faculty member and 2 adjunct faculty members in the department, and included 7 on campus classes and 3 online classes. **Target for Success:** Majority of students surveyed should be able to correctly answer the survey questions.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80% of students were able to identify correctly the fundamental themes of geography as related to global, regional and local scales. (12/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The purpose of the survey questions was to find out to what extent students had grasped the fundamental themes in Geography. We conducted the survey during Week 9-10 in the quarter. By this time, students had studied most of the themes, completed oral and written assignments, taken exams and completed projects and papers in their respective classes. So they were better prepared to answer the questions since they had been exposed to the ideas and had time to practice and work on the content.	**Enhancement:** We will continue to use informal surveys (both online and on-campus formats) and essay questions on exams and assignments to assess students in a more qualitative fashion; some faculty are inviting student comments and reflections to gauge student awareness about current events that relate to geography at the global, regional and local scales. (12/21/2017)
Geography PLO_3 - Interpret maps; synthesize, analyze and use geographic data and graphics to propose solutions to problems.	**Survey -** We conducted a questionnaire survey comprising of multiple choice questions in 10 sections of Geography in the Fall of	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 65% of the students were correctly able to describe Cartography as the art and science of map making. But 92%	**Enhancement:** Department members will continue to explore and experiment with ways to assess our students using surveys

PLO Status: Active
Year(s) to be Assessed: 2017-2018
Outcome Creation Date: 12/31/2010

2017. A total of 225 students completed the survey. The composition of classes in the Geography program in Fall 2017 were as follows: 5 sections of Physical Geography (GEO 1), 1 section of Cultural Geography (GEO 4) and 4 sections of World Regional Geography (GEO 10). The same survey was administered by one full-time faculty member and 2 adjunct faculty members in the department, and included 7 on campus classes and 3 online classes.
Target for Success: Majority of the students record correct responses to the survey questions.

understood the function and uses of latitudes and longitudes, while 76% were able to correctly identify the factors responsible for the earth-sun relationship.   In Physical Geography, students describe, analyze and interpret weather variables and patterns; synthesize and analyze climate change maps and data; earthquake occurrences and plate tectonics through visuals such as maps, graphics and data sets. In Cultural Geography, they work with population data, migration flows, language and religion diffusion maps, globalization and trade maps and development indicator data, to name a few.   (12/21/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Most students are able to grasp and work with geographic data, maps and graphics. We use these throughout the quarter so students develop the skills to read and interpret the information. Most students are able to describe trends and patterns but some struggle with the application part where they have to propose solutions for particular problems.

(online and in-class), assignments, exams, projects, papers and reflections.
 (12/21/2017)

Assessment: Assessment Unit Four Column

Dept - (SSH) History

For 2017-18 Submitted by:: Carol Cini

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
History PLO_1 - Using secondary and primary sources, students will critically analyze the human condition within the context of various cultures, civilizations, and time periods. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 12/31/2010	**Survey -** Survey in all many History sections as possible. **Target for Success:** The more history courses that students have taken, the higher they will score on the survey's history questions. **Related Documents:** Hist PLO Survey Document History PLOAC Survey	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 16 History class sections responded to the survey during the last week of Fall Quarter 2013. 488 total students took the survey. All responses were gathered by each section's instructor, and instructors tabulated their sections' results. The Department Chair then tabulated all sections' results together for the program-wide result here being reported. 1.2 was the average number of history classes taken by student respondents. 77% of respondents correctly answered Question 2, choosing the secondary historical source from primary ones. This question corresponds to the PLO statement part regarding students using primary and secondary historical sources. 58% of respondents correctly answered Question #3, identifying which choice's topic was not an improvement in the human condition over time. This question speaks to the PLO's statement about analyzing human conditions across time. 67% of respondents correctly answered Question #4 involving constants versus issue changes throughout all of human existence. (03/05/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Results on Questions 2-4 suggest that students DO leave De Anza's History classes able to perform significant aspects of our Program Learning Objectives. Compared to our second PLO assessment, our third PLO assessment reveals a lower average of students taking more than one history class. The average in 2012 was 2.1 and in 2014 was 1.2. There was a correlation shift to answers especially to question #3. 92%	

correctly answered question #3 in 2012 and in 2014 the percentage of correct answers dropped to 78%. This seems to show that when students take more history classes, the more able they are to recognize the difference between primary and secondary sources. Out outcomes are tied to how many classes students complete in the history department.

Program Review Reporting Year: 2012-2013
Target : Target Met
Assessment Data Summary Box:
___ was the average number of history classes taken by student respondents.

___% of respondents correctly answered Question 3, choosing the secondary historical source from primary ones. This question corresponds to the PLO statement part regarding students using primary and secondary historical sources.

___% of respondents correctly answered Question #4, identifying which choice?s topic demonstrated improvement in the human condition over time. This question speaks to the PLO?s statement about analyzing human conditions across time.

___% of respondents correctly answered Question #5 involving constants versus changes in human conditions across different cultures and times.

 (06/26/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Results on Questions 3-5 suggest that students DO leave De Anza?s History classes able to perform significant aspects of our Program Learning Objectives.

To try to ascertain the impact on students? performance of having taken more or fewer history, we compared individual answers in 5 of the sections to see if those reporting having taken more classes scored higher than those having had fewer of our courses. There was a definite

but slight correlation.

On Question 3, those taking their first history class vs. those who took 2-3 courses and those who had 4 or more, the percentage answering correctly were, respectively: 90%, 94%, and 98%. On Question 5, the difference was 96%, 97%, and 98%. While relatively slight, this shows correlation between taking more history classes and achieving more highly on the PLO. The History Department has no immediate plans to alter either its PLO or PLO-assessment methods.

Survey - Department members designed a survey intended to measure students? learning of objectives (please see attached survey form). The survey consisted of four questions. The first one was to learn how many De Anza history classes respondents had already taken. The other three questions measure student achievement of the learning objective. 18 History class sections responded to the survey during Spring Quarter 2012. 601 students took the survey. All responses were gathered by each section?s instructor, and instructors tabulated their own sections? results. The Department Chair then tabulated all sections? results together for the program-wide result here reported.

