Assessment: Course/Service Four Column

De Anza College

Dept - (SSH) Administration of Justice

ADMJ 1:Introduction to Administration of Justice

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ1_SLO_2 - Evaluate the interrelationships that link the components of the justice system. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 3-Winter	**Exam - Course Test/Quiz -** Answer question #20 of the Final Exam: In 1899 Cook County (Ill.) codified juvenile law and _____. a) incorporated the law into the criminal justice system b)opened the 1st juvenile hall for incarceration c) est. the 1st juvenile court separate from the criminal justice court. **Target for Success:** 80% of the class should be able to answer the question correctly. The correct answer was "c)"	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Assessment occurred in the Final Exam. 41 students took the examination. 36 had the correct answer and 5 had an incorrect answer. 81% of students had the correct answer. (05/29/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To be completed	
	Exam - Course Test/Quiz - Answer question #20 of the Final Exam: In 1899, Cook County (Ill.) codified juvenile law and (a) incorporated the law into the criminal justice system, b) opened the first juvenile hall for incarceration, (c) established the first juvenile court separate from the criminal justice system. **Target for Success:** 80% of the students should be able to answer the question correctly; correct answer is (c).	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Assessment occurred in the Final Exam. 41 students took the exam. 36 had the correct answer n 5 had an incorrect answer. 81% of student had the correct answer. (06/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The target was met but by on a couple of percentage points. It was felt that this topic should be covered in more depth to solidify the importance of this step in the juvenile justice system.	**Enhancement:** Additional time will be given to this area with class discussion . (06/01/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Exam - Course Test/Quiz - Midterm examination. Exam question was a multiple-choice. Question required knowledge of traditional methods of law enforcement and its effects on its relationship with the community. **Target for Success:** Target was 80% correct responses based on retention of historic information of the foundation of law enforcement.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Forty students took the exam and 30 students chose the correct response for a percentage of 75% (02/10/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Poss. that discussion in class was not as extensive as needed for students to understand the 2 concepts and therefore how each affected relations and procedures.	**Enhancement:** During discussions of the historical methods employed in traditional law enforcement, emphasize the negative results and compare with the philosophy of community policing concepts and how the concepts enhance a positive relationship with the community. (02/10/2018)
ADMJ1_SLO_1 - Contrast the responsibilities of each component of the criminal justice system. **SLO Status:** Active	**Exam - Course Test/Quiz -** Midterm examination. Exam question was multiple choice question requiring knowledge of the division of the U.S. government into branches as that relates to the concept of checks and balances of power. **Target for Success:** Target was 80% correct responses based on knowledge of the structure of the U.S. government. 85% of students got the correct response.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Thirty-eight students took the exam and 31 chose the correct response. Results were 82% of the students were correct. (02/10/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Emphasis on the structure of the U.S. government was heavy on the division of branches. Enhanced concentration should be included on how the check and balance affects citizens lives by gov. actions.	**Enhancement:** Expand class discussion on why we have a division of branches and understanding of how that affects individual rights and protection from gov. abuse. (02/10/2018)

ADMJ 11:Federal Courts and Constitutional Law

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ11_SLO_1 - Analyze the substantive Constitutional amendments pertaining to individual civil rights and evaluate their impact on protected classes. **SLO Status:** Active **Planned Assessment Quarters:** 2013-14 4-Spring	**Exam - Course Test/Quiz -** A selected question on the Spring Qt. midterm examination. **Target for Success:** 75% of the students will get the correct answer to the selected question.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met A question on the midterm examination in which the student matched the court decision case with the principal that it stood for. The case was "Heart of Atlanta Model v. U.S." The correct answer was "The Court upheld the 1964 Civil Rights Act using the "common cause". (06/09/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Twelve students took the examination. 7 students got the correct answer and 5 did not get the correct answer. 60% of the student got the correct answer.	**Enhancement:** The selection of the case and the construction of the question with response option was proper and appropriate for the course. The concept presented in class needed to have an expanded presentation of facts with corresponding class discussion to solidify the main points. (06/09/2014)
ADMJ11_SLO_2 - Describe wirts of error and certiorari and define their use within the appellate process. **SLO Status:** Active			

ADMJ 25:Law and Social Change

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ25_SLO_1 - Critique the relationship between law and social change within the context of cross-cultural settings. **SLO Status:** Active	**Exam - Course Test/Quiz -** Answer a question on the midterm related to police discretion. **Target for Success:** 75% of the students should be able to answer the question correctly.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Twenty students took the midterm. All 20 students had the correct answer for 100% of the class had the correct answer to the question. (06/02/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The assessment method question tested the student's knowledge of a specific aspect of police use of discretion. The question proved to be effective in assessing knowledge retention of this topic.	**Enhancement:** No change or enhancement planned. (06/02/2014)

ADMJ25_SLO_2 - Analyze the roles of legislation and case law as they pertain to socio-cultural change.
SLO Status: Active

ADMJ 29:Cultural Pluralism and American Law and Justice

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ29_SLO_1 - Think critically about and analyze the effect court rulings and legislation have on cultural diversity/cultural pluralism in the United States today. **SLO Status:** Active **Outcome Creation Date:** 02/11/2018			

ADMJ 3:Concepts of Criminal Law (CP 2)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ3_SLO_1 - Demonstrate a knowledge of the elements of crimes and determine crimes from factual situations. **SLO Status:** Active			
ADMJ3_SLO_2 - Access the appropriate legal code and identify the proper statute based on a given description of conduct. **SLO Status:** Active	**Project -** Students were given the description of 33 California statues and asked to find the exact code name and statue for each description. **Target for Success:** 70% of students should be able to correctly locate and identify the code name and statue.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Thirty-five students submitted the assignment. 32 students had 70-90% success on the project. 91% of the students were successful. (06/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The statue descriptions utilized were appropriate for the project.	**Enhancement:** No change in the assessment method. (06/14/2014)

ADMJ 5:Community Relations

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ5_SLO_1 - Discuss how the relationship between the police and the community is a complex interaction at multiple levels. **SLO Status:** Active	**Exam - Course Test/Quiz -** Final examination question: Community policing differs from traditional policing in that it shifts the focus of police work from the reactive handling of calls for service to the proactive approach of developing partnerships with the community and area resources to better handle community concerns. (a) True (b) False **Target for Success:** 80% of the class should be able to answer the question correctly.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Assessment occurred on the final exam. Thirty-four students took the exam and 34 had the correct answer which was 100%. (06/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The question utilized in the assessment was an effective question for the SLO. However, it was felt that the question should be simplified as it was composed of too many parts and hence influenced an accurate assessment of knowledge of the point.	**Enhancement:** For future examinations, the question will be restructured to be a more accurate assessment of understanding of the topic. The wording of the current question could direct the student to the correct answer even with limited understanding of the concept. (06/01/2014)
	Exam - Course Test/Quiz - Midterm examination multiple choice question #19: The drive to instill professionalism into law enforcement resulted in___? The correct answer was "C". **Target for Success:** Target was 80% correct responses.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Forty (40) students took the exam and twenty (20) got the correct answer for 50% correct. (02/11/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There were 4 answers to the question. Students may have confused the desired affect of police community relations with the reality result when professionalism was begun in the early 1920s. Professionalism in that era was not relationship building but elimination of corruption.	**Enhancement:** This point is very critical to the understanding of police and community relations. It is obvious that that point was not conveyed during class examination and needs to be revisited for clarification. (02/11/2018)
ADMJ5_SLO_2 - Compare and contrast the traditional method of policing with the community-based philosophy of providing police services. **SLO Status:** Active	**Exam - Course Test/Quiz -** Midterm exam multiple choice question #21: Community policing is most effective in relationships between the police and community ___? Question refers to prior or after a crisis starts). Correct answer was "B". **Target for Success:** Target was 80% correct responses.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Forty (40) students took the exam and thirty-five (35) got the correct answer for 88% correct. (02/11/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The target was positively met with an 8% margin. Students should understand this point as it is important to the understanding of a strong relationship.	**Enhancement:** Enhanced discussion of the need to develop a strong relationship before a crisis to enable the police to be most effective and maintain positive interactions. (02/11/2018)

ADMJ 51:Women in Crime

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ51_SLO_1 - Describe and appraise the historical impact of women as criminal justice professionals. **SLO Status:** Active			
ADMJ51_SLO_2 - Identify the causation factors which generate criminal behavior by female offenders. **SLO Status:** Active	**Project -** Assessment by student by research of case studies and identification of causation of women committing criminal behavior. **Target for Success:** 80% of students should be able to identify the research conclusion of causation.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Assessment occurred as part of the Final Examination. 28 students analyzed the case studies and 27 were able to successfully identify the causation. 97% of the students were successful. (06/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The use of case study analysis provided an effective method for the students to recognize the causations; this method will be continued.. **Program Review Reporting Year:** 2012-2013 **Target :** Target Met Assessment occurred as part of the Final Examination. 28 students analyzed the studies and 27 were able to successfully identify the causes. (05/29/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection conclusion was that the case studies method was an effective means a student learning how to identify the causes of female crime.	**Enhancement:** No changes in the method utilized. (06/01/2014)

ADMJ 53:Criminal Law II

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ53_SLO_1 - Identify and analyze critical concepts of advanced criminal law. **SLO Status:** Active	**Exam - Course Test/Quiz -** Answer question: California recognizes all of the following theories of proximate causes that attribute liability except: (a) vicarious liability doctrine, (b) assumed theory, (c) provocation, or (d) felony murder rule. **Target for Success:** 70% of the class should be able to answer the question correctly.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Assessment occurred on the final examination: Nineteen students took the examination - 14 students had the correct answer and 5 had an incorrect answer. 73% had a correct answer of (b). (06/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Question is a critical question for the course and should be retained. The structure of the question is appropriate. The specific topic of the theories of proximate causes should be discussed in more depth for clarification.	**Enhancement:** The course is in the process of being revised from a 5 unit to a 4 unit course. Completion of the revision will determine the status of SLO #1 and this question as an assessment tool. (06/14/2014)
ADMJ53_SLO_2 - Define and describe violations classified as general crimes. **SLO Status:** Active			

ADMJ 54:Youth and the Law

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ54_SLO_1 - Analyze the sociological principles regarding the causation of juvenile crime and delinquency **SLO Status:** Active	**Presentation/Performance -** Using large and small group discussions, four sociological theories were presented, explained, and discussed. The class was asked to answer a series of 5 questions regarding the principles of each theory. **Target for Success:** 70% of the students should be able to answer the questions correctly.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Question#1: Routine activities theory- 90% correct answers and 10% incorrect. Question#2: Trait theory - 73% correct answers and 27% incorrect. Question#3: Behaviorism theory- 93% correct answer and 7% incorrect. Question#4: Social Learning theory - 93% correct answer and 7% incorrect. Question#5: Violent video game & aggressive behavior - 83% correct and 17% incorrect. (06/02/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The method of using discussion and comparison of theories and presenting components and principles was effective in presenting and understanding the concepts of each theory. In future use of this method, a more in-depth discussion would be valuable relating to the Trait Theory as the correct responses were only 3 points above the target.	**Enhancement:** A more in-depth presentation and discussion regarding the Trait Theory. (06/02/2014)
ADMJ54_SLO_2 - Identify those laws that relate to juvenile offences and critique how they impact youthful offenders. **SLO Status:** Active			

ADMJ 55:Alcohol, Narcotics and Drug Abuse

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ55_SLO_1 - Describe and analyze the relationship between the causes and demographics of crime and substance abuse. **SLO Status:** Active	**Exam - Course Test/Quiz -** Assessment was a midterm examination question: Socioeconomic status is a significant correlate to drug and alcohol use.- (a) True (b) False **Target for Success:** 80% of the students should answer (b) as the correct answer.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 88% of the students answered correctly. (06/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Question and method is appropriate.	**Enhancement:** A new instructor is assigned to the course so the method of assessment could change. (06/01/2014)
ADMJ55_SLO_2 - Identify the major groups of abuse substances and compare their histories, characteristics, and illicit use. **SLO Status:** Active			

ADMJ 56:Practical Writing for Administration of Justice

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ56_SLO_1 - Describe and apply the legal requirements governing criminal justice report development. **SLO Status:** Active	**Exam - Course Test/Quiz -** Midterm Exam multiple choice Question #3: Officers have a legal and moral responsibility to investigate crimes and file reports because___. The correct response was "E". **Target for Success:** Target was 80% correct response.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Forty (40) students took the midterm exam thirty-seven (37) student got the correct response. (02/11/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** With 37 of 40 students making the correct response that shows that the presentation of the point and the understanding of it by 94% of the students.	**Enhancement:** Presentation of the point related to the exam question is effective and clear. (02/11/2018)
ADMJ56_SLO_2 - Construct a professional report utilizing the report criteria that is required for professional investigative reports. **SLO Status:** Active	**Project -** Students are required, as part of the final examination, to complete an investigative police report incorporating required criteria (proper grammar, spelling, clear thought , critical thinking, and logical construction. **Target for Success:** The final report has a 50 point value. Min. points for a passing evaluation is 40/50. 80% of the students should receive a passing score of 40.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met The final report was one of 8 reports required in the class and it was 50% of the final grade. Twenty-nine students submitted final reports and 23 received 40 points or higher for a success of 79% (06/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This course is on of the hardest of the program due to the requirement that students have average to above average English composition skills. A large number of students are in need to composition skills and struggle with report construction. A large percentage of instruction time is composed of basic skills remedial work. Report writing skills are critical to success in the criminal justice field.	**Enhancement:** While the target was almost met, the goal of the class is to have 100% success. An idea being discussed is to develop a team-teaching concept between the program and language arts to have an English composition instructor as part of instruction. (06/01/2014)
	Exam - Course Test/Quiz - Midterm multiple choice question #29: Of the 7 categories utilized in the Form Format, the section titled "Listed Information" documents information that would ___. The correct answer was "B" **Target for Success:** Target was 80% of students would choose the correct response.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Forty (40) students took the exam and thirty-three (33) got the correct answer for 82% correct . (02/11/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the target was met, further discussion and clarity is required to resolve the understanding issue of this point as it is important to proper report construction.	**Enhancement:** Revisit this point for clarity. Utilize an example report for better understanding and explain the importance as it relates to follow-up investigation and court. (02/11/2018) **Follow-Up:** Revisit topic at the next class. (02/11/2018)

ADMJ 6:Crime, Correction and Society

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ50_SLO_1 - Compare and contrast the legal and sociological approaches which have been fundamental in shaping correctional theories and practices. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring	**Exam - Standardized -** Standardized examination: Short essay question. **Target for Success:** 80% of the students should be able to accurately respond to the short essay question.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Assessment occurred as part of the final examination. Thirty-four students took the examination. Thirty-two students accurately and completely responded to the question, 2 students failed in their response. 94% of students were successful. (06/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Method of assessment and short essay question were appropriate.	**Enhancement:** No changes or enhancements. (06/14/2014)
ADMJ50_SLO_2 - Identify traditional correctional systems and alternative sentencing solutions and evaluate the effectiveness of both. **SLO Status:** Active	**Focus Group -** Students were divided into 4 focus groups with each group assigned either a traditional or alternative sentencing solution. Each group discussed the pros and cons of each, using data from professional sources and antidotal case studies. Students were to compare and contrast the effectiveness of each system. **Target for Success:** The assessment was 100% participation in research and class discussions.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met All students (100%) successfully completed the assigned research and group discussions. (06/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The assessment method utilized for the learning objective was appropriate and applicable.	**Enhancement:** Class discussions are an effective method for assessment and will be continued in future lass offerings. No changes are recommended. (06/01/2014)

ADMJ 61:Criminal Investigation

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ61_SLO_1 - Analyze the concepts and fundamentals of criminal investigation and discuss how their ultilization affects substantive investigations. **SLO Status:** Active			
ADMJ61_SLO_2 - Demonstrate the ability to construct an investigative diagram of a crime scenario. **SLO Status:** Active	**Project -** From a constructed crime scene, students will properly diagram the scene utilizing proper criteria of measurements, legend information, compass direction, and pertinent scene information. **Target for Success:** There are point deductions (from 2-5 pts per missing item) for legend or measurement information lacking from the diagram. 80% of students should pass with a minimum score of 90/100 pts.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 82% of students successfully completed the diagram with at least a 90 point evaluation. (06/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The diagram project is a critical component of the final examination and is an effective and accurate appraisal of a student comprehension of required knowledge and skills; the crime scene project will continue.	**Enhancement:** No change in the method. (06/01/2014)

ADMJ 62:Sexual Assault, Police and Community Response

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ62_SLO_1 - Describe the legal elements of rape and sexual assault. **SLO Status:** Active **Planned Assessment Quarters:** 2013-14 2-Fall	**Exam - Course Test/Quiz -** In the final examination, students respond to a series of nine questions (short essay and multiple choice) related to the legal elements of rape and sexual assault. **Target for Success:** 90% of students will successfully answer all 9 short essay/multiple choice questions correctly.		
	Exam - Course Test/Quiz - In the final examination, students will answer a series of 9 questions (short essay/multiple choice) related to the legal elements of rape and sexual assault. **Target for Success:** Students will successfully answer the questions with a cumulative total score of 80% of the total possible points.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 93% of students answered the 4 essay questions correctly. 89% of students answered the multiple-choice questions correctly. (06/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The process of using short essay questions plus the traditional multiple-choice questions resulted in a high success rate for this learning outcome. The learning outcome is well-stated and the assessment is clear and precise to evaluate.	**Enhancement:** The case scenarios utilized in the course prepared students to learn the legal aspects. This method will continue in future course offerings. (06/01/2014)
ADMJ62_SLO_2 - Compare and contrast the various multidimensional and multidisciplinary theoretical causes of sexual assault. **SLO Status:** Active			

ADMJ 64(X-Z):Administration of Justice Internship

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ64_SLO_1 - Explain the organization, function, and tasks of an agency in the criminal justice system. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			

ADMJ 69:Administration of Justice Field Trips

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ69_SLO_1 - Critique the correctional philosophies of county, state, and federal facilities and compare how each affects the justice system. **SLO Status:** Active			
ADMJ69_SLO_2 - Compare and contrast the working environments of correctional personnel at different security levels of county, state, and federal correctional facilities. **SLO Status:** Active	**Field Placement/Internship -** Students toured 8 facilities within the criminal justice system (city-county-state-federal) to observe the organizational operations and interact with staff and inmates. **Target for Success:** Students should obtain an 80% evaluation with 10% for completing each tour. For those tours not completed, the student was required to submit a reflection paper on a facility in which the visit was made.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met Fifteen students took the course and were present at all 8 tours. All students were actively engaged in the interactions and tours. All 15 students were successful in obtaining 100%. (06/04/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The field trips class presents valuable in-personal observations and is an effective introduction to the operations and environment of a representative sample of the criminal justice system.	**Enhancement:** Possible variation of facilities visited during alternating academic years. (06/04/2014)

ADMJ 73:Crime and Criminology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ73_SLO_1 - Analyze the historical nature and measurement of criminal behavior within society. **SLO Status:** Active	**Exam - Course Test/Quiz -** Final examination question: One aspect of hate crime is that since there is only one victim, hate crime does not affect other members of the victim's social community. (a) True or (b) False **Target for Success:** 80% of the class should be able to answer the question correctly; the correct answer is (b).	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Assessment occurred in the final examination. Thirty-seven students took the examination. Thirty-five students got the correct answer and 2 students had an incorrect answer. 94% of students had the correct answer. (06/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Opinion that the question was valid and should be retained.	**Enhancement:** No action on the question or method. (06/14/2014)
	Exam - Course Test/Quiz - Exam requiring a short answer narrative response. Question asked to identify/compare the biological / psychological/sociological explanations for crime. **Target for Success:** 70% of the students taking the exam would get the correct response.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 44 students took the exam: 28 or 63% had the correct answer. 15% or 34% had partial/half correct answer. result was 43 or 98% had partial or total correct answer. (02/10/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A very high percentage got the correct or half correct answer. Greater discussion of the identification and comparison of the 3 causes of crime for clarity.	**Enhancement:** More feedback from students regarding concept presentation and understanding of their understanding of the causation of crime. (02/10/2018) **Follow-Up:** Contact with instructor (Peretti) (02/10/2018)

ADMJ73_SLO_2 - Identify and compare the biological, psychological, and sociological explanations of crime
SLO Status: Active

ADMJ 74A:Interviewing, Interrogation and Crisis Intervention

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ74A_SLO_1 - Compare and contrast the major principles and strategies of effective interviewing and interrogation. **SLO Status:** Active	**Exam - Course Test/Quiz -** Answer final examination question #45: When investigating a case involving a juvenile, it is best to (a) have several interviews over a period of time or (b) try and cover questioning with one interview. **Target for Success:** 80% of the class should be able to answer the question correctly; the correct answer is (b).	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Assessment occurred in the final examination. Fifty-four students took the examination - 45 had the correct answer and 9 had an incorrect answer. 83% of students had the correct answer. (06/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Opinion that the question was appropriate for the SLO and should be retained as an assessment method tool.	**Enhancement:** No change in the question or method. (06/01/2014)
	Exam - Course Test/Quiz - Midterm Exam- Question #40 was multiple-choice requiring critical thinking: For a more successful and effective result, an interviewer can switch processes from interview to interrogation and back again according to the case. Correct answer was False. **Target for Success:** Target was 85% correct responses based on utilizing critical thinking skills.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Thirty (30) students took the exam and all 30 got the correct response. Results were 100% correct. (02/11/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Question was in reference to the element of successful use of interview & interrogation processes. With 100% correct responses, analysis was that that element was covered effectively in the class presentation.	**Enhancement:** No remedial action is required. (02/11/2018)
ADMJ74A_SLO_2 - Differentiate between truthful and deceptive human behavior exhibited during both the interview and interrogation processes. **SLO Status:** Active			

ADMJ 75:Principles and Procedures of the Justice System

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ75_SLO_1 - Describe the development of the criminal justice system within the framework of the U.S. and State Constitutions. **SLO Status:** Active	**Exam - Course Test/Quiz -** Midterm Exam - Multiple choice question #10 requiring knowledge of responsibilities of each branch of government and how each is a check & balance within our system of gov.: "Which branch of gov. is considered the "Guardian of Civil Rights?" Answer was "C" (Judicial). **Target for Success:** Target was 80% correct responses based on knowledge of the purpose of Constitutional Bill of Rights and which branch protects those rights.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Thirty-three students took the exam. Twenty-nine (29) got the correct response for a correct response of 85% (02/11/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It appears that the topic was presented in class effectively in that 29/33 students understood the concept. This is a critical concept of our system and should be understood by all students; a slightly stronger discussion would be proper.	**Enhancement:** A critical change in topic presentation is not required for "Target" to be met. (02/11/2018)
ADMJ75_SLO_2 - Identify the components of the criminal justice system and discuss how each is fundamental to the justice process. **SLO Status:** Active	**Exam - Course Test/Quiz -** Answer question #52 of the Final Exam: The U.S. Supreme Court hears cases that (a) involve Federal and State Constitutional issues, (b) involve Constitutional issues affecting the individual, (c) involve issues of substantial federal law and Constitutional issues. **Target for Success:** 80% of the students should be able to answer the question correctly; the correct answer is (c).	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Twenty-one (21) students took the examination and 18 students chose the correct response for 81% correct. (10/25/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the target was met, the question assessed is a critical, basic concept of our government and protection of our Constitutional rights.	**Enhancement:** This concept must be revisited in class to clarify the importance of understanding the concept. (11/30/2017)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Assessment occurred during the Final Examination: 27 students took the examination- 24 had the correct answer and 3 had incorrect answers. 88% o the students had the correct answer. (06/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The method was deemed to be acceptable. However, more emphasis should be placed the federal aspect of the question.	**Enhancement:** Incorporate a class discussion segment differentiating between state and federal legal issues. (06/14/2014)
	Exam - Course Test/Quiz - Midterm Exam - Question #11 was multiple choice requiring knowledge of the development of the judicial system	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 33 students took the exam and 27 got the correct answer for an 81% correct response. (02/11/2018)	**Enhancement:** This judicial concept must be revisited and clarified due to the importance of understanding. The court of last

| | with our branches of government. : "The level of court that can interpret the U.S. Constitution is ____. The correct answer was "E" - all levels. **Target for Success:** Target was 80% correct responses. Thirty-three students took the exam and 27 got the correct answer for a 81% response. | **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the target was met, the question assessed is a critical, basic concept of the responsibility of the judicial system. | resort authority of the U.S. Supreme Ct. may have caused confusion of the authority of the court system as a whole. (02/11/2018) |

ADMJ 78:Correctional Investigation

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ78_SLO_1 - Explain the evolution of modern probation and parole. **SLO Status:** Active	**Exam - Course Test/Quiz -** Answer question #1: How did John Augustus contribute to the history and evolution of modern probation? **Target for Success:** 70% of students should be able to answer the question correctly.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Assessment occurred on a Correctional Investigation quiz. 25 students took the quiz - 18 had the correct answer and 7 had incorrect answers. 72% of the student had the correct answer. (06/02/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The target was met however only by 2% points. A more in-depth presentation and discussion of the topic with increased student discussion would be called for to insure that students understand the idea and how it applies to the historical foundation of corrections.	**Enhancement:** As stated in Reflection and Analysis, a more in-depth presentation, discussion, and assurance of understanding would be called for. (06/02/2014)
ADMJ78_SLO_2 - Analyze the affect that community agencies have had on correctional programs and procedures. **SLO Status:** Active	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Twelve (12) students took the exam and ten (10) answered correctly for 83% correct. (02/11/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The topic material presentation was clear and effectively understood by a majority of students.	**Enhancement:** No remedial change appears to be required due to the high level of correct responses. (02/11/2018) **Follow-Up:** None required at this time. (02/11/2018)
	Exam - Course Test/Quiz - Midterm Exam - Multiple choice question (How do community agencies assist in County Probation?) with multiple correct answers (3 out of 4). **Target for Success:** Target was 70% correct responses.		

ADMJ 84:Forensic Science

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ84_SLO_1 - Describe the forensic science in the criminal justice system from the crime scene to the crime laboratory and to the courtroom **SLO Status:** Active **Planned Assessment Quarters:** 2015-16 2-Fall **Outcome Creation Date:** 08/24/2015			
ADMJ84_SLO_2 - Identify various forensic disciplines and what type of analysis and/or services they can provide to law enforcement agencies **SLO Status:** Active **Planned Assessment Quarters:** 2015-16 2-Fall **Outcome Creation Date:** 08/24/2015			

ADMJ 90A:Legal Aspects of Evidence (CP 4)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ADMJ90A_SLO_1 - Explain the legal reasoning for the development of rules of evidence. **SLO Status:** Active			
ADMJ90A_SLO_2 - Analyze a case scenario and demonstrate the proper rules of evidence that apply to that case. **SLO Status:** Active	**Exam - Course Test/Quiz -** Answer the question: "Objection, your honor. Counsel has no shown that this particular witness took these photographs or that they accurately represent the scene". These are grounds for which of the following objection? (a) Leading the witness (b) Lacks foundation (c) Best evidence (d) Speculative **Target for Success:** 70% of the students should be able to analyze the case scenario and demonstrate the proper rule of evidence that applies. Answer is (b).	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 77% of the students answered the question correctly. (06/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Question in a case scenario is appropriate. More in-depth discussion in class related to laws of evidence.	**Enhancement:** Method and case scenario will remain. (06/01/2014)

Assessment: Course/Service Four Column

DeAnza College

Dept - (SSH) Anthropology

ANTH 1:Physical Anthropology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ANTH1_SLO_1 - Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors. **SLO Status:** Active	**Exam - Course Test/Quiz -** Embedded multiple choice question was used **Target for Success:** My expectations was that at least 65% of students would be succeed in each of the 4 SLO's that I assessed.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met ASSESSMENT METHOD: A short answer question on the final exam where students explain the relationship between skin pigmentation and geographic distribution. Not explicitly written in the question is the relationship between skin pigmentation and endogenous or exogenous sources of vitamin D. I expected the vitamin D argument to be included in the answer since we watched a movie on it, read about it in the textbook, and discussed it in lecture. (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** TARGET FOR SUCCESS: I measure a success rate in understanding human biological diversity if at least 60% of the student population that took the exam understands the relationship between ecological contexts and biological diversity of a population by answering the question as it was written. 8% students answered the question incorrectly, 42% students answered the question as it was written but did not include the vitamin D components, and 50% students answered the question as it was written and included the vitamin D argument. Overall, of the total students enrolled in the class that took the final exam, more than half met the passing criterion	**Enhancement:** More emphasis during teaching, examples, other methods to enhance learning. Coloring, articles, collaborative exercise. (04/18/2016)
		Program Review Reporting Year: 2013-2014 **Target :** Target Not Met The % success for SLO 1, 2, 3, & 4 where 40, 59, 76 and 81%	**Enhancement:** More emphasis on the material and using other teaching methods to bring home

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		respectively (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The SLO 1 assessment questions required a grasp of basic quantitative concepts that students did not completely understand. The SLO 2 responses indicated that students were confused about the precise relationships between humans and apes. I have also noticed that close to 1/3 of students do not have required text.	the concept. (04/18/2016) **Enhancement:** Incorporate in class exercises targeted to addresses deficiencies uncovered in the 2 SLO areas that the students did not meet expectations. Have regular in class textbook exercises for credit. (04/22/2014)
	Exam - Course Test/Quiz - Student success evaluated through performance on weekly quizzes. **Target for Success:** In order to measure success, 80% of students will earn a cumulative score of 80% or better on quiz questions.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In this outcome, I had a goal of 80% of students earning a score of 80% or higher. Results exceeded expectations with approximately 94% of the class successfully achieving the goal target of 80% or higher. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Assessment methods were accurate indicators of student learning.	**Enhancement:** Although students were successful with this exercise, I would like to be more specific in the measure used to evaluate overall success Using a large variety of measures feels like it dilutes the evaluative measure. (07/08/2017)
ANTH1_SLO_2 - Students will evaluate biological and behavioral similarities and differences between humans and non human primates. **SLO Status:** Active	**Exam - Course Test/Quiz -** Embedded questions in the exam **Target for Success:** My expectations was that at least 65% of students would be succeed in each of the 4 SLO's that I assessed. **Comments/Notes:** The % success for SLO 1, 2, 3, & 4 where 40, 59, 76 and 81% respectively Incorporate in class exercises targeted to addresses deficiencies uncovered in the 2 SLO areas that the students did not meet expectations. Have regular in class textbook exercises for credit.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met The % success for SLO 1, 2, 3, & 4 where 40, 59, 76 and 81% respectively (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The SLO 1 assessment questions required a grasp of basic quantitative concepts that students did not completely understand. The SLO 2 responses indicated that students were confused about the precise relationships between humans and apes. I have also noticed that close to 1/3 of students do not have required text.	**Enhancement:** Incorporate in class exercises targeted to addresses deficiencies uncovered in the 2 SLO areas that the students did not meet expectations. Have regular in class textbook exercises for credit. (04/22/2014)
	Tracked Academic Behavior - Student success will be evaluated through performance on a self-guided lesson. **Target for Success:** In order to measure success, 90% of students will earn a cumulative score of 85%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In this outcome, I had a goal of 90% of students completing a self-guided lesson with a minimum of 85% of the points possible. Results showed a 96% completion rate and a 95% average score for the assessment. (06/16/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Assessment	**Enhancement:** I've ceased using a supplementary resource for the course due to difficulties in technology (students were often unable to use the CD-Rom). With those difficulties and the increased cost to students which

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	or better on a self-guided lesson.	methods were accurate indicators of student learning but in part, the results can be predicted by the measure evaluated. Student participation in the self-guided lessons is always strong. Course materials are designed so that students have the ability to process information and then apply it in their completion of assignments.	prohibited many from purchasing the item, I replaced the interactive component with other activities. This was successful in part but the coherence between elements suffered as a result. Students still performed well overall but there is so much content to be covered in such a short time that I would like to isolate sources that bridge subjects and tighten the alignment between course goals and student outcomes. (06/16/2017)
	Other - Short answer Essay question comparing human and non human primate behavior **Target for Success:** 100%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Students were able to relate closely non human primate behavior with human behavior and therefore answer the essay question well. But because the question was at the end of the exam, it appears some were not able to complete it fully (03/26/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Move the essay question to the front of the test, supplement essays with multiple choice questions.	**Enhancement:** Supplement essay with multiple choice question, they are easier to answer and write (03/26/2018)
ANTH1_SLO_3 - Students will apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior. **SLO Status:** Active	**Exam - Course Test/Quiz -** Multiple choice questions **Target for Success:** My expectations was that at least 65% of students would be succeed in each of the 4 SLO's that I assessed.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met 90% of the students answered the questions on genetics correctly (03/25/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Draw on examples from their experience and family so they can relate to the content more.	**Enhancement:** Use Pedigree construction with genetic data from families to bring home the concept (03/26/2018)
	Comments/Notes: The % success for SLO 1, 2, 3, & 4 where 40, 59, 76 and 81% respectively Incorporate in class exercises targeted to addresses deficiencies uncovered in the 2 SLO areas that the students did not meet expectations. Have regular in class textbook exercises for credit.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met The % success for SLO 1, 2, 3, & 4 where 40, 59, 76 and 81% respectively (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The SLO 1 assessment questions required a grasp of basic quantitative concepts that students did not completely understand. The SLO 2 responses indicated that students were confused	**Enhancement:** continue efforts to achieve 100% (04/22/2014) **Enhancement:** Incorporate in class exercises targeted to addresses deficiencies uncovered in the 2 SLO areas that the students did not meet expectations. Have regular in class textbook exercises

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		about the precise relationships between humans and apes. I have also noticed that close to 1/3 of students do not have required text.	for credit. (04/22/2014)
	Exam - Course Test/Quiz - Student success evaluated through responses to objective questions on the final exam. **Target for Success:** In order to measure success, 90% of students will earn a cumulative score of 85% or better on responses to objective questions on the final exam.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In this outcome, I had a goal of 90% of students completing responses to objective questions on the final exam with a minimum of 85% of the points possible. Results showed a 95% completion rate and an 89% average score for the assessment. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Results exceeded expectations.	**Enhancement:** Although student results exceeded expectations, I feel like using overall achievement is not as accurate a measure as using a tighter and more controlled group of questions. Next time I will endeavor to use a more focused measure with a subset of questions to evaluate student success. (07/08/2017)
	Exam - Course Test/Quiz - Two multiple choice exam question about different aspects of understanding human biology and behavior. **Target for Success:** 100%		
ANTH1_SLO_4 - Evaluate human biology and culture as a response to 7 million years of evolutionary process. **SLO Status:** Active	**Exam - Course Test/Quiz -** Question were embedded in the midterm exam **Target for Success:** My expectations was that at least 65% of students would be succeed in each of the 4 SLO's that I assessed. **Comments/Notes:** The % success for SLO 1, 2, 3, & 4 where 40, 59, 76 and 81% respectively Incorporate in class exercises targeted to addresses deficiencies uncovered in the 2 SLO areas that the students did not meet expectations. Have regular in class textbook exercises for credit.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met The % success for SLO 1, 2, 3, & 4 where 40, 59, 76 and 81% respectively (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The SLO 1 assessment questions required a grasp of basic quantitative concepts that students did not completely understand. The SLO 2 responses indicated that students were confused about the precise relationships between humans and apes. I have also noticed that close to 1/3 of students do not have required text.	**Enhancement:** Satisfactory results and will continue efforts (04/22/2014)
	Presentation/Performance - Student success will be evaluated through completion of a written essay/paper. **Target for Success:** In order to	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In this outcome, I had a goal of 85% of students completing a written paper with a minimum of 80% of the points	**Enhancement:** I have set a goal to increase student participation in this type of work. (07/08/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	measure success, 85% of students will complete a written paper with a minimum of 80% of points possible.	possible. Results showed that students who completed the project earned average scores in the high ninety percentages. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Assessment methods were accurate indicators of student learning but in part, the results can be skewed by the number of students who choose to complete (or not complete) the assignment. Student success is often high for those who complete the work.	
	Exam - Course Test/Quiz - 2 multiple choice questions about human behavior and culture as a response to evolution **Target for Success:** 100%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met There was a question about human adaptation and one about behavioral evolution (03/25/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The DVD's used helps clarify and bring home the material on primate behavior and evolution	**Enhancement:** Continue using DVD's on primate behavior which enhance student learning (03/26/2018)

