Student Learning Outcomes (SLOs) Assessment Report Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name:	Date:
Environmental Education and Nature-Based Learning	4/15/11
Division (if applicable):	

BHES

Program Contact Person:

Phone:

Julie Phillips 864-8644

See instructions for ICCs reference numbers "Expanded ICCs" tab below. Every program will need an individual sheet. Attach additional pages as necessary.

	Name as DEPT_PLO_ProgramName.xls	Submit as e-mail attachment to outcomes@deanza.edu			.edu
ICC	Program Level Outcomes	Means of Assessment Summary of Use of Timeline			Timeline for
Number		and Criteria for Success	Data Collected	Results	Program
#'s					Modification
3C & 4E	Students will investigate and communicate the	Evaluation of project			
	relationship between environmental education, nature-	based learning in majors			
	based learning, ecosystems thinking, ecological literacy,	courses.			
	stewardship, leadership and team building and				
	environmental protection and stewarship of the Earth's				
	natural resources.				

ICC 1: Communication and expression ICC 2: Information literacy

ICC 3: Physical/mental wellness and personal responsibility

Student Learning Outcomes (SLOs) Assessment Report Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name:	Date:
Biodiversity Specialist	4/15/11

Division (if applicable):

BHES

Program Contact Person: Phone:

Julie Phillips 864-8655

See instructions for ICCs reference numbers "Expanded ICCs" tab below. Every program will need an individual sheet. Attach additional pages as necessary.

	Name as DEPT_PLO_ProgramName.xls	Submit as e-mail attachment to outcomes@deanza.edu			a.edu
ICC	Program Level Outcomes	Means of Assessment Summary of Use of Timeline f			Timeline for
Number		and Criteria for Success	Data Collected	Results	Program
#'s					Modification
2C	Students will utilize scientific and ecological principles to evaluate genetic, species, and ecosystem biodiversity, and causes of biodiversity loss, and ways to conserve biodiversity.				
4D & 5L	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.	Evaluation of project based learning in majors courses.			
3C & 4A	-	Evaluation of project based learning in majors courses.			

ICC 1: Communication and expression

ICC 2: Information literacy

ICC 3: Physical/mental wellness and personal responsibility ICC 4: Global, cultural, social and environmental awareness

ICC 4 Critical thinking

Student Learning Outcomes (SLOs) Assessment Report Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name:	Dat
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Energy Management and Climate Policy 4/15/11

Division (if applicable):

BHES

Program Contact Person: Phone:

Julie Phillips 864-8644

See instructions for ICCs reference numbers "Expanded ICCs" tab below. Every program will need an individual sheet. Attach additional pages as necessary.

	Name as DEPT_PLO_ProgramName.xls Submit as e-mail attachment to outcomes@deanza.edu				za.edu
ICC Number #'s	Program Level Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Timeline for Program Modification
2C	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.	Evaluation of project based learning in majors courses.			
5E & 5I	Students will demonstrate an understanding of energy management principles, laws of thermodynamics, effective design of energy system and a sustainable society utilizing energy management systems.	Evaluation of project based learning in majors courses.			
5I & 5L	Apply the above concepts and techniques to statewide case studies to develop strategies and implement effective energy management systems.	Evaluation of project based learning in majors courses.			
1D	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 wellbeing.	Evaluation of project based learning in majors courses.			

ICC 1: Communication and expression ICC 2: Information literacy

ICC 3: Physical/mental wellness and personal responsibility

Student Learning Outcomes (SLOs) Assessment Report Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name

Date:

Energy Management and Climate Policy

4/15/11

Division (if applicable):

BHES

Program Contact Person:

Phone:

Julie Phillips

864-8644

See instructions for ICCs reference numbers "Expanded ICCs" tab below. Every program will need an individual sheet. Attach additional pages as necessary.

	Name as DEPT_PLO_ProgramName.xls Submit as e-mail attachment to outcomes@deanza.edu			.edu	
ICC	Program Level Outcomes	Means of Assessment	Summary	Use of	Timeline for
Number		and Criteria for Success	of Data	Results	Program
#'s			Collected		Modification
2C	Students will investigate and commicate the relationships	Evaluation of project			
	between energy management / climate policy and ethic justice	based learning in majors			
	principles, ecological principles and evaluate the role of energy	courses.			
	management in fostering a sustainable society.				
5E & 5I	Students will demonstrate an understanding of energy	Evaluation of project			
	management principles, laws of thermodynamics, effective	based learning in majors			
	design of energy system and a sustainable society utilizing	courses.			
	energy management systems.				
5I & 5L	Apply the above concepts and techniques to statewide case	Evaluation of project			
	studies to develop strategies and implement effective energy	based learning in majors			
	management systems.	courses.			
1D	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 wellbeing.				

Student Learning Outcomes (SLOs) Assessment Report Mapping Program Level Outcomes to Institutional Core Competencies

Phone:

Program/Certificate/Degree Name:	Date:
Environmental Compliance and Pollution Prevention	4/15/11

Environmental Compliance and Pollution Prevention **Division (if applicable):**

BHES

Program Contact Person:

Julie Phillips 864-8655

See instructions for ICCs reference numbers "Expanded ICCs" tab below. Every program will need an individual sheet. Attach additional pages as necessary.