Target for Success: The more history courses students have taken will enable them more correctly to answer the survey questions measuring their attainment of the PLO.

Program Review Reporting Year: 2012-2013
Target : Target Met
2.1 was the average number of history classes taken by student respondents.

89% of respondents correctly answered Question 2, choosing the secondary historical source from primary ones. This question corresponds to the PLO statement part regarding students using primary and secondary historical sources.

77% of respondents correctly answered Question #3, identifying which choice?s topic demonstrated improvement in the human condition over time. This question speaks to the PLO?s statement about analyzing human conditions across time.

92% of respondents correctly answered Question #4 involving constants versus changes in human conditions across different cultures and times.

To ascertain the impact on students? performance of having taken more or fewer history courses, we contrasted answers in 3 sections whose students had taken an average 1.5 courses with 3 sections whose students had taken an average 3.7 courses, hypothesizing that those having taken more history courses would score higher than would groups having taken fewer course.

Enhancement: Several members of the History department are of the opinion that we need to revise our PLO-assessment method. Specifically Question #4 needs modification to more accurately measure the impact of students? taking more courses on achievement of this aspect of our PLO. (09/13/2013)

In the cohort averaging 1.56 courses, the percentage who answered questions 2, 3 and 4 correctly were respectively: 82%, 55% and 91%. In the cohort averaging 3.7 courses, the percentage who answered questions 2, 3 and 4 correctly were respectively: 95%, 82% and 94%. This indicates that students with more courses answered questions 2, 3 and 4 correctly 13%, 28% and 3% more often than students did who took fewer courses.
 (07/13/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Results on Questions 2-4 suggest that students DO leave De Anza?s History program able to perform significant aspects of our Program Learning Objective.

Those students with more courses answered questions 2, 3 and 4 correctly 13%, 28% and 3% more often than did students who took fewer courses. These results strongly confirm that students who take more of our history course better achieve our PLO than do students who have taken fewer of our courses. The fact that the differential is only 3% on question 4 suggests that this may be a too easy or otherwise flawed question.

Assessment: Assessment Unit Four Column

Dept - (SSH) Humanities

For 2017-18 Submitted by:: Lori Clinchard

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Humanities PLO_1 - Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011 **Outcome Creation Date:** 12/31/2010	**Other -** Students were asked to write a course embedded in-class essay during the last week of class exploring how the course met the program level outcome. Essays from all sections were read by faculty to look for trends and themes, strengths and weaknesses in a students ability to articulate their individual understanding of the learning outcome and to explain their own growth in this regard. **Target for Success:** It is our departments goal that every student leave our courses with a firm grasp of their individual potential and possibility for fostering change. We want them to perceive an increase in their ability to understand problems and work for change. We encourage them to feel more like participants in their communities and the world.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met During the Spring '17 quarter, 9 Humanities instructors performed a Program Level Outcomes assessment of 475 students enrolled in 13 Humanities courses. The aggregate data shows that 40% of students mastered the competency described in PLO #1. An additional 39% exceeded average competency. A total of 15% attained average competency, while 4% approached attainment of the competency, and 2% clearly did not attain competency. In expressing their competency, students described an increase of self-awareness, self-empowerment, and engagement with their communities. Some representative student voices: 1. "It helped me understand my inner passion to stand against oppression…." 2. "We are able to see and learn to empathize with those different than us." 3. "Our capacity for change was encouraged by a deconstruction of how to perceive the world and how many of our previously held ideas can constrain us." 4. "I believe this class helped empower me to develop my own opinions, for giving me a deeper insight that gives me more confidence." 5. "I enjoyed the fact that I was being more involved with others as well as helping out those in need in my community."	**Enhancement:** In their reflection on the assessment process, faculty discussed how this time around, they spent more time at the beginning of the quarter discussing the program level learning outcomes, and also bringing them to students' attention throughout the quarter. Articulating the PLO's earlier in the quarter appeared to give students clearer language with which to talk about their experiences. Many faculty still felt that they could have spent more time contextualizing and introducing the question on the day of the assessment so that students would better understand what was being asked of them. (07/15/2017)

6.   "This class has opened my eyes even more to the 'secrets' and 'behind the scenes' doings of the real world. Having been introduced to all of the philosophies and topics that we have covered in the class has allowed me to begin critiquing society, upon which I can build upon."

7.   "This class helped develop my brain to learn how to change my ways, personally and socially."

8.   "Taking this class really made me see things in a different perspective. I made me think and react differently to situations or events that are happening in my life.... It motivated me to think and do certain things differently. I can take what I have learned and experiences to other people and help change their lives too."

9.   "There were many ideas and tools which are a means to change our lives both personally and socially. The awareness is made in the classroom and the application rests on me."

10.   "I pushed past my boundaries and I experienced greatness as a result."

11.   "This class helped me develop my capacity for change because I am more aware of how those around me are so much more than what I think I see, and I see how helping other people actually helps our inner and outer alignment."

12.   "I have started making changes for myself. I started looking at everyone and myself differently, how in one way or another we are all the same. I also started becoming more environmentally aware, recycling, less use of water and energy and not eating as much meat as I used to."

 (07/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students were asked to write a course embedded in-class essay during the last week of class exploring how the course met the program level outcome. Essays from all sections were read by faculty, to look for trends and themes, strengths and weaknesses in a student's ability to articulate their individual understanding of the learning outcome and to explain their own growth in this regard. It is our department's goal that every student leave our courses

with a firm grasp of their individual potential and possibility for fostering change. We want them to perceive an increase in their ability to understand problems and work for change. We encourage them to feel more like participants in their communities and the world.

Overall, all instructors were pleased with the results of the assessment, while still being concerned about those students who didn't achieve the competency. We noted that it can be difficult to discern whether students were offering the answer that was expected of them because they believed it to be the "correct" answer OR if they had internalized the learning objectives as applied skills. Many of the responses expressed enthusiasm but did not discuss specific examples. Students connected the question to both the content of their Humanities courses and the pedagogical approach of their teachers. Many felt that their assignments reinforced the learning outcome in both the nature of the learning prompt or question and in the rubric/method of the assignment. Many students mentioned that their assignments asked them to become more socially aware and engaged. They mentioned that their teachers expected them to become active and to exercise their freedom of thought. They indicated that they felt a sense of empowerment in choosing their own topics of inquiry.