ANTH 1L:Physical Anthropology Laboratory

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ANTH1L_SLO_1 - Analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors. **SLO Status:** Active	**Exit Interview -** I used Survey Monkey to assess SLOs. The students completed the survey in class by using their electronic devices. The exit interview consisted of questions aimed to gauge student knowledge of evolutionary processes and their effects on human biology/physiology, cultural processes, and material culture. **Target for Success:** Target for success is set at 100% and success should include understanding the relationship between the environment, selective pressures, and the evolution of traits.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met NEGATIVE OUTCOME: 20% does not understand the relationship between the environment and evolutionary processes; 36% of student population does not understand that humans compete against each other for access to mates; 12% of the population agrees that most primates walk on two legs; 88% of students do not understand how ½ of DNA ends up in sex cells (important for understanding inheritance). POSITIVE OUTCOME: 80% of population understands there is a relationship between the environment and evolutionary processes; 68% understands that stone tool technology appears before an important increase in brain size (having big brains does not mean high intelligence); 58% understand that natural variations of traits exist in populations and will be selected on; 76% understand that we share genetic make-up with chimpanzees. (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Did not spend enough time on 1) the principle of inheritance; and 2) primate social ecology. In areas they students did well happen to be areas where they had hands-on experience and activities. Of note: I did an in-take interview at the beginning of the quarter where I asked the same or similar questions (inheritance question excluded) and the results show +23% in understanding the relationship between the environment and evolutionary processes and +4% in thinking that most primates walk on two legs. The remaining percentages were flat.	**Enhancement:** Yes, I will include hands-on activities for genetics, include emphasize humans more in the primate social ecology lab, and add more hands-on activities for every lab. (04/22/2014)
	Exam - Course Test/Quiz - This SLO was assessed using an embedded exam question that asked students to: "Describe a hypothetical scenario of natural selection in a population of humans. Be sure to describe: the	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Of the 35 students who completed the exam question, 21 of them (60% of the entire population) earned perfect scores and met the entire target for success. Of the 14 students who did not meet the entire target, 7 students (20% of the	**Enhancement:** Students entering this course often have prior misconceptions about natural selection, specifically the idea of "survival of the fittest," and it can be difficult to overcome this.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	trait that is involved, how natural selection impacts the trait frequency, and what the population looks like many generations into the future." **Target for Success:** The target is for all students to successfully answer all parts of the question (most specifically, the student must demonstrate that they understand the importance of reproductive success in natural selection, not just survival). An example of a fully successful answer would be: "Many years ago, some people were born with a mutation that allowed them to digest milk as adults. Because this population herded dairy animals, the people with this mutation had an advantage. They could eat a wider range of food including dairy, which kept them well-fed and reproductively successful. Over many generations, the milk-eating mutation became more common because it was passed down often."	entire population) met most of the target because they understood the general process of natural selection and its long-term impact on humans, but they emphasized survival over reproductive success. The remaining 7 students (20% of the entire population) missed the target because they did not understand the general process of natural selection and its impact on humans, or because they provided an example of a trait that evolved through other mechanisms (such as founder effect). (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 60% of the students met the ideal target. 20% of the students came close to the target but had a minor misunderstanding that needs correcting. Another 20% of the students missed the target more considerably and have larger misunderstandings that need correcting.	Current course activities cover the entire process of natural selection, but do not necessarily call direct attention to this misunderstanding (namely the undue emphasis on survival, rather than reproductive success, in natural selection). However, student success could be improved through additional questions and tasks that directly target this misunderstanding. (04/18/2016)
ANTH1L_SLO_2 - Evaluate human biology and culture as a response to 7 million years of evolutionary process. **SLO Status:** Active	**Exit Interview -** I used Survey Monkey to assess SLOs. The students completed the survey in class by using their electronic devices. The exit interview consisted of questions aimed to gauge student knowledge of evolutionary processes and their effects on human biology/physiology, cultural processes, and material culture. **Target for Success:** Target for success is set at 100% and success should include understanding the	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met NEGATIVE OUTCOME: 20% does not understand the relationship between the environment and evolutionary processes; 36% of student population does not understand that humans compete against each other for access to mates; 12% of the population agrees that most primates walk on two legs; 88% of students do not understand how ½ of DNA ends up in sex cells (important for understanding inheritance). POSITIVE OUTCOME: 80% of population understands there is a relationship between the environment and evolutionary processes; 68% understands that stone tool technology appears before an important	**Enhancement:** Yes, I will include hands-on activities for genetics, include emphasize humans more in the primate social ecology lab, and add more hands-on activities for every lab. (04/22/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	relationship between the environment, selective pressures, and the evolution of traits. **Comments/Notes:** NEGATIVE OUTCOME: 20% does not understand the relationship between the environment and evolutionary processes; 36% of student population does not understand that humans compete against each other for access to mates; 12% of the population agrees that most primates walk on two legs; 88% of students do not understand how ½ of DNA ends up in sex cells (important for understanding inheritance). POSITIVE OUTCOME: 80% of population understands there is a relationship between the environment and evolutionary processes; 68% understands that stone tool technology appears before an important increase in brain size (having big brains does not mean high intelligence); 58% understand that natural variations of traits exist in populations and will be selected on; 76% understand that we share genetic make-up with chimpanzees.	increase in brain size (having big brains does not mean high intelligence); 58% understand that natural variations of traits exist in populations and will be selected on; 76% understand that we share genetic make-up with chimpanzees. (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Did not spend enough time on 1) the principle of inheritance; and 2) primate social ecology. In areas they students did well happen to be areas where they had hands-on experience and activities. Of note: I did an in-take interview at the beginning of the quarter where I asked the same or similar questions (inheritance question excluded) and the results show +23% in understanding the relationship between the environment and evolutionary processes and +4% in thinking that most primates walk on two legs. The remaining percentages were flat.	
	Exam - Course Test/Quiz - This SLO was assessed using an embedded exam question that asked students to: "Consider the diversity of the later Homo species we discussed in class. Why do you think our direct ancestor survived when the other species went extinct? Provide one appropriate form of evidence from the fossil record that supports your	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Of the 34 students who completed the exam question, 22 of them (65% of the entire population) correctly answered both parts of the question, 8 students (23%) provided a good explanation for why our species survived (part one) but did not support their answer with appropriate evidence (part two), 4 students (12%) did not answer either part of the question correctly. (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, the	**Enhancement:** Current coursework includes many activities and discussions about physical and cultural traits in humans and our close relatives. However, this information is spread over several weeks. This may make it harder for students to understand the over-arching trends. Students may be focusing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	opinion." **Target for Success:** The target is for all students to successfully answer both parts of the question. An example of a successful answer would be as follows: "The Homo sapiens survived because they were more generalized and could adjust to the changing climate at the end of the Ice Age. The fossil record shows that humans were tall and lean and could physically function in a wide range of environments. In comparison, the Neanderthals were too specialized for cold weather (with stocky bodies and large nasal openings seen in their fossils). When the weather warmed up, our species was better suited to the new environment."	majority of students (88%) are successfully identifying advantages our species may have had (part one of the question), but some of those students seem to struggle with linking their interpretation to direct evidence in the fossil record. Among the 8 students who completed part one correctly but did not successfully complete part two of the question, several students attempted to provide evidence. However, the evidence they provided was related to much earlier fossil species, or it did not actually support their argument. (For example, one student identified the human advantage as technological but then provided DNA evidence of interbreeding between humans and Neanderthals, rather than information about technology.)	on the facts in each separate week's material, rather than considering how these lines of evidence come together to support bigger interpretations of human history. Additional follow-up questions in class, particularly questions that bridge content from multiple class meetings, could further improve student learning. Students may also benefit from being given a learning tool, such as a timeline they can add to over the several weeks when this content is covered. (04/18/2016)
ANTH1L_SLO_3 - Evaluate biological and behavioral similarities and differences between humans and non human primates. **SLO Status:** Active	**Exit Interview -** 1. The exam question asked students to distinguish between mitosis and meiosis. 2. Students were asked about a stone tool technology and the hominine most associated with that technology. 3. Primates should be able to identify that human bipedality is not the norm with respect to all primates (primate differences) 4. Students were asked whether some creatures are more evolved than other creatures. The question is directed at the fallacy of "evolution as progress". **Target for Success:** For all	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met 1. At the start of term, 20 students correctly identified the difference between mitosis and meiosis. 28 did not. [48 students total] When tested on the material during the course by quiz question, 38 students correctly identified the difference and 10 did not. [48 students total] 2. Zero students were able to name a stone tool technology at the beginning of the course. They knew what stone tools were ("tools made of stone") but not the names of any specific technologies (Oldowan, Acheulian, Mousterian, Upper Paleolithic, etc). When tested again at the end of the course, 15 students could identify H. erectus with acheulian tools, 15 students could name either the hominine or the stone tool technology but not both, and 16 students still could not answer the question at all. [46 students total] 3. 32 students out of 48 were able to answer this question	**Enhancement:** I found that video material helps bring the fossils to life and will continue to use videos in the future. For the lab on cell types, the hands-on lab of the stages for mitosis and meiosis helps students. I may also insert a reading about cancers and what happens when cell division does not work as expected. This may help given additional context to a seemingly abstract concept. For ethe evolution question, I have now included a lab session that specifically addresses some evolutionary fallacies at the

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	assessments, 75% of the class should be able to correctly answer the exam questions based on the SLO. For the "evolution as progress" assessment, students should also be able to explain the reasoning behind their answer. **Comments/Notes:** At intake, 11 students out of 48 correctly answered that evolution is not about progress but about the relationship between organisms and their environment, that evolution did not necessarily equate to progress, nor that evolution was inherently progressive. At re-assessment, 21students were able to correctly answer the question with their reasoning, A further 17 students felt that some organisms are more evolved than others, but that this wasn't true for all comparisons. Just 10 students could not answer the question correctly at all.	at intake. This was not re-assed later in the course. 4. At intake, 11 students out of 48 correctly answered that evolution is not about progress but about the relationship between organisms and their environment, that evolution did not necessarily equate to progress, nor that evolution was inherently progressive. At re-assessment, 21students were able to correctly answer the question with their reasoning, A further 17 students felt that some organisms are more evolved than others, but that this wasn't true for all comparisons. Just 10 students could not answer the question correctly at all. (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Material that involves a definition is easy to memorize for any given quiz, but difficult to retain across quarters. This seemed to be true for both the cell question and the fossil/stone tool use question. We did a lab section for each of the topics tested, which provided further understanding and interaction with materials that will hopefully help students remember this material into the future. In most cases, seeing the relevance of such specific knowledge is difficult to relate to. With the fossils, the use of video material also helped reinforce the names and relationships between fossil species and stone tools technologies. In terms of (4), evolution as progress, I did not explicitly cover this material in lab. Instead, we talked about examples of evolution and the interaction between animals and their environments. While this meant that I expected less improvement on this question, I think the students were thinking about the question differently. I have now included a lab session that specifically addresses some evolutionary fallacies at the beginning of the course, and will continue with my previous discussions to provide examples.	beginning of the course, and will continue with my previous discussions to provide examples. (04/22/2014)
	Exam - Course Test/Quiz - This SLO was assessed using an embedded exam question that asked students	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Of the 35 students who completed the exam question, 34 of	**Enhancement:** Current coursework includes activities that ask students to distinguish

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	to: "Match four primates [Lemur, New World Monkey, Old World Monkey, and Ape] to their descriptions [which included information about body size, dentition, limb proportions, nostril orientation, and other defining physical features]." **Target for Success:** This SLO was assessed using an embedded exam question that asked students to: "Match four primates [Lemur, New World Monkey, Old World Monkey, and Ape] to their descriptions [which included information about body size, dentition, limb proportions, nostril orientation, and other defining physical features]."	them (97% of the entire population) correctly identified the lemur primate, 33 students (94%) correctly identified the New World monkey, 31 (88%) correctly identified the Old World monkey, and 32 (91%) correctly identified the ape. (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, the majority of students are successfully identifying all four primates, and students seem particularly successful with identifying the lemur (perhaps because it has the most unusual features). Students seem to struggle a bit more with the monkeys and apes, and they seem to have the hardest time with the Old World monkey, which they may misidentify as a New World monkey or an ape. This confusion may be related to the greater similarity among these primates, especially the numerous traits shared between Old World monkeys and apes. When primate groups have more in common, the students must have deeper knowledge of their differences to readily distinguish the primate groups.	between different primates and identify physical features in the primates' skulls to support this classificatory distinction. These side-by-side comparisons include: an ape compared to a lemur; a New World monkey compared to an Old World monkey, and an Old World monkey compared to an ape. These activities seem to be supporting student success, as students are learning the differences and applying that knowledge on the exam. However, additional follow-up questions in class, particularly questions focused on the differences between monkeys and apes, could further improve student learning and bring the target success rate even closer to 100% (04/18/2016)

ANTH1L_SLO_4 - Apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior
SLO Status: Active
Outcome Creation Date: 09/25/2017

ANTH 2:Cultural Anthropology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ANTH2_SLO_1 - Students will apply a scientific, holistic and a multidisciplinary approach to understand and analyze human behavior. **SLO Status:** Active	**Exam - Course Test/Quiz -** Students were assessed using a series of multiple-choice questions administered at the start and the end of the quarter. Each questioned was designed to test students understanding of a core anthropological concept or value exemplified by course SLOs **Target for Success:** 100% Students successfully answer the multiple-choice questions. **Comments/Notes:** Students vary in their capacity to assimilate course material, particularly within a testing regime that attempts to objectively quantify different types of learning and broad, complex concepts within a singular assessment instrument. In the future I will take more time in class to ensure that my students are better prepared to demonstrate their understanding of complex concepts and values within an objectively scaled assessment instrument.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Assessment Method: Students were assessed by integrating four SLO oriented multiple choice questions into their first midterm and again during the final. A comparison of student performance for each SLO question was then tabulated to measure student improvement and achievement of these SLOs over the course of the quarter. Assessment Data Summary: N = 45 SLO 1: midterm 33/46 (72%), final 41/45 (91%) (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: I was able to meet my targets for improvement (+15%) and minimum correct answer rate (80%) for SLOs 1, 3 and 4. SLO 2 underperformed by 2%. This SLO focused on cultural relativism. As the value and limitations of cultural relativism were themes explored during nearly every unit of my course I'm left wondering if perhaps there was a disconnect between the question I used to access student understanding of this concept and how it was discussed in class. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met Course participants did moderately well. There's always room for improvement. N= 25 1) 19 (76%) 2) 19 (76%) 3) 9 (36%) 4) 14 (56%) 5) 23 (92%) (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students vary in their capacity to assimilate course material, particularly within a testing regime that attempts to objectively	**Enhancement:** Enhancement/Action: I will continue to work to better engage SLOs in Anthro 02 in ways that are relatable to students. Finding ways to communicate SLOs in ways that students find more organic to their everyday experiences ensures that learning objectives are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that better reflect how students learn important concepts.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		quantify different types of learning and broad, complex concepts within a singular assessment instrument.	**Enhancement:** In the future I will take more time in class to ensure that my students are better prepared to demonstrate their understanding of complex concepts and values within an objectively scaled assessment instrument. (04/22/2014)
	Project - The project is a ten page document showcasing a specific culture and various details about language, customs, holidays, etc. The end result is a written response that includes images and charts documenting ethnographic data. **Target for Success:** At least 90% of the students will succesfully demonstrate their skill using this method. (possibly higher)		
ANTH2_SLO_2 - Students will recognize the value of cultural relativism and the validity of each culture as an adaptive strategy to the challenge of physical and social environment. **SLO Status:** Active	**Exam - Course Test/Quiz -** Students were assessed using a series of multiple-choice questions administered at the start and the end of the quarter. Each questioned was designed to test students understanding of a core anthropological concept or value exemplified by course SLOs **Target for Success:** 100% Students successfully answer the multiple-choice questions. **Comments/Notes:** Students vary in their capacity to assimilate course material, particularly within a testing regime that attempts to objectively quantify different types of learning and broad, complex concepts within a singular assessment instrument.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Assessment Method: Students were assessed by integrating four SLO oriented multiple choice questions into their first midterm and again during the final. A comparison of student performance for each SLO question was then tabulated to measure student improvement and achievement of these SLOs over the course of the quarter. SLO 2: midterm 30/46 (65%), final 35/45 (78%) (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: I was able to meet my targets for improvement (+15%) and minimum correct answer rate (80%) for SLOs 1, 3 and 4. SLO 2 underperformed by 2%. This SLO focused on cultural relativism. As the value and limitations of cultural relativism were themes explored during nearly every unit of my course I'm left wondering if perhaps there was a disconnect between the question I used to access student understanding of this concept and how it was discussed in	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	In the future I will take more time in class to ensure that my students are better prepared to demonstrate their understanding of complex concepts and values within an objectively scaled assessment instrument.	class. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met N= 25 1) 19 (76%) 2) 19 (76%) 3) 9 (36%) 4) 14 (56%) 5) 23 (92%) (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students vary in their capacity to assimilate course material, particularly within a testing regime that attempts to objectively quantify different types of learning and broad, complex concepts within a singular assessment instrument.	**Enhancement:** Enhancement/Action: I will continue to work to better engage SLOs in Anthro 02 in ways that are relatable to students. Finding ways to communicate SLOs in ways that students find more organic to their everyday experiences ensures that learning objectives are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that better reflect how students learn important concepts. (04/18/2016) **Enhancement:** In the future I will take more time in class to ensure that my students are better prepared to demonstrate their understanding of complex concepts and values within an objectively scaled assessment instrument. (04/22/2014)
ANTH2_SLO_3 - Students will analyze cultural diversity, and explain how they arose and change. They will also identify underlying similarities between cultures. **SLO Status:** Active	**Exam - Standardized -** Students were assessed using a series of multiple-choice questions administered at the start and the end of the quarter. Each questioned was designed to test students understanding of a core anthropological concept or value exemplified by course SLOs **Target for Success:** 100% Students successfully answer the multiple-choice questions. **Comments/Notes:** Students vary in	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Assessment Method: Students were assessed by integrating four SLO oriented multiple choice questions into their first midterm and again during the final. A comparison of student performance for each SLO question was then tabulated to measure student improvement and achievement of these SLOs over the course of the quarter. SLO 3: midterm 26/46 (57%), final 40/45 (89%) (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: I was able to meet my targets for improvement (+15%) and minimum correct answer rate (80%) for SLOs 1,	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	their capacity to assimilate course material, particularly within a testing regime that attempts to objectively quantify different types of learning and broad, complex concepts within a singular assessment instrument.	3 and 4. SLO 2 underperformed by 2%. This SLO focused on cultural relativism. As the value and limitations of cultural relativism were themes explored during nearly every unit of my course I'm left wondering if perhaps there was a disconnect between the question I used to access student understanding of this concept and how it was discussed in class.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Not Met N= 25 1) 19 (76%) 2) 19 (76%) 3) 9 (36%) 4) 14 (56%) 5) 23 (92%) (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students vary in their capacity to assimilate course material, particularly within a testing regime that attempts to objectively quantify different types of learning and broad, complex concepts within a singular assessment instrument.	**Enhancement:** I will continue to work to better engage SLOs in Anthro 02 in ways that are relatable to students. Finding ways to communicate SLOs in ways that students find more organic to their everyday experiences ensures that learning objectives are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that better reflect how students learn important concepts. (04/18/2016)
			Enhancement: In the future I will take more time in class to ensure that my students are better prepared to demonstrate their understanding of complex concepts and values within an objectively scaled assessment instrument. (04/22/2014)
ANTH2_SLO_4 - Students embody the attitude that humans are not superior to their environment but an integral part of their natural and cultural environment on this planet. **SLO Status:** Active	**Exam - Course Test/Quiz -** Students were assessed using a series of multiple-choice questions administered at the start and the end of the quarter. Each questioned was designed to test students understanding of a core	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Assessment Method: Students were assessed by integrating four SLO oriented multiple choice questions into their first midterm and again during the final. A comparison of student performance for each SLO question was then tabulated to measure student improvement and	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	anthropological concept or value exemplified by course SLOs **Target for Success:** Students successfully answer the multiple-choice questions. **Comments/Notes:** In the future I will take more time in class to ensure that my students are better prepared to demonstrate their understanding of complex concepts and values within an objectively scaled assessment instrument.	achievement of these SLOs over the course of the quarter. SLO 4: midterm 32/46 (70%), final 44/45 (98%) (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was able to meet my targets for improvement (+15%) and minimum correct answer rate (80%) for SLOs 1, 3 and 4. SLO 2 underperformed by 2%. This SLO focused on cultural relativism. As the value and limitations of cultural relativism were themes explored during nearly every unit of my course I'm left wondering if perhaps there was a disconnect between the question I used to access student understanding of this concept and how it was discussed in class.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Not Met N= 25 1) 19 (76%) 2) 19 (76%) 3) 9 (36%) 4) 14 (56%) 5) 23 (92%) (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students vary in their capacity to assimilate course material, particularly within a testing regime that attempts to objectively quantify different types of learning and broad, complex concepts within a singular assessment instrument.	**Enhancement:** I will continue to work to better engage SLOs in Anthro 02 in ways that are relatable to students. Finding ways to communicate SLOs in ways that students find more organic to their everyday experiences ensures that learning objectives are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that better reflect how students learn important concepts. (04/18/2016)
			Enhancement: Students vary in their capacity to assimilate course material, particularly within a testing regime that attempts to objectively quantify different types of learning and broad, complex concepts within a singular assessment instrument. (04/22/2014)

ANTH 3:Introduction to Archeology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ANTH3_SLO_1 - Demonstrate an ability to investigate the relationship between material culture and physical remains, including how to hypothesize and build a model of past behavior from archeological evidence. **SLO Status:** Active	**Exam - Course Test/Quiz -** Midterm questions to assess the ability to determine the relationship between material culture and physical remains. **Target for Success:** 100%	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 75% of the students answered the questions correctly (04/15/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were able to hypothesize and build a model of past behavior from archeological evidence. There is scope for improvement and efforts will be put in the direction of reaching out to all the students	**Enhancement:** Continued emphasis in lecture and a diverse teaching pedagogy will be used to reach out to to students with different learning styles. (04/15/2016)
ANTH3_SLO_2 - Illustrate and explain the processes of culture change and recognize the patterns of past processes in present day society. **SLO Status:** Active	**Exam - Course Test/Quiz -** Midterm questions assess students ability to illustrate and explain the processes of culture change and recognize the patterns of past processes in present day society. **Target for Success:** 75% of students receive C or above on the midterms.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 75% of students scored a B or above, exceeding original goal. (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Midterm performance indicates that students demonstrate an ability to llustrate and explain the processes of culture change and recognize the patterns of past processes in present day society.	**Enhancement:** Introduce a Field Methods lab. Acquire materials for the lab for students to handle and experience. Continued emphasis of these materials in lecture and exams. (04/18/2016)

ANTH 4:World Prehistory

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ANTH4_SLO_1 - Develop an appreciation of the range and diversity of past human societies, as well as analyze and evaluate the reasons why other cutures have developed their particular beliefs, practices and institutions. **SLO Status:** Active **Planned Assessment Quarters:** 2015-16 3-Winter **Outcome Creation Date:** 04/15/2016	**Exam - Course Test/Quiz -** Questions on the midterm and final **Target for Success:** 75% of the students answered the questions correctly	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 80% of the students answered the exam questions correctly (04/15/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continued emphasis in lectures and using different pedagogical methods	**Enhancement:** Incorporating more visuals and media to reach out to all students (04/15/2016)
ANTH4_SLO_2 - Demonstrate an ability to investigate the relationship between culture and material culture, including how to hypothesize and build a model of past behavior from archeological evidence. **SLO Status:** Active	**Exam - Course Test/Quiz -** Midterm questions assess students ability to investigate the relationship between culture and material culture, including how to hypothesize and build a model of past behavior from archeological evidence. **Target for Success:** 75% of students receive C or above on the midterms.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 80% of students scored a B or above, exceeding original goal. (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Midterm performance indicates that students demonstrated an ability to investigate the relationship between culture and material culture, including how to hypothesize and build a model of past behavior from archeological evidence.	**Enhancement:** Use more hands on activities and Continued emphasis of these materials in lecture and exams. (04/18/2016)
ANTH4_SLO_3 - Illustrate and explain the processes of culture change, and recognize the patterns of past processes in present day society. **SLO Status:** Active	**Exam - Course Test/Quiz - :** Midterm questions assess student's ability illustrate and explain the processes of culture change, and recognize the patterns of past processes in present day society. **Target for Success:** 75% of students receive C or above on the midterms.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 80% of students scored a B or above, exceeding original goal. (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Midterm performance indicates that students demonstrated an ability to illustrate and explain the processes of culture change, and recognize the patterns of past processes in present day society.	**Enhancement:** Continued emphasis of these materials in lecture and exams. Provide opportunity to connect with more materials and provide hands on experience (04/18/2016)

ANTH 5:Math, Science and REligion

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ANTH5_SLO_1 - Students will apply a scientific, holistic and a multidisciplinary approach to understand and analyze human behavior **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			
ANTH5_SLO_2 - Students will recognize the value of cultural relativism and the validity of systems of religious and scientific thought and practice as adaptive strategies to the challenges of physical and social environments **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			
ANTH5_SLO_3 - Students will analyze the diversity of religious and scientific systems and explain how they arise, function, and change in the contexts of politics, history, and intercultural encounter. They will also recognize underlying similarities between these systems **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			

ANTH 6:Linguistic Anthropology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ANTH6_SLO_1 - KNOWLEDGE: Students will evaluate value of each different language and dialect, and its relationship to different cultural backgrounds, in which social conflicts and stereotypes are often originated from misunderstanding different rules of language practice even when using the same language. **SLO Status:** Active	**Exam - Course Test/Quiz -** See related documented: ANTH 6 - 5 **Comments/Notes:** 29students took the following survey in class. 27% of students answered all 3 questions correctly. **Related Documents:** [ANTH 6 - 5](#)	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met I gave three multiple choice question on their online reading. There were answered with 90, 84, and 75 % accuracy (04/15/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The questions were answered with 90%, 84%, and 75% accuracy. We need to strive towards 100% success.	**Enhancement:** We will try to address the concept more and use other methods of assessments such as presentations, essay questions or class projects. (04/15/2016)
	Exam - Course Test/Quiz - 1. Which of the languages is the most intelligent language? a. French b. German c. Swahili d. African American Language e. All languages are equally valid as long as they are effective systems of communication. (100%) **Target for Success:** Over 75% of the students answer successfully **Comments/Notes:** 29students took the following survey in class. 27% of students answered all 3 questions correctly.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Over 75% of the students answer successfully . (04/15/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Concept will be stressed more deeply using different and more examples	**Enhancement:** Will continue the efforts to reach 100% success by diversifying teaching strategies. (04/15/2016)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 29students took the following survey in class. 27% of students answered all 3 questions correctly. (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Target met a 100% hence continue the efforts to achieve SLO	**Enhancement:** 100% success met hence just continue efforts to achieve SLOs (04/22/2014)
ANTH6_SLO_2 - Student diffirentiate different sound systems of different languages which make non-native speakers speak foreign languages with accents. **SLO Status:** Active	**Exam - Course Test/Quiz -** See related document: ANTH 6 - 5		
	Exam - Course Test/Quiz - 1. Many Koreans who speak English as the second language pronounce both English words "right" and "light" as [lait] because a. their native language has no [r].(48%)	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students answered with 86% and 75% accuracy (04/15/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Have a better understanding of what needs to better emphasized and using different pedagogical methods	**Enhancement:** Diversify teaching methods to reach out to all the students. Add more visuals and articles. (04/15/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	b. their biological structure does not permit them to pronounce [r].(4%) c. the morphological structure of their native language is drastically different from that of English. (48%) d. Korean speakers are less intelligent than English speakers. 2. The privileged accent of a language has mostly to do with a. how the sound is similar to its religious language (7%) b. social and political positions of the speakers. (66%) c. gender. d. nothing. There is no privileged accent of any language in the world. (24%) e. the number of phones. The more phones, the more privileged its accent.(3%) **Target for Success:** Over 75% of students answer successfully **Comments/Notes:** 29students took the following survey in class. 27% of students answered all 3 questions correctly.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met 48% students responded correctly (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Provide more examples in class, stress on the concept and use another learning strategy	**Enhancement:** Need to diversify teaching methods to reach out to all the students with different teaching needs (04/15/2016) **Enhancement:** Add a reading and in class discussion exercise to stress on the concept (04/22/2014)
ANTH6_SLO_3 - Students formate patternsof language changes by investigating historicall changes of different languages. **SLO Status:** Active	**Exam - Course Test/Quiz -** Questions embedded in quizzes and exams to determine patterns of language change by investigating historicall changes of different languages.		
ANTH6_SLO_4 - SKILLS: Students demonstrate the abilty to analyze	**Exam - Course Test/Quiz -** Questions embedded in quizzes and exams to		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
languages in social and cultural contexts, to build a lo of verbal and nonverbal characteristics to illustrate cultuural uniqueness. **SLO Status:** Active	demonstrate the abilty to analyze languages in social and cultural contexts, to build a lot of verbal and nonverbal characteristics to illustrate cultural uniqueness.		
ANTH6_SLO_5 - Students also teach (educate) other students by reflecting upon their own language practices and demonstrate these examples relevant to anthropological concepts. **SLO Status:** Active	**Project -** As part of a project the students will demonstrate these examples relevant to anthropological concepts		

ANTH 64 (X-Z):Anthropology Internships

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ANTH64_SLO_1 - Apply anthropological skills to assess the role of office, agency, or organization in the services provided and how the individuals/groups work to achieve their goals **SLO Status:** Special Projects **Outcome Creation Date:** 09/25/2017			
ANTH64_SLO_2 - Examine how the office, agency, or organization's work impacts the target communities / clients, and how anthropological thinking can influence their activities. **SLO Status:** Special Projects **Outcome Creation Date:** 09/25/2017			

ANTH 68:Anthropology and Museums

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ANTH68_SLO_1 - Students will apply scientific, evolutionary, holistic and a multidisciplinary approach to understanding human biology and behavior. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Exam - Course Test/Quiz -** Embedded questions use to determine is students have mastered the use of scientific, evolutionary, holistic and a multidisciplinary approach to understanding human biology and behavior.		
ANTH68_SLO_2 - Students will evaluate the function of the museums including acquisitions, conservation, researching, exhibition and interpretation of the materials. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Project -** Students will develop an exhibit to apply their understanding behind acquisitions, conservation, researching, exhibition and interpretation of the materials.		
ANTH68_SLO_3 - Students will apply curatorship in developing exhibitions and transform the gallery into civic and learning spaces for their communities. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Project -** Students will develop exhibits and apply curatorship and transform the gallery into civic and learning spaces for their communities.		

ANTH 7:Introduction to Forensic Anthropology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ANTH7_SLO_2 - Students will develop the skills to recover, examine, extract and interpret data for the remains for use in the medico-legal community. **SLO Status:** Active **Outcome Creation Date:** 09/10/2013	**Laboratory Project -** The students critically examined casts, real bones, and photographs to determine the age, sex, and cause of death of the individual. They determined the above based on examination and measurement of the pelvis, femoral and humeral head, proximal tibial breadth and scapular height, and metamorphosis of the pubic symphysis. **Target for Success:** All students should be able to complete this successfully by the end of the class	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met All students completed the laboratory exercises with a 90% accuracy level. (04/15/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Striving to achieve a 100% success. we will continue to offer more hands on opportunities, acquire more access to real bone and provide student with more experience,	**Enhancement:** We will try to acquire more real bone for students to get an opportunity to examine and apply their forensic skills (04/15/2016)
	Laboratory Project - Examination, Identification, analysis and Interpretation of the material **Target for Success:** 90 - 100%		
ANTH7_SLO_1 - Students will apply scientific, evolutionary, holistic and a multidisciplinary approach to understanding human biology and behavior **SLO Status:** Active **Outcome Creation Date:** 09/10/2013	**Laboratory Project -** Students apply scientific, evolutionary, holistic and a multidisciplinary approach to understanding human biology and behavior in the context of Forensic anthropology		
ANTH7_SLO_3 - Students will recognize the ethical responsibilities of a forensic anthropologist and understand the position of the discipline as an applied field of anthropology. **SLO Status:** Active **Outcome Creation Date:** 09/10/2013	**Exam - Course Test/Quiz -** Embedded questions used to test if students can recognize the ethical responsibilities of a forensic anthropologist and understand the position of the discipline as an applied field of anthropology.		

Assessment: Course/Service Four Column

Dept - (SSH) Child Development

C D 101W: Current Issues in Child Development

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD101W_SLO_1 - Investigate and critique a current issue or group of issues related to Child Development **SLO Status:** Course Not Currently Taught			

C D 101X:Current Issues in Child Development

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD101X_SLO_1 - Investigate and critique a current issue or group of issues related to Child Development **SLO Status:** Course Not Currently Taught			

C D 101Y:Current Issues in Child Development

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD101Y_SLO_1 - Investigate and critique a current issue or group of issues related to Child Development			

C D 101Z:Current Issues in Child Development

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD101Z_SLO_1 - Investigate and critique a current issue or group of issues related to Child Development			

C D 102W:Curriculum for Child Development Personnel

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD102W_SLO_1 - Develop new skills and knowledge in selected areas of curriculum for child development personnel **SLO Status:** Course Not Currently Taught			

C D 102X:Curriculum for Child Development Personnel

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD102X_SLO_1 - Develop new skills and knowledge in selected areas of curriculum for child development personnel			

C D 102Y:Curriculum for Child Development Personnel

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD102Y_SLO_1 - Develop new skills and knowledge in selected areas of curriculum for child development personnel			

C D 102Z:Curriculum for Child Development Personnel

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD102Z_SLO_1 - Develop new skills and knowledge in selected areas of curriculum for child development personnel	**Other -** Students are required to write daily journals. During the three week trip in Taiwan they will visit various types of high quality child care programs. They will evaluate what they observe in each program and reflect on their daily experience. **Target for Success:** All students will complete their daily journals and have in-depth reflection on the activities and physical setting of the programs they visited.		

C D 103W:Topics in Preschool Program Administration

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD103W_SLO_1 - Develop new skills and knowledge to be applied to preschool administrative issues. **SLO Status:** Course Not Currently Taught			

C D 103X:Topics in Preschool Program Administration

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD103X_SLO_1 - Develop new skills and knowledge to be applied to preschool administrative issues.			

C D 103Y:Topics in Preschool Program Administration

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD103Y_SLO_1 - Develop new skills and knowledge to be applied to preschool administrative issues.			

C D 103Z:Topics in Preschool Program Administration

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD103Z_SLO_1 - Develop new skills and knowledge to be applied to preschool administrative issues.			

C D 10G:Child Development (The Early Years)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD10G_SLO_1 - Investigate how the study of child development fits into the broader field of scientific research **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 3-Winter	**Other -** Students will be assigned three observations of young children ages 0 to 5 over the period of a quarter. One to 3 running records will be recorded and turned in with a rubric for grading. The student will be given the rubric before the assignment is turned in. This will allow them to see how the grading will take place. **Target for Success:** 75%	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Out of 37 students, 37 students completed the Toddler naturalistic observation and 35 students completed the Preschooler naturalistic observation. Approximately 80% of the 37 students achieved a satisfactory score which is B for the Toddler naturalistic observation. 90% of the 35 students achieved a satisfactory score which is B for the Preschooler naturalistic observation. (12/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Toddler observation is the first assignment. Providing the opportunity for students to go through their finished write - ups of the observation in class helps the students to truly understand how to separate their inferences from the facts. Most of them worked on it hard and submitted the rewrite with confidence. There were almost no mistakes in their second naturalistic observation (Preschooler Observation) for they have learned to write running observation correctly.	**Enhancement:** Three instructors discussed the possibility of offering rewrite opportunities for CD/PSY 10G students for their observations at the staff meeting. Only the time constriction seems to limit the possibility. It was suggested that we can require 2 naturalistic observations instead of 3, then the students and instructors will have more time to discuss the details of running observation with the students. (12/22/2016)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met Out of the 33 students, 32 of them completed both the Toddler and the Preschooler observations. 96% of these students completed their Toddler Observation with a satisfactory score which is B. 100% of the 32 students completed their Preschooler Observation with A. (12/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The instructor has been focusing on teaching the students to do the running observation correctly. More time were spent in explaining how to separate inference from the facts and asking students to evaluate each others' running observation. Therefore the students had no problem writing the second observation.	**Enhancement:** Most CD10G/PSY10G instructors require 3 observation assignments. With more materials to be covered and tested CD10G/PSY10G class doesn't usually offer enough time for explaining how to write a running record in details. The 10G instructors should have the flexibility of requiring 2 or 3 naturalistic observation assignment. (12/22/2016)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Students completed training and development in	

descriptive and qualitative data collection and analysis. Students completed data collection and analysis in interviewing and observation methodologies. Students completed one graded interview assignment and one graded naturalistic observation. Both assignments had a rubric and students were provided them prior to the assignment. Important students also completed article analysis of research articles in child development (prenatal to 72 months). Students utilized this information in the analysis and discussion of their observation and interview data.

The following data represents the naturalistic observation assignment, interview assignment and article analysis. 75% of the students (19/22) Child Development students completed the naturalistic observation assignment. 3 students did not complete the assignment. 19/22 students received a grade of 80% or higher. Students were able to include and citations from textbook or research articles they had read in their analysis and discussion portions of their observation papers.

All 100% of the six psychology students enrolled in the course completed the assignment and received a grade of 90% or higher.

The total percentage in all students completing the naturalistic observation with a grade of 80% or higher was 89%.

The three students who did not turn in their assignment were provided with multiple extensions to assist, including submitting after the class had ended; however, the students did not turn in an assignment and grades were due. Noteworthy, all three students did complete the interview assignment with a grade of 76% or higher. The students demonstrated that they could collect research data on prenatal and early development from parents. This demonstrated their abilities to collaborate and work with parents in an effort to understand the child development of

a child's prenatal, delivery, and first year of life. Important all 28 students enrolled in the course completed the assignment with greater than 75% success.

Lastly, in an analysis of why the students did not complete the naturalistic observation assignment, each case was unique. Given this, each student passed the class with a C grade or better based on other assignments submitted including final, midterm, interview assignment, and in the in class activities on interviewing and observation data collection and analysis including practicing interviewing techniques and running records. All students were present for the article analysis activities and demonstrated their understanding of how child development fit into the larger social science research.

Martina Ebesugawa
 (05/06/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Students completed training and development in descriptive and qualitative data collection and analysis. Students completed data collection and analysis in interviewing and observation methodologies. Students completed one graded interview assignment and one graded naturalistic observation. Both assignments had a rubric and students were provided them prior to the assignment. Important students also completed article analysis of research articles in child development (prenatal to 72 months). Students utilized this information in the analysis and discussion of their observation and interview data.

The following data represents the naturalistic observation assignment, interview assignment and article analysis. 75% of the students (19/22) Child Development students completed the naturalistic observation assignment. 3 students did not complete the assignment. 19/22 students received a grade of 80% or higher. Students were able to include and citations from textbook or research articles they had read in their analysis and discussion portions of their observation papers.

All 100% of the six psychology students enrolled in the course completed the assignment and received a grade of 90% or higher.

The total percentage in all students completing the naturalistic observation with a grade of 80% or higher was 89%.

The three students who did not turn in their assignment were provided with multiple extensions to assist, including submitting after the class had ended; however, the students did not turn in an assignment and grades were due. Noteworthy, all three students did complete the interview assignment with a grade of 76% or higher. The students demonstrated that they could collect research data on prenatal and early development from parents. This demonstrated their abilities to collaborate and work with parents in an effort to understand the child development of a child's prenatal, delivery, and first year of life. Important all 28 students enrolled in the course completed the assignment with greater than 75% success.

Lastly, in an analysis of why the students did not complete the naturalistic observation assignment, each case was unique. Given this, each student passed the class with a C grade or better based on other assignments submitted including final, midterm, interview assignment, and in the in class activities on interviewing and observation data collection and analysis including practicing interviewing techniques and running records. All students were present for the article analysis activities and demonstrated their understanding of how child development fit into the larger social science research.

Martina Ebesugawa

Program Review Reporting Year: 2014-2015
Target : Target Met
Of the 45 students, 41 students completed the final

naturalistic observations successfully. 80% of these students achieved a satisfactory score. The results reflects 1 section of CD-10G taught by one instructor. 80% students enrolled in this section met the course target. (03/29/2015)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Meetings will be scheduled with students not performing well during class.

Program Review Reporting Year: 2012-2013
Target : Target Met
Spring2013 (1 section) Data from Test/Exam
Of the 33 students enrolled, 30 students answered satisfactorily the test questions provided. 90% of these students achieved a satisfactory score. 90% students enrolled in this section met the course target. (07/08/2013)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Spring 2013 (1 section)The results reveal that students understood how child development fits into a broader body of knowledge. Students had an opportunity to study in small groups, prepare with study guides, and hold in class small group discussion of questions directly linked to understanding how child development fits into a broader body of knowledge. In class and required activities help students be successful.

Enhancement: Review with faculty. (09/30/2013)

Program Review Reporting Year: 2012-2013
Target : Target Met
a. Assessed in pregnancy interview and observation assignment. Students completed interview
and observation qualitative research techniques including coding and theme development.
b. Students learned how to analyze a research paper and were assessed midterm and final exams
c. Students were assessed on their understanding of various domains of development on the
midterm and final.
d. Students viewed and were assessed on atypical development, the inclusion of children into
typical environments and were assessed on the final exam.
e. Students were taught and the trajectory as outlined in the California Preschool Framework, for English Language Leaners and were assessed on the final exam.