	Name as DEPT_PLO_ProgramName.xls	Submit as e-mail attachment to outcomes@deanza.edu			.edu
ICC	Program Level Outcomes	Means of Assessment Summary of Use of Timeline			Timeline for
Number		and Criteria for Success	Data Collected	Results	Program
#'s					Modification
5L	Students will investigate and communicate the	Evaluation of project			
	relationships between environmental law, protection, and	based learning in majors			
	pollution prevention and apply the knowledge gained to	courses.			
	environmental solutions.				
4A & 4B	Students will apply the above concepts and techniques to	Evaluation of project			
	communicate and critically evaluate the relationship	based learning in majors			
	between laws, history, values, stakeholders, and strategies	courses.			
	to assist in implementing environmental solutions through				
	the use of data analysis, targets, and timetables.				
4E	Identify and interact with the key stakeholders I	Evaluation of project			
	environmental compliance, pollution prevention, and	based learning in majors			
	environmental health and justice including the public,	courses.			
	government and resouce agencies, agriculture, and				
	industry, nonprofits and others to enhance global,				
	cultural, social and environmental well being.				

ICC 1: Communication and expression ICC 2: Information literacy

ICC 3: Physical/mental wellness and personal responsibility

Student Learning Outcomes (SLOs) Assessment Report Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name: Environmental Stewardship

Date: 4/15/11

Division (if applicable): BHES

Name as DEPT PLO ProgramName.xls

Program Contact Person: Julie Phillips Phone: 864-8644

See instructions for ICCs reference numbers "Expanded ICCs" tab below. Every program will need an individual sheet. Attach additional pages as necessary.

Submit as e-mail attachment to outcomes@deanza.edu

Name as DET 1_1 LO_1 rograminame.xis Submit as e-main attachment to outcomes@deanza.edu				
Program Level Outcomes	Means of	Summary	Use of	Timeline for
	Assessment and	of Data	Results	Program
	Criteria for Success	Collected		Modification
s will investigate the practice and technology of wildlife corridors	Evaluation of project			
etivity or linking landscapes).	based learning in			
	majors courses.			
s will utilize the environmental science and ecological terminology	Evaluation of project			
s and principles of corridor ecology, landscape ecology, and ecosystem	based learning in			
ve) management as braches of the sciences and the rapid assessment	majors courses.			
ology (RAM) developed at De Anza College.				
the local wildlife and core corridor areas utilized by wildlife species	Evaluation of project			
tered in the field.	based learning in			
	majors courses.			
e the data analysis equipment and processes used in wildlife corridor				
ogy in the field.	based learning in			
	majors courses.			
he corridor ecology and connectivity concepts and techniques (including	Evaluation of project			
d assessment methodology) to local and statewide corridor case studies to	based learning in			
strategies in creating and implementing community based, collaborative	majors courses.			
to preserve, protect, and restore native species, ecosystems, and the				
pe.				
strate the ability to communicate with key stakeholders the relationship	Evaluation of project			
a corridor ecology/connectivity and the public good with government and	based learning in			
	s will investigate the practice and technology of wildlife corridors tivity or linking landscapes). s will utilize the environmental science and ecological terminology and principles of corridor ecology, landscape ecology, and ecosystem to management as braches of the sciences and the rapid assessment blogy (RAM) developed at De Anza College. the local wildlife and core corridor areas utilized by wildlife species ered in the field. the the data analysis equipment and processes used in wildlife corridor orgy in the field. The corridor ecology and connectivity concepts and techniques (including dassessment methodology) to local and statewide corridor case studies to strategies in creating and implementing community based, collaborative to preserve, protect, and restore native species, ecosystems, and the process of the ability to communicate with key stakeholders the relationship	Assessment and Criteria for Success is will investigate the practice and technology of wildlife corridors tivity or linking landscapes). Evaluation of project based learning in majors courses. Evaluation of project based learning in majors courses.	Assessment and Criteria for Success swill investigate the practice and technology of wildlife corridors tivity or linking landscapes). Evaluation of project based learning in majors courses. Evaluation of project based learning in majors courses.	Assessment and Criteria for Success swill investigate the practice and technology of wildlife corridors tivity or linking landscapes). So will utilize the environmental science and ecological terminology and principles of corridor ecology, landscape ecology, and ecosystem e) management as braches of the sciences and the rapid assessment of the local wildlife and core corridor areas utilized by wildlife species ered in the field. So will utilize the environmental science and ecological terminology to local and statewide corridor areas utilized by wildlife species ered in the field. So will utilize the environmental science and ecological terminology to local and statewide corridor areas utilized by wildlife species ered in the field. So will utilize the environmental science and ecological terminology to a sased learning in majors courses. Evaluation of project based learning in majors courses.

ICC 1: Communication and expression

ICC 3: Physical/mental wellness and personal responsibility

ICC 2: Information literacy