Program Review Reporting Year: 2010-2011
Target : Target Met
Assessment Data Summary: A vast majority of students agreed that they had experienced growth in their understanding of and skills for creating change. A few students did not fully understand the question but felt generally positive about the course and wanted their answer to reflect this but their responses did not follow the prompt well. A few students felt that they already had the capacities for social change and understood freedom before taking their current Humanities course. A number even mentioned other courses in the Humanities that they had taken at De Anza.The following trends/themes emerged:

Enhancement: In their reflection on the assessment process, two themes emerged from the Humanities faculty. 1. Many faculty indicated that they should spend more time at the beginning of the quarter discussion the learning outcome and that they should revisit it/encourage reflection about it throughout the quarter. 2. Many faculty felt that they should spend more time

		* Students indicated that they had an increased awareness of the human capacity for progress. * Students discussed a growth in their awareness of diversity and expressed that they felt more open-minded, were able to think more freely, that they had broader views and that they were less judgmental. * Students commented on their increased understanding of the dynamics of inequality and the need for social change. * Students felt more confident and able to learn/recover from mistakes. * Students argued that diversity is good and that it leads to a healthy environment/ecosystem ? both in physical and philosophical terms. They identified the diversity of their fellow students as positive evidence of their ability to utilize difference as a tool to find solutions to problems. * Students exhibited a complex understanding of conflict. Many mentioned that they had previously avoided conflict but that they now saw it as an essential element of change, with specific roles and purposes. * Students intently connected the historical context to contemporary problems as key elements in understand how to confront them. They also cited historical successes in fighting for change as relevant to their current interests. (06/04/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It is difficult to discern whether students were offering the answer that was expected of them because they believed it to be the ?correct? answer OR if they had internalized the learning objectives as applied skills. Many of the responses expressed enthusiasm but did not discuss specific examples. Students connected the question to both the content of their Humanities courses and the pedagogical approach of their teachers. Many felt that their	contextualizing and introducing the question on the day of the assessment so that students would better understand what was being asked of them. (06/04/2012)

| | | assignments reinforced the learning outcome in both the nature of the learning prompt or question and in the rubric/method of the assignment. Many students mentioned that their assignments asked them to become more socially aware and engaged. They mentioned that their teachers expected them to become active and to exercise their freedom of thought. They indicated that they felt a sense of empowerment in choosing their own topics of inquiry. | |
| **Humanities PLO_2 -** Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.
PLO Status: Active
Year(s) to be Assessed: 2010-2011
Outcome Creation Date: 12/31/2010 | **Other -** Students were asked to write a course embedded in-class essay during the last week of class exploring how the course met the program level outcome. Essays from all sections were read by faculty to look for trends and themes, strengths and weaknesses in a student?s ability to articulate their individual understanding of the learning outcome and to explain their own growth in this regard.
Target for Success: It is our departments goal that every student leave our courses with a firm grasp of their individual potential and possibility for fostering freedom. We want them to develop a deeper understanding of political issues and a broader vision of the possibilities for change/growth. We want to assist students in identifing the value of diversity of belief systems as a demonstration of human capacity for innovation and problem solving. | **Program Review Reporting Year:** 2016-2017
Target : Target Met
During the Spring '17 quarter, 9 Humanities instructors performed a Program Level Outcomes assessment of 475 students enrolled in 13 Humanities courses. The aggregate data shows that 37% of students mastered the competency described in PLO #2. An additional 38% exceeded average competency. A total of 15% attained average competency, while 5% approached attainment of the competency, and 5% clearly did not attain competency.

In expressing their competency, students described their increased sense of freedom through knowledge, self-awareness, and a recognition of the diversity of world-views.

Some representative student voices:
1.   "The world is not just black and white, but every color of the rainbow."
2.   "It allowed me to understand other peoples' view while knowing my own opinion."
3.   "I feel anyone who can think for themselves is a 'free' person, and the class is centered on how one thinks."
4.   "Each individual has their own thoughts, so I will abandon stereotypes of other people."
5.   "In this class, I'm always reminded to be myself. The sense of freedom is based on being myself."
6.   "The truth only exists in the light of multiple perspectives."
7.   "It helped me to understand the world around me | **Enhancement:** In their reflection on the assessment process, faculty discussed how this time around, they spent more time at the beginning of the quarter discussing the program level learning outcomes, and also bringing them to students' attention throughout the quarter. Articulating the PLO's earlier in the quarter appeared to give students clearer language with which to talk about their experiences. Many faculty still felt that they could have spent more time contextualizing and introducing the question on the day of the assessment so that students would better understand what was being asked of them. (07/15/2017) |

by discussing controversial topics with my classmates, which I haven't done in a very long time or maybe forever."

8.   "There is never only one story."

9.   "I know that I have the freedom to make my own changes that can affect the people and world around me."

10.   "This class contributed to my mental freedom. When I'm being negative, now I question whether I think an idea is not plausible because of what society says, or if I really think that the natural world does not allow us to complete the goal stemming from the idea."

11.   "I like the freedom that came along with this project . . . it allowed my creative juices to flow smoothly".

12.   "In the story of "The Blind Men and the Elephant", all the blind men argue their experience about what the elephant is because each of them doesn't appreciate multiple different aspects of the elephant. It is not because the blind men are right or wrong, it is just because theyelephant from different point of views."
 (07/15/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students were asked to write a course embedded in-class essay during the last week of class exploring how the course met the program level outcome. Essays from all sections were read by faculty, to look for trends and themes, strengths and weaknesses in a student's ability to articulate their individual understanding of the learning outcome and to explain their own growth in this regard. It is our department's goal that every student leave our courses with a firm grasp of their individual potential and possibility for fostering change. We want them to perceive an increase in their ability to understand problems and work for change. We encourage them to feel more like participants in their communities and the world.