Enhancement: To ensure that students are successful, I will withdraw them after 3 alerts. Several of these students did not respond to alerts and hence received an F grade. I will learn also the alert system used at De Anza to empower my students towards success. (04/26/2013)

Enhancement: Added a 2nd observation assignment this quarter. Need to add 2 observations done during class time and for homework. (12/30/2012)

Enhancement: Added a 2nd

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		G. Students were taught about cultural diversity as it relates to development. They viewed the documentary Babies and were awareness of cultural diversity and development was assessed on the final. 77% of the class received an overall grade of C or better in the course. Note 5 of the students did not drop themselves and received an F grade 15%. 3 students received a letter D grade, 8%. Overall the class met its Target. Observation and pregnancy interview qualitative data 68% received a C grade or better on the 1st and 2nd Observation assignment. 82% received a C grade or better on the interview assignment. Target 70% of students for observation key assessment, was not met by 2%. This was a result of many students not withdrawing by the deadline 15%. Of the 7 psychology students who were enrolled 100% received a C grade or better on the interview assignment and the first observation and 86% received a C grade or better on the 2nd observation (6/7 students). 86% of the psychology students received an overall letter grade of a C or better and only 1 student did no complete the course. Of the total psychology and child development students in this section 30/41 received a C grade or better 78%. Therefore for the entire class in this section the Target was met. (04/26/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who completed the course performed at Target level 70% and above. Students who did not complete the course and did not withdraw themselves, received a failing grade. It is important that I learn the alert system at De Anza college to ensure that students are able to make wise decisions regarding staying in the class. The new rule of 3 W's at De Anza College may be one reason why students are opting for an Failing grade rather than a W.	observation assignment this quarter. Need to add 2 observations done during class time and for homework. (12/30/2012)
	Other - Students will be assigned three observations of young children ages 0 to 5 over the period of a quarter. One to 3 running records will be recorded and turned in with a rubric for grading. The student will be given the rubric before the	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Of the 37 students enrolled, 32 students submitted the running records observations. 100% of these students achieved a satisfactory score. In a second section of CD10G: Two Observation assignments were completed by students. Current data are	**Enhancement:** Assessment results will be shared with all faculty who teach this class and we will design a plan of action to promote consistency in teaching across all the early childhood education courses observation methods and

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	assignment is turned in. This will allow them to see how the grading will take place. **Target for Success:** 90% of students should receive a C grade or better. A 'C' grade includes that students complete a running record. **Comments/Notes:** None	for the 2nd observation. 81.2% of the class achieved success. Data breakdown: 9.3% did not turn in the assessment (3 out of 32 students) 3.1% did not understand the assignment (1 out of 32 students), 3.1 of students received a D (1 student out of 32) 37.5% of the students received a C grade (12 out of 32 students), and 43.7% received a B grade of better (14 out of 32 students). 8 Psychology students completed the 2 observation assignments. 2nd observation data: 62.5% received a C grade or better (5 out of 8 students) and 37.5% of the students did not turn in the assignment and received an unsatisfactory grade (3 out of 8 students. Of the total CD (Child Development) and Psychology students 40 students 77.5% received satisfactory grade. (12/21/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The majority of the students passed the course and received a C grade or better. Students did better on 2nd observation and showed improvement. Students appeared to understand the interview assignment and most did well. Some students had a more challenging time understanding a running record and naturalist observation. Most students who received a C grade or better did understand how to conduct a naturalistic observation and were able to do this in the 2nd observation. To improve student outcomes on observations students need to spend more time practicing in class and smaller observation preliminary assignments to the primary and graded observation assignments for the course.	skills to encourage and help students improve their observation skills. (10/13/2012) **Enhancement:** Enjoyment (04/27/2012) **Enhancement:** Add two preliminary observation assignments prior to the primary observation assignments to ensure that 95% or more students understand how to write a running record. (01/09/2012)
	Other - Midterm and final exam, interview, observations, and book reports **Target for Success:** Observation: The goal was to have 87.4% of the class achieve success. 90.6% achieved the observation assignment and SLO 1&2. For the observation assignment 9.3% did not turn in the assessment (3 out of 32 students) 3.1% did not understand the assignment	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Of the 52 students enrolled; 50 students completed course successfully 96% of these students achieved a satisfactory score. (11/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; one or two investigation projects of the study of child development will be introduced during the course.	**Enhancement:** Students will complete more investigations on how study of child development fits on the broader field of scientific research. (11/06/2016)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met of 28 students 26 passed the course with a C or better	**Enhancement:** Continue development of assessment methods. (11/04/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	(one out of 32 students), 3.1 of students received a D (1 student out of 32) 34.3% of the students received a C grade (11 out of 32 students), and 53.1% received a B grade of better (17 out of 32 students).	(11/04/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students were determined as a group to succeed in the fast pace of summer school	
	Other - Using the naturalistic observation form as a scientific method of gathering data in an unbiased way. Students will have an opportunity to practice gathering data and analyzing what they have gathered, thereby demonstrating some application of the theories discussed in class. **Target for Success:** The following are determiners of success in this task: 1. Understanding the running record format. 2. Inclusion of pertinent details observed in this field observation 3. The elimination of all bias; opinion, judgment, or personal comments from the text of the running record. 4. Conclusions based only on collected data, with the elimination of broad generalizations or assumptions.	**Program Review Reporting Year:** 2019-2020 **Target :** Target Met 30 of the 35 students gathered data in an unbiased manner and followed scientific method during their naturalistic observation in a pre-school environment. (12/17/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Five students who did not meet the learning outcome had poor attendance.	**Enhancement:** Curriculum will be revised. Naturalistic observation instructions will be given within first week. The information in the first three chapters will be integrated into the information given Chapters 5 - 10. Getting to start to start the early years developmenetal stages will provide students with information needed to have greater success and understanding of their naturalistic observation. (12/17/2019)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met There were forty-five students registered in the class. Of those forty-five registered students, forty attended and participated regularly. Of the forty, thirty-four turned in the final Naturalistic Observation. Of the thirty-four, twenty-three attained an 80% (B) or better mark on the assignment. This amounts to 70% success among participating students, if the expectation of success is B or better. (12/28/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** : Although, statistically there was an indication of success, anecdotally, there was a lot of individualized instruction. Over a third of the participating students were required to re-write or amend their observations before turning them in for grades. Further, there is a consistent deficiency of understanding demonstrated among second-language	**Enhancement:** Find more effective methods of initial presentation and explanation of assignment. Provide more effective opportunities for practicing and implementing the running record format and analysis. Currently researching short videos of infants, toddlers and preschool aged children to be used for in-class exercises and analyses. (12/30/2012)

		students that is sometimes beyond the scope of instruction in the class. Students are encouraged to use college services such as the Writing Center. Since this is a night class, many students work during the daytime and cannot take advantage of this service.	
	Field Placement/Internship - Written reflections. 100% of the class completed a field placement in the community at a nonprofit organization that supports families and children. All student were then required to submit proof of this community service and a reflection paper. Each student addressed the importance of this experience, how community organizations help families and the interrelationships of the child, family, and school and community on the developing person. All students were also able to relate this experience to how it had an effect on him/herself. **Target for Success:** 70% or greater **Comments/Notes:** The goal was met.		
	Exam - Standardized - Students completed the midterm exam, which included multiple choice and essay questions on research and child development methodology.		
	Exam - Course Test/Quiz - As this course meets GE requirement as well, broader field of scientific research becomes essential part of learning **Target for Success:** Success target was 80%		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Exam - Course Test/Quiz - Assessment on the context of home and social economics of the family on the development of the young child, assessment was the rubric for interview. **Target for Success:** Target was 80% 0f the students **Exam - Course Test/Quiz -** Students are required to complete two interviews, summarize and reflect on what they learned by including vocabulary from the text to demonstrate understanding of concepts and theories presented in the text. They are to cite theories and research within the body of their Naturalistic Observation Report as set by the instructions presented by NAEYC. Successful completion of 3 midterm exams is included in the overall outcome of their grade. 90% of the students successfully completed this course. **Target for Success:** My target for success was 75%, which was exceeded this quarter. **Comments/Notes:** Continue to refine course material presentations thru PowerPoint, lecture, assignments that enhance and contribute to students learning such as TED talks, YouTube, inclusion of information that is presented in an engaging manner, group work.		
CD10G_SLO_2 - Demonstrate an understanding of how theories support children's optimal development	**Other -** Students will be assigned three observations of young children ages 0 to 5 over the period of summer. One to 3 running records	**Program Review Reporting Year:** 2019-2020 **Target :** Target Met Of the 53 students enrolled; in one section of CD-10G 51 students completed the child observation successfully. 96%	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO Status: Active **Planned Assessment Quarters:** 2012-13 4-Spring	will be recorded and turned in with a rubric for grading. The student will be given the rubric before the assignment is turned in. This will allow them to see how the grading will take place. **Target for Success:** "85% of students will complete one to 3 running records correctly" and will score 90 out of 100 points or better.	of these students achieved a satisfactory score. (03/29/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors need to monitor throughout the quarter the students' development of observational skills.	
		Program Review Reporting Year: 2017-2018 **Target :** Target Met 25 students participated, and 85% succeeded (11/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Statements were rather generic	**Enhancement:** To support students to do more detail observation by using their running records (11/30/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Out of 18 students, 17 students completed both the Toddler and Preschooler Observation assignments. 90% of these students achieved a satisfactory score for the Toddler Observation and 94% of these students achieved a satisfactory score for the Preschooler Observation. (12/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The idea of offering rewrite for the first assignment and providing more time for students to discuss their write-ups seems to be a good idea and students appreciated the rewrite opportunities and this idea motivated them to put in efforts.	**Enhancement:** There are limited time and sessions of CD10G/PSY10G in the summer. Instructors had a brief information exchanged and agreed to continue with doing 2 observations instead of 3. (12/22/2016)
		Program Review Reporting Year: 2012-2013 **Target :** Target Not Met Of the 33 students enrolled, 20 students completed the naturalistic observation successfully. 61% of these students achieved a satisfactory score. The results reflects 1 section of CD-10G taught by one instructor. 61% students enrolled in this section met the course target. (09/15/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The naturalistic observation assignment was a very difficult assignment to complete. There is a need for more scaffolding to ensure students are more successful. The instructors who teach CD10G need to think more carefully on how they introduce students to observation and the development of observational skills. For this section, the number of students that did not succeed exceeded the	**Enhancement:** Recommend to department chair that instructors meet to review the naturalistic observation assignment. (09/30/2013)

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Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		instructor's expectation.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Of the 49 students enrolled, 45 students completed the observations. 91% of these students achieved a satisfactory score. (08/09/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who completed the course performed at Target level 80% and above. 1 student who did not complete the course dropped by herself. 3 students did not complete the course work and received a failing grade. It is important to remind the students at all times specially during summer that is a fast pace quarter the importance to keep in mind the alert system of De Anza College.	**Enhancement:** Remind the students in a consistent basis throughout the quarter the datelines of the alert system of De Anza College. (08/16/2013)
	Exam - Course Test/Quiz - Data from 2 test questions on Final. **Target for Success:** 80% of the students will answer the exam questions correctly.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met CD 68, Teaching in a Diverse Society (06/14/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Anti-Bias issues need reflection and conversations	
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Of the 15 active students enrolled, 15 students completed the test successfully. Students were assessed on their understanding of various domains of development, on atypical development and the inclusion of children into typical environments. In a second section of the course 71% of the class completed with a C grade or better. 24/34 students. 18%, 6/24 students did not withdraw and received an F grade. 5% 2/34 students received a D grade and 2/24 students received an incomplete grade. For the assignment that specifically addressed student understanding in relation to child development and its theories, a analysis of children's book for theories and development, 74% (28/34 students) of students received a C grade or better. Of the psychology students enrolled 6/7 received a letter C grade or better 86%. On the assignment which addressed understanding of theories, 86% received a letter grade of C	**Enhancement:** Important the majority of students who completed the assignment with a C grade or better also completed the course. 74% to 77%. I need to learn about the alert system afford by De Anza college to ensure a higher percentage of students success. (04/26/2013) **Enhancement:** Faculty will continue the dialogue in Spring 2013 to develop methods of assessment more aligned with the SLO and NAEYC Standards. (04/19/2013)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		or better. Given this the total success rate for the class was met for this course as 34/41 student (83%) received a C grade or better. (04/26/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area introduce three to four questions on the final test as an extra feature to encourage each student to explore and develop a variety of responses.	
	Interview - CD10G Ebesugawa. Students completed an interview assignment, which included data analysis and inclusion of key theories learned during the quarter. 85.7% scored 70% and above, four students did not turn in the assignment, and one student scored below 70% and above 60%.		
	Other - Students completed two graded naturalistic observation assignments. In the first assignment 77% scored 70% or better, while 7 students did not turn the assignment in for grading, and 1 student scored below 70% and above 60%. In the second observation, 71% scored 70% or better, 1 student scored 60%.		
	Other - Students complete a graded naturalistic observation. Students write a summary paper in addition to the running record which documents the child's behavior in an objective manner. **Target for Success:** All students will complete the observation and report.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Not Met 4 papers were exemplary; 24 satisfactory or better and 12 did not complete the assignment. (08/13/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many of the failures were students who stopped attending but did not drop.	**Enhancement:** Communicate with students after each absence to encourage attendance and class completion. In this quarter the instructions and rubrics provided by NAEYC for the naturalistic observation were used. These proved to confusing and important points were omitted. In the future the directions and rubrics designed by De Anza College faculty will be

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			used since these have been proven effective. NAEYC standards are being met with these instruments. (08/13/2019)
CD-10G SLO_2 - Demonstrate an understanding of how theories support children's optimal development. **SLO Status:** Active **Planned Assessment Quarters:** 2014-15 3-Winter	**Exam - Course Test/Quiz -** Students will answer questions related to the different theories that support children's optimal development. **Target for Success:** 75% of the students will answers the exam question correctly.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 44 students enrolled, 41 students completed the exam questions successfully. 93% of these students achieved a satisfactory score. (07/13/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors will introduce more activities related to different theories that support children's optimal development throughout the quarter.	**Enhancement:** Instructors will encourage and guide students in the research of the different theories that support children's optimal development. (07/13/2019)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met Of the 45 students enrolled, 42 students completed the exam questions successfully. 93% of these students achieved a satisfactory score. (04/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors will introduce more activities related to different theories that support children's optimal development throughout the quarter.	**Enhancement:** Instructors will encourage and guide students in the research of the different theories that support children's optimal development. (04/04/2017)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met Of the 13 students enrolled,13 students completed the exam questions successfully. 100% of these students achieved a satisfactory score. The results reflects 1 section of CD-10G. (05/17/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will continue to encourage students to research the different theories that support children's optimal development.	**Enhancement:** Faculty will introduce more classroom activities to encourage students to continue with the research on the different theories that support children's optimal development. (05/17/2014)

C D 10H:Child Development (Middle Childhood and Adolescence)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD10H_SLO_1 - Develop a broad understanding of the field of child development within the context of the behavioral sciences through a critical examination of the issues, which surround middle childhood and adolescence. **SLO Status:** Active	**Project -** Students select a topic in the field of Child Development surrounding middle childhood and adolescence. Students select an appropriate topic and find one to three peer reviewed professional journal articles. They read and reflect on the articles and then share the article(s) findings in a small discussion group that they lead. In addition to the articles, students will complete interviews or some type of observation based on the topic and share these finds in the small discussion group. **Target for Success:** 70% of students will successfully complete the project. They will be able to investigate an appropriate selected topic and share the information in the small discussion group with other students.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Out of the 35 students, 33 students completed the Adolescence Interview assignment. 100% of these students achieved a satisfactory score which is B. (12/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students are very interested in this assignment and want to try this research method most of them had never done before. They seemed to have problem finding an unknown teenager to interview and needed help with that. I had announced this assignment earlier, some still did it at last minute. The instructor probably needs to remind them about starting the process earlier. **Program Review Reporting Year:** 2012-2013 **Target :** Target Met 77% of students completed the project with a grade of B or higher. 17% received a grade of C. 2% received a grade of F. 4% did not complete the class. This means that the majority of the students: selected an appropriate topic; and, demonstrated the ability to investigate the topic and share the information with other students in the class. (12/17/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Based on this assessment data it appears that the assignment was a successful way to expose students to topics in the field of middle childhood and adolescence. **Program Review Reporting Year:** 2011-2012 **Target :** Target Met 80% of students successfully completed the project. There were able to investigate an appropriate selected topic and share the information with other students in small discussion groups. (06/29/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A high number of students demonstrated the ability to select an appropriate Child Development topic and then find peer reviewed professional journals and research.	**Enhancement:** The Interview Guide for this assignment is very helpful for students to prepare for the interview questions. The instructor should provide the Guide early and take time to explain in details to the students. (12/22/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Allowing students to select topics of interest to them that wee related to the class content was a motivating factor. Students also were able to better understand and value what it means to "look at your source" when trying to find important information.	
	Presentation/Performance - 4 to 5 students form a presentation group to present a current issue relating to mid-childhood children or teeagers. The presentation will show well-organized team work of presenting a clearly defined issue, thourough literature review of the issue including Pro's and Con's, and reasonable future suggestions. **Target for Success:** 75% of the students will successfully present a current issue relating to mid-childhood children or teenagers.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 25 out of the 25 enrolled students successfully completed the presentation. The presentations were informative and reflective. (04/16/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The success of this presentation assignment is due to instructor providing many opportunities in class for group members to discuss and organize their presentation.	
	Other - Observation: An Elementary School Child Students will conduct a naturalistic observation. By definition, a naturalistic observation means observing children in a natural setting without any interference from the observer. Students are to be as detailed as you can, recording only what you see. You must separate your personal thoughts, opinions, and ideas from the observation. The idea is to paint a picture of what is happening for the reader. Students are asked to observe one child aged 8 to 11 years. This child should not be anyone that you know. Please observe the child for a minimum of 1 hour.. # This final report should consist of 3	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met They have demonstrated understanding of the principles of a running record observation and they have demonstrated understanding of the different between observation and interpretation of behavior. Most students have low points for not being able to describe the details of behaviors. (10/12/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I have offered rewrite opportunity for the students who submitted observation assignments on time. It was very helpful for them to look at their first write-up and had discussion in class. However I would focus more on how they can describe in details with different choices of verbs and adverbs.	

sections:
1.   Setting
2.   Running Observation
3.   Reflection

Target for Success: 70% of the students have achieved a score of B.

Comments/Notes: 67% of the students have achieved a satisfactory score. They have demonstrated understanding of the principles of a running record observation and they have demonstrated understanding of the different between observation and interpretation of behavior. However students have problems describing behaviors in details.

C D 12:Child, Family and Community Interrelationships

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD12_SLO_1 - Analyze theories of socialization that address the interrelationship of child, family, and community **SLO Status:** Active **Planned Assessment Quarters:** 2013-14 2-Fall	**Exam - Course Test/Quiz -** Essay exam **Target for Success:** 70% of the students complete successfully the assignment.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met CD12.02S section- 87% of the students completed successfully the exam; 22 of 24 students (09/11/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 91% answered the essay questions adequately. Instructor reviewed the Basic Essay format handout posted on the class website prior to each exam.	**Enhancement:** Practice writing short essays throughout the quarter. (10/16/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met 20 students were enrolled in the course. The average results of 2 short exams/quizzes and a final exam is 78%. The majority of students demonstrated and understanding (10/21/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As I reflect on the results of the assessments, I realize that students need more support in preparing for tests/exams. A review session can be provided outside class time to better prepare students. In addition, space must be made available in the CDE building to allow for students to gather to study for exams. The exam/quiz #2 was a collaborative exam. 92% of the students succeeded in this exam, as compared to 75% in exam/quiz #1. This demonstrates the value of a collaborative approach to exams/quizzes.	**Enhancement:** Locate space for students/familias to gather outside of class time to study for exams. Schedule an exam/review session. (01/10/2017)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met Two sections of student data are being reported. Section one had 29 students enrolled and all 29 met the target. In the second section, 33 students were enrolled and 94% met the target (31 of 33 students) (02/05/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It is great to feel that the quarter was a very gratifying one. CourseMate, the online component of the course, helped students be more prepared for exams. According to the course informal evaluations conducted in one section at the	**Enhancement:** Carve time to meet with faculty teaching the course t review the curriculum and teaching methods. (04/05/2015)

		end of the course, students benefited from standards focused curriculum to understand well the NAEYC standards. in one section, students enjoyed collaborating with each other "in familias" and deepen their knowledge of community issues and needs, and how to address them. Students expressed concern in being able to share their opinions and would like to have had more interactions with students from other culture.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 90% of the students achieved this outcome. The short essays narrative composition on a single subject, concerning a particular thesis were supported by evidence and content studied. Students developed an understanding of critical theories which affect the developing child---Bio-Ecological Model, Psychosocial and cognitive theory. (09/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Essay questions must be designed to take students to conducting a deeper analysis of socialization theories as they study the complex characteristics of the developing child.	**Enhancement:** Review essay questions. (10/01/2014)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 26 of 34 students scored 70% or more (04/16/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Review questions for clarity and content.	**Enhancement:** Review essay questions for clarity and content. (04/07/2014)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Of the 39 students enrolled in one section of CD-12, 39 students completed the Community Service Learning Project. 100% of these students achieved a satisfactory score. (12/12/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed well in this area I will introduce one to three community service organizations that serve families and children in which students can experience different duties and responsibilities, discuss and solve a social problem faced by the group or community served and be aware of the purpose of service.	**Enhancement:** Students will continue with the development of partnerships with community service organizations. (12/12/2013)
		Program Review Reporting Year: 2012-2013	**Enhancement:** Schedule 1:1

Target : Target Not Met
60 students were assessed in 2 sections of the course in the Spring 2013. 41 of 60 students met the target; 18 of 60 students failed to meet the target. (07/08/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): In 2 sections of CD12, 18 of 60 students failed to complete the service learning assignment. That represents 32% of students enrolled. This is a very high % of failure. Students were unable to meet the class expectation for a number of reasons- work/family issues to be able to complete the hrs. required. Faculty must be very clear on stating the course expectations. It is critical that a 1:1 meeting is scheduled for every not yest involved in completing the CSL hours by the 4th week of the quarter. Instructor must establish a more effective monitoring process to ensure each students is engage in the CSL projects and completing hours required.

session with students not engage in CSL project by the 4th week (not completing hrs.) (09/23/2013)

Program Review Reporting Year: 2012-2013
Target : Target Met
72% of the students in CD12.01S/.02S (32) met the target for success; 27 (12) percent did not. Students who met the target discussed the impact the service learning experience had in their lives. Student became more aware of the purpose of service and the responsibility to their community. They also demonstrated an understanding on how to apply course content to service learning. Students who did not succeed stop attending class after the last drop date and did not complete assignments as required. Various attempts were made to reach out to them but unsuccessful.

In the CD12.61S section 50% of the students 12 out of 24 received an A grade (90% and higher) on the Community Service Learning project. These students expressed understanding and appreciation for not only volunteering and serving in the community, but understanding how the agencies they volunteered supported or did not children and families. 21% of the students did not complete the assignment and did not drop the course (5 out of 24 students). 5% of the students (5 out of 24) received a B grade (80% or higher). These students completed the

Enhancement: 1) Find more support for students on time management.
2) Tutoring and mini workshops in writing in collaboration with English instructors and the Writing Center (09/23/2013)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		service learning project, but had a difficult time communicating the value of the agency's services to children and families.04% of the students (1 out of 24) received a C grade (77%). This student just completed the service learning project and displayed some understanding of the impact of the agency on children and families. The focus as well of their agency was elderly people, though they did attempt to focus on children as well. .04% of the students (1 out of 24) received an incomplete. (04/26/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who were struggling but responsive, were provided with an opportunity to successfully complete the course, via extended time for the assignment, or course incomplete. Better monitoring of student's performance is necessary to ensure student's success. There is a need to learn and put in place an early alert mechanism.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Of the 84 active students enrolled, 78 students completed the Community Service Learning Project successfully. 90% of these students achieved a satisfactory score.The results reflect 2 sections of CD-12 taught by one instructor. In addition and in CD 12.01S, 27 active students enrolled, 22 students completed the service learning project successfully. 81% of the students enrolled in this section met the course target. (12/18/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The Community Service Learning Project is designed to give students an experience to connect classroom content with their own lives, the lives of families and the community. Faculty teaching CD 12 held a dialogue propose project alternatives most suited to achieve the course learning outcome as well as the integration of NAEYC standards, Standards 2 and 5.	**Enhancement:** Faculty will continue the dialogue in Winter 2013 to develop projects/methods of assessment more aligned with the SLO and NAEYC Standards 2 & 5. (12/27/2012)
		Program Review Reporting Year: 2011-2012 **Target :** Target Not Met The results reflect 2 sections of CD 12, total of 55 students. 73% of students achieved the target. Target was not met. A strategy to ensure target is met with be developed and	**Enhancement:** Discuss with faculty a new strategy to modify assignment. Request student input to modify assignment.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		implemented in the Fall 2012. In the 3rd section offered of CD 12- Spring 2012,there were 31 students. The target for success was 80%, and most of the students met the desired outcome. (07/15/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As reflected on our CDE Student Survey conducted Spring of 2012, 39% of respondents indicated that their biggest challenge to success in classes is ?work and/or family obligations. " Students in the sections assessed shared this concern at the end of the quarter. Community service learning intends to give students an experience to connect classroom content with what is happening in our local communities. Faculty will be holding a dialogue as to the best way to ensure students are successful in achieving the course learning outcome.	(07/15/2012)
	Exam - Course Test/Quiz - Data from test question on Final. **Target for Success:** 75% of the students will answer the exam question correctly.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Of the 21 active students enrolled, 19 students completed the test successfully. 90% of these students achieved a satisfactory score. The results reflects i section of CD-12 taught by one instructor. 80 % of the students enrolled in this section met the course target. (04/19/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area introduce one to three more questions on the final test as an extra feature to encourage each student to explore and develop a variety of responses.	**Enhancement:** Faculty will continue the dialogue in Spring 2013 to develop methods of assessment more aligned with the SLO and NAEYC Standard 2. (04/19/2013)
	Other - Parent Child Observation and Interview, essay of both the observation and the interview, means of assessment was by using the rubrics. **Target for Success:** 80% of the students will complete the Parent Child Observation and Interview successfully.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 25 students were involved, 20 students were proficient and 5 students were apprentice. (09/11/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Through this observation and analysis the importance of home culture becomes clear for building relationships with families and understanding the home culture of the child to served them in a culturally sensitive way.	**Enhancement:** Provide more experiences for the students to enable them to go beyond one's own culture to be more sensitive towards other than their own culture. (09/23/2013)
	Laboratory Project - Parent child, Observation and Interview, written essay for both observation and interview, follow up discussions in	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met This observation interview gave students understanding of the importance of home culture as well as attachment with	**Enhancement:** To help students through discussions and reflection of their assignment to go beyond their own culture, and provide

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	class, means of evaluation and assessment was by using rubrics. **Target for Success:** Success of over 75%	mother or primary care giver, number of students involved were 10 Distinguished, and 7 Proficient. (01/06/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This assignments helps students to see the importance of developing relationship with the families we serve, so we observe the home culture up close, and have parents as partners.	culturally sensitive care for the children, to talk about the differences of sensitive issues between home and school culture. (04/07/2014)
CD12_SLO_2 - Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools, and communities **SLO Status:** Active **Planned Assessment Quarters:** 2013-14 2-Fall **Outcome Creation Date:** 08/15/2013	**Other -** CourseMate activities (interactive quizzes) for sections CD12.01S/.02S Observation/Interview assignments for section CD12.61S **Target for Success:** 70 % of the students successfully complete the CourseMate activities or Observation/Interview with 70% or more. **Comments/Notes:** 2 assignments alternatives for various sections offered	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 73% (22 of 30) of student successfully completed the online interactive quizzes. Students practiced with terms and definitions and viewed videos to reinforce quizzes content. (09/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the majority of the students had access to online materials, a small number did not. The lack of access to the internet and financial challenges to meet the cost of on-line access hindered some students learning engagement.	**Enhancement:** Work with students individually to ensure they acquire all classroom materials and on-line access. Obtain book vouchers for every student that needs it. (09/29/2014)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met In 2 sections of CD12, 43 students (72%) met the target. 17 (28%) of 60 students failed to perform well on exams and CourseMate activities. (07/08/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In 2 sections (total of 60 students), % of failure is considered high. Students were unable to meet the class expectation for a number of reasons- work/family issues. Faculty must be very clear on stating the course expectations. It is critical that 1:1 meetings are scheduled with students not performing well on tests and activities. Instructor must establish a more effective monitoring process.	**Enhancement:** Schedule 1:1 with students not performing well on exams and activities early in the quarter. (09/23/2013)
		Program Review Reporting Year: 2012-2013 **Target :** Target Not Met In CD12.01S/.02S, students were introduced for the first time to a web based interactive program, CourseMate. The introduction to this program is part of an effort to get child development students more involved in the use of technology in CD courses. This effort supports our campus information literacy core competency. 63% of the	**Enhancement:** Evaluate assignments and improve student monitoring in assignment completion. (05/31/2013)

students in CD12.01S/.02S (28) met the target for success; 4% (2) achieved less than 70%. 12% did not complete; 31% did not. The target for success was not achieved.

In CD12.61S, students completed observation and interview assignments, which permitted them the opportunity to examine the impact of interrelationships of the child, family, and community members engaged with by the family. Students observed children and families in their homes. They interviewed parents on their relationships with their children, own parents and other relatives, and community partners including school and child care. The highest score was 48/50 and the lowest score was 38/50 for the observation assignment. Some students did not complete the assignment and those students received an F (4 students) in the class or Incomplete (2 students). The highest score for the interview assignment was 25/25. This student not only interviewed the parent, but analyzed the data and clearly described the relationships in the family of the parent interviewed. The lowest score was 20/25. Some students did not turn in their assignment and received an F (4 students) or Incomplete (2 students) depending on if they had turned in other materials.
 (04/26/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students who were struggling but responsive, were provided with an opportunity to successfully complete the course, via extended time for the assignment, or course incomplete. Better monitoring of student's performance is necessary to ensure student's success. There is a need to learn and put in place an early alert mechanism.

Project - Students had to spend 12 hours in an environment in which they would be assisting those children/adults in need, such as an after school program, SOMOS, and or DACA. Students needed to include their documented hours along with a reflection. The reflection was to include aspects

Program Review Reporting Year: 2015-2016
Target : Target Met
The students were required to complete a civic engagement piece for this class. Students were required to complete 12 hours of volunteer work, while working and assisting children and or adults in need. Students could have fulfilled these hours doing a number of things such as working in a school, an after school program, child care setting, SOMOS and or DACA. The students need to complete a reflection

Enhancement: For future classes, I would continue to recommend that all instructors provide their students with an outline of what is expected of them to complete. Allow students to use the NAEYC standards from the rubric for their subheadings for their paper. This format helps the students

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	learned from the class and their experiences along with detailed explanations of the relationship and what they gained from the experience. **Target for Success:** 80% or higher **Comments/Notes:** All students must succeed by turning in their reflections and documented hours on time. All sections in the rubric must be met to fully succeed. Anything less will affect the students grade and their level of proficiency.	that demonstrated their understanding what they learned from their class and their experiences from their volunteer work. Target for Success: The following areas were assessed in regards to the NAEYC standards: Standard 2: Building family & community relationships 2a: Kowing about & understanding diverse family and community characteristics. (1) met the standards, (25) Exceeded the standards. 2b: Supporting and engaging families and communities through respectful, reciprocal relationships. (26) Exceeded the standards. 2c: Involving families and communities in young children's development and learning. (26) Exceeded the standards. Standard 6: Becoming a Professional 6a: Identifying & involving oneself with the early childhood field. (26) Exceeded the standards. 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines. (1) did not meet standards, (25) exceeded standards. 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. (4) Does not meet standards, (8) Meets standards, (14) Exceeds standards. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education. (1) Does not meet standards, (25) Exceeds standards. Supportive Skills SS2: Mastering and applying foundational concepts from the general education. (2) does not meet standards, (24) Exceeds standards.	continue to stay on track. (06/29/2016)

223: Written & verbal skills. (5) Meets standards, (21) exceeds standards.

SS4: Making connections between prior knowledge; experience and new learning. (26) exceeds standards.

SS5: Identifying and using professional resources. (2) does not meet standards, (24) Exceeds standards.
 (06/29/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): For this group of students, I shared with them a sample of what previous students have done in the past. It helped provide a more clear understanding of what was expected of them. They used the NAEYC standards as subheadings in their paper. Not only did that make it easier to grade, but it also helped provide clarity for the students of what was expected of them. I think it is important to use the rubric provided as an outline for the students paper.

Program Review Reporting Year: 2013-2014
Target : Target Met
15 students got 100% and reached the distinguished level of competency. 9 students were proficient in competency. 3 students were at the apprentice level, and 1 student did not complete the assignment due to personal health issues. Only one student did not meet my expectations.
(02/02/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Why do I feel they did well/poorly?
The reason why I believe the students excelled in this assignment was because the assessment was based on a personalized experience in which the student had the opportunity to go out in the real world and experience the objectives. When people are able to experience the hands on components of the class and then relate it to their knowledge learned, the outcome is not only positive, but meaningful. Therefore, students had the opportunity to reflect on not only what they learned in the course, but the connections they experienced in their fieldwork. The students who did poorly, was due to the fact of their lack of

Enhancement: •	Provide examples of excellent work, and work that does not meet proficiency.
•	Check in with students more often.
•	Schedule meetings to touch base on their experience (what is/is not working).
•	Possibly increase the hours, and give bonus points for students who completed the additional hours (more hours = more meaningful experience)
 (09/22/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		time management throughout their personal life (balancing schools, work, and project expectations)	
	Exam - Course Test/Quiz - Exam questions **Target for Success:** 70% or more	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met 29 students in one section and 33 in the second section. For the standardized exams, one instructor used Take Home Quizzes (Journal Analysis). For the Take Home Exams, students analyzed a peer reviewed article that had to do with a topic that impacts educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools, and communities. Students also needed to incorporate at least 5 terms from that particular chapter assessment. This allowed for students to gain a deeper understanding of a topic of interest to them, while looking for more recent information supporting the topic. For the second section the instructor, 5 of 33 experienced difficulties is describing and assessing factors that impact families. (02/05/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Exam results reflect that students are understanding course concepts and ideas. More individualized attention to be paid to students who are not as successful. A strategy to implement is to review test results and discuss the questions missed. In addition, there is a need to continue supporting English learners with writing skills.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 25 of 34 students successfully meet the target. (04/16/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Explore a different type of final exam.	
	Exam - Course Test/Quiz - Multiple choice exam questions which examine the impact of educational, political and socioeconomic factors	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met CD12.02S section 31 or 31 students scored 70% or more (04/30/2017)	**Enhancement:** Assess the effectiveness of a multiple choice exam to enhance students' critical thinking. (10/30/2017)

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Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	on families and children **Target for Success:** 70%	**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Small study groups and collaborative reviews were organized to support students in preparing for the exam. The strategy worked.	
CD12_SLO_3 - Identify,describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children **SLO Status:** Active **Planned Assessment Quarters:** 2013-14 3-Winter **Outcome Creation Date:** 08/15/2014	**Field Placement/Internship -** Community service learning written reflection rubric **Target for Success:** 70% or more	**Program Review Reporting Year:** 2019-2020 **Target :** Target Met Of the 82 students enrolled, in two sections of CD-12 75 students completed the Community Service Learning Project successfully. 91% of these students achieved a satisfactory score. (03/29/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed well in this area I will introduce one to three community service organizations that serve families and children in which students can experience different duties and responsibilities to discuss and solve a social problem faced by the group or community served and be aware of the purpose of service.	**Enhancement:** Instructors will encourage students to continue with the development of partnerships with community and service organizations that serve families and children. (03/29/2020)
		Program Review Reporting Year: 2018-2019 **Target :** Target Met Of the 38 students enrolled, 38 students completed the field placement/internship community service learning successfully. 100% of these students achieved a satisfactory score. (07/13/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors will introduce more activities to identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services.	**Enhancement:** Instructors will encourage and guide students in more activities to identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services. (07/13/2019)
		Program Review Reporting Year: 2017-2018 **Target :** Target Met Of the 22 students enrolled, 22 students completed the field/placement internship successfully. 100% of these students achieved a satisfactory score. The results reflects 1 section of CD-12 taught by one instructor. 100% of the students enrolled in this section met the course target. (07/08/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Meetings will be scheduled with students often to check with students their performance on the field/placement internship.	**Enhancement:** The instructor will continue working closely with the students to make sure they have a successful field/placement internship. (07/08/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Program Review Reporting Year: 2014-2015 **Target :** Target Met Of the 32 students enrolled, 31 students completed the field/placement internship successfully. 90% of these students achieved a satisfactory score. The results reflects 1 section of CD-12 taught by one instructor. 90% of the students enrolled in this section met the course target. (03/29/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Meetings must be scheduled with students not performing well on on the field/placement internship.	**Enhancement:** The instructor will work closely with the students that are facing challenges with the field/placement internship. (03/29/2015)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met 100% of the 29 students in one section had a success rate of +70%; 91% of 33 students in the second section had a success rate of 70%+. (02/05/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students completed the CSL project along with the write up and presentations in class. They learned about the value of the CSL project in their write ups along with their presentations.	**Enhancement:** Need to recruit additional community partners in early learning, child development programs, to provide more placement choices fro students. (04/05/2015) **Enhancement:** In the future, CD12 could provide students with additional CSL partners. We only have a few working with us at De Anza College. It would be great, if we can also connect our students with various after school programs, where their volunteer hours could possibly turn into a paid position. Increase the number of community partners. (04/05/2015)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 80% of students (24 of 30) successfully completed the practical experience and written essay required. Students learned about the characteristics of children and families in the context of community, experienced how to create respectful, reciprocal relationships to support and empower families, and had a concrete experience to learn about how families are involved in their children's development and learning. The CSL project experience deepen students	**Enhancement:** Work with students individually to ensure they successfully complete the community service learning experience. Become more open to student's ideas on how to accomplish the CSL project requirement. Improve the communication with students to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		knowledge of the communities they serve, Latin@ and API communities. (09/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It is very satisfying as an educator when students develop critical consciousness. In preparation to become ECE teachers, counselors, social workers and other, students realized through the course why building family and community interrelationships are essential to the developing child. Students connected with the communities served. As they worked with children and families, they learned and contributed, they challenged their own assumptions and beliefs, and they were open to outcomes achieved. Love to read their reflections and the changes in perspectives as well as the reinforcements.	accomplish the project successfully. (09/22/2014)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 24 students of 34 students achieved the target. (04/16/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The assignment directions need to be improved to ensure students write a solid and deep analysis.	**Enhancement:** Improve the rubric and assignment description. (04/07/2014)
	Project - Students will complete 12 hours for the Community Service Learning Project. **Target for Success:** 75% of the students will complete the Community Service Learning Project successfully.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Of the 39 students enrolled, 35 students complete the project successfully. 97% of the students completed the 12 hours required for the Community Service Learning Project. (07/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will encourage students to continue developing partnerships with different agencies/community support services available for families and children.	**Enhancement:** Faculty and students are increasing the number of partnerships with agencies and community support services available for families and children in the area. (07/04/2017)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met Of the 33 students enrolled, 33 students completed the field/placement internship successfully. 100% of the students completed the 12 hours required for the Community Service Learning Project. (12/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will encourage students to continue developing partnerships with different agencies/community support services	**Enhancement:** Faculty will encourage students to continue partnerships with different agencies/community support services available for families and children in nearby areas. (12/17/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

available for families and children.

Program Review Reporting Year: 2015-2016
Target : Target Met
In the CD12.02S (Cruz) Winter section, 94% of students (29) met and or exceeded the standards, which included narrating and reflecting on strategies that empower children and families and encourage family's involvement in their children's development through community organizations (Somos Mayfair in San Jose and ECE programs serving children and families in San Jose, Cupertino, Sunnyvale and other cities, schools and (public and private). 2 students did not meet complete successfully service learning and did not meet standards. (05/30/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Students are required to have a greater understanding of the experience requirements and evaluation criteria. To do so, I realize that they need additional class time to discuss each individual criteria and practice writing about an evaluation criteria (make connections).

Program Review Reporting Year: 2015-2016
Target : Target Met
CD12.02S W 31 students enrolled. 95% (29) met and exceeded the standards and target; completed successfully the service learning experience. 5% were not successful and did not meet the target. Students served in ECE programs including Family, Friends and Neighbors programs in San Jose, Cupertino, Sunnyvale and other cities in the county. (05/30/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Students are required to practice using the written reflection criteria. Planned writing time must be provided to help students be more successful at addressing the evaluation criteria required base on their experiences.