Overall, all instructors were pleased with the results of the assessment, while still being concerned about those students who didn't achieve the competency. We noted that it can be difficult to discern whether students were offering the answer that was expected of them because they believed it to be the "correct" answer OR if they had

internalized the learning objectives as applied skills. Many of the responses expressed enthusiasm but did not discuss specific examples. Students connected the question to both the content of their Humanities courses and the pedagogical approach of their teachers. Many felt that their assignments reinforced the learning outcome in both the nature of the learning prompt or question and in the rubric/method of the assignment. Many students mentioned that their assignments asked them to become more socially aware and engaged. They mentioned that their teachers expected them to become active and to exercise their freedom of thought. They indicated that they felt a sense of empowerment in choosing their own topics of inquiry.

Program Review Reporting Year: 2010-2011
Target : Target Met
A vast majority of students agreed that they had experienced growth in their understanding of and skills for creating change. A few students did not fully understand the question but felt generally positive about the course and wanted their answer to reflect this but their responses did not follow the prompt well. A few students felt that they already understood freedom before taking their current Humanities course. A number even mentioned other courses in the Humanities that they had taken at De Anza. The following trends/themes emerged:

* Students expressed a deeper understanding of political issues and a broader vision of the possibilities for change/growth.

* Students identified the value of diversity of belief systems as a demonstration of human capacity for innovation and problem solving.

* A few students wanted more politicized and anti-totalitarian reading assignments.

* Students discussed the concept of courage, both in

Enhancement: In their reflection on the assessment process, two themes emerged from the Humanities faculty. 1. Many faculty indicated that they should spend more time at the beginning of the quarter discussion the learning outcome and that they should revisit it/encourage reflection about it throughout the quarter. 2. Many faculty felt that they should spend more time contextualizing and introducing the question on the day of the assessment so that students would better understand what was being asked of them. (06/04/2012)

overcoming self-doubt and in expressing their ideas. They argued that the unique characteristics of each individual play an important role in the value of the whole. Student talked pointedly about overcoming personal and social obstacles, both in practice and in theory. They cited class assignments that required them to become more aware of both the restrictions/limitations/boundaries that they face and their ability to overcome them.

* Students indicated that they had a broader understanding of equality and many mentioned that they were determined to no longer participate in oppression. Empathy and compassion, an open mind, and deep active listening were consistent themes.

* Students expressed the need to stand up for what is rightfully ours.

* A number of students argued that the freedom of one person is tied to the freedom of all?

* Students explored the balance between their own personal freedom and ability to express their ideas and their respect for same for others.

* Notably, many students connected the practice of freedom to the assignments in their Humanities classes. They felt that the assignments modeled the intentions of the learning outcomes. Part of this had to do with their ability to self select topics that interested them and part had to do with their strong sense of safety in being honest. A number also mentioned that a strong organizational structure with very clear expectations and grading criteria helped them to feel that they could spend more time and energy developing the quality of their ideas without having to second guess their teachers expectations.

* In addition, many students also mentioned the content of their courses as offering incredibly relevant and inspiring examples of the work of freedom.

(06/04/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): It is difficult to discern whether students were offering the answer that was expected of them because they believed it to be the ?correct? answer OR if they had internalized the learning objectives as applied skills. Many of the responses expressed enthusiasm but did not discuss specific examples. Students connected the question to both the content of their Humanities courses and the pedagogical approach of their teachers. Many felt that their assignments reinforced the learning outcome in both the nature of the learning prompt or question and in the rubric/method of the assignment. Many students mentioned that their assignments asked them to become more socially aware and engaged. They mentioned that their teachers expected them to become active and to exercise their freedom of thought. They indicated that they felt a sense of empowerment in choosing their own topics of inquiry.

Assessment: Assessment Unit Four Column

Dept - (SSH) Paralegal Studies

For 2017-18 Submitted by:: Terry R. Ellis

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Paralegal PLO_1 - Students will be able to evaluate, critique and analyze legal and factual information. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 12/31/2010			
Paralegal PLO_2 - They will be able to synthesize and analyze such information effectively, both in writing and orally. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 12/31/2010			
Paralegal PLO_3 - Students will be able to compare and contrast the American and California legal systems, demonstrating how they are situated in the global legal environment. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 12/31/2010			
Paralegal PLO_4 - From diverse source materials, students will determine legally relevant facts. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013			

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

Outcome Creation Date: 12/31/2010

Paralegal PLO_5 - Students shall be able to assess whether given information is sufficient or insufficient to evaluate a legal issue and utilize appropriate resources to obtain relevant needed information.
PLO Status: Active
Year(s) to be Assessed: 2013-2014
Outcome Creation Date: 12/31/2010

Assessment: Assessment Unit Four Column

Dept - (SSH) Philosophy

For 2017-18 Submitted by:: Toño Ramirez

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Philosophy PLO_1 - Students should be able to critically analyze and evaluate the figures, texts, ideas, theories, and problems within philosophy. **PLO Status:** Inactive **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/27/2012	**Underlying Course -** We will examine assessment results for SLOs #1 and #2 in each of our relevant underlying courses. **Target for Success:** 75% or higher average assessment findings in each of our relevant courses.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Relevant course level SLOs consistently show 75% or higher success rates. (04/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Our SLO results for underlying courses indicate that students are indeed meeting this outcome across our program's offerings.	**Enhancement:** While our current data suggests that we are meeting this PLO, there remains considerable room for improvement with respect to our assessment methods. More specifically, we need to meet more regularly to facilitate in-person discussions about our pedagogy, involving more of our adjunct faculty. (04/14/2014)
Philosophy PLO_2 - Students should be familiar with the basic figures, texts, theories, problems, and ideas within the discipline of philosophy. **PLO Status:** Inactive **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/27/2012	**Survey -** Students across philosophy courses will be given on online survey that asks them questions across a a broad spectrum in the history of philosophy. Students will be asked how many philosophy courses they have taken at De Anza, and we will be interested to see the extent to which more 'experienced' students in our program do better than 'less experienced' students on the survey. **Target for Success:** Students who have taken 4 or more philosophy courses at De Anza should be able to correctly answer 75% of the	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met 181 responses were collected, and replies were grouped according to students who had completed/enrolled in 4 or more courses (17 respondents in total, from here on referred to as 'advanced'), and students who had completed/enrolled in fewer than 4 courses (164 respondents in total, from here on referred to as 'intro'). Advanced students did perform uniformly better than intro students on every survey question. The complete survey results are related to this TracDat entry, but notable questions/correct responses are indicated below: "Identify an inductive argument": Intro 62/164, advanced 9/17 "What is utilitarianism?": Intro 80/164, advanced 15/164	**Enhancement:** In subsequent discussions, the department leaders decided that a direct response to our survey findings should include the revival of our "Women in Philosophy" course, which had not been offered in several years. The course was offered in the fall of 2014, but did not garner sufficient enrollment to run. In response to this, the department chair aggressively advertised and recruited students across several departments, and the course was successfully run in the fall of 2015. We are very

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	questions on the survey. **Comments/Notes:** Ramirez will collect question suggestions from the faculty, and write the online survey. The survey link will be emailed to all faculty by the end of week 5. Data will be collected by the end of week 7. We will reflect on the data during our department meeting toward the end of the quarter.	"Who is Lao Tzu?" 83/164, advanced 10/17 "What is the philosophical view known as 'skepticism'?": Intro 68/164, advanced 11/17 (06/18/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The data have generated quite a bit of discussion and disagreement among the philosophy department. Some instructors have argued that while the advanced students do perform better than the intro students, their scores on some questions are still disconcertingly low. Questions of particular concern pertain to questions designed to reveal students' formal reasoning skills. Other instructors have argued that our target for this assessment has been met, and that the data show that our courses are effective at enabling advanced students to identify and discuss key concepts/figures in the history of philosophy. Finally, other faculty members have argued that the assessment method itself is problematic. Discussions on this front will likely result in a significant revisions to the data collection tool to be used in the next cycle of assessment. **Related Documents:** De Anza Philosophy Department_ PLO2 Assessment Survey.xls	pleased that the course has run again in 2016 with strong enrollment, and feel that this assessment cycle has contributed directly to the course becoming a staple of our future offerings. (09/30/2016) **Enhancement:** At present, it seems that the most significant enhancement resulting from this study will be made to the assessment process itself. Participation in the planning stages of this assessment was decidedly less widespread and vigorous than the discussion it generated, and it appears that several department members are now interested/motivated in developing a more rigorous assessment tool for the next cycle. If nothing else were to come of this particular cycle, this boost to the rigor of our assessment methods must be considered a significant result. The data collected in this cycle have not been entirely ignored, however. One survey question revealed that only 32% of intro respondents and 50% of advanced respondents could successfully name at least one woman philosopher. This finding has resulted in departmental dialogue about the importance of diversifying our readings and topics. The department has agreed to change syllabi to more

explicitly include women in philosophy, and we expect our data in this area to improve significantly in our next assessment cycle. (06/18/2012)

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 - I chose to focus on the "Utilize Symbols" criterion, as the Deductive Logic course features several assignments that focus closely on translating ordinary-language claims into a symbolic language, and then using symbolic notation to construct proofs. For this exercise, I focused on a particular question from a section of my final exam, in which students are asked to translate sentences into the language of predicate logic. The question is labeled #2 on the attached page.

Program Review Reporting Year: 2011-2012
Target : Target Met
Of 30 students assessed, my findings were:

"Above Level"   16   "At Level"   1
        "Below Level" 13 (04/14/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): I was initially surprised by the discrepancy between my expected and actual results. It seems to me that there is a wide gap between students who have mastered the material at a high level and students who could benefit from a more thorough understanding.

Enhancement: I suspect that my teaching methods may be working well for my most motivated students, but that I would do well to look for ways to ensure that students performing 'below level' are taking advantage of course resources. Perhaps unsurprisingly, the students who perform best tend to be those who make most frequent use of extra-curricular practice. I might make extra practice required for students who are underperforming at the mid-term… (04/14/2014)

Assessment: Assessment Unit Four Column

Dept - (SSH) Political Science

For 2017-18 Submitted by:: James Nguyen

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Political Science PLO_1 - Students will evaluate how political decisions are shaped by institutions and processes. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 10/01/2013	**Survey -** Students will complete a survey of questions pertaining to the PLOs. **Target for Success:** The goal will be a majority of students indicating that their course work in Political Science has promoted this PLO.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Of the 34 students surveyed in Stockwell's Poli 2 class (Comparative Politics, Spring 2012), 68% "strongly agreed" and 32% "somewhat agreed" that their course work in Political Science at De Anza enabled them to evaluate how political decisions are shaped by institutions and processes. (07/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This result was encouraging in that a super-majority "strongly agreed" with this claim and the remainder "somewhat agreed." What is needed is a finer analysis of responses in terms of the courses individual respondents completed.	**Enhancement:** The goal is to develop a more nuanced instrument to measure the PLOs and to distribute it to a larger number of students enrolled in Political Science courses at De Anza. (07/16/2012)
	Survey - Community Engagement Survey, Spring 2012, administered by the De Anza College Office of Institutional Research and Planning, looking at Political Science students. The Community Engagement Survey was conducted in the spring quarter 2012. It was sent to all enrolled students (21,563) at the end of the quarter (May 21) in order to capture activities students participated in throughout the academic year. Students could access the survey through their email, MyPortal account or the De Anza Facebook page. This survey was then	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 85% of Political Science students stated they strongly agree or agree that their knowledge has increased regards to global issues compared to 69% of all other students. 90% of Political Science students stated they strongly agree or agree that their knowledge had increased in regards to national issues compare to 70% of all other students. 38% of Political Science students versus 30% of all other students identified that if the President of the United States fails to sign or veto a bill sent to him within 10 days, it automatically becomes a law. 71% of Political Science students versus 56% of all other students identified that a 2/3 vote is required for the U.S. Senate and House of Representatives to override a Presidential veto.	**Enhancement:** While the questions regarding institutions and processes were a start at getting at student evaluation of how political decisions are shaped by institutions and processes, it would be useful to work with the Office of Institutional Research and Planning to expand and further develop questions that get at the intersection between institutions and processes and political decision-making for future Civic Engagement Surveys. This could include a broader range