Enhancement: Experience and concept mapping will be incorporate to support students to be more successful when writing the reflection essay. (05/30/2016)

Program Review Reporting Year: 2014-2015
Target : Target Met
Of the 45 students enrolled, 33 students completed the Community Service Learning Project successfully (05/17/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Faculty will

Enhancement: Faculty will encourage students to continue the development of partnerships with the different community support services and agencies available to families and children.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		encourage students to continue the development of partnerships with the different community support services and agencies available to families and children.	(05/17/2014)
CD12_SLO_4 - Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families **SLO Status:** Active **Planned Assessment Quarters:** 2013-14 3-Winter **Outcome Creation Date:** 08/15/2013	**Project -** Cultural biography written assignment rubric **Target for Success:** 70% or more	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 82 students enrolled, (from 2 CD-12 sections); 76 students completed the project successfully. 92% of the students enrolled in this section met the course target and achieved a satisfactory score. (12/15/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area two or more exercises on one's values, goals, family history, and life experiences will be introduced during the course.	**Enhancement:** Students will complete more exercises related to the personal analysis of one's self values, goals, family history, and life experiences and will assess how this impacts relationships with children and families. (12/15/2019)
		Program Review Reporting Year: 2018-2019 **Target :** Target Met Of the 33 students enrolled, 33 students completed the cultural biography successfully. 100% of the students enrolled in this section met the course target and achieved a satisfactory score. (12/16/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area two or more exercises on one's values, goals, family history, and life experiences will be introduced during the course.	**Enhancement:** Students will complete more exercises related to the personal analysis of one's self, values, goals, family history and life experiences and will assess how this impacts relationships with children and families. (12/16/2018)
		Program Review Reporting Year: 2017-2018 **Target :** Target Met Of the 36 students enrolled; 36 students completed cultural biography successfully. 100% of the students achieved satisfactory score. (12/14/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; two or more exercises on one's values, goals, family history and life experiences will be introduced during the course.	**Enhancement:** Students will complete more exercises related with personal analysis on one's self, values. goals, family history and life experiences and will assess how this impacts relationships with children and families. (12/14/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Out of the 22 students, 22 students completed their cultural biography and clearly describe their family structure, life value, and cultural origin. They also have reflected on their cultural influence and cultural bias honestly. 100% of these	**Enhancement:** All instructors teaching CD12 required similar assignments. We all agreed that cultural biography is very meaningful assignment and offer opportunities for students to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		students got A and achieved a satisfactory score. (12/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Cultural Biography has always been a popular assignment for the students. They love to reflect on their life and their value. The instructor also provided opportunity for students to voluntarily share their realization after they completing this assignment in class. Many students are inspired by others.	share this assignment is a wonderful idea to help students see things from different perspectives. (12/22/2016)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Of the 37 students enrolled; 33 students completed course successfully 89 % of these students achieved a satisfactory score. (11/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; we will continue with exercises in which students have the opportunity to analyze one's own values, goals, and sense of self as related to family history and life experiences.	**Enhancement:** Introduce more activities in which students have the opportunity to explore their family history and life experiences and assess how this histories and experiences can impact the relationships with children and families. (11/06/2016)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met CD12.02S 29 students enrolled; 100% successful completion of the essay. (06/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students met at assignment/experience components. The description of their roots and culture provided understandings (the experience is part of the course cultural humility framework) Components of the essay were shared with each course familia (class is organized in familias to support teaching and learning). It provided an opportunity for students to learn about each other in a deeper and more meaningful way.	**Enhancement:** Add to the course the creation of a group infographic (board activity or poster paper) to showcase students roots and culture. The infographic will reflect a collective view of our students roots and culture. (09/26/2016)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Of the 30 students enrolled, 26 students completed the cultural biography. 26 of these students achieved a satisfactory score. (12/06/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructor will work closely with all the students enrolled in the class to make sure that every student that is enrolled in the class	**Enhancement:** The instructor will continue encouraging all the students in the class to continue analyzing their one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		complete this important assignment.	children and families. (12/06/2015)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met 29 students enrolled in one section and 33 students enrolled in the second section Students analyzed their own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families through a write about. 100% of the 62 students succeed at the rate of 80% or more. !00% success rate in the section with 33 students. (02/05/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The majority of students did well on their cultural biographies. An idea to be implemented by one of the instructors in Spring 2015, the cultural bio written assignment to be more project based. For the second session, the instructor would like to further the assignment with a group reflection process.	**Enhancement:** Explore the possibility to create project based assessment that displays the students cultural biography through SLO#4. (04/05/2015)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 83% of students enrolled (25 of 30) successfully completed the assignment. (01/19/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students had an opportunity to research their own family history and origins. The experience, "know thyself", sets the tone to learn that individual knowledge and understanding is essential to building and nurturing respectful and reciprocal relationships with children and families. When we know our individual story, we become more open to learning about the stories of others. The course experience builds pride and connection.	**Enhancement:** Develop a rubric linked to NAEYC standards. (04/01/2015)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 32 of 34 students completed the assignment succesfully and met the target for success. (04/16/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Great success experienced in the completion of the cultural biography assignment.	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Exam - Course Test/Quiz - Essay on student's own cultural biography **Target for Success:** 80% success	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Of the 35 students enrolled, 34 students completed the exam questions successfully. 97% of these students achieved a satisfactory score. (04/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students analyze their own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.	**Enhancement:** Instructors will encourage students to explore how the process of family history and life experiences can impact relationships with children and families. (04/04/2017)

C D 50:Principles and Practices of Teaching Young Children

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD50_SLO_1 - Evaluating the quality of a licensed early childhood program and make appropriate recommendations based on research findings of quality indicators based on DAP standards and developmental theories. **SLO Status:** Active	**Other -** Observation of Child Development Program. Students will spend some time observing the program. Students should examine the theoretical framework of the program, program philosophy, mission and values, funding, child based model vs. family service model, curriculum, indoor environment, outdoor environment, staff development, parent involvement, community visibly and participation, pupils' behavior and teacher interaction. **Target for Success:** 80 % of the students will complete the observation of the child development program successfully.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 39 students enrolled, 84% completed the child development program observation successfully met the course target and achieved a satisfactory score. (12/15/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will encourage students to continue examining the theoretical frameworks, philosophies, curriculum, indoor/outdoor environments of the different child development programs.	**Enhancement:** Students will complete more observations of child development programs and will make appropriate recommendations based on research findings of quality indicators based on DAP standards. (12/15/2019)
		Program Review Reporting Year: 2018-2019 **Target :** Target Met Of the 29 students enrolled; 28 students completed the observation successfully. 96% of the students achieved a satisfactory score. (08/09/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students will continue to examine throughout the course the different theoretical framework of child development programs.	
		Program Review Reporting Year: 2017-2018 **Target :** Target Met Of the 35 students enrolled; 34 students completed the observation successfully. 97% of the students achieved satisfactory score. (12/14/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; two observation of child development program will be introduced during the course.	**Enhancement:** Students will complete more observations of child development programs and will make appropriate recommendations based on research findings of quality indicators based on DAP standards. (12/14/2017)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met All components of quality ECE programs are examined,	**Enhancement:** Provide support to the low performing students, discover what their challenges are

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		including program philosophy, teacher directed learning vs child directed learning programs. Design of the physical environment and how that effects the social emotional environment environment is studied. Students were required to do an observation in a licensed ECE program, and write a report. Once the fundamentals of quality ECE programs is established the students are required to design a quality program utilizing all components of Early Childhood Education (04/27/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students engagement and enthusiasm for learning in this class was very high. 30 out of 36 students passed with above average grades. A goal for this class would be to engage the few low performing students and support them with their learning process.	and offer assistance. (04/27/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Out of 23 students, 22 students completed their observation of a licensed childcare program. 94% of these students achieved a satisfactory score which is B. (12/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** CD50 is one of the core courses and a beginning class of CD & Ed Dept. Many students in this class were new to De Anza and had never taken Child Development courses before. The Observation of a licensed childcare program required each student to use a Site Observation Form with 6 major sections and all together 60 criteria. It is a very detailed form for an observation, however students have been having problem to include the results of all the criteria. The instructor planned to lower the total points for this specific assignment and make it easier for students to collect data.	**Enhancement:** Instructors of CD50 agreed that the Site Observation Form could be a little complicated for the new students. Each instructor should have the flexibility for modifying the form to fit into the needs of students. (12/22/2016)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met Of the 34 students enrolled; 32 students completed the assignment successfully. 32 students completed the Observation of a Child Development Program. (12/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will encourage students to continue examining the theoretical frameworks, philosophies, curriculum, indoor/outdoor	**Enhancement:** Faculty will encourage students to continue observations of the Child Development Programs to evaluate the quality indicators based on DAP standards/developmental

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		environments of the different Child Development Programs.	theories. (12/17/2016)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Of the 39 students enrolled; 38 students completed course successfully. 96% of these students achieved a satisfactory score. (11/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; two or three observations of the child development program will be introduced during the course.	**Enhancement:** Students will complete more observations to evaluate the quality of licensed early childhood programs in the field. (11/06/2016)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Of the 29 students enrolled; 29 students completed course successfully. 100% of these students achieved a satisfactory score. (11/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; more child development programs observations will be introduced during the course.	**Enhancement:** Students will complete more observations on child development programs and will make recommendations based on research findings of quality indicators on DAP standards. (11/06/2016)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Of the 86 students enrolled from two sections of CD-50; 82 students submitted the observation. 100% of these students achieved a satisfactory score. (12/12/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed well in this area introduce one to three different kinds of licensed early childhood programs in which students can make appropriate recommendations based on Developmental Appropriate Practices (DAP) standards and development theories.	**Enhancement:** Students will have the opportunity to continue working with ECERS. (12/12/2013)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met From 10 students involved in the observation assignment; 8 students were proficient and 2 were apprentice. (09/11/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To observe the different Early Childhood Programs to identify developmental appropriate practices, philosophies and the	**Enhancement:** Work more closely on the understanding of the NAEYC standards and their application with developmentally appropriate practices. (09/23/2013)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		NAEYC standards to improve the quality of service for children.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Of the 73 students enrolled, 60 students submitted the observation of the Child Development Program. These data is a summary of 2 CD-50 courses. 80% of these students achieved a satisfactory score. (12/18/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Some faculty will start using ECERS on the CD-50 course. ECERS will serve as a guide for the students to complete the observation of the Child Development Program.	
	Exam - Course Test/Quiz - Four questions on developmentally appropriate practice were developed as part of the final exam. **Target for Success:** 75 %, 3 of 4 questions answered correctly has been set as the target.		
	Other - Students are required to observe a licensed child care center and complete an observation report. A Site Observation Form is provided for students to follow and use it as a guide for their observation. The final write-up should include introduction of the center, observation and conclusion. An observation rubric is provided for better understanding of the expectations of this report. **Target for Success:** 80% of the students will successfully complete this observation report.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 3 sections of the course were assessed. In CD50.62S, 20 out of the 21 enrolled students successfully completed this observation and report. In the CD50.02 section, 25 of 31 students successfully met the target, 80%. Six students were unable to meet the target as they were unable to fully complete the assignment requirements. In the CD50.61 section, the average score was 44 out of 45 points. Most of the students earned 100% and two students earned 40/45 points. Most students followed the assignment checklist exactly and met all of the requirements very well. (04/16/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many opportunities of discussing this observation and the requirements of report writing is helpful to student success. One faculty member has stated that, students are being challenge with competitive priorities. Balancing school with work and family created difficulties for students to	**Enhancement:** Develop a contract and community agreements to establish clear expectation in the students-teacher communication and engagement. Students partner to observe and evaluate each other's program using an interview strategy to gather the information needed in addition to the observation itself. This would provide students with more collaborative learning opportunity while providing a chance for students to branch out into the community and learn about programs other than their own. (09/23/2013)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		complete the course. Commitments to uphold he course standards and policies were difficult to meet for some students. The faculty member wonders about the meaning of the results in students' assessment. The need to spend more time with students who are struggling, set up some method of early alert that is more effective that the current practice was identified. Establishing a contract with students at the beginning of the quarter may be necessary to establish clear expectations for our relationship and the class dynamics. Students were eager to complete this assignment and many students elected to evaluate their own program, but were not allowed to do so for their own classroom. Because they were familiar with their own programs, they were able to provide detailed and accurate information that easily met the project criteria.	
	Other - Observation of Child Development Program. Students will spend some time observing the program. Students should examine the theoretical framework of the program, program philosophy, mission and values, funding, child based model vs. family service model, curriculum, indoor environment, outdoor environment, staff development, parent **Target for Success:** 80% of students will score 55 out of 60 points or better.		
	Other - Student completed the ECERS assessment tool in which they observed a licensed early childhood program. 81.8% scored 70% or better, and 1 student scored below 60%, and 3 students did not submit the assignment.		
	Other - Multiple choice and essay questions.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 75% of the students will score 55 out of 60 points or better.	Of the 111 students enrolled in three sections of CD-50, 103 students successfully passed the test. 93% of these students achieved a satisfactory score. (12/11/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area, introduce three to four essay questions, throughout the quarter on each exam	
	Other - Observation of one licensed early childhood education program and interview with an early childhood professional

1.	Select one licensed early childhood education program to visit.
a.	Observe the program for more than 2 hours
b.	Use the "Site Observation Form" to guide your observation and make sure to get detailed information for each criteria
c.	Operate the interview and record the answer for each question
2.	Prepare a full report of your observation and interview including
a.	Introduction): describe basic information and history of the program (1 to 2 pages)
b.	Observation: use the Site Observation Form as a format to write detailed information for each criterion (6 pages).
c.	Conclusion comment about the program according to your observation and interview. Support your comments with the developmental and learning theories we discussed in class (1 to 2 pages)
d.	Appendix: include your hand written notes, observation | | |

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	forms, brochures and etc., which evidence your efforts. Present them neatly **Target for Success:** 70% of the students have achieved a score of B. **Exam - Standardized -** In the final exam students were required to answer questions in great detail to show understanding of the subject matter. **Target for Success:** 75 % of the students to achieve above average grades, demonstrate acquisition of knowledge and understanding of constructivism learning theory. Demonstrating knowledge of the negative effects of authoritative teaching styles.		
CD50_SLO_2 - Recognize the value of the field of child development in providing for the developmental/foundational needs of children through quality programs and appropriate practice. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 2-Fall	**Exam - Course Test/Quiz -** Four questions on developmentally appropriate practices were developed as part of the final exam. Group project to identify the major theories and theorists, restate each theorists' main beliefs about growth and development, and identify key vocabulary for each theory.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 37 students enrolled, 36 completed the exam successfully. 97% of these students achieved a satisfactory score. (08/08/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors will introduce more activities related to developmentally appropriate practices to identify the major theories and theorists throughout the quarter.	**Enhancement:** Instructors will encourage and guide students with more activities related to developmentally appropriate practices to identify the major theories or theorists throughout the quarter. (08/08/2019)
	Target for Success: Exam questions- 75 %, 3 of 4 questions answered correctly, has been set as the target. Group project- 80% of the students will earn 85% or higher on the laboratory project assignment. **Comments/Notes:** 2 different assessments were designed to assess.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 44 students enrolled, 43 students completed the exam successfully. 97% of these students achieved a satisfactory score. (07/13/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors will introduce more activities related to developmentally appropriate practices to identify the major theories and theorists throughout the quarter.	**Enhancement:** Instructors will encourage and guide students with more activities related to developmentally appropriate practices to identify the major theories and theorists throughout the quarter. (07/13/2019)
		Program Review Reporting Year: 2018-2019 **Target :** Target Met	**Enhancement:** The instructor will work closely with the students

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Of the 35 students enrolled, 33 students completed the four questions on developmentally appropriate practices successfully. 94% of the students enrolled in this section met the course target. (12/16/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The instructor will include oral/written reflection questions on developmentally appropriate practices at the end of each lecture.	that are facing challenges and will provide simple questions on developmentally appropriate practices. (12/16/2018)
		Program Review Reporting Year: 2017-2018 **Target :** Target Met Of the 41 students enrolled, 37 students completed the four questions on developmentally appropriate practices successfully. 90% of these students achieved a satisfactory score. The results reflects 1 section of CD-50 taught by one instructor. 90% of the students enrolled in this section met the course target. (07/08/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will encourage students to continue with the application of developmentally appropriate practices in the Early Childhood Education field.	**Enhancement:** The instructor will work closely with the students that are facing challenges with essay questions on developmentally appropriate practices. (07/08/2018)
		Program Review Reporting Year: 2017-2018 **Target :** Target Met Of the 28 students enrolled, 25 students completed the final exam successfully. 89% of the students completed the four questions on developmentally appropriate practice correctly. (08/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will encourage students to continue with the application of developmentally appropriate practices in the early childhood education field.	**Enhancement:** This essay questions on developmentally appropriate practices allowed students to put all their information they have learned in CD-50, especially regarding quality programs and appropriate practice together. (08/08/2017)
		Program Review Reporting Year: 2017-2018 **Target :** Target Met Of the 41 students enrolled, 39 students complete the final exam successfully. 95% of the students completed the four questions on developmentally appropriate practice correctly. (07/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will encourage students to continue with the application of developmentally appropriate practices in the early childhood education field.	**Enhancement:** This essay questions on developmentally appropriate practices allowed students to put all their information they have learned in CD-50, especially regarding quality programs and appropriate practice together. (07/04/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Program Review Reporting Year: 2016-2017 **Target :** Target Met Out of the 25 students, 24 students completed their final group presentation of an idealistic childcare program. 100% of these 24 students achieved a satisfactory score which is B. (12/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** At the second half of the quarter the instructor and student started discuss in every class about the indicators for a high quality child care. Starting early and providing more time for students to find their groups and build relationships seemed to help them to be successful with this final project.	**Enhancement:** All instructors agreed this final presentation allowed students to put all their information they have learned in CD50, especially regarding a high quality child care together. It also offered a different learning style for the students who prefer group project than taking tests. It is one assignment we should have continuous discussion. (12/22/2016)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met 84% of my students met my goals of recognizing the value of the field of Early Childhood Development through quality programs and appropriate practices. (05/31/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** After study of theory, educational philosophies, Developmentally Appropriate Practices, NAEYC program and professional preparation standards, child centered programs, teacher centered programs, working with diverse populations, teacher role in ECE, Students are required to put all practices in place through the development of their own ECE program. This is a learning opportunity through active engagement with fellow students and clearly illustrates how well they understand the required material.	
		Program Review Reporting Year: 2014-2015 **Target :** Target Met Of the 35 students enrolled in one section of CD-50; 34 students completed the test successfully. One student didn't complete the test. (08/07/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The instructor will continue to present different scenarios and case studies in which students will have the opportunity to recognize the value of the field of child development in providing for the developmental/foundational needs of children through	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		appropriate practices.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Exam questions- In the CD50.02section28 of 31 students (90%) answer correctly the 4 exams question developed to assess the SLO. Group project- In the CD50.61 section, the average score was 15 out of 15 points. All the students earned 100% on this project (04/26/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were successful in understanding and applying course content and significant concepts related to developmentally appropriate practice. Other comprehensive questions, in different format, can be developed to assess learning. Students enjoyed completing the group project as an independent study. Each student reported they were actively engaged and used online resources as well as the textbook information. Students later discussed each theory and theorist in small group discussions and there were few misconceptions or questions to address during a follow-up class discussion.	**Enhancement:** Revisit test questions and developed different types of exam questions to assess the learning outcome. The Group project assignment has been used for several years in different courses that require students to learn about the major theories and theorists. It has been successful each time and students tend to do very well. It would be fun to play a game such as PowerPoint Jeopardy to reinforce the information instead of having a small group discussions or mini presentations. (09/23/2013)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met In the CD 50.01 section, 21 students were enrolled. 20 of 21 answer correctly the final exam questions that measure this learning outcome. (12/27/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As reflected by the number of students that successfully answer the exam questions, students gained an understanding on developmentally appropriate practice and program quality indicators. 3 faculty members teaching the course reviewed the questions. Only on section of CD 50 (.01) had an assessment method to measure this SLO.	**Enhancement:** All faculty teaching CD 50 will incorporate a method to evaluate this SLO. (12/27/2012)
	Exam - Course Test/Quiz - Students completed the two quizzes and a final exam. Included here are the quiz scores. 72% of the class scored 70% or better and 4 students scored between 60% and 70% on the first quiz. On the second quiz the	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Of the 36 students enrolled , 35 students completed the exam. 35 of these students achieved a satisfactory score. (12/06/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The instructor will encouraged all the students in the class to continue	**Enhancement:** Instructor will continue working with the students in a way that involves sharing ideas, thoughts or feelings of the value of the field of child development. (12/06/2015)

	students 90% scored above 70% and 1 student scored 60%.	recognizing the value of the field of early childhood education and the importance to offer good quality programs and appropriate practice.	
	Survey - Students took a survey as part of the final exam describing their competency level acquired during the course. **Target for Success:** 75% of the students pass with a C or better	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 86% passed with a C or higher (11/04/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I am pleased with the curriculum and results, 84% passed with a B or better. The success of this class is based on interactive group projects that incorporate reading the text, working in groups, collaborating, and 2 exams, the midterm and final.	**Enhancement:** none required beyond fine tuning and continued growth and development of curriculum (11/04/2016)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met 20 out of 21students who filled out the survey strongly agreed that the SLO goal #2 had been met 1 person was neutral (11/04/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I am looking into a better method of determining the students success regarding the SLO.	
		Program Review Reporting Year: 2015-2016 **Target :** Target Met 28 students, 18 completed the survey stating that they strongly agreed that the SLO goal was met 1 person responded neutral. (11/04/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Development of a new survey that may be taken as part of the final exam may yield more information.	

C D 51A:Basic Student Teaching Practicum

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
C D51A_SLO_1 - Demonstrate mastery of basic teaching competencies **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Other -** Teaching competencies rubric (First Quarter Student) **Target for Success:** 70% of first quarter students will successfully complete the student teaching competencies with a grade of B or higher.		
C D51A_SLO_2 - Analyze the teaching process through reflection and self-assessment of teaching experiences to guide and improve practice **SLO Status:** Active_Pending_Revision **Outcome Creation Date:** 09/11/2013			

C D 51B:Advanced Student Teaching Practicum

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
C D51B_SLO_1 - Demonstrate mastery of advanced teaching competencies. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Other -** Teaching competencies rubric (Second Quarter Student) **Target for Success:** 80% of second quarter students will successfully complete the student teaching competencies with a grade of B or higher.		
C D51B_SLO_2 - Analyze the teaching process through reflection and self-assessment of teaching experiences to guide and improve advanced practice. **SLO Status:** Active_Pending_Revision **Outcome Creation Date:** 09/11/2013			

C D 52:Observation and Assessment of the Young Child

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD52_SLO_1 - Appraise the difference between observation and assessment and the need for caution in interpretation. **SLO Status:** Archived SLO Statement	**Project -** Students completed a DRDP (Desired Results Developmental Profile Assessment/ Child Study project. Successful completion was to demonstrate the ability to present objective observations and then to write objective assessment statements that were based in developmental norms and theory for interpretation. This involved the need to use caution in interpretation and to avoid labels and personal statements of the observed behavior.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 90% of students successfully completed the child study, demonstrating an understanding of early childhood developmental norms; methods of observation and assessment these students also demonstrated an understanding of quality child care programs as a result of training and observation in the field using the ECERS (06/28/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I am pleased with the enthusiasm, and participation of the group of students in this class sustained throughout the quarter as the brought the project to completion.	**Enhancement:** The course schedule will be modified for future classes through adjustment by moving the chapter on Developmental norms. This chapter will now be presented after the students have gathered data through several of their observations. (06/28/2018)
	Target for Success: 70% of students should demonstrate the ability to write an objective statement that includes the objective specific observation followed with a developmental norm statement and/or a theoretical statement from a known developmental theorist that helps to explain the observed behavior.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students were able to demonstrate understanding of the course material through their submission of the Child Study Project. Students wrote a short essay explaining the difference between observation and assessment. 74% of the students expressed a thorough understanding of this topic. 18% of the students were able to demonstrate satisfactory understanding of the difference between observation and assessment concepts. (08/09/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instruction will improve with the addition of a course handbook containing all required documents and materials, rather on relying on the students to build their own collection by downloading and printing in order to build their own handbook.	**Enhancement:** Review the new format that will include requiring purchase of the required handbook (08/09/2017)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met 24 of 27 (89%) of the students successfully completed a child study using the DRDP (Desired Results Developmental Profile) assessment instrument as their guideline. The students were able to discuss in full detail how observation	**Enhancement:** I will create a handout packet with required forms for ease of accessibility. I will have available binders that contains all of the DRDP measures, Early Childhood Education

is the collection of data and assessment is the evaluation of the collected data through writing an essay on the final exam.

In the Child Study Project, these students were able to demonstrate knowledge of several observation instruments used for gathering information including running record, anecdotal records, ABC narrative, check lists and rating scales.

The Students used ECERS (Early Childhood Education Rating Scales) to evaluate a classroom environment.

The students observed an Early Childhood Educator using a checklist, rating scale, or running record for assessment purposes.

 (12/20/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS):
While successful in meeting the SLO goal for this quarter, our next goal is to increase student retention. Students need support with gathering documents downloaded from the internet, such as the DRDP instructions, forms, health form, and various observation formats.

Program Review Reporting Year: 2012-2013
Target : Target Met
14 out of 16 students completed the project. Eight students or half (50%) received a grade of B or higher. Two students received a grade of D or below. Four students received a grade in the C range. This means that the majority of students (50%) were highly successful with understanding the need to use caution in interpretation of data collected and 75% demonstrated the ability to use caution in interpretation of observations and assessment of these observations. (12/27/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The majority of students successfully completed the project, however, they had great difficulty with this learning outcome. The project itself is complex and requires ongoing daily observations and development of multiple skills. The instructor is considering modifying the project by simplifying it and perhaps breaking it down into several

resources developed by the State Dept of Education.   (12/20/2016)

assignments that build up to a smaller final project. The instructor hopes to have time in a department meeting to get input from other faculty and also to try to investigate what other colleges are doing to develop these skills.

Program Review Reporting Year: 2011-2012
Target : Target Met
85% of students were successful with this objective. In order to receive a grade of C or above students had to complete a child study, DRDP and successfully pass a midterm and final exam. This means that they had to successfully answer questions about the field of Child Development as a field in the Behavioral and Social Sciences. They also had to demonstrate the ability to link theory with specific observations of child behavior. (03/29/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): A high percentage of students were able to demonstrate the ability to link theory and research with direct observations. This is evidence of their ability to understand the scientific methodology and importance of a number of aspects of Child Development as a field that utilizes the scientific methodology including writing objective statements.

Program Review Reporting Year: 2011-2012
Target : Target Met
73% of students were successful with this objective. In order to receive a grade of C or above students had to complete a child study, DRDP and successfully pass a midterm and final exam. This means that they had to successfully answer questions about the field of Child Development as a field in the Behavioral and Social Sciences. They also had to demonstrate the ability to link theory with specific observations of child behavior. (12/10/2011)
Reflection (CLICK ON ? FOR INSTRUCTIONS): More than 70% of students successfully met the goal and therefore demonstrated the ability to link developmental theory and research to child observations and assessment. The DRDP and focus on understanding the importance of research and the scientific methodology was successfully supported through in class activities of assessment of observations

		and practice with linking these observations to textbook theory. Students were also able to see how important this is for understanding child behavior and sharing this information with parents.	
CD52_SLO_2 - Demonstrate knowledge of the developmental domains through evaluation and completion of the Desired Results Developmental Profile **SLO Status:** Active **Outcome Creation Date:** 09/24/2018	**Portfolio Review -** Portfolio includes DRDP Assessment Process, completes ECERS observation, and discusses developmentally appropriate practices and child's development accordingly. **Target for Success:** All students complete the child study at or above satisfactory level.	**Program Review Reporting Year:** 2019-2020 **Target :** Target Met Out of 30 students, 2 withdrew. 26 students evidenced mastery of skills to complete the Desired Results Developmental Profile. Two other students showed minimal skills in completing DRDP. (12/17/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Very pleased with high level of learning. Students were engaged as shown by their participation in in-class activities. The homework assignments and the portfolio submitted were of high quality.	**Enhancement:** In-class activity for check-list and rating skills needs better written instructions. (12/17/2019)
		Program Review Reporting Year: 2018-2019 **Target :** Target Met 100% (14/14) submitted satisfactory portfolios. 10 of the 14 submitted exemplary. 4 submitted satisfactory portfolios. (08/13/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students met expectations. Two of the students who succeeded had previously been enrolled (Spring 18) i the class but had not succeeded.	
		Program Review Reporting Year: 2018-2019 **Target :** Target Met 41 of the students submitted portfolios but the majority were satisfactory with two exemplary. One student did not submit their portfolio because student stopped coming. (08/13/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** For this quarter new directions and rubrics from NAEYC were used. These used confusing verbiage and omitted important information.	**Enhancement:** Resume using directions and rubrics that have been proven effective while upholding NAEYC standards. (08/13/2019)

C D 53:Creative Art for the Young Child

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD53_SLO_1 - Evaluate the uses of a variety of visual arts media and their relationship to the overall development and learning, critical thinking and self-expression for each child. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 2-Fall **Outcome Creation Date:** 12/21/2012	**Exam - Course Test/Quiz -** C. Constructed essay question on Final exam to assess student?s ability to articulate and explain their understanding of the SLO in terms of their own experiences with various art media in class and their ability to relate it to children?s development. All students were required to answer the question during an in class final exam. J. Students are required to create a resource project including all art activities presented throughout the quarter by both instructor and students organized by visual art media and related to how they will use these activities with children. **Target for Success:** C. 75% of students will successfully answer the question with a score of 75% or better using the rubric developed to assess responses. The rubric included three areas for assessment ? Students ability to evaluate a variety of medias; to relate this to children?s development and to apply this to planning art experiences for children. J. 75% of students will successfully complete their project with a score of 75% or better as assessed in individual conferences with each student.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 73% of students successfully answered the question with a score of 77% or better (22 out of 30 students who took the final exam). 27% of students got 66% or lower in answering the question (8 students). Using the rubric ? 100% of students were able to evaluate various mediums and relate their experiences to describe appropriate teaching practices in art with young children. 86% of students were able to connect the use of various media to specific areas of development in children. Only 50% of students were able to successfully synthesize the evaluation of media, with developmental areas and planning of activities. J. 90% of students successfully completed the resource project with a score of 75% or better (27 out of 30 students). 22 students earned scores between 100% and 83% and 5 students earned scores between 79% and 75%. (12/29/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** : C. From reading students responses to the essay question I came to two different insights. First I think that the SLO for CD 53 needs to be rewritten and changed to be clearer in learning outcomes. As it is written the SLO is too broad to be effectively assessed. I would like to work with the faculty who teach this course to modify the SLO to better assess student success. Secondly, in reading student responses it was obvious that my question was not clearly written. The question needs to be revised to better describe to students what areas they need to articulate. I would also like to modify the grading criterion for the resource project to include more evidence of connecting the use of various medias to children?s developmental needs and abilities including the application of this knowledge to their classroom practices.	**Enhancement:** : 1. Work with other faculty to modify the current SLO to make it more measurable and specific of expectations for performance. 2. Revise the grading criterion for the resource project so that it has more connection with children?s development and learning. 3. Revise the final exam question to more clearly define the specific information, knowledge and understanding needed to assess student performance. (12/29/2012) **Enhancement:** : 1. Work with other faculty to modify the current SLO to make it more measurable and specific of expectations for performance. 2. Revise the grading criterion for the resource project so that it has more connection with children?s development and learning. 3. Revise the final exam question to more clearly define the specific information, knowledge and understanding needed to assess student performance. (12/29/2012)

C D 54:Curriculum for Early Childhood Programs

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD54_SLO_1 - Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent. **SLO Status:** Active	**Other -** Students were evaluated with a rubric that assessed the curriculum binders they submitted. Ten points were awarded for each of 5 activities that were evaluated on 8 major areas that focused on SLO 1 "Design curriculum for all developmental domains that are culturally salient, developmentally appropriate, inclusive and emergent". **Target for Success:** 90% of the students will score 95 out of 100 points.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 43 students enrolled, 42 students completed the curriculum binder successfully. 97% of these students achieved a satisfactory score. (07/13/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors will introduce more activities related to developmental domains that are culturally salient, developmentally appropriate, inclusive and emergent.	**Enhancement:** Instructors will encourage and guide students with more activities related to developmental domains that are culturally salient, developmentally appropriate, inclusive and emergent. (07/13/2019)
		Program Review Reporting Year: 2018-2019 **Target :** Target Met Of the 41 students enrolled, 36 students completed the curriculum binders successfully. 88% of the students enrolled in this section met the course target and achieved a satisfactory score. (12/16/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed well in this area two or more designs for curriculum for all developmental domains will be introduced during the course.	**Enhancement:** Students will include in their curriculum binders more designs on the curriculum for all developmental domains that are culturally salient developmentally appropriate, inclusive and emergent. (12/16/2018)
		Program Review Reporting Year: 2017-2018 **Target :** Target Met Of the 42 students enrolled; 42 students completed their curriculum binders successfully. 100% of the students achieved satisfactory score. (12/14/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area two or more designs for curriculum for all developmental domains will be introduced during the course.	**Enhancement:** Students will include in their curriculum binders more designs on curriculum for all developmental domains that are culturally salient developmentally appropriate, inclusive and emergent. (12/14/2017)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Of the 40 students enrolled, 40 students submitted the curriculum binders. 100% of these students achieved a satisfactory score. (07/04/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area, in the future we will introduce one to three developmental domains that is culturally salient, developmentally appropriate, inclusive	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		and emergent throughout the quarter as an extra feature in class assignments to encourage each student to design curriculum for all developmental domains (culturally salient, developmentally appropriate, inclusive and emergent).	
	Project - Students will develop three curriculum activities that will be graded using a grading rubric. These activities will be evaluated based on how well they rate on the rubric according to: 1) If they emerge from (are based on the naturalistic observation they complete for this class). These activities will also be graded according to being: 2) culturally salient, 3) developmentally appropriate, and 4) inclusive. Each activity will also focus on one of the developmental domains (physical, cognitive or social/emotional development). **Target for Success:** 70% of the students will successfully receive a grade of C or higher on the grading rubric.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 22 students or 74% received a grade of C or higher on the project. 8 students or 26% received a grade of D or below or did not complete the project. This means that the majority of students did successfully meet the target for success. (12/31/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The majority of students did successfully complete the target goal but more effort will be placed on helping even more students to successfully complete the project by analyzing the specific details of prerequisite knowledge and skills needed to plan curriculum activities for young children.	
	Other - Multiple choice and essay questions. **Target for Success:** 75% of the students will score 55 out of 60 points or better.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 46 students enrolled, 95% of students completed the test successfully met the course target and achieved a satisfactory score. (12/15/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area in the future instructors will introduce one of three developmental domains that are culturally salient, developmentally inclusive and emergent throughout the quarter.	**Enhancement:** The instructor will add extra class assignments to encourage each student to design a curriculum for all developmental domains (culturally salient, developmentally appropriate, inclusive and emergent). (12/15/2019)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met Of the 47 students enrolled; 47 students completed the test successfully. 47 students completed all the multiple choice	**Enhancement:** Instructor will add extra class assignments to encourage each student to design curriculum for all developmental

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		and essay questions. (12/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area, in the future instructors will introduce one to three developmental domains that are culturally salient, developmentally appropriate, inclusive and emergent throughout the quarter.	domains (culturally salient, developmentally appropriate, inclusive and emergent). (12/17/2016)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met Of the 51 active students enrolled, 51 students completed the exam. 51 of these students achieved a satisfactory score. (12/06/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The instructor will encouraged all the students to continue practicing the design curriculum for all developmental domains that is culturally salient	**Enhancement:** The instructor will encouraged all the students in the class to continue working on the design of curriculum for all developmental domains that is culturally salient (12/06/2015)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met Of the 64 students enrolled in a section of CD-54 63 students successfully passed a test. 75 % of these students achieved a satisfactory score. (12/11/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area, introduce three to four essay questions, throughout the quarter on each exam.	
	Project - Part I; Students were required to read and analyze five-diverse teaching curriculum and philosophies: High Schope Philosophy, Head Start Philosophy, The Creative Curriculum, Montessori Philosophy and Reggio Emilia Philosophy with the provided websites in class. Students were then required to the complete the Analyzing the Curriculum/Philosophy" chart provided for them to dig a bit deeper and guiding their learning as they learn about each of the different philosophies.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met All students participated in this project and many students were successful in completing all areas 13 students did 90% or more better. That is roughly 50% of the class doing well on this assignment. (08/17/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Based on the assignment provided many students found the ECERS checklist to be useful and looked forward to finding better ways to improve a particular learning area. In the future, I would remove the Philosophy and Vision statement and or include that as Part II and move the rest of the items down.	**Enhancement:** The way that I would enhance this assignment would be to have the students meet with the administrator or teacher of the learning area they observed and go over their 3-5 lesson plans. Sometimes, teachers are looking for ways to improve their learning centers, so this could be a win-win for both parties. Students would also ask for suggestions for their lesson plans, so that they have additional ways of improving their emergent curriculum plans. (08/17/2017)
		Program Review Reporting Year: 2016-2017	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Part II: Students were to evaluate a specific learning area using the ECERS checklist. Part III: Students were to write a 2-3 page reflection answers "Which philosophy or curriculum was their favorite and why?". And also based on the ECERS checklist students were to provide suggestions/changes to the environment to provide an inclusive, developmentally appropriate, emergent environment. In addition, based on the ECERS checklist, students were to provide and suggest 3-5 lesson plans, focusing on the active areas that were lacking or had room for improvement. Students were to design the learning area to expand on emergent curriculum activities. Part IV: Students were to prioritize their own values within a cultural context and development of their own personal philosophy statement that is related to young children. **Target for Success:** The target for success was 80% or more. **Comments/Notes:** The total points for this assignment was 80. The lowest score was 54/80. In the future, it would be a good idea to have the personal statement and philosophy be its own separate assignment. That way the students can focus on all the other three parts to this assignment.	**Target :** Target Met Students were engaged with a project that allowed them to explore various philosophies and curriculum. They also used the ECERS checklist to help expand their knowledge of the explored environment. (08/09/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Being that this was my first time teaching this course, it was great to see how many students were engaged with early childhood education and utilized each of the assignments as an opportunity to grow and learn. When I taught this course there was no departmentalized rubric for the class. So I created my own.	

C D 55:Literacy Development and Activities for the Young Child

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD55_SLO_1 - Critique language enhancement materials appropriate for infants to school-aged children **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Creation Date:** 09/24/2012	**Project -** Students will select and review 5 children's books and then share one book each week in small group in class with other students. Before sharing each book each student will critique and review the book using a set of guidelines/criteria that focuses on the book being age appropriate and enhancing language for children. Each book review will then be evaluated by the instructor based on the set of guidelines/criteria given to the students. **Target for Success:** 70% of students will successfully complete this project with a grade of C or better.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 37 students enrolled, 36 students completed the project successfully. 97% of these students achieved a satisfactory score. (07/13/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors will introduce more activities to all the students to examine in a very careful and strict way all the language materials for infants to school aged children.	**Enhancement:** Instructors will encourage and guide students with more activities to examine in a very careful and strict way all the language materials for infants to school aged children. (07/13/2019)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Of the 55 students enrolled, 55 of these students achieved a satisfactory score. (12/06/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The instructor in encouraged students in a very careful and strict way to pay close attention to language enhancement materials appropriate for infants to school-aged children	**Enhancement:** Instructor will encouraged all the students to examine in a very careful and strict way all the language enhancement materials appropriate for infants to school-aged children (12/06/2015)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met There was a 74% success completion rate on this project with students earning a grade of C or better. 37% were in the 'A' range. 20% were in the B range and 17% were in the C range. Students also stated that they better understood how to select developmentally appropriate books for young children. They also stated that they more clearly understood how important book selection is for young children. (11/03/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is an essential activity for student teachers. The activity is somewhat challenging for students but students demonstrated the ability to be able to successfully complete it and to gain valuable information and skills from it.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Not Met 20 students (53%) successfully completed this project with a grade of C or better. 18 students (47%) either did not	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		complete all 5 book reviews or were not successful in completing all the questions on each book review. There were difficulties with several areas especially in completing the research component and with evaluating the books for bias. (12/31/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** More time will be spend helping students to understand how to evaluate children's books for bias. More time will also be spent helping students to learn how to do research on areas such as if the book has been translated into various languages. Understanding how to select books for children that support their first language is one important aspect of selecting language materials that enhance language development.	
	Project - There are 4 major assessment methods for CD55, Class Observation assignment, Book Critic assignment, Felt Board Story Retell assignment, and Language Game assignment. **Target for Success:** Students should achieve a satisfactory score which is B	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Out of the 32 students, 32 students completed their Choose a Book critique assignment. 100% of these students achieved a satisfactory score which is B. (12/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Picture books are important for ECE educators to get familiar with. Students were interested in learning more about good books they can introduce to young children. In addition to a write-up each student also presented the book in class. The instructor may want to require students to critic more than one book.	**Enhancement:** CD55 is offered twice a year. The class has been taught by the same instructor. There are a few classes have the similar situation at the Dept. More support and communication is needed for these classes. (12/22/2016)

C D 56:Understanding and Working with English Language Learners

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD56_SLO_1 - Practice effective communication to facilitate positive interactions, theories and developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2013-14 3-Winter	**Exam - Course Test/Quiz -** Data from test question on Final. Language Activity **Target for Success:** 75% of the students will answer the exam question correctly or score 9 of 12 points in the language activity.	**Program Review Reporting Year:** 2019-2020 **Target :** Target Met Of the 31 students enrolled, in one section of CD-56 30 students completed the exam successfully. 96% of these students achieved a satisfactory score. (03/29/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed well in this area more theories and developmental sequences of bilingual language acquisition between parents, children and staff will be introduced throughout the quarter.	**Enhancement:** Instructors will encourage and support students to explore more theories and developmental sequences of bilingual language acquisition. (03/29/2020)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Of the 22 students enrolled, 18 students completed the test and activities successfully. 82% of these students achieved a satisfactory score. The results reflects 1 section of CD-56 taught by one instructor. 82% students enrolled in this section met the course target. (07/08/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 1:1 meetings must be scheduled with students not performing well on tests and activities. Instructor must establish a more effective monitoring process.	**Enhancement:** Schedule 1:1 session with students not performing well in exams or activities by the 4th week (09/23/2013)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Of the 39 active students enrolled, 38 students completed the test successfully. 90% of these students achieved a satisfactory score. The results reflects 1 section of CD-56 taught by one instructor. 85% students enrolled in this section met the course target. (04/19/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area introduce two to three questions on the final test as an extra feature to encourage each student to explore and develop a variety of responses.	**Enhancement:** Faculty will continue the dialogue in Spring 2013 to develop projects/methods of assessment more aligned with the SLO and NAEYC Standards. (04/19/2013) **Enhancement:** Faculty will continue the dialogue in Spring 2013 to develop projects/methods of assessment more aligned with the SLO and NAEYC Standards. (04/19/2013)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Of 31 students enrolled in section CD56.01, 90% of the	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		students successfully completed the assignment. (07/02/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The activity is a hands on activity that allows students to effectively communicate critical knowledge in working with English learners, their families and staff.	
	Presentation/Performance - Students will present and explain the findings of a research topic related to Preschool English Language Learners. **Target for Success:** 75% of the students will present and explain successfully the findings of the research in the topic related to Preschool English Language Learners.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Of the 36 students enrolled, 32 students completed the exam questions successfully. 88% of these students achieved a satisfactory score. Enhancement 04/04/2017 Instructors will guide students to investigate and examine the developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff. (04/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students will continue the presentation of theories that support the developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff.	**Enhancement:** Instructors will guide students to investigate and examine the developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff. (04/04/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Of the 32 students enrolled ; 31 students completed course successfully. 96% of these students achieved a satisfactory score. (11/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; one or three research topics related to preschool English language learners will be introduced during the course.	**Enhancement:** Since students succeed very well in this area; one or three research topics related to preschool English language learners will be introduced during the course. (11/06/2016)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met Of the 45 students enrolled, 44 students completed the oral presentation successfully. 75% of these students achieved a satisfactory score. The results reflects 1 section of CD-56. (05/17/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will continue to encourage students to work on research projects related to effective communication with Preschool	**Enhancement:** Faculty will introduce at least two research projects related to bilingual education for preschool programs. (05/17/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Exam - Course Test/Quiz - Multiple choice and essay questions related to the different theories and developmental sequence of bilingual language acquisition. **Target for Success:** 70%	English Language Learners. **Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 22 students enrolled, 22 students completed the exam successfully. 100% of these students achieved a satisfactory score. (07/13/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors will introduce more activities related to the different theories related to the developmental sequence of bilingual language acquisition.	**Enhancement:** Instructors will encourage and guide students in the research to the different theories and developmental sequence of bilingual language acquisition. (07/13/2019)
CD-56_SLO_2 - Evaluate and critique California demographics, legal and legislative issues on immigrant and English Learners students. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2014-15 3-Winter **Outcome Creation Date:** 03/25/2015	**Presentation/Performance -** Students will conduct a comprehensive research on the California demographics on immigrant and English learners students. At the end of the quarter; students will have an oral presentation to share the findings and conclusions of their research with the rest of the class. **Target for Success:** 75% of students will make a successful presentation.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Of the 28 students enrolled, 27 students completed the Presentation/Performance- (Research) successfully. 96% of these students achieved a satisfactory score. The results reflects 1 section of CD-56 taught by one instructor. 96% students enrolled in this section met the course target. (03/29/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Meetings must be scheduled with students not performing well on tests and activities.	**Enhancement:** The instructor will follow up with the students during the scheduled meetings. (03/29/2015)
CD56_SLO_3 - Analyze the language development of a young English learner through assessment and observation. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			

C D 57:Self-Assessment for Teachers of Young Children: Field Experience

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD57_SLO_1 - Distinguish developmentally appropriate teaching practices in a classroom setting. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 06/22/2016	**Other -** A reflection journal is a steadily growing document that the learner write, to record the progress of their learning. The students will benefit from keeping a record of what they learn as an incentive to keep pushing ahead, by telling themselves what they've learned, they can track the progress they've made and also begin to notice the gaps in their knowledge and skills. Students were evaluated with reflective journals that kept their learning progress and focused on their reactions and experiences to distinguish developmentally appropriate teaching practices in the childcare settings. **Target for Success:** 90% of students will score 115 out of 120 points.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met CD57.62 Of the 22 students enrolled 95% of the students successfully completed their journal assignments with scores fluctuating between 30-40 (40 max score) (01/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students' capacity to reflect on their progress and experiences is a critical skill as an early childhood educator. It was a fulfilling experience to read their weekly reflective journal entries, observe growth and use the journal data to support classroom discussion.	**Enhancement:** Journaling took place between week 2 and 8. Expand to week 10. (01/08/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Of the 32 students enrolled; from two sections of CD-57; 32 students completed course successfully. 100% of these students achieved a satisfactory score. (11/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; more reflection exercises will be introduced during the course.	**Enhancement:** Students will complete more self-reflection exercises to distinguish developmentally appropriate teaching practices in a classroom setting. (11/06/2016)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met Of the 57 students enrolled in two sections of CD-57; 45 students out of the 57 completed the reflection journals successfully. 6 students didn't completed the reflection journals. (07/01/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructor will add more reflection journal exercises throughout the course to provide students with more opportunities to develop their writing skills on reflection journals.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Of the 60 students enrolled in two sections of CD-57, 58 students submitted the reflective journals. 95% of these students achieved satisfactory scores. (07/07/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area we will continue to introduce	**Enhancement:** A journal is a valuable tool for self-discovery, an aid to concentration, a place to generate and capture ideas. This reflective journals involve learning at some level.The focus of this reflective journals is to highlight

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		more self reflection exercises throughout the quarter as an extra feature in class assignments to encourage each student to evaluate, reflect on developmentally appropriate teaching practices in a classroom setting.	the processes of reflection and deepening understanding involved when learning becomes a specific focus. One of the most important things for the students of this course is to be able to monitor their developmentally appropriate teaching practices in which they can identify their strengths and weakness and areas in which they could benefit from further training. (07/07/2014)

Program Review Reporting Year: 2012-2013
Target : Target Met
Of the 56 students enrolled in two of the CD-57 sections, 54 students submitted the reflective journals. 98% of these students achieved a satisfactory scores. (06/23/2013)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Since students succeed very well in this area we will continue to introduce more self reflection exercises throughout the quarter as an extra feature in class assignments to encourage each student to evaluate, reflect on developmentally appropriate teaching practices in a classroom setting.

Program Review Reporting Year: 2011-2012
Target : Target Met
Of the 23 students enrolled, 23 students submitted the reflective journals. 100% of these students achieved a satisfactory scores. (07/04/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Since students succeed very well in this area, we will introduce one to three developmentally appropriate teaching practices throughout the quarter as an extra feature in class lab assignments to encourage each student to distinguish other developmentally appropriate teaching practices in a classroom setting.

Program Review Reporting Year: 2011-2012
Target : Target Met
Of the 37 students enrolled, 37 students submitted the reflective journals. 100% of these students achieved a

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		satisfactory scores. (07/04/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area, in the future we will introduce one to three developmentally appropriate teaching practices throughout the quarter as an extra feature in the class lab assignments to encourage each student to distinguish other developmentally appropriate teaching practices in a classroom setting.	
	Other - A reflection journal is a steadily growing document that the learner write, to record the progress of their learning. The students will benefit from keeping a record of what they learn as an incentive to keep pushing ahead, by telling themselves what they've learned, they can track the progress they've made and also begin to notice the gaps in their knowledge and skills. Students were evaluated with reflective journals that kept their learning progress and focused on their reactions and experiences to distinguish developmentally appropriate teaching practices in the childcare settings. **Target for Success:** 80% of the students will score 110 out 120 points.		
CD57_SLO1 - Distinguish developmentally appropriate teaching practices in a classroom setting. Practice awareness, self-reflection and reflective practice as necessary components of on-going professional development. **SLO Status:** Active **Outcome Creation Date:** 06/22/2016	**Other -** Reflective journals- students will keep journals as an evidence to link current experience to previous learning. The evidence must be provided to show their thinking about teaching, review and evaluate learning experiences and the effectiveness of teaching and learning strategies on appropriate teaching practices on the early	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Of the 26 students enrolled, 26 students complete the course successfully.100% of the students complete 120 hours required for the lab of the course. (07/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflective journals allowed students to put all their information and knowledge they have learned throughout all the CD courses, especially regarding a high quality child care into practice.	**Enhancement:** Faculty will advise students to continue the use of journals to reflect on experiences to encourage insight and complex learning. (07/04/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	childhood education field **Target for Success:** 80% target of success		
CD57_SLO_2 - Explain developmentally appropriate environments that support children's development. **SLO Status:** Active **Outcome Creation Date:** 06/22/2016	**Other -** Video segment and reflection **Target for Success:** 80% (benchmark)	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met CD57.62 Of 22 students enrolled, 90% completed the filed experience assignment success (production of 3 videos and reflection) (01/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I believe the best part of the class this fall quarter was the production of videos recognizing and applying developmentally appropriate practices. These practices aimed to further develop students' skills on high quality learning environments and interactions with children, and self assessment. The students' evaluation comments of the course written by many: " The best part of class was when we would review classmates videos, reflect and give feedback." " The best part of class was being able to reflect on my teaching by watching my videos. It helped me learned about myself."	**Enhancement:** Provide video cameras for student use Not use a Facebook close group page but a protected site Reduce the video taping time Add 1-2 more video assignments Add a mentor component to the course (possibility of lead teacher and/or site supervisor as a mentor) (01/08/2017)

C D 58:Infant/Toddler Development

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD58_SLO_1 - Develop an understanding of typical and atypical developmental milestones from birth to three years through observation and assessment. **SLO Status:** Active	**Other -** Discussions in small groups, reports on the topics as well as exams. **Target for Success:** 75% of the students completed the discussions in small groups, reports and exams successfully.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Goal was met (01/21/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** after observation and discussions students shared their thoughts	**Enhancement:** Do parent child observation (01/21/2019) **Follow-Up:** Evaluate Winter Quarter discussions, importance of children's development of identity, after their observations. (01/21/2019)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met From the 20 students involved, 16 students were proficient and 4 were apprentice. (09/11/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To understand the importance of typical development, observation and assessment of any deviation (from that documentation) and the evaluation and diagnosis of an early intervention for atypically developing children.	**Enhancement:** To introduce modification of classroom material to serve all the children. (01/06/2014)
CD58_SLO_2 - Demonstrate an understanding of the importance of relationships and home culture in the care of infants and toddlers. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 2-Fall **Outcome Creation Date:** 12/21/2012	**Other -** Evaluation of the essay and observation notes by using Rubric **Target for Success:** Goal was for 80 percent	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met From 15 students involved, 10 students were Proficient, and five were Apprentice (12/29/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In order to do the Case study , students have to observe the child over 8 weeks once a week in a natural setting, so relations ship also develops over this 8 weeks with the child and the family or Primary care giver, continuity of the observation is of importance.	**Enhancement:** To work with students on, connecting to home and home culture of the children we serve in order to provide Culturally sensitive care for Infants and toddlers to interview the families as well. (12/29/2012)
	Presentation/Performance - Rubric **Target for Success:** 80% **Comments/Notes:** -		
	Presentation/Performance - Rubrics and self evaluation **Target for Success:** 80% Success		
	Presentation/Performance - Presentation, using Rubrics essay and self evaluation,		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 80% success		
	Presentation/Performance - Presentation was evaluated by Rubrics, essay by self evaluation and group interaction		
	Target for Success: 80% success		
	Presentation/Performance - Assessment by means of group presentation and follow up on the presentation and reflective self evaluation using rubrics		
	Target for Success: Target was 80%		

C D 59G:Supervision and Administration of Child Development Programs (Management Systems)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD59G_SLO_1 - Distinguish different types of programs that are in operation in the field of early childhood. (e.g. proprietary, publicly funded, federally funded, family child care, parent cooperatives). **SLO Status:** Active			

C D 59H:Supervision and Administration of Child Development Programs (Leadership Skills)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD59H_SLO_1 - Analyze values and personal leadership qualities against those desired in an effective leader **SLO Status:** Active			

C D 60:Exceptional Children

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD60_SLO_1 - Analyze the state and federal guidelines which include children with developmental disabilities within the family, childhood setting and various communities. **SLO Status:** Active	**Presentation/Performance -** Small group presentation of important laws that guarantee services for children with disabilities and special needs. **Target for Success:** 80% of the students will earn 85% or higher on this presentation assignment.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met The assignments and method of evaluating objectives for the small group presentation (VI. C and VII C) according to the De Anza College Course Outline (updated fall 2013) for this course includes the following: VI. Assignments A.　　Weekly reading assignments in textbook B.　　Research report and oral presentation of a disability C.　　Critical Issue Term paper D.　　Observation of a child with exceptional needs E.　　Interview with a parent of a child with exceptional need F.　　Community agencies report VIII. Methods of Evaluating Objectives A.　　Essay or combination essay and objective midterm or quizzes and final exam to evaluate comprehension and mastery of key terms and concepts as well as application of course content. B.　　Critical issue term paper to evaluate ability to analyze critically and synthesize. C.　　Research report and oral presentation of a disability to demonstrate the ability to gather information and synthesize data to be shared with an audience. D.　　Observation of a child with special needs to demonstrate the ability to record and interpret information. E.　　Interview a parent of a child with special needs to evaluate ability to critically analyze the grief process stages, challenges,needs, and assets of parents or primary caregivers. F.　　Community agencies report to demonstrate the ability to identify, use or share community resources, and gather community services information for practitioners and families.	**Enhancement:** Thank you for the opportunity to serve. Dr. Ebesugawa (06/15/2016) **Follow-Up:** Recommend that CD 60 be taught on a week night other than Friday night. Tp avoid low enrollment. Kindly, Dr. Ebesugawa (06/15/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

The CD 60 SLO_1 Analyze the state and federal guideline, which include children with developmental disabilities within the family, childhood setting and various communities.

The CD 60 SLO_1 was measured with a midterm question specific to the state and federal laws regarding children with developmental disabilities, inclusion, and services. 78% (11/14) received 92.857, 14% (2/14) received 80% or higher, and 1/14 students did not submit the midterm.

Students presented class presentation based on the course outline's criteria for the presentation. 85.71% 12/14 earned 85% or higher. Students did discuss the the various laws, which impacted the type of disability. Students were permitted as well to write, use powerpoint, or other mediums beyond verbal presentation to present their findings of the specific disability the researched.

De Anza College has identified student populations requiring needed reflection regarding success. 100% of African American student(s) received succeeded in the course with a grade of A or better. 67% of students of Latina/o decent received a grade of B or better. Note, three students withdrew. Students sent qualitative reasons for withdrawing including including that they had to care for their family. Two students did not attend class for several weeks, and did not respond to emails for support. They chose to withdraw, but did not notify the instructor. 100% of students of Filipina decent succeeded with a B grade or better. 100% of students with identified special needs in the De Anza College System succeeded with a B grade or better.

Humbly and gratefully, this is the SLO reflection for CD 60,

Dr. Martina Ebesugawa (06/15/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The assignments and method of evaluating objectives for the

small group presentation (VI. C and VII C) according to the De Anza College Course Outline (updated fall 2013) for this course includes the following:

VI. Assignments
A.   Weekly reading assignments in textbook
B.   Research report and oral presentation of a disability
C.   Critical Issue Term paper
D.   Observation of a child with exceptional needs
E.   Interview with a parent of a child with exceptional need
F.   Community agencies report

VIII. Methods of Evaluating Objectives
A.   Essay or combination essay and objective midterm or quizzes and final exam to evaluate comprehension and mastery of key terms and concepts as well as application of course content.
B.   Critical issue term paper to evaluate ability to analyze critically and synthesize.
C.   Research report and oral presentation of a disability to demonstrate the ability to gather information and synthesize data to be shared with an audience.
D.   Observation of a child with special needs to demonstrate the ability to record and interpret information.
E.   Interview a parent of a child with special needs to evaluate ability to critically analyze the grief process stages, challenges,needs, and assets of parents or primary caregivers.
F.   Community agencies report to demonstrate the ability to identify, use or share community resources, and gather community services information for practitioners and families.

The CD 60 SLO_1 Analyze the state and federal guideline, which include children with developmental disabilities within the family, childhood setting and various communities.

The CD 60 SLO_1 was measured with a midterm question specific to the state and federal laws regarding children with developmental disabilities, inclusion, and services. 78% (11/14) received 92.857, 14% (2/14) received 80% or higher, and 1/14 students did not submit the midterm.

Students presented class presentation based on the course outline's criteria for the presentation. 85.71% 12/14 earned 85% or higher. Students did discuss the the various laws, which impacted the type of disability. Students were permitted as well to write, use powerpoint, or other mediums beyond verbal presentation to present their findings of the specific disability the researched.

De Anza College has identified student populations requiring needed reflection regarding success. 100% of African American student(s) received succeeded in the course with a grade of A or better. 67% of students of Latina/o decent received a grade of B or better. Note, three students withdrew. Students sent qualitative reasons for withdrawing including including that they had to care for their family. Two students did not attend class for several weeks, and did not respond to emails for support. They chose to withdraw, but did not notify the instructor. 100% of students of Filipina decent succeeded with a B grade or better. 100% of students with identified special needs in the De Anza College System succeeded with a B grade or better.

Humbly and gratefully, this is the SLO reflection for CD 60,

Dr. Martina Ebesugawa

Program Review Reporting Year: 2012-2013
Target : Target Met
33 out of 34 students completed this presentation. The average presentation score across these students was approximately 90%. There were 4 students who earned 80%, 6 students who earned 90% and 23 students who earned 100%. (04/02/2013)

Enhancement: This presentation occurs during the fourth week of the course, and students learned effectively about the laws that guarantee services for children with disabilities and special needs. It would be useful for students to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): The students were well prepared for this assignment and most students had active roles during the in-class preparation for their presentations. In most of the small group presentations either one or two students presented their group's information. Students used smart phones and iPads or laptops to research information on the law they were assigned using education and government websites provided by the instructor. It seems that most students had read the textbook chapter in preparation for the in-class activities related to this SLO and presentation.	revisit these laws later in the course to support application of this learning to laws that relate to writing Individual Education Plans. (01/06/2014)

C D 61:Music and Movement (Developmental Foundations)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD61_SLO_1 - Analyze the relationship between music and movement within the context of the three domains of Child Development. **SLO Status:** Active	**Project -** Students are required to create a portfolio project that demonstrates the following: Part I: Create Your Own Musical Instrument a) Sketch and describe the construction of the musical instrument. Part II: Create 6 Activity Plans Students will create 6 sample music and movement activities that cover the three domains of child development. Each of the domains will have two activity plans; at least one for music and one for movement. 3 Domains of Child Development a) Affective b) Cognitive c) Motor Part III: Research Paper Prompt: Why are music and movement crucial for a child's development? Students will write a research paper with at least 3 scholarly articles. **Target for Success:** 15 **Comments/Notes:** On the day of the final, students brought in their hand-made musical instruments. There was a guest speaker who was the first violinist from UCDavis who came in and shared his passion from music from the time he was a 4 to today. The former musician created a classroom environment where	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met All 15 students participated in the final and completed all three areas of the final project. (08/11/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All 15 students participated in this final project. Everyone had a musical instrument that was brought to class. Each student was encouraged to share their musical instrument and explain how it is to be used. We had a guest speaker come in who was a former UCDavis first violinist who shared his passion for music with each of the students, and shared with them how to plant the seed of music with all the inspiring teacher's future students. All students participated in the final musical event which involved the guest speaker conducting music all the students and their instruments. In addition, students also submitted all elements to their final project, which was a success!	**Enhancement:** For future classes of CD61, students can in the future create and complete their lesson plans using the students they currently work with. That way students can get a feel if their lesson plans are developmentally appropriate and or have what it takes to capture the audience they choose to work with. (08/11/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	students were able to create a tune with their hand-made musical instruments. This experience demonstrated that child development teachers don't need to be an expert at playing music; instead, they need to have a passion.		

C D 63:Math and Science Activities for the Young Child

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD63_SLO_1 - Create, plan and implement appropriate science and math curriculum for each young child. **SLO Status:** Active	**Other -** In class presentation of a math or science based project in kit form. Submission of written documentation containing research, goals, materials, methods vocabulary and suggestions for implementation, organization and extension of the project. Collection of associated science or math materials, with emphasis on accessibility and appropriateness. Provisions for atypical children. **Target for Success:** Target for Success: The following are determiners of success in this task: 1. Understanding the concept of a "kit." 2. Understanding of the basic science or math concept to be presented with some background knowledge. 3.Through understanding of the concept of "developmentally appropriate activities" for all children. 4. Reducing the math or science concept to the simplest form.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met There were thirty-five students registered in the class. Two students ceased to participate but did not drop the class. It became clear when assessing the assignment, that many of the students did not have a grasp of the concept of a "kit." The over all work of the majority of students was above average, if this part of the assignment was not given much weight. As a consequence, I assessed the assignment on the merit of numbers 2 through 5 targets of success mentioned above. Taking this factor into consideration, twenty-two out of thirty-three participating students received a grade of B or higher. This constitutes one student less than 70% of the same students in the class. (12/20/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was the first time in several years that I have used the idea of a "kit." There was much confusion about what this was. Most students treated this more as a theme rather than a self-contained set of materials used for experimentation. This means either the explanation of the kit concept was inadequate or the concept was too advanced for the experience and knowledge level of the students. Upon reflection, I believe that it was a combination of both. There are many students that have had no experience working with children. Those students with classroom experiences, were much more apt to understand this concept.	**Enhancement:** Although I think the idea of a kit is very valuable, I think it is too advanced to use in this class. It is enough for the students to be able to understand what developmentally appropriate activities are and how to present them. Since I do teach CD-54, I think it might be appropriate to introduce this concept when talking about themes, units and projects. Then, those students who have had this information, will be more equipped to take on this challenge. For now, I will restrict the assignment to one developmentally appropriate activity with possible extensions. (01/28/2013)

C D 64:Health, Safety, and Nutrition for the Young Child

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD64_SLO_1 - Evaluate the importance of nutrition in the health and development of young children in childcare settings. **SLO Status:** Active	**Exam - Course Test/Quiz -** Students were evaluated with a test that measure how much the students know about the importance of nutrition and safety in the health and development of young children in childcare settings. The test has 25 questions (2 points each answer for a total of 50 points). The test included questions of reasoning, true or false and analysis of argument. **Target for Success:** 90% of the students will score 40 or more out of 50 points.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 23 students enrolled, 22 completed the exam questions successfully. 97% of these students achieved a satisfactory score. (08/08/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors will introduce more activities to evaluate the importance of nutrition in the health and development of young children in a daycare setting.	**Enhancement:** Instructors will encourage and guide students with more activities to evaluate the importance of nutrition in the health and development of young children in a daycare setting. (08/08/2019)
		Program Review Reporting Year: 2018-2019 **Target :** Target Met Of the 37 students enrolled, 36 students completed the exam questions successfully. 97% of these students achieved a satisfactory score. (07/13/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors will introduce more activities to evaluate the importance of nutrition in the health and development of young children in a daycare setting.	**Enhancement:** Instructors will encourage and guide students with more activities to evaluate the importance of nutrition in the health and development of young children in a daycare setting. (07/13/2019)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Of the 43 students enrolled; 42 students completed course successfully. 97% of these students achieved a satisfactory score. (11/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; one or three evaluations on the importance of nutrition in the health and development of young children in childcare setting will be introduced during the course.	**Enhancement:** Students will complete more evaluations on the importance of nutrition in the health and development of young children. (11/06/2016)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met Of the 77 students enrolled in two sections of CD-64; 72 out of the 77 students successfully completed the exam. 5 students didn't completed the exam successfully. (07/01/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students will continue studying throughout the course various case studies to help them develop a more in depth	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		understanding of the importance of nutrition and safety in the health and development of young children in childcare settings.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Of the 95 students enrolled in two sections of CD-64,92 students completed the test successfully. (07/07/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area, we will introduce one to three health policies throughout the quarter as an extra feature in class assignments to encourage each student to evaluate the importance of nutrition in the health and development of young children in childcare settings.	**Enhancement:** Students enrolled in this course need to be able to recognize the importance of nutrition in the health and development of children because it is directly linked to all aspects of their growth and development. Since students are going to be an active proponent of good nutrition and healthy habits in the childcare settings they need to have a clear understanding of this concepts. (07/07/2014)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Of the 34 students enrolled, 32 students completed the test. 93% of these students achieved a satisfactory score. (08/09/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this areas we will continue to introduce one to seven health policies throughout the quarter as an extra feature in class assignments to encourage each student to evaluate the importance of nutrition and safety in the health and development of young children in childcare setting.	**Enhancement:** This course will continue the introduction of health, nutrition and safety policies throughout the quarter to encourage students to reflect and evaluate on a daily basis the importance of these policies in the development of young children in childcare settings. (08/09/2013)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Of the 78 students enrolled in two CD-64 sections, 73 students completed the test. 92% of these students achieved a satisfactory score. (06/23/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this areas we will introduce one to seven health policies throughout the quarter as an extra feature in class assignments to encourage each student to evaluate the importance of nutrition and safety in the health and development of young children in childcare	**Enhancement:** This course will introduce more health, nutrition and safety policies throughout the quarter to encourage each student to reflect and evaluate the importance of these policies in the development of young children in childcare settings. (06/23/2013)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		setting.	
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Of the 35 students enrolled, 32 students completed the test. 96% of these students achieved a satisfactory score. (07/04/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area, we will introduce one to three health policies throughout the quarter as an extra feature in class assignments to encourage each student to evaluate the importance of nutrition in the health and development of young children in childcare settings.	
	Exam - Course Test/Quiz - Students were evaluated with a test that measure how much the students know about the importance of nutrition and safety in the health and development of young children in childcare settings. The test has 25 questions (2 points each answer for a total of 50 points). The test included questions of reasoning, true or false and analysis of argument. **Target for Success:** 90% of the students will score 40 or more out of 50 points.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Of the 48 students enrolled, 48 students complete the 25 questions successfully. 100% of the students completed the exam required for the course. (07/04/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will advise students to continue with the evaluation about the importance of nutrition and safety in the health and development of young children in child care settings.	**Enhancement:** Students will complete more evaluations on the importance of nutrition and safety in the health development of young children. (08/08/2017) **Enhancement:** Faculty will advise students to continue with the evaluations of nutrition and health/safety practices in the early childhood education field. (07/04/2017)
CD-64 SLO_2 - Utilize principles and regulations within the scope of title 5 and 22 to evaluate potential scenarios involving health, safety, nutrition and first aid and within the field of early childhood education. **SLO Status:** Active **Planned Assessment Quarters:** 2013-14 1-Summer **Outcome Creation Date:** 08/07/2014	**Exam - Course Test/Quiz -** Test/Quiz Students were evaluated with a test that measure how much the students know about the importance of nutrition and safety in the health and development of young children in childcare settings. The test has 25 questions (2 points each answer for a total of 50 points). The test included questions of reasoning, true or false and analysis of argument.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of the 30 students enrolled; 30 students completed the exam successfully. 100% of the students achieved a satisfactory score. (08/09/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The instructor will closely work with the students that face challenges with the exam.	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 75%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Of the 43 students enrolled, 42 students completed the exam successfully. 97% of these students achieved a satisfactory score. The results reflect 1 section of CD-64 taught by one instructor. 97% of the students enrolled in this section met the course target. (07/08/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed well in this area; two or three tests on the principles and regulations within the scope of title 5 and 22 to evaluate potential scenarios in the health and development of young children in childcare settings will be introduced during the course.	**Enhancement:** The instructor will work closely with the students that are facing challenges with the the exam. (07/08/2018)
		Program Review Reporting Year: 2017-2018 **Target :** Target Met Of the 28 students enrolled; 25 students completed course successfully. 89% of the students achieved satisfactory score. (12/14/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; two or three tests on the principles and regulations within the scope of title 5 and 22 to evaluate potential scenarios in the health and development of young children in childcare settings will be introduced during the course.	**Enhancement:** Students will complete more evaluations on principles and regulations within the scope of title 5 and 22 to evaluate potential scenarios involving health, safety and nutrition in childcare settings. (12/14/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Of the 30 students enrolled; 29 students completed course successfully. 96% of these students achieved a satisfactory score. (11/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since students succeed very well in this area; two or three tests on the importance of nutrition in the health and development of young children in childcare setting will be introduced during the course.	**Enhancement:** Students will complete more evaluations on the importance of nutrition and safety in the health development of young children. (11/06/2016)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met Of the 25 active students enrolled in one section of CD-64; 25 students completed the test successfully.Two students didn't completed the test. (08/07/2015)	

Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor will continue to utilize principles and regulations within the scope of title 5 and 22 to evaluate potential scenarios in the field of early childhood education.

Program Review Reporting Year: 2013-2014
Target : Target Met
Of the 30 student enrolled in one section of CD-64; 27 students completed the test successfully. (08/08/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Since students succeed very well in this area, we will introduce one to two principles and regulations throughout the quarter as an extra feature in class assignments to encourage each student to evaluate the importance of nutrition and safety in the health and development of young children in childcare settings.

C D 67:Supervision and Administration of Child Development Programs (Adult Supervision)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD67_SLO_1 - Students will develop strategies for working with adults through understanding relationship based supervisory practices that emphasize developmental stages, valuing differences, communication and conflict resolution techniques and providing effective feedback using observation **SLO Status:** Active	**Project -** Completion of the classroom assessment using the Environmental Rating Scale. Student must complete eight hours of observation in the classroom, describe program, document all observations on the assessment tool, complete an analysis of the results and create a plan for action to make changes for improving quality. Grading for the ERS Project is as follows – Use of assessment tool= 60 pts. ; Analysis= 35 pts.; Plan for improvement= 15 pts.; Program description- 15 pts. **Target for Success:** 75% of students will complete the ERS Project with a score of 70% or better using the grading rubric for assessing each area of the project. The rubric evaluates 1. The use of the ERS assessment tool including accuracy of observations in relation to the criterion; documentation of all required areas including specific examples of each subcategory; accurate rating and scoring of all criterion 2. Use of scores to analyze classroom strengths and areas for improvement 3. Use of gathered data to construct plan of action for improving classroom quality 4. Description of overall program and classroom staff and children.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Of the 45 students enrolled, 45 students completed the Environmental Rating Scale successfully.100% of these students achieved a satisfactory score. The results reflects 1 section of CD-67 taught by one instructor. 100% of the students enrolled in this section met the course target. (07/08/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructor will continue scheduling weekly meetings with the students to make sure they complete the Environmental Rating Scale successfully. **Program Review Reporting Year:** 2012-2013 **Target :** Target Met j. Grading of the ERS Project showed that 89% of students successfully completed the assessment with a score of 70% or better. (Total of 27 students) 20% completed the project with a score of 120-110 (A grade 6 students); 63% completed the project with a score of 108-80 (B grade 19 students); 6% completed the project with a score of 78-70 (C grade 2 students); 10% completed the project with a score of 60-0 (D –F grade 3 students). The majority of students were able to effectively use the observations to assess classroom environments, curriculum, interactions, health and safety, staff and parent relationships. The analysis was the area that seemed most difficult for students in using the rubric. (02/12/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** From grading the projects and discussing the results with students I feel that the Rubric needs to be redone to be clearer about expectations of performance particularly related to the analysis. Given the complexity of the assessment tool it is difficult to chart all the aspects of the project simply and clearly. I will be reworking the rubric for this class for next year to see if I can achieve a more effective rubric. Overall	**Enhancement:** The instructor will work closely with the students throughout the course to make sure all of them complete the Environmental Rating Scale successfully. (07/08/2018) **Enhancement:** 1. Rewrite the Rubric to be more specific and descriptive of requirements and expectations of performance. 2. Spend more time in class reviewing the analysis and giving students practice on how to apply this to their completed assessments. 3. Add an essay question to the final exam asking students to articulate the standards assessed in the ERS assessment tool. 4. Require students to turn in two to three pages of the completed assessment before the project is due so I can give each student specific feedback on how they are using the tool. (02/12/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		student's evaluations showed that they felt the project was very difficult but useful in defining quality standards for classroom functioning. Making time to do thorough observations was problematic for some students given their busy and scheduled lives. I am not sure what I can do to help students in regards to the amount of time required to complete the assessment tool effectively.	

C D 68:Teaching in a Diverse Society

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD68_SLO_1 - Examine the development of social identities in diverse societies comparing oppression and privilege as they apply to young children, families and early childhood programs. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 4-Spring	**Exam - Course Test/Quiz -** Journal Assignments. 1 Roots, Branches and Fruits has three parts requiring students to 1. Reflect on their life circumstances and early group identities as the basis of acknowledging the beliefs, traditions and values of their family 2. Reflect on how these early identities and values have been sustained or modified by later life experiences 3. Identify which of these early values are a critical part of their teaching of young children in their classrooms currently. Journal Assign. 3 Asks students to complete a Social Identity Portrait which describes social identities; identifies them as a part of the norm; or as a part of target group; asks them how they would describe this social identity. Students use this information to complete a reflection relating these identities to the goals for anti-bias teachers discussed in their textbook. **Target for Success:** . 75% of students will get 83% to 100% for both journal assignments.(25 -30 pts.) All of the journal assignments in this class represent the critical concepts students are expected to understand so the standard for achievement is set fairly high. These journal assignments are graded using a Rubric that defines Content/Comprehension; Illustration or application of concepts; Format, organization and structure. Content	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students were required to write a 2-3 page reflection. The reflection included the following: 1. Reflect on your life circumstances and early group identities as the basis of acknowledging the beliefs, traditions, and values of their family. 2. Reflect on how these early identities and values have been sustained or modified by later life experiences. 3. Identify which of these early values are a critical part of your teaching of young children in their classrooms currently. 4. Describes your social identities; how you identify them as a part of the norm or as a part of the target group (minority group); how would you describe this social identity. Connect these identities to the goals for anti-bias teachers and your own teaching and learning philosophy. These reflections were graded using a Rubric that examined the following areas: 1) Essay formatting: Times New Roman, 12pt. Font, typed, double- spaced, with 1" margins. APA formatting is evident where applicable. (2-3 pages). 2) Grammar & Spelling (Conventions): The writer makes no errors in grammar or spelling that distracts the reader from the content. 3) Focus: The writer maintains focus throughout the essay with plenty of supportive details to all restated questions. 4) Gathered Information: The student successfully includes all necessary information regarding the essay questions. 5) Core Questions: The writer maintains focus throughout the essay with plenty of supportive details to all core questions. Based on the data below, the students who struggled were those who do not work currently with children or have never working with children. A personal reflection on these topics would be difficult when interaction is limited to reflect on anti-bias teaching. Target for Success: Of the 57 students, 50 students	**Enhancement:** For future enhancement measures, the teacher should provide an example of what this assignment looks like. Maybe even have a worksheet or handout that describes what are some examples of issues of social identity, systemic oppression, and teaching effectiveness. It is important for students who do not work in a classroom setting to understand what teaching effectively looks like. (06/29/2016) **Follow-Up:** For the follow-up, I would encourage collaboration with those who have taught the course and or created the curriculum for this class. That way, the person teaching it could stay up to date with what kinds of expectations the course needs in regards to the assessment outcomes along with the shared content. (06/29/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

| | and comprehension assesses student's ability to clearly relate the assignment to relevant course content. Illustration and application describes student's ability to effectively connect their self-knowledge to theory and apply this to teaching practices. Organization and structure describes their ability to follow the correct format and use proper grammar, spelling, and punctuation. As you will see from the data below students who are not currently working with children or who have never worked with young children had the most difficulty with part 2 of the rubric.

Comments/Notes: Issues of Anti-Bias Approach to early childhood education needs,reflection on self and conversations | completed their work and did well on the assignment. 4 students did not complete the task. 2 students barely passed the assignment. (06/29/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Of the 57 students, 50 students completed their work and did well on the assignment. 4 students did not complete the assignment. 2 students barely passed the assignment. | |
| | | **Program Review Reporting Year:** 2012-2013
Target : Target Met
N. In Journal Assignment 1 100% (34 out of 34 students) got full points for completing the assignment. About a third of the students had difficulty with the part 3 of the assignment since they do not currently work with children. After in class discussion they were given an opportunity to rewrite this last part for full credit and all successfully accomplished the rewrite. In Journal Assignment 3 76% of students scored 83-100 % on the assignment. (26 out of 34 students) 24% of students scored at 50% (8 out of 34 students). Students had the greatest difficulty with relating their social identities to the criterion to perform as an anti-bias teacher. For students who are have never worked with children or who do not currently
work with children it was difficult to effectively apply their self-knowledge to application within a classroom setting. (02/12/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): : N. From grading the journal assignments and discussing the results with students I feel that the Rubric needs to be redone to be clearer about expectations of performance. Students have also asked for successful examples of other students work as a model for what is expected. Since this class discusses concepts and constructs that are not introduced in other child development classes it is challenging for students to accomplish integrating and understanding in a brief quarter. Perhaps discussion within the department of ways to relate course content to anti-bias concepts particularly in classes like CD 12 would help students with integration. Also the additional unit of time that has been added to the course will provide more time for greater depth of discussion. | **Enhancement:** 1. Rewrite the Rubric to be more specific and descriptive of requirements and expectations of performance. 2. Ask the department to discuss ways that anti-bias concepts can be introduced in other core courses like CD 12; CD 50 and CD 54 so students will come into CD 68 with some familiarity of concepts. 3. Review assignment 3 and see if there are ways within the class to give more concrete examples of application to support students in their efforts to apply the concepts to teaching practices. (02/12/2014) |

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Exam - Course Test/Quiz - Journals,and self assessment on **Target for Success:** 80% **Comments/Notes:** On going conversations,life experiences		
CD68_SLO_2 - Analyze components of linguistically/culturally relevant, inclusive anti-bias approaches, curriculum and programs that promote optimal learning and development. **SLO Status:** Active_Pending_Revision **Planned Assessment Quarters:** 2012-13 4-Spring			
CD68_SLO_3 - Evaluate the impact of social identities and personal experiences on teaching effectiveness. **SLO Status:** Active_Pending_Revision **Planned Assessment Quarters:** 2012-13 4-Spring			

C D 69:Early Childhood Education Principles and Practices (Cross-Cultural Emphasis)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD69_SLO_1 - Analyze the diversity of worldwide early childhood education patterns by comparing and contrasting ethnographic data from a selection of diverse cultures. **SLO Status:** Active	**Presentation/Performance -** Students are assigned to document their observation of 12 early childhood education programs in Taiwan. Based on the collected information students are asked to do a PowerPoint presentation regarding the comparision between American early childhood programs and Taiwanese early childhood programs. This presentation should include at least 4 areas of cultural influence, curriculum, adult-child interactions, physical setting, and schedule. **Target for Success:** 80% of the students are able to do an in-depth comparision between early childhood programs in two different cultures.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met 100% of the enrolled students successfully completed this assignment. (04/16/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Being able to visit ECE programs in a different culture promotes students' understanding of cultural influence in education.	