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	separated into respondents who have taken Political Science courses any time between 2009-10 and 2011-12 (8,902) and all other students. This resulted in 225 valid responses for Political Science students. **Target for Success:** The goal was for students who had enrolled in Political Science classes to show higher rates of participation, increased knowledge, greater abilities, and higher efficacy rates than the general student population.	71% of Political Science students versus 63% of all other students identified that the Supreme Court has the responsibility to make the final decision on whether a law is constitutional or not. (10/01/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** On all questions assessing knowledge of institutions and processes, Political Science students were able to demonstrate higher levels of understanding than the general student population. **Related Documents:** Community Engagement Surve_Spring2012_Political Science Students.pdf	of both institutions and processes. If it is not possible to make these changes, the department could create its own assessment tool to get at these issues. (10/02/2013) **Follow-Up:** we need to contact Mallory during fall 2013 or winter 2014 to see if the survey instrument could be further refined in this area. (10/02/2013)
	Survey - A pre- and post-course survey that was given out to all students enrolled in Fall 2015 and Winter 2016 civic engagement classes in Poli 1, which included questions pertaining to the Program Level Outcomes (PLOs). **Target for Success:** A majority of students should be able to provide the correct responses.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students were asked: On what day are federal, state, and local elections held? and were provided with the seven days of the week as options (Monday-Sunday), along with "No Idea." (04/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** On the pre-course survey, 212 students identified "Tuesday" as the correct option; 13 chose "Monday," 8 chose "Wednesday," 18 chose "Thursday," 4 "Friday," 2 "Saturday," 0 "Sunday," and 382 "No Idea." On the post-course survey, 371 students identified "Tuesday" as the correct option; 12 chose "Monday," 8 chose "Wednesday," 14 chose "Thursday," 2 "Friday," 5 "Saturday," 6 "Sunday," and 189 "No Idea."	**Enhancement:** We might consider asking a range of questions pertaining to the institutions and processes of political decision-making. (04/17/2016)
Political Science PLO_2 - Students will assess the impact of political decisions on individuals and groups. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 10/01/2013	**Survey -** Students will complete a survey of questions pertaining to the PLOs. **Target for Success:** The goal will be a majority of students indicating that their course work in Political Science has promoted this PLO.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Of the 34 students surveyed in Stockwell's Poli 2 class (Comparative Politics, Spring 2012), 74% "strongly agreed" and 24% "somewhat agreed" that their course work in Political Science at De Anza enabled them to assess the impact of political decisions on individuals and groups. One student (3%) "somewhat disagreed." (07/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This result was encouraging in that a super-majority "strongly agreed" with this claim, nearly one-quarter "somewhat agreed," and	**Enhancement:** The goal is to develop a more nuanced instrument to measure the PLOs and to distribute it to a larger number of students enrolled in Political Science courses at De Anza. (07/16/2012)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

only one student "somewhat disagreed." What is needed is a finer analysis of responses in terms of the courses individual respondents completed.

Survey - Community Engagement Survey, Spring 2012, administered by the De Anza College Office of Institutional Research and Planning, looking at Political Science students. The Community Engagement Survey was conducted in the spring quarter 2012. It was sent to all enrolled students (21,563) at the end of the quarter (May 21) in order to capture activities students participated in throughout the academic year. Students could access the survey through their email, MyPortal account or the De Anza Facebook page. This survey was then separated into respondents who have taken Political Science courses any time between 2009-10 and 2011-12 (8,902) and all other students. This resulted in 225 valid responses for Political Science students.

Target for Success: The goal was for students who had enrolled in Political Science classes to show higher rates of participation, increased knowledge, greater abilities, and higher efficacy rates than the general student population.

Program Review Reporting Year: 2012-2013
Target : Target Met
85% of Political Science students stated they strongly agree or agree that their knowledge has increased regards to global issues compared to 69% of all other students. 90% of Political Science students stated they strongly agree or agree that their knowledge had increased in regards to national issues compare to 70% of all other students. (10/01/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): On all questions relating to the impact of political decisions on individuals and groups, Political Science students were able to demonstrate higher levels of understanding. At the same time, it may be useful to adjust the survey to better reflect knowledge regarding the impact of political decisions on individuals and groups.

Related Documents:

[Community Engagement Surve_Spring2012_Political Science Students.pdf](#)

Enhancement: We should consider developing a more nuanced instrument to assess this particular PLO. One way to do this will be to work with the Institutional Research Office to include related questions on future Civic Engagement Surveys. If this is not possible, then we should develop our own assessment tool. (10/02/2013)

Follow-Up: Reach out to Mallory's office to see if we can add questions pertaining to the impact of political decisions on individuals and groups. (10/02/2013)

Survey - A pre- and post-course survey that was given out to all students enrolled in Fall 2015 and Winter 2016 civic engagement classes in Poli 1, which included questions pertaining to the Program

Program Review Reporting Year: 2015-2016
Target : Target Met
Students were asked: Are some people rich because some government policies or practices tilted the scales in their favor? Students were given the following options: Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree.

Enhancement: We should consider asking a question that directly addresses the differential impact of political decisions in future pre- and post-surveys. (04/17/2016)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Level Outcomes (PLOs). **Target for Success:** A majority of students should be able to provide the correct responses.	(04/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In the pre-course survey, the responses were: 108 (Strongly Agree), 254 (Agree), 206 (Neutral), 65 (Disagree), 9 (Strongly Disagree). In the post-course survey, the responses were: 195 (Strongly Agree), 272 (Agree), 113 (Neutral), 25 (Disagree), 4 (Strongly Disagree). The courses increased the number of students recognizing that political decisions have differential impacts on individuals and groups, and thus provides evidence the program advanced the PLO.	
Political Science PLO_3 - Students will demonstrate the capacity to critically analyze and apply political values. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 10/01/2013	**Survey -** Students will complete a survey of questions pertaining to the PLOs. **Target for Success:** The goal will be a majority of students indicating that their course work in Political Science has promoted this PLO.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Of the 34 students surveyed in Stockwell's Poli 2 class (Comparative Politics, Spring 2012), 56% "strongly agreed" and 38% "somewhat agreed" that their course work in Political Science at De Anza enabled them to demonstrate the capacity to critically analyze and apply political values, while two students (6%) "somewhat disagreed." (07/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This result was encouraging in that a majority "strongly agreed," more than a third "somewhat agreed," and only two students "somewhat disagreed." What is needed is a finer analysis of responses in terms of the courses individual respondents completed.	**Enhancement:** The goal is to develop a more nuanced instrument to measure the PLOs and to distribute it to a larger number of students enrolled in Political Science courses at De Anza. (07/16/2012)
	Survey - Community Engagement Survey, Spring 2012, administered by the De Anza College Office of Institutional Research and Planning, looking at Political Science students. The Community Engagement Survey was conducted in the spring quarter 2012. It was sent to all enrolled students (21,563) at the end of the quarter (May 21) in order to capture activities students participated in throughout the academic year. Students could access the survey through their email, MyPortal	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 93% of Political Science students strongly agree or agree that their ability to see things from the perspective of others increased compared with 85% of all other students. 67% of Political Science students strongly agree or agree that their ability to have an impact on social change or political change increased compared with 51% of all other students. 74% of Political Science students strongly agree or agree that they see themselves as part of the campus community at De Anza versus 68% of all other students. 84% of Political Science students stated they strongly agree or agree that they believe more now than before that they	**Enhancement:** We should consider developing a more nuanced instrument to assess this particular PLO. One way to do this will be to work with the Institutional Research Office to include related questions on future Civic Engagement Surveys. If this is not possible, then we should develop our own assessment. (10/02/2013) **Follow-Up:** Contact Mallory's office during fall 2013 or winter

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	account or the De Anza Facebook page. This survey was then separated into respondents who have taken Political Science courses any time between 2009-10 and 2011-12 (8,902) and all other students. This resulted in 225 valid responses for Political Science students. **Target for Success:** The goal was for students who had enrolled in Political Science classes to show higher rates of participation, increased knowledge, greater abilities, and higher efficacy rates than the general student population.	have something to offer the world compared to 78% of all other students. 90% of Political Science students stated they strongly agree or agree that they believe more now than before that helping others is personally rewarding compared to 83% of all other students. (10/02/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We were heartened to see that Political Science courses improved student capacity to critically analyze and apply political values. **Related Documents:** Community Engagement Surve_Spring2012_Political Science Students.pdf	2014 to see if we can make adjustments to the Civic Engagement Survey to better assess PLO 3. (10/02/2013)
	Survey - A pre- and post-course survey that was given out to all students enrolled in Fall 2015 and Winter 2016 civic engagement classes in Poli 1, which included questions pertaining to the Program Level Outcomes (PLOs). **Target for Success:** A majority of students should be able to provide the correct responses.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met The survey asked: I'm good at communicating with someone whose views are different from my own. (04/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In the pre-class survey, the responses were as follows: 103 (Strongly Agree), 297 (Agree), 197 (Neutral), 46 (Disagree), and 2 (Strongly Disagree). In the post-class survey, the responses were: 164 (Strongly Agree), 292 (Agree), 142 (Neutral), 15 (Disagree), and 1 (Strongly Disagree).	**Enhancement:** We should consider asking a direct question about political values and their relation to politics. (04/17/2016)
Political Science PLO_4 - Students will demonstrate the capacity to participate effectively in the political process. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 10/01/2013	**Survey -** Students will complete a survey of questions pertaining to the PLOs. **Target for Success:** The goal will be a majority of students indicating that their course work in Political Science has promoted this PLO.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Of the 34 students surveyed in Stockwell's Poli 2 class (Comparative Politics, Spring 2012), 59% "strongly agreed" and 35% "somewhat agreed" that their course work in Political Science at De Anza enabled them to demonstrate the capacity to participate effectively in the political process, while only two students (6%) "somewhat disagreed." (07/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This result was encouraging in that a majority "strongly agreed" with this claim, more than a third "somewhat agreed," and two	**Enhancement:** The goal is to develop a more nuanced instrument to measure the PLOs and to distribute it to a larger number of students enrolled in Political Science courses at De Anza. (07/16/2012)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

students "somewhat disagreed." What is needed is a finer analysis of responses in terms of the courses individual respondents completed.

Survey - Community Engagement Survey, Spring 2012, administered by the De Anza College Office of Institutional Research and Planning, looking at Political Science students. The Community Engagement Survey was conducted in the spring quarter 2012. It was sent to all enrolled students (21,563) at the end of the quarter (May 21) in order to capture activities students participated in throughout the academic year. Students could access the survey through their email, MyPortal account or the De Anza Facebook page. This survey was then separated into respondents who have taken Political Science courses any time between 2009-10 and 2011-12 (8,902) and all other students. This resulted in 225 valid responses for Political Science students.

Target for Success: The goal was for students who had enrolled in Political Science classes to show higher rates of participation, increased knowledge, greater abilities, and higher efficacy rates than the general student population.

Program Review Reporting Year: 2012-2013
Target : Target Met
54% of Political Science students volunteered compared to 36% of all other students.
19% of Political Science students worked on a local, state or national campaign, a much higher percentage compared to 8% of all other students.
57% of Political Science students voted in a student election at De Anza compared to 32% of all other students.
76% of Political Science students discussed politics compared to 59% of all other students.
67% of Political Science students strongly agree or agree that their ability to have an impact on social change or political change increased compared to 51% of all other students.
77% of Political Science students stated they strongly agree or agree that they believe more now than before that they are able to affect social or political change compared to 59% of all other students. (10/02/2013)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Political Science courses are improving the capacity of students to participate effectively in the political process.
Related Documents:

[Community Engagement Surve_Spring2012_Political Science Students.pdf](#)

Enhancement: While the Civic Engagement Survey does a good job getting at student attitudes/values regarding engagement, it may be worthwhile to consider adding questions that assess the actual capacity of students to effectively engage. (10/02/2013)

Follow-Up: Contact Mallory's office to see if it might be possible to add questions evaluating the demonstrated capacity to effectively participate. (10/02/2013)