C D 70:Seminar in Parenting the Preschool Child

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD70_SLO_1 - Examine the ages and stages of child development as it relates to their own child's behavior. **SLO Status:** Active	**Other -** Students are assigned to complete 8 reflective essays according to the 8 child development topics shared in the seminar. They are asked to apply the major research findings to their interactions with young children and compare between the theories and the real life situations.A rubric is provided to students specfying 4 areas of the essay writing including the quality of writing, insightfulness, clear comparison, and reasonable suggestions to self. **Target for Success:** 90% of the students will complete all 8 assignments and be able to thoughtfully consider both nature and nurture factors of child development when refleting on young children's responses and their interactions with young children.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 17 out of the 18 enrolled students successfully completed this assignment. (04/16/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is a one unit class, 50 minutes weekly. Students have a lot to discuss and there is never enough time for questions.	

C D 71:Constructive Guidance and Positive Discipline in Early Childhood

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD71_SLO_1 - Create prosocial environments that prevent discipline problems. **SLO Status:** Active			

C D 72:Partnerships with Families in Early Childhood Education

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD72_SLO_1 - Develop knowledge of how to integrate family centered practice into the early care and education environment. **SLO Status:** Active	**Presentation/Performance -** Group presentation on a Family Support Principle: The class will divide into groups and each group will present a brief intro of the principle and an activity or demonstration of one of the nine Family Support Principles. The goal is to bring the principles to real action. **Target for Success:** 85% of students will show a clear connections between the principles and how to bring it to life.		

C D 73:Early Childhood Mental Health

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD73_SLO_1 - Analyze the impact of trauma and informed care practices on the physical and psychological well being of adults and children in childhood setting. **SLO Status:** Active			

C D 74:Early Childhood Mental Health Seminar and Fieldwork

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD74_SLO_1 - Using a reflective practice model, to reflect after, before and in action, identify the meaning of a child's behavioral concerns as well as consideration of the underlying reason for concerning behavior, including the possible contributing factors: stress, trauma, emotional needs,environment, curriculum, individual development, temperament and relationships. **SLO Status:** Active			

C D 75:Social Emotional Development in Early Childhood

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD75_SLO_1 - Investigate psychosocial development in infancy through early childhood. **SLO Status:** Active	**Demonstration -** Students are required to present a group demonstration of a developmentally appropriate lesson plan to promote and support healthy social emotional development. **Target for Success:** 70% of students will create, develop, plan and implement a developmentally appropriate activity and lesson plan for promoting and supporting healthy social ? emotional development	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 76% of students received an "A" indicating that the majority of the class understood the goals and objectives of the assignment. (12/27/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Assignment will be continued but will have student groups choose a specific area of development to provide more depth and variety of lesson plans for the entire class.	

C D 77 (W-Y):Special Projects in Child Development

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD77_SLO_1 - Apply research strategies and techniques to complete a proposed project of study. **SLO Status:** Archived SLO Statement	**Other -** Keep Weekly work/study log Complete research questions- Complete literature review- Complete Observation- Complete Interview- Complete Research Paper **Target for Success:** Target Success 100%.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 0% success rate. Student did not complete any of the assignments and did not meet for scheduled appointments after the 2nd meeting. (12/21/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I think it is important to enlist students who are well motivated for special topics courses. I had this student in a previous class and she had a lot of absences and barely missed passed the class with a C. However, she was very enthusiastic about furthering her knowledge in qualitative and descriptive research techniques learned in 10G, so I accepted her as a student. Looking back, it would have been better for me to say no that to say yes given that I knew she had weak academic and study skills. Several attempts were made by phone and email to contact her, but she did not respond so something could have happened to her as well.	**Enhancement:** See Attachment (12/30/2012)

C D 80:Design, Program Development, and Daily Operation of Family Child Care

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD80_SLO_1 - Verify the procedure of family childcare start-up. **SLO Status:** Course Not Currently Taught			

C D 90:Facilitating Inclusion in Early Childhood Programs: Intervention Strategies

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
CD90_SLO_1 - Design and implement practical interventions and instructional strategies to promote development and growth. **SLO Status:** Active	**Demonstration -** Complete a task analysis for a particular activity **Target for Success:** 80% of students will complete assignment 4/5 trials		

EDUC 1:Introduction to Elementary Education in a Diverse Society

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EDUC1_SLO_1 - Demonstrate an understanding of Howard Gardner's Multiple Intelligences in the elementary classroom. **SLO Status:** Active	**Presentation/Performance -** Study and presentation of Multiple intelligences including a self-assessment survey. **Target for Success:** 70% or more	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 13 of 13 students completed the assignment successfully. (04/16/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student did a great job in demonstrating their knowledge on Multiple intelligences and its application in the classroom experience. The internship experience allowed students to apply concepts and ideas related to the theory of Multiple Intelligences.	
EDUC1_SLO_2 - Identify and explain the responsibilities and professional commitments expected of an elementary classroom teacher. **SLO Status:** Active	**Field Placement/Internship -** Written reflections on topic. **Target for Success:** 70% or more	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 13 of 13 students completed successfully the reflection on topics. (04/16/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Self- reflection is a great tool to understand in a meaningful way the professional responsibilities and commitments of teacher. This reflection connects content with internship experience.	

Assessment: Course/Service Four Column

DeAnza College

Dept - (SSH) Economics

ECON 1:Principles of Macroeconomics

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ECON1_SLO_1 - students understand that competitive markets are usually best suited to allocating limited resources in most efficient way **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Creation Date:** 01/16/2013 **Outcome Inactive Date:** 12/02/2016	**Exam - Course Test/Quiz -** Multiple Choice questions and short answer/questions were used to assess the various SLOs. **Target for Success:** The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students. Assessment cycle was carried out for 4 sections, 3 traditional classes and 1 online class. The success (C grade or better) ranged between 73%-96%. For online class success was 92%.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students. Assessment cycle was carried out for 5 sections, 4 traditional classes and 1 online class. The success (C grade or better) ranged between 64%-97%. For online class success was 92%. (01/16/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Success criterion was met for all 5 sections for this SLO. 1 traditional class performance was significantly lower at 64%. Need to have more dialogue within the department about the diversity across questions and the level of difficulty.	**Enhancement:** Need to have more dialog within the department about the diversity across questions and the level of difficulty. (01/16/2013)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met In all the sections assessed for ECON1, Students performance in meeting SLO1 was outstanding and surpassed expectations. (04/27/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 75% -90& of the students met the success criterion for this SLO's. However, there were a few outliers in 1 section. The discussion revealed that some questions were misinterpreted and some careless mistakes were also made in reading the questions. Revisit the few questions in one specific assignment/exam that were prone to misinterpretation by some students.	**Enhancement:** The difference in success rate between 2 traditional classes needs to be explored in future department meetings. (05/01/2012) **Enhancement:** Emphasize basic skills and workshops like how to take tests with less stress. How to avoid careless mistakes on multiple choice questions (03/31/2011) **Enhancement:** Plan is to slightly modify the course evaluation procedure to make it more

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			smooth. (03/31/2011)
ECON1_SLO_2 - Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Creation Date:** 01/16/2013	**Exam - Course Test/Quiz -** Multiple Choice questions and short answer/questions were used to assess the various SLO's. **Target for Success:** The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students. Assessment cycle was carried out for 4 sections, 3 traditional classes and 1 online class. The success (C grade or better) ranged between 70%-91%. For online class success was 92%. Even though success criterion was met for all traditional classes, it was met at a lower range for one of them. **Comments/Notes:** The difference in success rate between 2 traditional classes needs to be explored in future department meetings.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Assessment was carried out for 3 sections: 2 traditional and one online class. For the traditional classes, the success rate for 2 out of 5 questions was particularly low. For the online class, the success rate was spectacular (12/17/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The department chair and the faculty member will be discussing and analyzing the questions for which the success rate was really low. The discussion will revolve around whether those particular questions were too specific and based on a particular textbook. These particular questions will be shared with other faculty members and their feedback assessed and whether those questions need to be revised. For the online class, the questions were different as seen in the attached document. **Related Documents:** SLO#2ECON1UY-BARRETA.doc Econ1SLO2Fall17Malek .docx	**Enhancement:** Fall opening day in 2019 will include discussion and revisiting some of the questions for this SLO. (07/13/2018)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students. Assessment cycle was carried out for 5 sections, 4 traditional classes and 1 online class. The success (C grade or better) ranged between 69-92% For online class success was 69%. Even though success criterion was met for all traditional classes, it was met at a lower range for one of them. (01/16/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Success criterion was met for all 5 sections for this SLO. 1 traditional class performance was lower at 71% and the online class success rate was also at the lower end at 69%. Need to have more dialogue within the department about the diversity across questions and the level of difficulty.	**Enhancement:** Need to have more dialogue within the department about the diversity across questions and the level of difficulty. (01/16/2013)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met	**Enhancement:** Target met in all sections. Develop more critical

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 4 sections, 3 traditional classes and 1 online class. The success (C grade or better) ranged between 70%-91%. For online class success was 92%. Even though success criterion was met for all traditional classes, it was met at a lower range for one of them. (04/27/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The difference in success rate between 2 traditional classes needs to be explored in future department meetings.	analysis method of assessment. (05/01/2012)
		Program Review Reporting Year: 2010-2011 **Target :** Target Met 75% -90& of the students met the success criterion for this SLO's. However, there were a few outliers in 1 section. (02/26/2012)	**Enhancement:** Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions (02/26/2012)
			Enhancement: Plan is to slightly modify the course evaluation procedure to make it more smooth. (02/26/2012)
ECON1_SLO_3 - Critique existing economic theories about Business Cycles in Light of historical and current economic perspectives **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Creation Date:** 01/16/2013	**Exam - Course Test/Quiz -** Multiple Choice questions and short answer/questions were used to assess the various SLO's. **Target for Success:** The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 4 sections, 3 traditional classes and 1 online class. The success (C grade or better) ranged between 73%-91%. For online class success was 78%.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Different multiple choice questions, short answer, true false and graphical analysis questions were used by different instructors to assess this outcome. The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 4 sections, 3 traditional classes and 1 online class. The success (C grade or better) ranged between 70%-88%. For online class success was 87.2%. (03/15/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There was atleast 1out of 5 multiple choice questions where the target was not met. We had informal meetings to analyze as to why the target was not met. Analyzing the data in more detail for the 2 traditional classes yielded an interesting picture. Questions answered correctly by a majority of	**Enhancement:** Based on the detailed analysis of SLO#3, we are requesting more monetary resources for making photocopies so that review sheets, practice questions for group activities can be printed for all students. This would encompass all students in the class and will lead to better success rates for all students and not just a few who can print the material on their own. (04/06/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		students were the ones that were covered well in group activities where each student had access to a printed handout in class. In contrast, few questions were answered incorrectly by majority of students. The latter set of questions were part of a review session where only few students had access to a printed handout in class **Related Documents:** Fall2015SLOSummary.docx	
		Program Review Reporting Year: 2012-2013 **Target :** Target Met The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students. Assessment cycle was carried out for 5 sections, 4 traditional classes and 1 online class. The success (C grade or better) ranged between 70%-100%. For online class success was 78%. (01/17/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Success criterion was met for all 5 sections for this SLO. One traditional class performance was lower at 70%. need to have more diaolgue within the department about the diversity across questions and the level of difficulty.	**Enhancement:** Target met in all sections. Develop more critical analysis method of assessment. (05/01/2012)
		Program Review Reporting Year: 2010-2011 **Target :** Target Met 80% or better met this criterion successfully. (02/26/2012)	**Enhancement:** Plan is to slightly modify the course evaluation procedure to make it more smooth. (02/26/2012)
			Enhancement: Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions (02/26/2012)
ECON1_SLO_4 - Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth. **SLO Status:** Active	**Exam - Course Test/Quiz -** Multiple Choice questions and short answer/questions were used to assess the various SLO's **Target for Success:** The success criterion for this outcome was	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Different multiple choice questions, short answer, true false and graphical analysis questions were used by different instructors to assess this outcome. The success criterion for this outcome was defined as 70% of students scoring 70%	**Enhancement:** We need more financial resources for our printing needs so that all students get enough in class practice for the group assignments. (04/07/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Planned Assessment Quarters: 2012-13 2-Fall **Outcome Creation Date:** 01/17/2013	defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 4 sections, 3 traditional classes and 1 online class. The success (C grade or better) ranged between 73%-91%. For online class the success criterion was not met (61%) but for the traditional classes it was as high as 91%. **Comments/Notes:** The discrepancy between the two sets of data needs to be analyzed and researched further to address this concern.	or better in the questions asked of students. Assessment cycle was carried out for 4 sections, 3 traditional classes and 1 online class. The success (C grade or better) ranged between 70%-88%. For online class success was 87.2%. Overall, the target was met in the traditional classes also. (04/06/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There were at least 2 out of 5 multiple choice questions in the 2 traditional classes where the target was not met. Analyzing the data in more detail for the 2 traditional classes yielded an interesting picture. Questions answered correctly by a majority of students were the ones that were covered well in group activities where each student had access to a printed handout in class. In contrast, few questions were answered incorrectly by majority of students. The latter set of questions were part of a review session where only few students had access to a printed handout in class	
		Program Review Reporting Year: 2012-2013 **Target :** Target Not Met The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students. Assessment cycle was carried out for 5 sections, 4 traditional classes and 1 online class. The success (C grade or better) ranged between 48%-98%. For online class success was 87%. (01/17/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Success criterion was met in 4 sections for this SLO. One traditional class performance was significantly lower at 48%, and did not meet the target. Need to have more dialogue within the department about the diversity across questions and the level of difficulty.	**Enhancement:** Target met in all sections. Develop more critical analysis method of assessment. (05/01/2012)
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met SLO4:There were 2 major components of this SLO. The monetary policy component was addressed quite successfully. However, within fiscal policy, a few in depth questions were not very well analyzed by one section. (02/26/2012)	**Enhancement:** Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions. (02/26/2012) **Enhancement:** For addressing the

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			fiscal policy component in depth concern, more practice and time will be devoted through online component of the course. (02/26/2012)
ECON1_SLO_5 - Demonstrate how choices are made in the real world given limited resources. **SLO Status:** Active **Outcome Creation Date:** 12/02/2016	**Exam - Course Test/Quiz -** Multiple Choice questions, Short Answer/graphical questions **Target for Success:** 70% of students scoring 70% or higher. **Comments/Notes:** This SLO is a revised version of SLO#1 which has been archived. SLO convocation and opening day discussions resulted in this change. **Related Documents:** SLO#5QuestionsECON1.docx	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met This cycle was the first round for this particular SLO and the assessment was carried out across 6 sections. Target was met in 5 out of 6 sections. In one of the sections, 68.6% of the students scored higher than 70%. Overall 83% of the sampled sections met the required target. (01/31/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There were some issues with data reporting. This was expected as we had some faculty members who were reporting SLO data for the first time. Additional calculations had to be made in order to arrive at the results in the required format. More specific instructions about data collection and reporting had to be made. **Related Documents:** SLO Win 2017Instructions.docx	**Enhancement:** Extremely specific directions about data reporting, format of data report, sample data report were emailed to the department faculty. (01/31/2017)
ECON1_SLO_6 - Demonstrate an understanding of economic scarcity, and its role in the invention of economic science **SLO Status:** Archived SLO Statement **Outcome Creation Date:** 02/10/2018			

ECON 2:Principles of Microeconomics

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ECON2_SLO_1 - Evaluate whether market efficiency exists using the model of supply and demand model. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 2-Fall	**Exam - Course Test/Quiz -** Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome. **Target for Success:** The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 77%-87%. For online class the success criteria was met (87%) but for one of the traditional classes it was not met (65%). For the online class success criteria was met for group exercises, short answer questions, true/false multiple choice questions, but was not met for the short essay component (64%). **Comments/Notes:** The short essay is an important component of critical thinking. The post assessment cycle meeting revealed the need for more feedback for students. This suggests the need for additional resources to achieve this objective. The difference in success rate between 2 traditional classes needs to be explored in future department meetings.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 3 classes of ECON2 (2 traditional, 1 online) classes were assessed for the SLO this term. the success rate was pretty high ranging from 77.5% to 97.5 %. There was 1 minor exception with a couple of questions for 1 class. (01/18/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As already mentioned, the success rate was pretty high except for a couple of questions for 1 class. Discussion with the instructor revealed the following: "short quiz closed book quiz toward the end of the quarter without any warning. We were not covering that material at the time which may have something to do with the results." The instructor had just some factor demand and factor supply which may have confused them. Next time he plans do it differently. **Related Documents:** SLO#1ECON2FALL17QUESTIONS.docx	**Enhancement:** To improve the outcome for the section of a few questions, following enhancements were discussed "I will try to come up with better teaching strategies for that material" (01/18/2018)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students. Assessment cycle was carried out for 5 sections, 4 traditional classes and 1 online class. For one of the traditional classes, success criterion was not met, (63%). The success (C grade or better) ranged between 63%-92%. For online class success was 79%. (02/08/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Less than stellar performance in one of the traditional classes was analyzed. The performance improved with more practice. For online class, performance in short essay question improved significantly.	**Enhancement:** Need to have more dialogue within the department about the diversity across questions and the level of difficulty. (02/08/2013)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met In all 4 sections, this success criterion was met. For one of the sections, the results were around 88%. (04/27/2012)	**Enhancement:** The shortfall in Short essay reflects the need for more feedback. Here, an Instructional Associate providing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 77%-87%. For online class the success criteria was met (87%) but for one of the traditional classes it was not met (65%). For the online class success criteria was met for group exercises, short answer questions, true/false multiple choice questions, but was not met for the short essay component (64%).	continuous feedback for students to hone their critical analysis skills for short essays would be really helpful. (04/27/2012)
			Enhancement: Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions. (02/26/2012)
			Enhancement: The plan is to aim the questions even more specific to this SLO. For one of the sections, a short paper results will also be used in the next phase to assess this SLO in addition to the multiple choice questions. (02/26/2012)
ECON2_SLO_2 - Demonstrate the knowledge about the way perfectly competitive markets work and what happens in the presence of imperfect market structures, including monopoly, monopolistic competition and oligopoly. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 2-Fall	**Exam - Course Test/Quiz -** Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome. **Target for Success:** The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 71%-85%. **Comments/Notes:** The short essay is an important component of critical	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Different multiple choice questions, short answer, graphical questions were used by various instructors to assess this outcome. The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 6 sections, 5 traditional classes and 1 online class. The success (C grade or better) ranged between 71%-89%. (02/04/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There was atleast 1 out of 10 Multiple choice questions in the 4 traditional classes where the target was not met. Further analysis revealed that the wording of the question could be made clearer in future. Similar conclusion was reached for 1 of the short answer questions in the 5th traditional and online section. an interesting difference was noted with	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		thinking. The post assessment cycle meeting revealed the need for more feedback for students. This suggests the need for additional resources to achieve this objective.	respect to another question between traditional class (TARGET MET) and online class (TARGET NOT MET) for another short answer question. Discussion with the instructor revealed that extra emphasis for certain key topics was needed for the online class. **Related Documents:** SLO2QuestionsECON2.docx	
		Program Review Reporting Year: 2012-2013 **Target :** Target Met The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students. Assessment cycle was carried out for 5 sections, 4 traditional classes and 1 online class. The success (C grade or better) ranged between 70%-93%. . (02/08/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Online Success rate has definitely improved for short essay question. Need to have more dialogue within the department about the diversity across questions and the level of difficulty.	**Enhancement:** Need to have more dialogue within the department about the diversity across questions and the level of difficulty. (02/09/2013)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Overall, all sections met the success criterion. However, for 3 sections, this criterion was just met whereas in the 4th section, this was a resounding success with an overall grade of 95%. (04/27/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 71%-85%.	**Enhancement:** The short essay is an important component of critical thinking. The post assessment cycle meeting revealed the need for more feedback for students. This suggests the need for additional resources to achieve this objective. (04/27/2012) **Enhancement:** Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions. (02/26/2012)
ECON2_SLO_3 - Apply the tools of	**Exam - Course Test/Quiz -** Different	**Program Review Reporting Year:** 2017-2018	**Enhancement:** Going forward,

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
'Economic Analysis' to understand human interaction and social issues ranging from business strategic decision making to economics of global warming. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Inactive Date:** 09/23/2019	multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome. **Target for Success:** The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) for the traditional classes ranged between 90%-93%. For the online class success criteria was met for short answer questions, online multiple choice questions, graphical exercises, analyses of articles, but for the short essay the success rate was not met (64%). **Comments/Notes:** The short essay is an important component of critical thinking. The post assessment cycle meeting revealed the need for more feedback for students. This suggests the need for additional resources to achieve this objective.	**Target :** Target Not Met This SLO was done for 3 classes and unfortunately the results were disappointing for all the 3 classes. The success rate ranged between 30% for some questions to over 90% for a few of them. (08/07/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Brief conversations with the faculty revealed that the questions were too specific and do need revision.The faculty members in the College Opening day meeting will be discussing the revision of the questions. **Related Documents:** SLO#3ECON2Sp18.doc	there is a revision of this particular SLO and effective Fall 2019, this SLO will be archived and a revised SLO will be introduced. (08/09/2018) **Follow-Up:** During Fall 2018-19 opening day meeting, Faculty will be asked to come up with revised questions for this SLO and this SLO will be reassessed in Winter 2019 quarter. (08/09/2018)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students. Assessment cycle was carried out for 5 sections, 4 traditional classes and 1 online class. For one of the traditional classes, success criterion was barely met, (69%). The success (C grade or better) ranged between 69%-92%. (02/09/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Less than stellar performance in one of the traditional classes was analyzed. The performance improved with more practice. For online class, performance in short essay question improved significantly.	**Enhancement:** Need to have more dialogue within the department about the diversity across questions and the level of difficulty. (02/09/2013)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) for the traditional classes ranged between 90%-93%. For the online class success criteria was met for short answer questions, online multiple choice questions, graphical exercises, analyses of articles, but for the short essay the success rate was not met (64%). (04/27/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The short essay is an important component of critical thinking. The post assessment cycle meeting revealed the need for more	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		feedback for students. This suggests the need for additional resources to achieve this objective.	
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met The success criterion was not met in any of the sections. The overall average was around 62%. (02/26/2012)	**Enhancement:** Since the success criterion for this SLO was not met as described above, several options especially in relation to course evaluation procedure can be and will be explored. These could include more intense practice assignments. The end of the term paper results could also be part of this SLO assessment . (02/26/2012)
			Enhancement: Emphasize basic skills and workshops like How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions. (02/26/2012)
ECON2_SLO_4 - Develop a critical way of thinking to make optimal decisions in everyday life using marginal benefit, marginal cost concepts. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Inactive Date:** 09/23/2019	**Exam - Course Test/Quiz -** Different multiple choice questions, short answer, graphical questions, group exercises, short essays were used by various instructors to assess this outcome. **Target for Success:** The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 85%-87%. For the online class success criterion for	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Different multiple Choice questions and True False questions were used by various instructors to assess this outcome. Assessment cycle was carried out for 4 sections. The success (C grade or better) ranged between 72% - 87.5%. One instructor used an exceptionally high number of questions (15) compared to his colleagues. For 4/15 questions (The success rate for 26% of the questions related to marginal cost and average cost was fairly low.) (07/17/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The department was able to meet the Target successfully for this SLO after our reflection and analysis from the previous quarter. Will be discussing the low success rate for relationship between average and marginal values.	**Enhancement:** Will be assessing this SLO for online class as well in the next cycle. (07/17/2019)

Student Learning Outcomes (SLOs)	*Assessment Methods*	*Assessment Data Summaries*	*Enhancements*

short answer questions was generally met (89%), except for a question relating to present value.

Related Documents:

SLO4ReportSP19.docx

Program Review Reporting Year: 2018-2019
Target : Target Not Met
The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. While the success rate for the online class ranged between 88%-100% but for one of the traditional face to face class, the success rate was pretty disappointing ranging between 46% -72%. (04/05/2019)
Reflection (CLICK ON ? FOR INSTRUCTIONS): This SLO will be again assessed for Spring 2019. An informal meeting will be held end of April 2019 to analyze as to why the success rate was not met:

Program Review Reporting Year: 2012-2013
Target : Target Met
The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students. Assessment cycle was carried out for 5 sections, 4 traditional classes and 1 online class. The success (C grade or better) ranged between 70%-92%. For online class success was 79%. (02/09/2013)
Reflection (CLICK ON ? FOR INSTRUCTIONS): For online class, performance in all types of assessment including multiple choice and short answer questions improved significantly.

Enhancement: Need to have more dialogue within the department about the diversity across questions and the level of difficulty. (02/09/2013)

Program Review Reporting Year: 2011-2012
Target : Target Met
The success criterion for this outcome was defined as 70% of students scoring 70% or better in the questions asked of students. Assessment cycle was carried out for 3 sections, 2 traditional classes and 1 online class. The success (C grade or better) ranged between 85%-87%. For the online class success criterion for short answer questions was generally met (89%), except for a question relating to present value. (04/27/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Target

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		generally met as measured by multiple choice and short answer methods of assessments.	
		Program Review Reporting Year: 2010-2011 **Target :** Target Met 3 out of 4 sections showed outstanding results for meeting the success criterion for this SLO. For one of the sections, this SLO was assessed at multiple levels so the results were diffused. (02/26/2012)	**Enhancement:** To improve the efficacy of the success criterion for this SLO in one of the section, more focused assignments will be used in the future assessment. (02/26/2012)
			Enhancement: Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions. (02/26/2012)
ECON2_SLO_5 - Identify instances of market failure including externalities such as pollution and evaluate alternative strategies to improve outcomes, including private solutions. **SLO Status:** Active **Outcome Creation Date:** 09/23/2019			
ECON2_SLO_6 - Apply the tools of Economic Analysis including opportunity cost and thinking at the margin to understand firms' as well as consumers' decision-making proces **SLO Status:** Active **Outcome Creation Date:** 09/23/2019			

ECON 3:Environmental Economics

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ECON3_SLO_1 - Demonstrate an understanding of environmental responsibility and natural resource scarcity and its role within economic science and economic growth. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 2-Fall **Outcome Creation Date:** 08/26/2016	**Exam - Course Test/Quiz -** Short Answer questions, Multiple Choice questions **Target for Success:** 70% of students scored 70% or higher. **Related Documents:** Related document for SLO 1.docx	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Five short answer questions were employed as part of in-class midterms and the final exam to assess SLO 1. More than 70% of students answered the questions correctly. 25 students participated in the exams and 18 or more answered the questions with a passing grade (C or better). (01/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Fall 2017 was the first time that Environmental Economics was taught. Short answer questions served as a good starting point for an assessment method. In the future I may also employ multiple choice questions for assessment.	**Enhancement:** Professor Thomas and the department chair had a face-to-face meeting. Professor Thomas will be rethinking the questions for the next cycle. (07/14/2018)
ECON3_SLO_2 - Clearly show a basic understanding of the interdependent relationship between the economy and the environment, and the long-term thinking necessary to grow the world economy while protecting environmental resources. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 2-Fall **Outcome Creation Date:** 08/26/2016	**Exam - Course Test/Quiz -** Short Answer questions, Multiple Choice questions **Target for Success:** 70% of students scored 70% or higher. **Related Documents:** Related document for SLO 2.docx	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Five short answer questions were employed as part of in-class midterms and the final exam to assess SLO 2. More than 70% of students answered the questions correctly. 25 students participated in the exams and 18 or more answered the questions with a passing grade (C or better). (01/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Fall 2017 was the first time that Environmental Economics was taught. Short answer questions served as a good starting point for an assessment method. In the future I may also employ multiple choice questions for assessment.	**Enhancement:** Professor Thomas and the department chair had a face-to-face meeting. Professor Thomas will be rethinking the questions for the next cycle. (07/14/2018)
ECON3_SLO_3 - Evaluate the marginal benefits and marginal costs of environmental clean-up and contrast the optimal solution of the free market versus competing views of valuing the environment. **SLO Status:** Active **Planned Assessment Quarters:** 2016-	**Exam - Course Test/Quiz -** Short Answer questions, Multiple Choice questions **Target for Success:** 70% of students scored 70% or higher. **Related Documents:** Related document for SLO 3.docx	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met One short answer question and four multiple choice questions were employed as part of in-class midterms and the final exam to assess SLO 3. More than 70% of students answered the questions correctly. 25 students participated in the exams and 18 or more answered the questions with a	**Enhancement:** Professor Thomas and the department chair had a face-to-face meeting. Professor Thomas will be rethinking the questions for the next cycle. (07/14/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
17 2-Fall **Outcome Creation Date:** 08/26/2016		passing grade (C or better). (01/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Fall 2017 was the first time that Environmental Economics was taught. Multiple choice and short answer questions served as a good starting point for an assessment method. In the future I may revise or use different multiple choice questions for assessment.	
ECON3_SLO_4 - Evaluate outcomes and government policy responses in markets with negative externalities, and their effectiveness in the U.S. and the international community. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 2-Fall **Outcome Creation Date:** 08/26/2016	**Exam - Course Test/Quiz -** Short Answer questions, Multiple Choice questions **Target for Success:** 70% of students scored 70% or higher. **Related Documents:** Related document for SLO 4.docx	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Two short answer questions and three multiple choice questions were employed as part of in-class midterms and the final exam to assess SLO 4. More than 70% of students answered the questions correctly. 25 students participated in the exams and 18 or more answered the questions with a passing grade (C or better). (01/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Fall 2017 was the first time that Environmental Economics was taught. Multiple choice and short answer questions served as a good starting point for an assessment method. In the future I may revise or use different multiple choice questions for assessment.	**Enhancement:** Professor Thomas and the department chair had a face-to-face meeting. Professor Thomas will be rethinking the questions for the next cycle. (07/14/2018)

ECON 4:Economics of Public Issues

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ECON4_SLO_1 - Evaluate the effects and unintended consequences of individual choice and government intervention in the economy **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Exam - Course Test/Quiz -** Multiple choice questions/short answer questions will be used to assess the various SLOs **Target for Success:** The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Five multiple choice questions on the Final were used to assess SLO 1. Students met the 70% criterion on 2 of the 5 questions. Question 1: 87% Question 2: 87% Question 3: 62% (did not meet criterion) Question 4: 62% (did not meet criterion) Question 5: 62% (did not meet criterion) (01/09/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Two of three questions that students failed to meet the criterion were more technical in nature and were specific to monetary policy. **Related Documents:** SLO1RelatedDoc.docx	**Enhancement:** More time should be spent on monetary policy to help students understand and meet the criterion. (01/09/2018)
ECON4_SLO_2 - Analyze various economic and public policies **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Exam - Course Test/Quiz -** Multiple choice questions/short answer questions will be used to assess the various SLOs. **Target for Success:** The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Five multiple choice questions on the Final were used to assess SLO 1. Students met the 70% criterion on 3of the 5 questions. Question 1: 87% met criteria Question 2: 100% met criteria Question 3: 27% met criteria Question 4: 62% met criteria Question 5: 100% met criteria (01/29/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students did not meet criteria specifically with respect to fiscal and monetary policy questions **Related Documents:** SLO2RelatedDoc.docx	**Enhancement:** More time should be spent on mechanics of fiscal and monetary policy (01/29/2018)
ECON4_SLO_3 - Compare and contrast various macroeconomic schools of thought	**Exam - Course Test/Quiz -** Multiple choice/Short answer questions will	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met	**Enhancement:** More time needs to spent on schools of thought,

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO Status: Active **Outcome Creation Date:** 08/26/2016	be used to assess the various SLOs. **Target for Success:** The success criterion for this outcome was defined as 70% of students scoring C or better in the questions asked of students.	Five multiple choice questions on the Final were used to assess SLO 1. Students met the 70% criterion on 3of the 5 questions. Question 1: 75% met criteria Question 2: 75% met criteria Question 3: 87% met criteria Question 4: 50% met criteria Question 5: 27% met criteria (01/29/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students did not meet criteria on questions related to Supply Side economics and Keynesian economics **Related Documents:** SLO3RelatedDoc.docx	particularly supply side and Keynesian (01/29/2018)

ECON 5:Behavioral Economics

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ECON5_SLO_1 - Demonstrate an understanding of conventional economics based on purely rational, utility-maximizing decision making by 'Homo Economicus'. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Exam - Course Test/Quiz -** All SLO items were covered with questions on problem sets, in-class exercises, and exams. **Target for Success:** This is the first time that this course has been assessed. The criteria for success is the same as other ECON classes that 70% of the students scored 70% or higher.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met This is a brand new course for the Department and is also part of the new AA degree in Economics (wef Fall 17). The success rate was phenomenal and ranged between 91% - 97% (12/17/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As already mentioned, this is the first time the course has been offered and the results have been spectacular. This course was supposed to be offered once a year and will be offered in Spring as well. Judy and I will be having informal meetings to discuss the results.	
ECON%_SLO_2 - Clearly understand and discuss how the multiple elements of behavioral economics explain various human decisions. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Exam - Course Test/Quiz -** All SLO items were covered with questions on problem sets, in-class exercises, and exams. **Target for Success:** This is the first time that this course has been assessed. The criteria for success is the same as other ECON classes that 70% of the students scored 70% or higher.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met This is a brand new course for the Department and is also part of the new AA degree in Economics (wef Fall 17). The success rate was phenomenal and ranged between 86%-95% (12/17/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As already mentioned, this is the first time the course has been offered and the results have been spectacular. This course was supposed to be offered once a year and will be offered in Spring as well. Judy and I will be having informal meetings to discuss the results.	
ECON5_SLO_3 - Compare and contrast behavioral outcomes using psychological, sociological, neurological and institutional factors as well as conventional utility-maximizing behavior. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Exam - Course Test/Quiz -** All SLO items were covered with questions on problem sets, in-class exercises, and exams. **Target for Success:** This is the first time that this course has been assessed. The criteria for success is the same as other ECON classes that 70% of the students scored 70% or higher.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met This is a brand new course for the Department and is also part of the new AA degree in Economics (wef Fall 17). The success rate was phenomenal and ranged between 81% - 92% (12/17/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As already mentioned, this is the first time the course has been offered and the results have been spectacular. This course was supposed to be offered once a year and will be offered	

| | | in Spring as well.
Judy and I will be having informal meetings to discuss the results. | |

| **ECON5_SLO_4 -** Evaluate and explain the desirability of various outcomes. Make recommendations for ethical ways to nudge people towards superior decisions.
SLO Status: Active
Outcome Creation Date: 09/25/2017 | **Exam - Course Test/Quiz -** All SLO items were covered with questions on problem sets, in-class exercises, and exams.
Target for Success: This is the first time that this course has been assessed. The criteria for success is the same as other ECON classes that 70% of the students scored 70% or higher. | **Program Review Reporting Year:** 2017-2018
Target : Target Met
This is a brand new course for the Department and is also part of the new AA degree in Economics (wef Fall 17). The success rate was phenomenal and ranged between 92% - 98% (12/17/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): As already mentioned, this is the first time the course has been offered and the results have been spectacular. This course was supposed to be offered once a year and will be offered in Spring as well.
Judy and I will be having informal meetings to discuss the results. | |

Dept - (SSH) Education

No data found for the selected criteria.

Assessment: Course/Service Four Column

DeAnza College

Dept - (SSH) Geography

GEO 1:Physical Geography

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
GEO1_SLO_1 - Demonstrate understanding of the scientific method by identifying theories, evidence and hypotheses to explain earth processes and the impact of humans on the environment. **SLO Status:** Active	**Other -** The assessment for this SLO was an assignment with a series of questions which required students to use the concepts of the theory of plate tectonics to identify types of plate boundaries, describe the boundary interactions, explain the processes involved and analyze the landforms and ocean floor formations that resulted from these processes. The students had to refer to their class discussion notes, textbook readings, atlas and course packet maps and they had to read an online article published by the US Geological Survey. The assignment questions included specific examples of plate boundary interactions. The assignment was worth 50 points, which was 10% of the overall course grade. **Target for Success:** My target for this SLO was a B- grade range for the class. **Comments/Notes:** I do not have any particular recommendations for this SLO except that I will continue to use this format since it seems to be fairly	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met A total of 52 students in 2 sections of Physical Geography (GEO 1) completed this assignment. 98% of the students received a grade of C or higher, while 2% earned a D or an F grade. The class average was B grade. 48% of the students received a grade of A-, A or A+; 37% of the students were in the B- to B+ grade range and 13% of the class earned a C or C+ grade. (06/20/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is the final assignment for the quarter for the class and part of the reason why so many students do so well is that majority of the students who were not performing well in the class have withdrawn from the class by the last withdrawal deadline. However, that said, the class practices this subject with maps, diagrams and text in various forms for about 2 weeks. This leaves students with a good grasp of the topic and mos of them feel confident about the assignment. **Program Review Reporting Year:** 2014-2015 **Target :** Target Met A total of 65 students in 2 sections of Physical Geography (GEO 1) completed this assignment. 87% of the students received a grade of C or higher, while 13% earned a D or an F grade. The class average was 83% which is a B- grade. 34% of the students received a grade of A-, A or A+; 33% of the students were in the B- to B+ grade range and 20% of	**Enhancement:** There are no recommendations for modifying this SLO assessment at this time. A great majority of the students are successful in identifying the plate boundary interactions using maps, graphics and text analysis so we plan on continuing with this

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	successful. Prior to completing the take-home assignment, students would have practiced with examples in class, individually and in small groups using atlas and course packet maps.	the class earned a C or C+ grade. A total of 11% of the students earned a D grade while 2% earned an F grade. A total of 6 students did not complete this assignment. (03/28/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most of the students complete this assignment successfully. This is in part due to the fact that the Assignment is the final assignment in the quarter and is due in Week 9. By this point, students have a real interest in completing the class successfully and put in extra effort. This assignment is the culmination of a series of smaller, in-class exercises that allow students to work with plate boundaries so that they have a familiarity with the topic. Students work with various examples of the types of plate boundaries with maps and graphics and find it easier to apply those same techniques for this assignment.	assessment. (03/28/2016)
GEO1_SLO_2 - Explain the causes of seasonal changes and differentiate between seasons in the Northern and Southern Hemispheres. **SLO Status:** Active	**Exam - Course Test/Quiz -** In order to determine the extent to which students understand the role of factors that control seasonal changes, students had to answer a diagram question on the 1st Mid-Term exam. The study guide for the exam included the diagram question, so students were aware that they would have to draw and label the diagram on their test. **Target for Success:** My goal was an average of B or higher. **Comments/Notes:** Recommendation: Allow for more time during the class period for students to discuss and practice the diagram.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met A total of 86 students in 2 sections of Physical Geography (GEO 1) completed the mid term exam that included the seasons diagram question. 76% of the students got a C or higher grade while 24% of the students earned a D or F grade. Of the 76% that secured a C or higher; 41% earned an A- to A+ grade; 20% ranged from B- to B+; 15% earned a C or C+ grade. (06/20/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The success rate for this assessment was higher than in Winter 2016, when 69% of students got a C grade or higher whereas this time around (Spring 2016), 76% of the students got a C or higher grade. In general, students who were absent during the in-class discussion/practice about this topic, did poorly on the exam question.	**Enhancement:** We will keep this assessment, but will continue to give students practice worksheets so that they have enough opportunity to work with the visual representations. Have students work in pairs or small groups so they can learn from each other. (06/20/2016)
		Program Review Reporting Year: 2014-2015 **Target :** Target Not Met A total of 136 students in 3 sections of Physical Geography (GEO 1) completed the mid term exam that included the seasons diagram question. 69% of the students got a C or higher grade while 31% of the students earned a D or F grade. Of the 69% that secured a C or higher; 40% earned	**Enhancement:** Give students practice worksheets so that they have enough opportunity to work with the visual representations. Have students work in pairs or small groups so they can learn from each other. (03/28/2016)

an A- to A+ grade; 24% ranged from B- to B+; 4% earned a C or C+ grade. (03/28/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students did not do well as expected on this assignment partly due to the fact that this is the very first exam in the quarter and it is scheduled during Week 3 of the quarter.   Students need more practice with the visual representations. In the future, we will include practice sheets with diagrams so that students can work with the visuals individually and in small groups both in class and in study sessions outside class.