Survey - A pre- and post-course survey that was given out to all students enrolled in Fall 2015 and Winter 2016 civic engagement classes in Poli 1, which included questions pertaining to the Program

Program Review Reporting Year: 2014-2015
Target : Target Met
Students were asked to reflect on the question: I know how to be part of something bigger than myself to bring about change. Possible responses included: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. (04/17/2016)

Enhancement: We might consider asking an even more direct question regarding political efficacy. (04/17/2016)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Level Outcomes (PLOs). **Target for Success:** A majority of students should be able to provide the correct responses.	**Reflection (CLICK ON ? FOR INSTRUCTIONS):** In the pre-class survey, the responses were as follows: 129 (Strongly Agree), 272 (Agree), 2 (Neutral), 30 (Disagree), and 6 (Strongly Disagree). In the post-class survey, the responses were: 215 (Strongly Agree), 291 (Agree), unknown (Neutral), 6 (Disagree), and 1 (Strongly Disagree). The courses/program increased the students' sense of efficacy.	
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 **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 08/11/2013	**Exam - Course Test/Quiz -** I chose to assess the "Evaluate Ideas" criterion of the Critical Thinking Interdisciplinary Rubric in my International Relations class through an essay question on the final exam. The course introduces students to the major theoretical paradigms of the field and expects them to be able to critically interpret and analyze world events in light of them. The question assessed has to do with international law and various forms of power. The question assessed is as follows: "There are no significant reasons for states to obey international law, and without enforcement mechanisms, such law has little effect on international relations." (a) Develop an argument for or against this position. (b) Explain why you are taking this position, and provide at least 3 concrete, specific examples to support your view. **Target for Success:** I estimated before the assessment that 50% of students would perform "Above Level," 30% "At Level," and 20% "Below Level" of proficiency.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 70% performed "Above Level," 22% "At Level," and 8% "Below Level." (10/17/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was pleasantly surprised by the high percentage of students who performed "At Level" or "Above Level." The vast majority of students were able to critically evaluate the claim and develop an argument for or against with specific examples. This suggests we did sufficient work to promote a nuanced understanding through discussions and writing assignments. **Related Documents:** [ICC Task Force Summer 2012 Criteria Assignment for Critical Thinking Rubric](#) [Critical Thinking Assessment Rubric](#) [ICC Assessment Worksheet](#)	**Enhancement:** With 8% at "Below Level," it is clear more discussion and assignments focusing on the intricacies of international law and forms of power could be useful in promoting critical thinking among all students in the class. It may be useful to organize these assignments around events or incidents as students who performed "Below Level" displayed an inability to maintain a coherent position and to support their views with specific examples. (10/17/2013) **Follow-Up:** In future international relations classes, more time should be devoted to the topic of international law and its relations to power. Moreover, concrete specific examples should be more consciously employed to make these connections clearer to all students. (10/17/2013)

Assessment: Assessment Unit Four Column

Dept - (SSH) Psychology

For 2017-18 Submitted by:: Charles B. Ramskov

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Psychology PLO_1 - Students will be able to apply research skills, including problem solving, critical thinking, prediction and control to real life problems confronting the broad discipline science of psychology including: cognitive-behavioral, psychosocial, clinical, psychobiology and development. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 12/31/2010	**Exam - Course Test/Quiz -** Multiple-choice and essay questions on an exam. **Target for Success:** 70% of students will be able to successfully answer these questions.		
Psychology PLO_2 - Students will understand historical and contemporary perspectives of psychology, in the sub fields of research, clinical, personality, biological, learning and memory, consciousness, stress and health and will apply these theories to real world experiences. **PLO Status:** Not Part of Certificate/Degree **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 12/31/2010			
Psychology PLO_3 - Students will demonstrate understanding of			

psychological theory and practice to their roles as community participants and decision-makers through personal reflection and collaborative exploration.
PLO Status: Not Part of Certificate/Degree
Year(s) to be Assessed: 2012-2013
Outcome Creation Date: 12/31/2010

Assessment: Assessment Unit Four Column

Dept - (SSH) Social Science

No data found for the selected criteria.

Assessment: Assessment Unit Four Column

Dept - (SSH) Sociology

For 2017-18 Submitted by:: Jennifer Myhre

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Sociology PLO_1 - Apply the sociological imagination to analyze and evaluate real world situations and problems. **PLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2012-2013 **Outcome Creation Date:** 12/31/2010	**Project -** Written assignments **Target for Success:** Over 50% successfully demonstrate the sociological imagination.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 44% of 267 student enrolled in sociology courses in Winter 2017 agreed that social forces shape their choices. However, 63% of students surveyed also ranked sociological factors as the most important factors influencing their behavior. Sociological factors include: historical time period, cultural background, capitalism, geographical region, nation, gender, racial identity, socioeconomic status, religion, family, schooling, organizations, peers, and popular culture. (03/30/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We believe that while students find it difficult to agree outright with the statement "My own choices are influenced by social forces outside my own personal control" when probed they are nonetheless cognizant of the many social forces and institutions that are the most important influencers of their behavior. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met Between Winter 2013 and Fall 2014, four faculty collected data for 232 students (across SOC1, SOC20 and SOC28). Of those 232 students, 86% (200) demonstrated the sociological imagination in their written assignment. (04/20/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We were satisfied with the finding that most of the students in our classes can demonstrate the sociological imagination in their written assignments.	**Enhancement:** We want to continue to emphasize and make more explicit the theme of the sociological imagination throughout the quarter as we teach our sociology classes. (03/22/2018)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Sociology PLO_2 - Demonstrate the above capacity (outcome 1) in written or oral communication. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2013-2014 **Outcome Creation Date:** 12/31/2010	**Project -** A written or oral assignment **Target for Success:** Over 50% successfully demonstrate the sociological imagination in written or oral communication.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Between Winter 2013 and Fall 2014, four faculty assessed the written or oral assignments of 232 students in sections of SOC1, SOC20 and SOC28. Of these students 86% (200) demonstrated the sociological imagination in these assignments. (04/20/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are satisfied by the finding that most of our students can demonstrate a sociological imagination by the end of a course.	