GEO1_SLO_3 - Synthesize and apply weather and climate variables.
SLO Status: Active

Other - The assessment for this SLO was an assignment with a series of questions which required students to define, describe and analyze weather variables and patterns. Each question was assigned a point weight and the total number of points for the assignment was 55, which is 11% of the course grade. Included in the set of questions were climate graphs, where students were required to read the graph, understand the trends, describe the trends and patterns and analyze what temperature factors contributed to the particular pattern for that
particular weather station (city).
Target for Success: Most of the students should be able to read and interpret climate graphs. They should be able to identify the principal temperature control factors and analyze their effects upon the weather of a given location.

Comments/Notes: Practice worksheet and/or group activity

Program Review Reporting Year: 2015-2016
Target : Target Met
A total of 67 students in 2 sections of Physical Geography (GEO 1) completed this assignment and were assessed for this SLO. 84% of the students received a C or higher grade, while 10% earned a D grade and 6% of the students received an F. Of the 84% with passing grades, 27% got an A, 42% got a B and 15% got a C grade.   (06/20/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Majority (84%) of the students completed the assignment successfully. Prior to the assignment, we discussed how to read climate graphs, practiced in class in large group and small group settings. Students all had a sample graph which we interpreted collectively in class which they used as reference.

Enhancement: Keep a practice worksheet and/or group activity during class time so students can present their findings about temperature control factors with other groups.   (06/20/2016)

Program Review Reporting Year: 2014-2015
Target : Target Met
A total of 106 students in 3 sections of Physical Geography (GEO 1) completed this assignment and were assessed for this SLO. 84% of the students received a C or higher grade, while 12% earned a D grade and 4% of the students received an F. Of the 84% with passing grades, 37% got an A, 22% got a B and 25% got a C grade. (03/28/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): 84% of the students completed the assignment successfully. Most of the students were successful because they were exposed to these climate graphs on multiple occasions in class, including times when where they worked in small groups

Enhancement: Continue to use small group exercises in class so students can practice with climate graph interpretation. They have an opportunity to clarify questions before the actual graded assignment thus enhancing their chances of completing the assignment successfully. (03/28/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	during class time where each group is assigned a climate graph. This would allow students to share their knowledge and analytical skills.	interpreting these temperature graphs. Repetition and feedback helped solidify their understanding of this content.	

GEO 10:World Regional Geography

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
GEO10_SLO_1 - Identify and apply geographic themes to describe the major geographic regions of the world. **SLO Status:** Active **Planned Assessment Quarters:** 2013-14 3-Winter	**Project -** The assessment for this SLO was in the form of a research paper assignment where students were required to choose any city from a list of 20 cities provided to them. On a world map they were required to map the location of the city and discuss the reasons why the city is a successful one based on the five themes of geography. The assignment requirements were discussed with the students also examples were provided to the students from various world cities and their success when the 5 themes of geography were being discussed in class Students had been looking into the different geographic regions and the successes of different cities in the different geographic realms that we studied. It was assigned as a home assignment in the second half of the quarter. Thus the instructor ensured that the students were well versed in the topic. Instructor held several in class discussions and group projects in class to help students form an opinion about the importance of geographic themes in explaining the development of the different geographic realms of the world. For some of the group discussion projects the students selected	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met The average score for the section assessed (total of 57 students) was 16 out of 20 points. Many students earned A's. 42 students had an average score of 90%. The loss of points was mainly due to English grammar skills. Most of the students were able to clearly demonstrate their understanding of the issue. (05/03/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Changes: In future the plan is to provide students with more time to work on the assignment. Another plan is to provide the students with an ideal research paper that they can refer to so that they have a better understanding of what is expected from the assignment. Methods: Provide contact information of De Anza Academic Skills Center and divide the assignment into two parts. The first part would be a rough draft of the assignment where I would provide them feedback and guide them towards working on the assignment. The second part would be the final assignment which would be graded.	**Enhancement:** My recommendation for this SLO is to continue as is, but work with the De Anza Academic Skills Center to help the students improve their English grammar skills. I also plan to give the students more time to work on this particular assignment, providing them one round of feedback on their rough draft before they start formally writing the research paper. (05/03/2017) **Enhancement:** There are no recommended action(s) for this SLO. It is intended that continued use of this examination format will continue since results are successful and students are clearly able to identify and apply geographic themes to describe major geographic regions of the world. (02/11/2014)

countries in the realm and looked into the reasons for its success.

For example, the students often discussed the importance of location and place in the success of the cities. How the location of New York has helped in development of the city. Some have chosen to talk about Paris and how the place can explain why Paris has been a destination people would

Target for Success: The target was to have a majority of the students score a B grade or higher on this paper.

GEO10_SLO_2 - Explain and analyze the interaction and interdependence of physical and human landscapes in major geographic realms.
SLO Status: Active
Outcome Creation Date: 10/06/2014
Outcome Inactive Date: 12/01/2014

Project - The assessment for this SLO was in the form of a research paper assignment where students were required to choose any culturally significant world destination to research and create a 3-day trip itinerary visiting sites, trying the local cuisine, and learning about the culture within that region in addition to describing the physical geography of the locations (mountains, rivers, ocean, etc.) so as to demonstrate the correlation between the physical and human landscapes.

A detailed "Research Paper Guidelines Document" is provided for the students as a checklist along with examples on what is required and tips on how to earn a high score.

Program Review Reporting Year: 2016-2017
Target : Target Met
The average score for the section assessed (total of 50 students) was 44 out of 50 points.
Many students earned A's, a few did not submit or submitted late, and most were in between with an average of 44 points (B+ / 88%). The loss of points was mainly due to English grammar skills issues.

Most of the students were able to clearly and thoroughly articulate the required information – especially because if it wasn't in the first draft, they were warned that their grade on the final draft would be low if it wasn't included. (03/29/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Require (or give extra points) for students who work with the De Anza Academic Skills Center to improve English grammar between first draft and final draft.
Methods: provide contact information for the ASC and have a separate assignment for uploading proof of working with

Enhancement: My recommendation for this SLO is to continue as is, but work with the De Anza Academic Skills Center to help the students improve their English grammar between the first and final drafts. (05/02/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		them.	
	Students had been completing an online map geographic location identification tool for each of the major regions of the world and had completed much of the textbook reading (as the assignment was due in the second half of the school term), so they were already familiar with the countries and regions.

Instructor gave subjective written feedback on each student's first draft of this assignment so they could improve it for the final draft.

As an example, students often correlated the climate and topography of a region with the cuisine that was popular there. Thailand has a rainy, tropical climate, therefore rice and vegetables along with seafood (geographic proximity) were a common cuisine type in the Southeast Asia region.

Target for Success: The target is to have a majority of the students get a B grade on this assessment.
Comments/Notes: My recommendation for this SLO is to continue as is, but place the assignment later in the quarter so that students will know more/most of the world regions and their countries to give them more time to gain familiarity with each region and the various possible physical and human interactions so they can better understand the correlations. | | |

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
GEO10_SLO_3 - Demonstrate understanding of the dynamics of population change, resource distribution, global economics and culture, and political conflicts in designated regions. **SLO Status:** Active	**Other -** A discussion forum question in the online classroom (Catalyst) was asked and the students needed to research the answer and write a subjective answer to the following question: After reading about Sub-Saharan Africa this week, choose *one country* in the region and research ALL of the following about it: 1. population change (how has it's population changed from pre-colonial to present day) 2. resource distribution (where are the resources ((i.e. diamonds, agriculture, etc.)) within the country) - you can use the thematic maps in your atlas 3. global economics (is it a developed country such as South Africa or is it developing?, is it rich, poor, what is it's GDP?) 4. culture (language, food, etc.) 5. political conflicts (is there civil strife there? if so, why?) **Target for Success:** This class has 46 enrolled students this term. Most (90%+) students will complete the assignment in any given week. A successful number of participants will be 90% or more. The quality of those student's forum posts should meet the following objectives: 1. answer all 5 questions 2. no plagiarism of material 3. no repeated countries (in other words, don't research an African	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Out of the 46 students, only 36 posted answers which is 80% of the class. All answers were quality and met the four criteria listed above except one student (who repeated a country that had already been chosen). (03/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The number of students who participated was a little lower than on an average week but I attribute that to a few things: 1. the weekly geo-region/topic was sub-Saharan Africa, which has traditionally been a less popular topic amongst students for various reasons 2. the length of the assignment – it required more time and thought than some other class assignments It was a success in that only one country was repeated which is no small task because they probably had to cross-check the names of the countries in their atlases. The one student who did repeat a previously posted country posted his almost at the same time as the other student and it was just before the due date, and the material was different than the other students posting. Overall, I was impressed and think the students who participated did an enormously successful job, coming up with unique and applicable material and sometimes posting their reflections on what they learned.	**Enhancement:** I may try this activity in a different geo-region to see if it gets more interest and participation. (02/13/2014)

country that has already been researched and posted by a student who already posted – students can see each other's assignments and this was to avoid them copying other students answers)
4. quality answers (not too short, minimal/no grammar errors, coherent)

Project - The assignment was a two part assignment. The first part expected the student to correctly identify countries and their capitals in Central and South America. The second part of the assignment expected the students to write a research paper on the five impacts of colonization on indigenous people and their culture with examples.
Target for Success: An average grade of B- was decided as the target for success.

Program Review Reporting Year: 2017-2018
Target : Target Met
The average score for the section assessed (52 students) was 18 out of 20 points. Many students earned A's. The loss of points was mainly due to English grammar skills. Most of the students were able to clearly demonstrate their understanding of the issue. (03/07/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The assignment requirements were discussed with students. During class lectures examples were provided from different economies of the world. It was assigned as a home assignment in the second half of the quarter. The instructor led in class discussions and ensured that the students were well versed in the topic. The students were encouraged to look at both the positive and negative impacts of colonization and its impacts on population, political conflicts, global economics and resource distribution. In group discussion projects students looked at one country at a time and highlighted how the history of colonization shaped them into what they were. The students talked about the spread of religions (Christianity) as an impact of colonization. They spoke about the change in political structure where the indigenous leaders were forced to submit to the colonial leaders. The students mentioned the introduction of diseases introduced by the Spanish conquerors in Central and South America. They also highlighted the exchange of cultures where new languages were introduced. Some highlighted how he colonizers introduced new methods of crop cultivation that increased yield and new resources that the indigenous population

Enhancement: My recommendation for this SLO is to continue as is. In future the plan is to provide students with more time to work on the assignment. Another plan is to have group presentations of the research and have them discuss their findings before writing the research project. In future contacts details for De Anza Academic Skills center will be highlighted so that students can take help to improve their grammar skills. (03/07/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		were unaware of.	

GEO 4:Cultural Geography

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
GEO4_SLO_1 - Map global variations in human cultures and analyze the origins and diffusion of those cultures. **SLO Status:** Active	**Exam - Course Test/Quiz -** The assessment tool for this SLO was an essay question on the 2nd mid-term exam. The essay question was given to students in advance, so they had time to prepare for it. The topic was the origin and diffusion of a major world religion. In class, we discussed the beliefs, the origin and the worldwide diffusion of Hinduism, Buddhism, Judaism, Christianity and Islam. Each student had a worksheet in her/his course packet with a set of leading questions which we discussed and then students proceeded to complete the worksheet in class in small groups of 4-5. We did this exercise for each of the religions listed above. The students also filled out outline maps of the world showing the diffusion (spread) of religions. For the mid-term, the students got to choose any one of the religions and write an essay about it. The format of the essay was shaped after the worksheet and I handed students a rubric with detailed instructions on the specific sub-topics to include in their analyses. **Target for Success:** The target was to have majority of the students earn a C grade or better on this essay question on a mid term exam.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met The class did well overall on this assignment. 89% of the class earned a C grade or higher on this essay answer on the mid term exam. 49% of the students earned an A-, A or A+; 26% fell within the B- to B+ range while 14% of students earned a C or C+ grade. 3% of students got a D or D+ and 8% got a failing grade on this question. (06/20/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Using a single worksheet to serve as a template for all the world religions works well since students have a consistent framework they can use. **Program Review Reporting Year:** 2014-2015 **Target :** Target Met The discussions, worksheets, diffusion maps paid off well since 95% of the class earned a C grade or higher on this essay answer. 47% of the students earned an A-, A or A+; 31% fell within the B- to B+ range while 17% of students earned a C or C+ grade. 3% of students got a D or D+ and 2% got a failing grade on this question. (03/28/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The extensive lecture, discussion and practice sessions work well along with the option of students getting to choose to write about the diffusion of one of five religions. This way students focus deeply on one religion and develop a greater understanding of why and how that religion came to be a global religion.	**Enhancement:** Use the same template for all the religions so that students can use that worksheet to prepare for the essay answer on the mid term. (06/20/2016) **Enhancement:** This is a well crafted essay question with several sessions dealing with this topic so that students have opportunities to work on through lecture, group discussion and exercise and mapping. I recommend continuing with this format since most students are able to write quality essay answers. (03/28/2016)
GEO4_SLO_2 - Analyze global	**Other -** The assessment tool for this	**Program Review Reporting Year:** 2015-2016	**Enhancement:** Works better when

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
demographic trends and patterns and their relation to other elements of culture. **SLO Status:** Active	SLO was a take-home, essay assignment where students described and analyzed population pyramid graphs and population data about two countries. Prior to the take-home essay assignment, we discussed in class, the various demographic indicators used to analyze population trends. We discussed how the the population pyramid graph is constructed. We examined population policies of China, India, Kenya and the United States, and students did an in-class graded activity where each group was assigned a population pyramid graph for a particular country and had to describe and analyze the trends. The students worked in groups of 4-5. This was the practice session leading up to the take-home essay.	**Target :** Target Met This take-home assignment was successfully completed by 81% of the students assessed. Of that 81%, 34% of the students earned an A grade; 10% of students earned a B while 37% of students earned a C or C+ grade. 3% of the students got a D and 7% of students got a failing grade. 9% of the students did not complete the assignment at all and therefore they received no points on this assignment. (03/28/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This assignment includes questions involving description, synthesis and analyses of demographic data and graphics. Prior to writing the take-home essay assignment, students work on a smaller scale population pyramid exercise in class in small groups. This gives them some reference points so that the assignment is not unfamiliar material where students have to figure things out from scratch. The scaffolding is effective in that most students are able to apply the know how from the class work to this written assignment.	two countries with contrasting levels of development are paired so students can understand the differences in demographic data such as birth rates, death rate and growth rates. (03/28/2016)
GEO4_SLO_3 - Apply knowledge of cultural differences and resource distribution to possible solutions of global, regional and local conflicts. **SLO Status:** Active	**Exam - Course Test/Quiz -** The assessment tool for this SLO was an essay question on the final exam. Students were provided the essay questions in advance so they could write an outline in preparation for the final exam. Two choices included challenges faced by small farmers in India as multinational companies promote GMO seeds and commercial agriculture, based on the documentary film "Bitter Seeds" OR challenges faced by assembly line workers in Mexico based on the documentary film "Maquilapolis." **Target for Success:** The target is to have majority of the students get a C	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Of the students assessed, 78% secured a C or higher grade. 51% of the students earned an A, 13% earned a B grade while 14% earned a C or C+ grade. 11% of students got a D and another 11% of students got an F grade. (06/20/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students were given the essay topics in advance and had to select one of two topics. The essay answer requires synthesizing arguments from a journal article, a film and in-class discussion. It is an analytical piece and teaches students to organize and present a coherent argument supported by evidence. **Program Review Reporting Year:** 2015-2016 **Target :** Target Met Of the students assessed, 74% secured a C or higher grade. 26% of the students earned an A, 23% earned a B grade	**Enhancement:** The plan is to continue with this essay question format. It works because students

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	grade or higher for this essay question on the final exam.	while 25% earned a C or C+ grade. 9% of students got a D and 3% of students got an F grade. 14% of the students did not complete the final exam or did not answer the essay question on the final exam. (03/28/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This assessment requires students to present their analyses supported by facts synthesized from readings and films. It requires preparation and organization. Students who take the time to prepare in advance do well on this essay answer.	have worksheets of questions accompanying the readings and films so they have enough materials for their essays. (03/28/2016)

GEO 5:A Geography of California

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
GEO5_SLO_1 - Identify California's geographic provinces, appraise their significance and investigate their interconnectedness. **SLO Status:** Active			
GEO5_SLO_2 - Analyze geographic patterns of California's diverse population. **SLO Status:** Active			
GEO5_SLO_3 - Critically evaluate the impact of California's modern economic activities on the physical and/or cultural environments. **SLO Status:** Active			

Assessment: Course/Service Four Column

DeAnza College

Dept - (SSH) History

HIST 2:Introduction to California Studies

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST2_SLO_1 - Students will demonstrate and apply knowledge of historical and various other disciplinary approaches to the study of California, and based on these approaches, will assess the challenges of public policy decision-making in California. **SLO Status:** Active	**Other -** Paper **Target for Success:** Passing grade on assignment. **Comments/Notes:** During Winter 2012, I instituted a new assignment as well as a new rubric for the required paper in California Studies. I further revised and updated this approach in Winter 2013 and Fall 2013. This new approach to the paper was successful in ensuring that students were focused on, and accomplishing, more in-depth analysis of the assigned primary source and secondary source readings.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met During Winter Quarter 2012, I instituted a new assignment as well as a new rubric for the required paper in California Studies, and further revised this approach in Winter 2013 and Fall 2013. This new approach to the paper was successful in ensuring that students were focused on, and accomplishing, more in-depth analysis of the assigned primary and secondary source readings. I also continued requiring more in-depth knowledge of California geography on the objective exams in order to ensure student mastery of material in this area. (11/30/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It was clear from the papers completed by students that those who had appropriate preparation for college-level reading and writing could do well on these assignments. However, those who had not yet passed courses in preparation for college-level reading and writing struggled with analytical essays and basic college-level work. Including required geographical knowledge on exams ensured student mastery of material in this area.	**Enhancement:** Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses. (11/30/2013)
	Exam - Course Test/Quiz - During both Fall Quarter 2010 and Winter Quarter 2011, I assigned essay exams as well as a brief research paper for History 2; in these	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students' knowledge of California geography (related to historical, public policy, and environmental issues) did improve during the quarter as they were retested in this area. The majority	**Enhancement:** Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering

	assignments, students were expected to: 1) demonstrate their understanding of historical issues related to public policy decision making in California, and 2) show their ability to analyze primary and secondary sources in California history. In addition, I tested the students on California geography to ensure their mastery of basic knowledge in this area related to history. Brief oral presentations by students on their research were also required.	of students did well in orally presenting their research findings regarding a California public policy issue; I did see a correlation between students who had inadequate preparation in college-level reading and writing and those who had difficulty with clear oral presentation of research results. (05/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It was clear from the essays and research papers completed by students that those who had appropriate preparation in college-level reading and writing could do well on these assignments. However, those who had not yet passed courses in college-level reading and writing struggled with analytical essays and basic college-level research.	students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses. To help expedite student progress toward degrees, certificates, and transferring, realistic and specific reading and writing requirements should also be required during a student's first quarter and first year, unless the student has placed out through an assessment test or its equivalent. (11/30/2013) **Enhancement:** Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses. (11/30/2013)
HIST2_SLO_2 - Students will demonstrate the capacity to critically engage, evaluate, and employ primary and secondary source materials in the area of California Studies and to construct historical analyses based on these materials. **SLO Status:** Active	**Other -** In-class essay **Target for Success:** Passing grade on assignment.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met In Winter Quarter 2012, and in Winter 2013 and Fall 2013, I continued requiring students to bring rough drafts of their final essays to a review session in class, where they also shared their different versions of main arguments and reviewed interpretations of primary and secondary sources. This effectively instituted advance preparation and thus higher success rates for students. (11/30/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It was clear from the final exam essays that those students who had	**Enhancement:** Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		appropriate preparation for college-level reading and writing could do well on these assignments. However, those who had not yet passed courses in preparation for college-level reading and writing struggled with analytical essays and basic college-level work.	(11/30/2013)

HIST 3A:World History

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST3A_SLO_1 - Students will demonstrate and apply knowledge of the earliest World history through 750 CE to construct defensible statements of meaning and evaluation about this period's developments. **SLO Status:** Active	**Exam - Course Test/Quiz -** Assessment: quizzes, exams. **Target for Success:** Passing grade on tests.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Since geography is a key element in learning world history, map assignments were expanded. This process ensured that students were not only learning global locations, but were able to refer to such locations in their written analysis of diverse civilizations in world history. (07/13/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The lack of world history courses in many high schools, and the lack of attention to world geography in pre-collegiate education, makes the community college world history course all the more important in ensuring that our students have both an analytical and geographical understanding of our diverse global community.	**Enhancement:** Students' knowledge of African and Middle Eastern geography, from Egypt and Mesopotamia (present-day Iraq) to Kush Nubia and West Africa in the early period of world history, were emphasized in order for students to consider the importance of these civilizations in the past and their relevance to current historical debates. (07/13/2012)
	Other - Final Take Home Argument Essay. Students could choose one of the following to address: 1) What if anything, does the late-Paleolithic period to 750 CE tell our contemporary society about the "human condition"? 2) What if anything, can our contemporary society learn from this period about "civilization"? **Target for Success:** Benchmark –70%.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met The overwhelming majority of students, 19 out of 21 students who submitted a final essay, received a passing grade or higher: 10 As, 5 Bs, and 4 Cs. The two remaining students did not pass the essay: 1 D and 1 fail. (12/11/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The entire course was designed for students to address one of the two thematic questions. However, if students just focused exclusively on doing the course reading and did not attend class on a regular basis, where additional information was provided in terms of primary and secondary documents or readings, or missed any or all of the in-class activities that were designed specifically to assist students with analyzing, discussing and supporting their position, they would clearly not do well on the essay exam.	**Enhancement:** Spell out what I just articulated in the reflection and analysis section clearly in my syllabus and state it repeatedly in class throughout the quarter. (03/20/2017)
HIST3A_SLO_2 - Students will identify, critically evaluate, and interpret primary documents from the earliest World history through 750 CE to construct historical analysis. Assessment: written	**Other -** In-class essay. **Target for Success:** Passing grade on essay.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met The growth of environmental change in early world history was added to an in-class essay assignment as a category for student analysis based on primary sources. Data summary revealed that students had mastered new information and	**Enhancement:** Examination of global geography and cross-cultural trade in relation to environmental issues was an added component in further exploration of this issue in world

evaluation and interpretation of primary documents. **SLO Status:** Active		were able to construct evaluations of environmental issues in world history. (07/13/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Incorporating environmental analysis into examination of early world civilizations reminds students of another important category of analysis in early world history. Student evaluation of primary sources revealed their understanding of the duration of environmental patterns in world history.	history. (07/14/2012)
	Other - In-class (timed) activity designed for students to work in groups to demonstrate, at least five to ten different ways, a primary document relates or speaks to the course readings by providing the answers on a written form. **Target for Success:** Benchmark – 70%.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Seven groups of four to five students worked together to address the above method. Students were placed in random groups. In addition to the above SLO, the objectives of this assignment were also multifold: 1) to see how many students had read the course material; 2) to see if students were highlighting significant material in their text; 3) to see if students comprehended what they read; 4) to have students teach one another; and 5) to encourage students to do the reading. The average for the seven groups was anywhere between five to seven different ways that the specific primary document related to the course readings. One group clearly struggled to come up with three, while another group easily went above and beyond my expectations. I could overhear students asking their classmates to be specific in how what they were saying related to the course text. I also heard students share different interpretations of the same textual reference and discuss the validity of each claim. Likewise, students who had not read were given either the task of writing, encouraged to read and select passages right then, or lectured about the significance of doing and upholding their part in the exercise. (12/11/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, I think this assignment was a success and achieved the overarching objective of having students evaluate and interpret a primary document, in addition to the other objectives of the specific activity. Students engaged in intense and deeply profound discussion about how this document related to the course material. Students were mirroring my method of asking pointed questions of one another to get	**Enhancement:** I am going to spell out more succinctly, in my syllabus, the nature and objectives regarding this type of activity and repeat the significance of this exercise throughout the quarter. I think I can even make it a little more competitive by giving extra credit points to the group that comes up with the most points. (03/20/2017)

their classmates to be more specific and to really think about what they were claiming.

I usually treat this assignment like a quiz in that I do not announce it in advance. However, I am wondering if I could increase participation by making a prior announcement and explaining what the benefits of the assignments will be to the students in the long run—in advance.

HIST 3B:World History

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST3B_SLO_2 - Students will identify, critically evaluate, and interpret World history primary documents from 750 CE to 1750 CE to construct historical analysis. Assessment: written evaluation and interpretation of primary documents. **SLO Status:** Active	**Other -** Paper		
	Other - Students were randomly placed in groups of threes or fours and given a primary document reflecting a personal account of either a slaver or an enslaved perspective. Students worked collectively to identify passages that spoke to the course theme, and then used these passages to argue for a specific interpretation of the historical period being covered. **Target for Success:** Target for success was 70% or above of the students present. 100% of the participating students saw this exercise, while difficult in terms of the specific content given the nature of slavery, as extremely useful in aiding their assessment of this historical period. **Comments/Notes:** Half the groups had narratives from a "slaver", the other half had narratives from someone who was "enslaved".	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Target for success was 70% or above of the students present. 100% of the participating students saw this exercise, while difficult in terms of the specific content given the nature of slavery, as extremely useful in aiding their assessment of this historical period. (03/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** If students just focused exclusively on doing the course readings and did not attend class on a regular basis, where additional information was provided in terms of primary source documents or secondary readings, or missed the in-class activities that were designed specifically to assist students with analyzing, discussing, and supporting their position, they would clearly not do as well on the exam.	**Enhancement:** The enhancement plan is to spell out in the syllabus what was just articulated in the reflection section and state it repeatedly to students throughout the quarter to help improve scores. (07/08/2018)
HIST3B_SLO_1 - Students will demonstrate and apply knowledge of World history from 750 CE to 1750 CE to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.

SLO Status: Active | **Exam - Course Test/Quiz -** Ten question quiz **Target for Success:** Target for the success was 70% of the class receiving a C or above. **Comments/Notes:** The target was met. | | |
| | **Exam - Course Test/Quiz -** The assessment method was a ten question, true or false quiz covering one chapter of the text. The exam | **Program Review Reporting Year:** 2016-2017 **Target :** Target Met Two students scored 100; six students scored 990; two students scored 80; foru students scored 70; one student | **Enhancement:** The enhancement will be to add more specific language to the syllabus and more activities focusing on how to do |

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	was given during a specific time-frame. The language utilized within this quiz called for students to read very carefully and to really have a strong understanding of the text. This was the last test of the quarter, but students had four prior exams of a similar nature that underscored the significance of reading closely and paying close attention to the demands of each prompt. **Target for Success:** Target for success was 70% of the class receiving a "C" or above, which was met. Two students scored 100; six students scored 90; two students scored 80; four students scored 70; one student scored 60; and, one student scored 50.	scored 60; and one student scored 50. (03/20/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since the language utilized within this quiz called for students to read very carefully and to really have a strong understanding of the text, the goal will be to focus more on those skills in future classes.	close readings of primary source documents and secondary source readings in history to assist students with improving scores on quizzes and exams. (07/08/2018)

HIST 3C:World History

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST3C_SLO_1 - Students will demonstrate and apply knowledge of World history from 1750 CE to the present to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers. **SLO Status:** Active	**Exam - Course Test/Quiz -** Exam - Course Test/Quiz **Target for Success:** Passing grade on tests.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Since geography is a key element in learning world history, map assignments were expanded. This process ensured that students were not only learning global locations, but were able to refer to such locations and use them in their written analysis of diverse civilizations in world history. (11/30/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The lack of world history courses in many high schools, and the lack of attention to world geography in pre-collegiate education, makes the community college world history course all the more important in ensuring that our students have both an analytical and geographical understanding of our diverse global community.	**Enhancement:** Students' knowledge of African, Asian, Middle Eastern, European, American, and additional parts of the globe were further emphasized in lectures and exams in order for students to consider the importance of diverse civilizations in the past and their relevance to current historical debates. (11/30/2013)
	Exam - Course Test/Quiz - Exam **Target for Success:** 70% or better	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students took an exam to demonstrate their understanding of different developments in world history. 81% of the students were successful in constructing defensible statements of meaning and evaluation. (12/26/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students did a great job of understanding developments in world history and putting that understanding into concrete form. It was clear that they were evaluating and assessing major events in world history. It was clear that students with a critical thinking understanding background were most likely better prepared.	**Enhancement:** Student knowledge of developments in world history could be enhanced through additional readings and new materials in order to provide greater awareness of the complexities in events in world history. (06/20/2018)
HIST3C_SLO_2 - Students will identify, critically evaluate, and interpret World history primary documents from 1750 to the present to construct historical analysis. Assessment: written evaluation and interpretation of primary documents. **SLO Status:** Active	**Other -** In-class essay **Target for Success:** Passing grade on assignment.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met During Fall 2011, I created a specific assignment as well as a rubric for the required paper in modern world history. I further revised this approach in Fall 2012. This new approach to the paper was successful in ensuring that students were focused on, and accomplishing, more in-depth analysis of the assigned primary and secondary	**Enhancement:** Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		source readings. (11/30/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It was clear from the papers completed by students that those who had appropriate preparation for college-level reading and writing could do well on these assignments. However, those who had not yet passed courses in preparation for college-level reading and writing struggled with analytical essays and basic college-level work.	complete) the reading and writing requirements necessary to do well in college-level courses. (11/30/2013)
	Other - Analytical essay **Target for Success:** 70% or better	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met A specific essay was assigned with five categories that involved an analysis of thesis, argument, organization, methodology, and critique of a primary source. 92% of the students demonstrated their understanding of these categories. (12/26/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student essays reflected solid interpretations of social developments and conflicts in a historical framework based on their readings of a primary document. It was clear that students with solid writing backgrounds were most likely best prepared.	**Enhancement:** To improve outcomes on the assessment it is planned to assign added readings of primary documents so as to assist the students to view the class information in a historical and social context. (06/20/2018)

HIST 9:Women in American History

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST9_SLO_1 - Students will demonstrate and apply knowledge of colonial and U.S. women's history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers. **SLO Status:** Active	**Other -** Paper **Target for Success:** Passing grade on assignment.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met During Spring Quarter 2012, I instituted a new assignment as well as a new rubric for the required paper in women's history. These new approaches to the paper were successful in ensuring that students were focused on, and accomplishing, more in-depth analysis of the assigned primary and secondary source readings. (07/13/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It was clear from the papers completed by students that those who had appropriate preparation in college-level reading and writing could do well on these assignments. However, those who had not yet passed courses in college-level reading and writing struggled with analytical essays and basic college-level work.	**Enhancement:** Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and wiring requirements necessary to do well in college-level courses. (07/13/2012)
	Other - Paper **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Over 70% of students achieved a passing rate on the paper, demonstrating proficiency in understanding historical concepts as well as gender-related concepts in this class on women's history in America. (12/09/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student understanding of women's history in the U.S. was demonstrated through their papers, which required them to have mastered information from textbook chapters, primary historical document sources, and material from lecture and class discussion. Papers and in-class essays remain important ways for students to demonstrate critical thinking skills through written analysis.	**Enhancement:** To further improve student success on their papers, and promote planning and more critical thinking during the writing process, in the future the instructor will require students to complete, and bring to class, an outline of their paper, including a practice main argument along with the evidence from sources that they plan to use. (02/28/2017)
HIST9_SLO_2 - Students will identify, critically evaluate, and interpret primary documents from colonial and U.S. women's history to construct historical analysis. Assessment: written evaluation and interpretation of primary documents. **SLO Status:** Active	**Other -** In-class essay **Target for Success:** Passing grade on assignment.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met In Spring Quarter 2012, I continued requiring students to bring rough drafts of their final essays to a review session, where they also shared their different versions of main arguments and reviewed interpretations of primary sources. This effectively instituted advance preparation and	**Enhancement:** Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		thus higher success rates for students. (07/13/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It was clear from the final exam essays that those students who had appropriate preparation in college-level reading and writing could do well on these assignments. However, those who had not yet passed courses in college-level reading and writing struggled with analytical essays and basic college-level work.	have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses. (07/13/2012)
	Other - Paper **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Over 70% of students achieved a passing rate on the paper, demonstrating proficiency in understanding historical concepts as well as gender-related concepts in this class on women's history in America. (12/09/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Part of the process of writing the paper in women's history involved class discussion beforehand of the primary source documents, and evaluation of specific passages for their gender-related concepts and historical vocabulary. Summaries of this evidence -- which students generated in their contributions to class discussion -- were then written on the board, as the instructor guided the discussion, asking students to compare and contrast different, although related, documents. More than 70% of students were able to successfully demonstrate in their papers a college-level, written interpretative analysis of the concepts from the readings that were discussed in class.	**Enhancement:** The goal of improving student success on papers could be further enhanced if the college (and state of California) were to add a prerequisite, ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses. For now, in future courses, additional handouts will be distributed to provide further guidance on writing papers in history classes and will be discussed in class. (02/28/2017)

HIST 10:History of California

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST10_SLO_1 - Students will demonstrate and apply knowledge of Native American through the present California history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers. **SLO Status:** Active	**Exam - Course Test/Quiz -** Quiz **Target for Success:** 70% or better	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Approximately 74% if the students were quizzed on a chapter that covered Native American Indians and demonstrated their understanding of the changing nature of Native American culture with European contact in California. (12/21/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students did a great job of understanding Native American culture and putting that understanding into concrete form It was clear that they were evaluating and assessing issues of nativism, accommodation, and assimilation. It was clear that students with a critical thinking background were the most prepared.	**Enhancement:** Student knowledge of Native American culture in California could be enhanced through additional readings and new materials in order to provide greater awareness of the complexities of the culture. (12/15/2017)
HIST10_SLO_2 - Students will identify, critically evaluate, and interpret Native American through present California primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents. **SLO Status:** Active	**Other -** Analytical essay **Target for Success:** 70% or better	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met A specific essay was assigned with five categories that involved an analysis of thesis, argument, organization, methodology, and critique of a primary source. 88% of the students demonstrated their understanding of these categories. (12/21/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student essays reflected solid interpretations of social conflicts in a historical framework based on their readings of a primary document. It was clear that students with solid writing backgrounds were the most prepared.	**Enhancement:** To improve outcomes on the assessment it is planned to assign additional primary documents to assist the students to view the class information in a historical and social context. (12/15/2017)

HIST 107X:Community History

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST107X_SLO_1 - Students will comprehend and demonstrate knowledge of a selected California community and evaluate its significance in California history. Assessment: Quizzes, exams, papers, or class discussion. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			
HIST107X_SLO_2 - Students will identify, evaluate, and interpret primary sources, including historic sites or structures related to a select community. Assessment: Written evaluation and interpretation. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015	**Other -** Field Trip Response Paper that required students to access arts and entertainment communities, and city efforts to encourage them, in San Jose. Students were expected to display a written knowledge of San Jose arts and entertainment communities and the City of San Jose's impact on arts and entertainment infrastructure and communities. Students were expected to show understanding of how local governments can and do impact arts and entertainment communities, while also analyzing the effectiveness of these efforts in San Jose, specifically. **Target for Success:** Demonstrate awareness and understanding of arts and entertainment communities, their successes and failures, problem areas and other relevant topics. A minimum statistic of 70% or higher was required to demonstrate success.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met All students displayed an understanding of San Jose arts and entertainment communities, observed the city's focus areas, accessed family-friendly options, and analyzed problems or difficulties experienced by local arts and entertainment communities. Their suggestions for ways the City of San Jose could improve arts and entertainment communities and venues reflected a successful analysis of problems and viable solutions. (12/13/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many students are ESL students and this is reflected in their written capabilities. Despite this obstacle, all students showed interest, understanding of broad arts and entertainment communities and their effects on the community as a whole. This course provided a way for foreign students to understand and contextualize many American forms of arts and entertainment. Non- foreign students and, indeed, those native to the Bay Area, indicated a deeper appreciation for the various arts and entertainment communities of the South Bay.	**Enhancement:** I would like to provide students with more guest speakers from arts and entertainment communities in the future. This may require offering lectures on Monday evenings, as that is the one day many community members have available. This would allow students to develop an even deeper knowledge of the victories and struggles of local arts and entertainment communities, which would be reflected in their discussion and analysis of problems and solutions in their Field Studies Response Papers. (03/20/2018)
HIST107X_SLO_3 - Students's historical knowledge and			

understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Essays, papers, or personal statements.
SLO Status: Active_Pending_Revision
Outcome Creation Date: 08/24/2015

HIST 17A:History of the United States to Early National Era

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST17A_SLO_1 - Students will demonstrate and apply knowledge of Colonial era through 1800 U.S. to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers. **SLO Status:** Active	**Project -** Primary document paper **Target for Success:** The target was for students to show mastery of the SLO at a level matching the Matrix criteria corresponding to a grade of C or higher. **Comments/Notes:** ... **Related Documents:** [Hist 17A SLOAC Matrix](#)	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Assessment Data Summary Box: 70 students performed the assignment, and the average score was 78.6 of 100 points possible, a score representing either about a high C or low B letter grade. According to the assignment?s assessment rubric, a C grade (78-66 points) signifies a satisfactorily developed thesis and use of 2-3 major informational categories addressing the topic, while a B grade signifies a clear, well developed thesis and presentation of 3 main informational categories. A C grade reflects use of a ?satisfactory, decent? number of historical factual examples supporting the thesis, and a B essay contains a ?good number? of historical examples for evidence. A C essay may contain some factual errors or misunderstandings, while a B essay contains few or no errors (06/26/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, students? demonstrated satisfactory-to-good knowledge of a large body of information (from an important figure?s autobiography) about early American history. Furthermore, students used that knowledge competently and capably to construct defensible statements of meaning and evaluation in answering the assignment?s analytic question. Overall, students met our department?s expectations of proficiency and student success.	**Enhancement:** None recommended (06/26/2012)
	Other - Paper **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Over 70% of students achieved a passing rate on the paper, demonstrating proficiency in understanding historical concepts in this class on U.S. history from the colonial period to the early national era. (12/09/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student understanding of early American history was demonstrated through their papers (including one topic on Virginia servant and slave laws in the 1600s, and another topic on	**Enhancement:** To further improve student success on their papers, and promote planning and more critical thinking during the writing process, in the future the instructor will require students to complete, and bring to class, an outline of their paper, including a practice main argument along with the evidence from sources

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Puritan court records and issues of religious freedom in the 1600s), which required students to have learned information from textbook chapters, primary historical document sources, and material from lecture and class discussion. Papers and in-class essays remain important ways for students to demonstrate critical thinking skills through written analysis.	that they plan to use. (02/28/2017)
	Exam - Course Test/Quiz - Since geography is a key element in learning U.S. history, map assignments were created. This process ensured that students were learning not only North American locations, but were able to refer to such locations in their written analysis of diverse communities in American history from 1492 to 1800. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Over 70% of students were able to successfully pass the map section of the final exam and to make accurate geographical references in their written analysis and evaluation of this period's developments. (12/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student knowledge of geography can be improved by map assignments like those instituted in this course. Many students admitted that they did not know the locations of the 13 original American colonies or of various Native American cultures until they took this college-level course in early American history.	**Enhancement:** To further enhance this assessment, students can be given websites to visit (which contain maps) to test themselves on geography and culture in early American history. (01/27/2017)
HIST17A_SLO_2 - Students will identify, critically evaluate, and interpret Colonial era through 1800 U.S. primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents. **SLO Status:** Active	**Project -** paper **Target for Success:** 100%		
	Other - Paper **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Over 70% of students achieved a passing rate on the paper, demonstrating proficiency in understanding historical concepts in this class on U.S. history from the colonial period to the early national era. (12/09/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Part of the process of writing the paper in early American history involved class discussion beforehand of the primary source documents, and evaluation of specific passages for their historical concepts and vocabulary. Summaries of this evidence -- which students generated in their contributions to class discussion -- were then written on the board, as the instructor guided the discussion, asking students to	**Enhancement:** The goal of improving student success on papers could be further enhanced if the college (and state of California) were to add a prerequisite, ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses. For now, in future classes, an additional handout to provide further guidance in writing papers will be distributed to the students and will be discussed in class.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		compare and contrast different, although related, documents. More than 70% of students were able to successfully demonstrate in their papers a college-level, written interpretive analysis of the concepts from the readings that were discussed in class.	(02/28/2017)

HIST 17B:History of the United States from 1800 to 1900

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST17B_SLO_1 - Students will demonstrate and apply knowledge of the 19th century U.S. to construct defensible statements of meaning and evaluation about this period's developments. **SLO Status:** Active	**Other -** The assessment for this SLO was in the form of a substantial take-home essay paper that required students to demonstrate and apply knowledge of early American history to make defensible statements about and evaluation of it. Students wrote essays choosing and interpreting primary historical evidence from an historical figure's autobiography to make an argument in answer to a question supplied by the instructor. This assignment was based on the book Narrative of the Life of Frederick Douglass, An American Slave. The assignment required students to demonstrate mastery of a large amount of material of Nineteenth-Century American history and apply that knowledge to make defensible statements of meaning about some of the period's major developments. This was a major assignment worth 100 points. For this assignment a detailed rubric was generated for measuring and assessing students' achievement of the course's two SLOs. Rubric is available on request. **Target for Success:** The target was for students to show mastery of the SLO at a level matching the Matrix criteria corresponding to a score of 70%, or a grade of C or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 65 students performed the assignment, and the average score was 79.2% of 100 points possible, a score representing either a B letter grade. According to the assignment's assessment rubric, a B grade (89-79 points) signifies a clear, well developed thesis, identifies and describes 3 or more significant causes of Douglass's acquiring literacy and examples of how becoming literate changed his life. A B-level essay contains a good number of historical examples drawn from Douglass's narrative for evidence. A B essay is mainly grammatical, clearly written, and has few or no factual errors or misunderstandings. (12/12/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Two department members participated in the reflection and analysis. Overall, students' demonstrated good knowledge of a large body of information (from an important figure's autobiography) about Nineteenth-Century American history. Furthermore, students used that knowledge capably to construct defensible statements of meaning and evaluation in answering the assignment's analytic question. Overall, students participating in this assessment met our department's expectations of proficiency and student success.	**Enhancement:** Although students taking this assessment generally met and satisfied our department's SLOs, not all did. So a recommended enhancement is to provide students next time with a handout on the identification and evaluation of historical sources prior to the essay assignment. (06/20/2017)
	Exam - Course Test/Quiz - Since geography is a key element in learning U.S. history, map	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Over 70% of students were able to accurately complete the	**Enhancement:** The enhancement for this assessment will be to introduce students to an online

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	assignments were expanded. This process ensured that students were not only learning North American locations, but were able to refer to such locations in their written analysis of diverse communities in 1800s U.S. history. **Target for Success:** 70%	map section of the final exam and to make accurate geographical references in their written analysis and evaluation of this period's developments. (06/29/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The lack of emphasis on geography in many high schools makes the community college course in U.S. history all the more important in ensuring that our students have both an analytical and geographical understanding of American history.	website with visual interactive map quizzes for practice in learning American geography. (07/08/2018)
HIST17B_SLO_2 - Students will identify, critically evaluate, and interpret 19th century U.S. primary documents to construct analysis. **SLO Status:** Active	**Other -** The assessment for this SLO was in the form of a substantial take-home essay paper that required students to demonstrate and apply knowledge of early American history to make defensible statements about and evaluation of it. Students wrote essays choosing and interpreting primary evidence from an historical figure's autobiography to make an argument in answer to a question supplied by the instructor. This assignment was based on the book Narrative of the Life of Frederick Douglass, An American Slave. The assignment required students to critically evaluate and interpret Nineteenth-century United States History through primary documents to construct historical analysis. This was a major assignment worth 100 points. For this assignment a detailed rubric was generated for measuring and assessing students' achievement of the course's two SLOs. Rubric is available on request. **Target for Success:** The target was for students to show mastery of the SLO at a level matching the Matrix	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 65 students performed the assignment, and the average score was 79.2% of 100 points possible, a score representing a B letter grade. According to the assignment's assessment rubric, a B grade (89-79 points) signifies a clear, well developed thesis, identifies and describes 3 or more significant causes of Douglass's acquiring literacy and examples of how becoming literate changed his life. A B-level essay contains a good number of historical examples drawn from Douglass' narrative for evidence. A B essay is mainly grammatical, clearly written, and has few or no factual errors or misunderstandings. (12/12/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Two department members participated in the reflection and analysis. Through this essay paper assignment, students identified, critically evaluated, and interpreted Nineteenth-century United States History through primary documents to construct historical analysis. Overall, students participating in this assessment met our department's expectations of proficiency and student success.	**Enhancement:** Although students taking this assessment generally met and satisfied our department's SLOs, not all did. So a recommended enhancement is to provide students next time with a handout on the identification and evaluation of historical sources prior to the essay assignment. (06/20/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	criteria corresponding to a score of 70%, or a grade of C or higher.		
HIST17B_SLO_3 - Students' historical knowledge and understanding will enable them to be informed, engaged citizens. **SLO Status:** Archived SLO Statement			

HIST 17C:History of the United States from 1900 to the Present

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST17C_SLO_1 - Students will demonstrate and apply knowledge of the 20th century U.S. to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers. **SLO Status:** Active	**Exam - Course Test/Quiz -** In Spring 2012, the final exam was given in one section of my 17C class in which students were to write an exam question that required an analysis and for students to be able to identify relevant factual information. They also had to write statements of meaning about this period's development, the post world war II era. The question the students answered was: "In his domestic policy with Civil Rights, Truman was ahead of his time. Please explain why he supported Civil Rights and give examples of his actions. What were the outcomes for President Truman, especially in the election of 1948?" Students had to 1. explain the several reasons Truman supported civil rights, connect this, for example, to the cold war era and to his domestic policy agenda. 2. give examples and 3. Then in their analysis show what happened to the President in the election of 1948. 4. Students also had to use a primary document in this analysis as well. **Target for Success:** Benchmark assessment	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met A grade of C was give if there was a good reflection of the factual history but no analysis or connection between the Civil Rights issue and Truman's out come in 1948. A and B grades were given for seeing connections between the Civil right s agenda and how this effected Truman in the election of 1948. The top A's were given to students who used the primary document effectively.62% of students who wrote on this question got grades of A and Bs and 25% got Cs. (03/04/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** None	
	Exam - Course Test/Quiz - Since geography is a key element is learning U.S. history, map assignments were expanded. This process was put in place to ensure	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met At least 75% of students were able to successfully score a passing grade on the map section of the midterm exam and 80% were able to refer to geography accurately in their	**Enhancement:** Enhancement for this assessment: distribute more information earlier in the quarter regarding geographic references and maps so that students can

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	that students understood locations of key events and their relationships to each other, including in students' written analysis of foreign relations as well as domestic policies in twentieth-century U.S. history. **Target for Success:** 70%	written essay sections and in their evaluation of this period's historical developments in American foreign policy and domestic policy. (03/06/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Geography may not be emphasized as much as it should in high school history courses. Therefore, U.S. history courses in community college can help in ensuring geographic literacy.	study this information in more detail before the midterm. (07/08/2018)
HIST17C_SLO_2 - Students will identify, critically evaluate, and interpret 20th century U.S. primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents. **SLO Status:** Active	**Other -** Paper: The assessment for this SLO was in the form of a substantial take-home essay paper that required students to demonstrate the ability to identify, critically evaluate, and interpret United States History, 1900 to present, through primary documents to construct historical analysis. Students wrote essays choosing and interpreting primary historical evidence from two historical figures' statements to make an argument in answer to a question supplied by the instructor. This assignment was based on the documents in the book, Martin Luther King Jr., Malcolm X, and the Civil Rights Struggle of the 1950s and 1960s. The assignment required students to show ability to identify, critically evaluate, and interpret United States History, 1900 to present, through primary documents to construct historical analysis. his was a major assignment worth 100 points. **Target for Success:** Students need to receive a C or better on these papers.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In the assessment for this SLO, 46 students performed the assignment, and the average score was 78.7% of 100 points possible, a score representing about a B- or C+ letter grade. According to the assignment's assessment rubric, a B grade signifies the presence of clear, well developed theses, identifies and describes 3 or more significant statements and arguments each by Martin Luther King and Malcolm X on a topic given in the question. The standards for a B- or C+-level essay contains a satisfactory number of historical statements and examples drawn from these leaders' writings. Standards for a B- or C+-level essay are that it is mainly grammatical, fairly clearly written, and has few or no factual errors or misunderstandings. (03/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Two department members participated in the reflection and analysis. Through this essay paper assignment, students identified, critically evaluated, and interpreted United States History, 1900 to present, through primary documents to construct historical analysis. Overall, students participating in this assessment met our department's expectations of proficiency and student success. **Program Review Reporting Year:** 2011-2012 **Target :** Target Met Combined the two classes contained over 100 students. Students were clearly able to do some analysis. Most students 70% got a B or more on these assignments. To get a B required some analysis. Many received A's, 35%. The students in general were successful in their analysis. (03/04/2015)	**Enhancement:** Although students taking this assessment generally met and satisfied our department's SLOs, not all did. So a recommended enhancement is to provide students next time with a handout on the identification and evaluation of historical sources prior to the essay assignment. (03/27/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I found first, students did much better in their analysis when they were given questions to read and answer. Their own questions and analysis, in general, missed the primary focus of each document.

The papers provided an insight into students' capabilities as well. For example, one document was an analysis of President Roosevelt's speech after the bombing of Pearl Harbor. Most students clearly understood this speech and could explain the main points. However, when they were asked why did the Japanese attack other people and states after Pearl Harbor, for the most part they did not connect this to their building an empire. Even though this was discussed in class and the text talked about it.

Another document on the the Nixon Watergate Tapes was interesting because the students for the most part, 90%, could see that the president was involved in the cover up based on the tapes. Other students, 10-12%, could not see this and made excuses for Nixon or said the president was not involved as he was president. The office of president clearly had influence on what students could see in a primary document.

HIST 51X:Topics in California Political and Diplomatic History

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST51X_SLO_1 - Students will comprehend and demonstrate knowledge of selected topics in California political and diplomatic history and evaluate their significance to California history overall. Assessment: Quizzes, exams, papers, or class discussion. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			
HIST51X_SLO_2 - Students will identify, evaluate, and interpret primary sources including historic sites. Assessment: Written evaluation and interpretation **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			
HIST51X_SLO_3 - Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Papers or written personal statements. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			

HIST 52X:Topics in History of Transportation in California

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST52X_SLO_1 - Students wil comprehend and demonstrate knowledge of selected topics in California transportation history and evaluate its significance to California history overall. Assessment: Quizzes, exams, papers, or class discussion. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			
HIST52X_SLO_2 - Students will identify, evaluate, and interpret primary sources, including historic sites. Assessment: Written evaluation and interpretation. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			
HIST52X_SLO_3 - Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. Assessment: Essays, papers, or personal statements. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			

HIST 53X:Topics in California Historical Sites and Monuments

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST53X_SLO_1 - Students will comprehend and demonstrate knowledge of one or more California historical sites or monuments, and evaluate their significance in California history. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			
HIST53X_SLO_2 - Students will identify, evaluate, and interpret primary sources, including historic sites or structures. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			
HIST53X_SLO_3 - Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California issues. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			

HIST 54X:Special Topics: Significant Californians

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST54X_SLO_1 - Students will comprehend and demonstrate knowledge of one or more significant Californians and evaluate their importance in California history. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			
HIST54X_SLO_2 - Students will identify, evaluate, and interpret primary sources, including historic sites or stuctures. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			
HIST54X_SLO_3 - Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in California related issues. **SLO Status:** Active **Outcome Creation Date:** 02/06/2018			

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HIST 55A:Racial and Ethnic Communities in California's History

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST55A_SLO_1 - Students will comprehend and demonstrate knowledge of the racial and ethnic communities in California's history, and evaluate their significance to California overall. Assessment: Quizzes, exams, papers, or class discussion. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			
HIST55A_SLO_2 - Students will identify, evaluate, and interpret primary sources on California's racial and ethnic communities. Assessment: Written evaluation and interpretation. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			
HIST55A_SLO_3 - Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in contemporary racial and ethnic California issues. Assessment: Papers or written personal statements. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			

HIST 55B:California's Agricultural Heritage

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST55B_SLO_1 - Students will comprehend and demonstrate knowledge of selected topics in California agricultural history and evaluate their significance to California history overall. Assessment: Quizzes, exams, papers, or class discussion. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			
HIST55B_SLO_2 - Students will identify, evaluate, and interpret primary sources including historic sites. Assessment: Written evaluation and interpretation. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			
HIST55B_SLO_3 - Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in contemporary and historical issues related to California agriculture . Assessment: Papers or written personal statements. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			

HIST 55C:Historical Surveys of California's Environments

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST55C_SLO_1 - Students will comprehend and demonstrate knowledge of the history of California's environmental issues. Assessment: Quizzes, exams, papers, or class discussion. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			
HIST55C_SLO_2 - Students will identify, evaluate, and interpret primary sources on California's environment. Assessment: Written evaluation and interpretation. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			
HIST55C_SLO_3 - Students' historical knowledge and understanding will enable them to be informed and intellectually engaged in contemporary environmental California issues. Assessment: Papers or written personal statements. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			

HIST 6A:History of Western Civilization

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST6A_SLO_1 - Students will demonstrate and apply knowledge of Western Civ's earliest history through late antiquity (750 CE) to construct defensible statements of meaning and evaluation about this period's development. Assessment: quizzes, exams and papers. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Exam - Course Test/Quiz -** In-class quizzes and essay exams in which students were expected to demonstrate knowledge of the early era in western civilization and to demonstrate an ability to review and analyze primary sources and secondary sources. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Over 80% of students successfully demonstrated knowledge of the early era in western civilization and were able to proficiently analyze primary and secondary sources in their written work. (03/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the work of many students was more than satisfactory, a proportion have room for improvement, as evidenced by their performance in quizzes and essays.	**Enhancement:** Student learning outcomes at the community college level could perhaps be enhanced by instituting prerequisites in the area of English composition on a statewide basis and ensuring that all entering students have completed and met those minimum standards; in the meantime, more emphasis will be placed on developmental written skills during class time. (04/21/2017)
HIST6A_SLO_2 - Students will identify, critically evaluate, and interpret Western Civ's earliest through late antiquity (750 CE) primary documents to construct historical analysis. Assessment: written/oral evaluation and interpretation of primary documents. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Other -** Essay: Analyze primary source documents and develop a thesis, supported with evidence in the essay, regarding the reasons for the decline of the Roman Empire. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Over 80% of students successfully completed the essay in take-home paper form, analyzing primary source documents regarding the decline of Rome in the history of western civilization. (03/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The work produced by the students in this reflective essay showed a general awareness of the informational and critical challenges inherent in historical analysis.	**Enhancement:** As several students have room for improvement in written expression, a pre-requisite in English composition on a statewide basis could help to enhance student learning outcomes in this area; in the meantime, further emphasis will be placed on developmental writing skills during class time. (04/21/2017)

HIST 6B:History of Western Civilization

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST6B_SLO_1 - Students will demonstrate and apply knowledge of Western history from the early Middle Ages through the early Modern Era (1750 C.E) to construct defensible statements of meaning and evaluation about this period's development. Assessment: quizzes, exams, and papers. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Exam - Course Test/Quiz -** In class exam with essay and objective questions regarding aspects of the history of western civilization from the early Middle Ages through the early Modern Era in order for students to demonstrate knowledge of that subject as well as an ability to review and analyze primary and secondary sources. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Over 70% of students met the target for demonstrating knowledge of this time period in western civilization and in their analytical evaluation of historical sources in this period's developments. (02/16/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The lack of historical preparation in many high schools make the community college history course all the more important in ensuring that our students have an analytical understanding of the history of western civilization.	**Enhancement:** Students' knowledge of the roots of western civilization was further emphasized in lectures and exams in order for students to consider the importance of diverse civilizations in the past and their relevance to current historical debates. (04/28/2017)
HIST6B_SLO_2 - Students will identify, critically evaluate, and interpret Western from early Medieval era to the early Modern Era (1750 C.E) primary documents to construct historical analysis. Assessment: written/oral evaluation and interpretation of primary documents. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Other -** Paper **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met During Winter 2017, I further revised the approach to the paper for History 6B western civilization topics, and this new approach to the paper was successful in that the target for success was met in ensuring that students were able to do in-depth analysis of the assigned primary and secondary source readings at the college level. (02/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Although the target for success was met, many students would benefit from improvements in their college-level reading and writing skills.	**Enhancement:** Student learning outcomes at the community college level could be improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses; in the meantime, additional handouts will be provided and discussed during class time regarding developmental writing skills. (04/26/2017)

HIST 6C:History of Western Civilization

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HIST6C_SLO_1 - Students will demonstrate and apply knowledge of Western history from the early modern period (1750 C.E) through the present to construct defensible statements of meaning and evaluation about this period's development. Assessment: quizzes, exams, and papers. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Exam - Course Test/Quiz -** In class exam with essay and objective components for students to demonstrate knowledge of the later era (1750 to present) in western civilization and to analyze primary and secondary sources in that time period. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met At least 70% of students successfully demonstrated their knowledge of this later time period in western civilization and in their analysis and evaluation of historical sources in this period's developments. (06/01/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The lack of historical preparation in many high schools makes the community college history course all the more important in ensuring that our students have an analytical understanding of the history of western civilization and its impact on the present.	**Enhancement:** Students' knowledge of the roots of western civilization was further emphasized in lectures and exams in order for students to consider the importance of diverse civilizations in the past and their relevance to current historical debates. (06/23/2017)
HIST6C_SLO_2 - Students will identify, critically evaluate, and interpret Western Civ's early modern period (1750 C.E) through the present primary documents to construct historical analysis. Assessment: written/oral evaluation and interpretation of primary documents. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Other -** Paper **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In Spring 2017, I created a specific assignment for the required paper in the later period of western civilization, which was successful in that the target for success was met in ensuring that students were able to do in-depth analysis of the assigned primary and secondary source readings at the college level. (06/02/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** From the papers turned in and the analysis in them, it was clear that those students who had already completed college-level writing courses did better than those students who had not yet taken such courses.	**Enhancement:** Outcomes of student learning at the community college level could be improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses; in the meantime, additional handouts will be provided and discussed during class time regarding developmental writing skills. (06/30/2017)

Assessment: Course/Service Four Column

De Anza College

Dept - (SSH) Humanities

HUMI 1:Creative Minds

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI1_SLO_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. **SLO Status:** Active	**Other -** Course embedded assessment in the form of a final project, presentation, portfolio and/or paper completed during week 11 of the quarter OR in the form of an essay question on the final exam. The project is completed by student, submitted online, presented in class with collaborative discussion, and finally reviewed online by the instructor. **Target for Success:** The goal is to measure student demonstration of critical thinking, imaginative, cooperative, and empathetic abilities in the construction of personal transformation and social change through a course embedded assessment in the form of a final project, presentation, portfolio, and/or paper OR in the form of an essay question on the final exam that synthesizes what they have learned in the course with their own interests and desires for change. Ideally all students would demonstrate complex ability to	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met The course embedded assessment was used in 16 sections of Humi 1 taught by 6 instructors, with an enrollment total of 608 students. 72% of the students demonstrated very complex abilities and 19% of the students demonstrated complex abilities, which totals to a 91% success rate. Students were affirmative in their sense of personal and intellectual empowerment within an experiential learning context. (01/21/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The course embedded assessment worked well. All instructors felt that it helped them to clearly understand student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again. **Program Review Reporting Year:** 2015-2016 **Target :** Target Met The course embedded assessment was used in three sections of Humi 1, each at approximately 70 students. In the 9:30 section, 60% of students demonstrated very complex abilities, 25% of the students demonstrated better than satisfactory abilities, 9% of the students demonstrated satisfactory abilities, 4% of the students demonstrated less than satisfactory abilities and 2% of the students demonstrated very little ability. In the 10:30 section, 56%	**Enhancement:** The primary strategies that will be utilized to promote student success will be refined clarity of expectations and rubrics when the project is assigned or when reviewing for the final exam, improved use of samples of success, more consistent reinforcement and emphasis on the learning outcome goals during the course, and increased focus and dialog on the intersections of personal and social change within a classroom environment that cultivates a strong sense of pride and respect. (01/21/2019) **Enhancement:** Instructors will continue to create opportunities, through in and out-of-class assignments, for students to develop their abilities in order to cultivate the capacity for personal and social change. (02/15/2016)

contextual knowledge, interpret and communicate meaning, and participate in personal, as well as social change.
Comments/Notes: Updated 01/20/19

of the students demonstrated very complex abilities, 20% of the students demonstrated better than satisfactory abilities, 7% of the students demonstrated satisfactory abilities, 3% of the students demonstrated less than satisfactory abilities, and 4% of the students demonstrated much less than satisfactory abilities. In the 11:30 section, 47% of the students demonstrated very complex abilities, 22% of the students demonstrated better than satisfactory abilities, 12% of the students demonstrated satisfactory abilities, 14% of the students demonstrated less than satisfactory abilities, and 5% of the students demonstrated much less than satisfactory abilities. (02/14/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The course embedded assessment worked well. It helped the instructors understand clearly student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again.

Program Review Reporting Year: 2009-2010
Target : Target Met
The course embedded assessment was used in two sections of Humi 1, each at approximately 70 students. In the 8:30 section, 62% of students demonstrated very complex abilities, 27% of the students demonstrated better than satisfactory abilities, 5% of the students demonstrated satisfactory abilities, 3% of the students demonstrated less than satisfactory abilities and 3% of the students demonstrated very little ability. In the 11:30 section, 46% of the students demonstrated very complex abilities, 27% of the students demonstrated better than satisfactory abilities, 10% of the students demonstrated satisfactory abilities, 12% of the students demonstrated less than satisfactory abilities, and 4% of the students demonstrated much less than satisfactory abilities. (06/04/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The course embedded assessment worked well. It helped the instructors understand clearly student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct

Enhancement: The primary strategy that will be utilized to improve student success will be a more efficient emphasis to the students on the importance of the project in the demonstration of their success in the course. More time needs to be taken when the assignment is made to emphasize the social change component of the assignment and to offer students the chance to collectively strategize. (06/04/2012)
Follow-Up: Emphasis is being made to students on the importance of the project and of the social change component. Students seem to be doing their best within the context of their school/work/personal lives. Instructors remain committed to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		way on their learning experiences. The outcome was measurable in a very clear way and it will be used again.	ongoing commitment and encouragement. (02/14/2016)
HUMI1_SLO_2 - Cultivate and demonstrate an awareness of the power of creativity and the potential of the creative process through direct involvement. **SLO Status:** Active	**Other -** Course embedded assessment in the form of a final project, presentation, portfolio, and/or paper completed during week 11 of the quarter OR in the form of an essay question on the final exam. The project is completed by student, submitted online, presented in class with collaborative discussion, and finally reviewed online by the instructor. **Target for Success:** The goal is to measure student awareness of the social, cultural, and historical importance of creativity and also the power of creativity in their own lives through a course embedded assessment in the form of a final project, presentation, portfolio, and/or paper completed during week 11 of the quarter OR in the form of an essay question on the final exam. Ideally, all students will demonstrate a complex and complete understanding of the definition of creativity and explain how it is useful in their lives. **Comments/Notes:** Updated 01/20/19	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met The course embedded assessment was used in 16 sections of Humi 1 taught by 6 instructors, with an enrollment total of 608 students. 80% of the students demonstrated very complex abilities and 13% of the students demonstrated complex abilities, which totals to a 93% success rate. Students were affirmative in their sense of personal and intellectual empowerment within an experiential learning context. (01/21/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The course embedded assessment worked well. All instructors felt that it helped them to clearly understand student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again.	**Enhancement:** The primary strategies that will be utilized to promote student success will be refined clarity of expectations and rubrics when the project is assigned or when reviewing for the final exam, improved use of samples of success, more consistent reinforcement and emphasis on the learning outcome goals during the course, and increased focus and collaborative dialog about the power of creativity and the potential of the creative process in preparation for assessment, and a continued commitment by Humanities faculty to explore and utilize innovative experiential pedagogical strategies. (01/21/2019)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met The course embedded assessment was used in three sections of Humi 1, each with approximately 70 students. All students in all three sections demonstrated success with this learning outcome, although the complexity and depth of their awareness varied. In the 9:30 section, 51% of students demonstrated very complex awareness, 25% of the students demonstrated better than satisfactory awareness, 16% of the students demonstrated satisfactory awareness, 6% of the students demonstrated less than satisfactory awareness and 2% of the students demonstrated very little awareness. In the 10:30 section, 43% of the students demonstrated very complex awareness, 26% of the students demonstrated better than	**Enhancement:** Instructors will continue to create opportunities, through in and out-of-class assignments, for students to develop their abilities in order to cultivate the capacity for personal and social change. (02/15/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

satisfactory awareness, 29% of the students demonstrated satisfactory awareness, 8% of the students demonstrated less than satisfactory awareness, and 4% of the students demonstrated much less than satisfactory awareness. In the 11:30 section, 41% of the students demonstrated very complex awareness, 27% of the students demonstrated better than satisfactory awareness, 20% of the students demonstrated satisfactory awareness, 7% of the students demonstrated less than satisfactory awareness, and 5% of the students demonstrated much less than satisfactory awareness. (02/14/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The course embedded assessment worked well. It helped the instructors understand clearly student outcomes in relation to the SLO. It also served as a valuable learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again.

Program Review Reporting Year: 2009-2010
Target : Target Met
The course embedded assessment was used in two sections of Humi 1, each at approximately 70 students. All students in both sections demonstrated knowledge on the subject, but the quality of the reflections varied greatly. In the 8:30 section, 43% of students demonstrated very complex understanding of the question, 27% of the students demonstrated better than satisfactory understanding of the question, 15% of the students demonstrated satisfactory understanding of the question, 10% of the students demonstrated less than satisfactory understanding of the question and 2% of the students demonstrated very little understanding of the question. In the 11:30 section, 33% of the students demonstrated very complex understanding of the question, 24% of the students demonstrated better than satisfactory a understanding of the question, 33% of the students demonstrated satisfactory understanding of the question, 6% of the students demonstrated less than satisfactory understanding of the question, and 1% of the students demonstrated much less than satisfactory understanding of the question.   Interestingly, the 8:30

Enhancement: Three strategies will be utilized to enhance student success. 1. The SLO will be clearly explained to students at the beginning of the quarter and will be revisited throughout the quarter. 2. CATs (Classroom Assessment Techniques) will be used periodically throughout the quarter to measure student progress. 3. Students will prepare for their assessment by doing in class writing and discussion. (06/04/2012)

Follow-Up: All three strategies are being utilized to enhance student success. Students express appreciation for the explanations, preparations, and assessments, and seem to be doing their best within the context of their

section demonstrated greater variance from the mean. (06/04/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The course embedded assessment worked well. It helped the instructors understand clearly student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again. This type of assessment could easily be adapted to other courses and outcomes. Ideally, all students would demonstrate a very complex understanding of the learning outcome? but we were very satisfied to see that almost all students had a satisfactory or above answer to our measurement tool.

school/work/personal lives. Instructors remain committed to ongoing commitment and improvement. (02/14/2016)

HUMI 10:Global Religious Perspectives: Judaism, Christianity, and Islam

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI10_SLO_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. **SLO Status:** Active	**Exam - Course Test/Quiz -** Course embedded assessment in the form of an essay on an exam. **Target for Success:** All students should be able to demonstrate their critical thinking, imaginative, cooperative, and empathetic abilities in the construction of personal transformation and social change, utilizing an essay exam question based that synthesizes what they have learned in the course with their own interests and desires at the heart.	**Program Review Reporting Year:** 2019-2020 **Target :** Target Met In the Fall 2019 course of 18 students assessed for this SLO, 39% scored at the highest level of success - mastery (4 on a scale of 0-4); 17% scored 3 (approaching mastery); 22% scored 2 (satisfactory); and 22% scored 1(less than satisfactory); and 0% scored unsatisfactory. (01/31/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 78% of students scored satisfactory or above, 22% scored less than satisfactory, and none scored unsatisfactory. While the instructor reported that this appeared typical to past quarters, he and we remain open to and interested in improving students' learning outcomes.	
		Program Review Reporting Year: 2017-2018 **Target :** Target Met The total number of students assessed through a course embedded assessment this quarter was 23. Of those 23, 47% of students demonstrated very complex abilities, 21% of the students demonstrated better than satisfactory abilities,21% of the students demonstrated satisfactory abilities, 7% of the students demonstrated less than satisfactory abilities and 4% of the students demonstrated very little ability. A number of students wrote something similar to this: • "Judaism, Christianity, and Islam all have the concept of divine unconditional grace/generosity and have the same theme of 'do justice, love kindness, and walk humbly with God.' Therefore the expression Judeao/Christian/Islamic Heritage would be more accurate." • "Each religion has its own cultural color and way of identifying itself that is unique." • "Islam . . . allows a lot of inquisitively and open-mindedness. It allows its followers to freely think, which	**Enhancement:** Continue to offer early assessment option. (12/21/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		can reduce the presence of ignorance."	

• "To accommodate a changing world, there must be acceptance of worshipper's choices."

• "No religion is any more reasonable than its followers interpret it to be." (12/21/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): This was one of the best performing classes this instructor has had. He gave credit for "showing improvement" on the three exams; this seemed to be an effective motivator. The paper the students submit just before the first exam gave him a very good idea of each student's level of comprehension, language skills, and critical thinking ability. Students who were concerned about getting less than a C grade could submit an extra credit paper related to something in one of their textbooks. Two students took advantage of this option.

		Program Review Reporting Year: 2009-2010	**Enhancement:** Have mentioned

Target : Target Not Met
50 students responded to the SLO question worth 194 points. There was one perfect score.   7 students score 150 ? 193. 7 students scored 100 ? 149. 7 students scored 50 ? 99. 28 students scored 0 ? 49. (06/04/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Not what I expected since students could prepare their response in advance. Only 15 students had the text where this information came from. The question really challenged the generally held perspective of most students Believe I didn?t go over one aspect of the question enough in class. Many not have provided enough time for students to really address the question even though they could prepare in advance? There was a lot of material on the exam.

Enhancement: Have mentioned and illustrated required text several times during the quarter. Designated a whole class period to focus on the aspect that is crucial to this question. Will use several examples before the final. Change by reducing the amount of material covered on the final exam. Next year, supplemental material will be a part of the text for the course. (06/04/2012)

| **HUMI10_SLO_2 -** Students will facilitate understanding between persons of various religious traditions.
SLO Status: Active | **Other -** Course embedded assessment in the form of a discussion following a film or other presentation.
Target for Success: All students should be able to demonstrate an | **Program Review Reporting Year:** 2019-2020
Target : Target Met
In the Fall 2019 course of 18 students assessed for this SLO, 39% scored at the highest level of success - mastery (4 on a scale of 0-4); 17% scored 3 (approaching mastery); 22% scored 2 (satisfactory); and 22% scored 1(less than | |

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	understanding of religious differences with critical thought and empathy.	satisfactory); and 0% scored unsatisfactory. (01/31/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 78% of students scored satisfactory or above, 22% scored less than satisfactory, and none scored unsatisfactory. While the instructor reported that this appeared typical to past quarters, he and we remain open to and interested in improving students' learning outcomes.	
		Program Review Reporting Year: 2017-2018 **Target :** Target Met The total number of students assessed through a course embedded assessment this quarter was 23. Of those 23, 47% of students demonstrated very complex abilities, 21% of the students demonstrated better than satisfactory abilities,21% of the students demonstrated satisfactory abilities, 7% of the students demonstrated less than satisfactory abilities and 4% of the students demonstrated very little ability. A number of students wrote something similar to this: • "Judaism, Christianity, and Islam all have the concept of divine unconditional grace/generosity and have the same theme of 'do justice, love kindness, and walk humbly with God.' Therefore the expression Judeao/Christian/Islamic Heritage would be more accurate." • "Each religion has its own cultural color and way of identifying itself that is unique." • "Islam . . . allows a lot of inquisitively and open-mindedness. It allows its followers to freely think, which can reduce the presence of ignorance." • "To accommodate a changing world, there must be acceptance of worshipper's choices." • "No religion is any more reasonable than its followers interpret it to be." (12/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was one of the best performing classes this instructor has had. He	**Enhancement:** Continue to offer early assessments. (12/21/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		gave credit for "showing improvement" on the three exams; this seemed to be an effective motivator. The paper the students submit just before the first exam gave him a very good idea of each student's level of comprehension, language skills, and critical thinking ability. Students who were concerned about getting less than a C grade could submit an extra credit paper related to something in one of their textbooks. Two students took advantage of this option.	
		Program Review Reporting Year: 2009-2010 **Target :** Target Met After showing a video, students of different religious perspectives came together to share and discuss their views. Out of 85 students, 32 said this was instrumental in their understanding of other religious beliefs; 15 said not useful; 38 said somewhat useful. Of the 38 somewhat useful: 16 were really saying yes; 14 said somewhat because they shared the same view; 8 said no. (06/04/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was surprised by the outcome, since I put together the groups based on religious differences. What surprised me the most were those who stated ?somewhat? since their explanations for this perspective demonstrated that they were avoiding the exercise, in some instances. And, with others of this perspective, I was surprised that because they had the same conclusion or perspective they concluded that the exercise was somewhat useful as compared to useful.	**Enhancement:** 1. Share results with students; 2. Discuss culture/religion and opinion versus religious beliefs; 3. Discuss the fear of controversy in relation to obstacles to Critical Thinking and 4. Model an acceptable approach. (06/04/2012)
HUMI10_SLO_3 - Students will critique the complexities within each religious tradition in order to engage others in meaningful dialogue regarding their own and others' values and controversies. **SLO Status:** Active	**Exam - Course Test/Quiz -** Embedded **Target for Success:** All students should be able to demonstrate their ability to critique the complexities within religious traditions and to engage others in meaningful dialogue on these issues.	**Program Review Reporting Year:** 2019-2020 **Target :** Target Met In the Fall 2019 course of 18 students assessed for this SLO, 39% scored at the highest level of success - mastery (4 on a scale of 0-4); 17% scored 3 (approaching mastery); 22% scored 2 (satisfactory); and 22% scored 1(less than satisfactory); and 0% scored unsatisfactory. (01/31/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 78% of students scored satisfactory or above, 22% scored less than satisfactory, and none scored unsatisfactory. While the instructor reported that this appeared typical to past	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

quarters, he and we remain open to and interested in improving students' learning outcomes.

Program Review Reporting Year: 2017-2018
Target : Target Met
The total number of students assessed through a course embedded assessment this quarter was 23. Of those 23, 47% of students demonstrated very complex abilities, 21% of the students demonstrated better than satisfactory abilities,21% of the students demonstrated satisfactory abilities, 7% of the students demonstrated less than satisfactory abilities and 4% of the students demonstrated very little ability.

A number of students wrote something similar to this:
• "Judaism, Christianity, and Islam all have the concept of divine unconditional grace/generosity and have the same theme of 'do justice, love kindness, and walk humbly with God.' Therefore the expression Judeao/Christian/Islamic Heritage would be more accurate."

• "Each religion has its own cultural color and way of identifying itself that is unique."

• "Islam . . . allows a lot of inquisitively and open-mindedness. It allows its followers to freely think, which can reduce the presence of ignorance."

• "To accommodate a changing world, there must be acceptance of worshipper's choices."

• "No religion is any more reasonable than its followers interpret it to be."
 (12/21/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): This was one of the best performing classes this instructor has had. He gave credit for "showing improvement" on the three exams; this seemed to be an effective motivator. The paper the students submit just before the first exam gave him a very good idea of each student's level of comprehension, language skills, and critical thinking ability. Students who

Enhancement: Continue to offer early assessments. (12/21/2017)

were concerned about getting less than a C grade could submit an extra credit paper related to something in one of their textbooks. Two students took advantage of this option.

HUMI 15:Discussion on the Arts

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI15_SLO_1 - Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge and practice active agency. **SLO Status:** Active	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2019-2020 **Target :** Target Met In the Summer 2019 course of 36 students assessed for this SLO, 72% scored at the highest level of success - mastery (4 on a scale of 0-4); 28% scored 3 (approaching mastery); 0% scored 2 (satisfactory); 0% scored 1(less than satisfactory); and 0% scored 0 (unsatisfactory). (01/31/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 100% of students achieved mastery or near mastery of this Student Learning Outcome. While these results are quite positive, we remain open to and interested in continual improvement of student learning outcomes.	
	Exam - Course Test/Quiz - Course embedded assessment through the use of specific questions or applications, on or near the final exam. **Target for Success:** All students should be able to demonstrate their critical thinking, imaginative, cooperative, and empathetic abilities in the construction of personal transformation and social change, utilizing an essay exam question based that synthesizes what they have learned in the course with their own interests and desires at the heart.	**Program Review Reporting Year:** 2019-2020 **Target :** Target Met In the Summer 2019 course of 36 students assessed for this SLO, 72% scored at the highest level of success - mastery (4 on a scale of 0-4); 28% scored 3 (approaching mastery); 0% scored 2 (satisfactory); 0% scored 1(less than satisfactory); and 0% scored 0 (unsatisfactory). (01/31/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 100% of students achieved mastery or near mastery of this Student Learning Outcome. While these results are quite positive, we remain open to and interested in continual improvement of student learning outcomes.	

HUMI 16:Arts, Ideas and Values

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI16_SLO_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. **SLO Status:** Active	**Discussion -** Student success will be evaluated through performance in a written discussion forum. **Target for Success:** 1. In order to measure success, 80% of students will earn a cumulative score of 85% or better on the written discussion forum.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Outcome #1 – students successfully met target through completion of written assignment. In this outcome, I had a goal of 80% of students earning a score of 85% or higher. Results exceeded expectations with approximately 87% of the class successfully achieving the goal target of 85% or higher. (12/18/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In general, students who complete course materials also progress satisfactorily in achieving the goals of the course. Unsuccessful students tend to have time management challenges that impact their achievement in class. Student engagement with course materials remains a strong measure of student success – indicating that when learners understand and connect with class content on a personal level, they are excited to participate.	**Enhancement:** In an effort to support students who struggle financially and often work many hours – which takes away from study time – I am implementing a no-cost textbook resource next quarter. I would like to find a way to encourage students to better meet regularly scheduled deadlines. Based on the logs available in Canvas, students who struggle in class also typically participate less, and log fewer hours in the online classroom. Finding a way to create deeper engagement may help them to be more successful. (12/18/2019)
HUMI16_SLO_2 - Students will analyze the dynamic relationship between contemporary culture, artistic expression, and individual assumptions, beliefs and values. **SLO Status:** Active	**Project -** Student success will be evaluated through completion of a written essay/paper. **Target for Success:** In order to measure success, 90% of students will complete a written profile of a twentieth century artist who influenced public perception and artistic expression with a minimum of 85% of points possible.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In this outcome, I had a goal of 90% of students completing a written assignment with a minimum of 85% of the points possible. Since this is a culminating essay/paper, I was not surprised to see a 92% completion rate and a nearly 91% average score for the assessment. (03/06/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, students who completed the class achieved success in learning the course materials. This course has a small rate of attrition, in part because it meets transfer requirements and is often a necessity for graduation and transfer. Students complete most assignments with enthusiasm because they build on personal preferences about art and culture, applying new principles from the curriculum as we progress through the course. Student comments about course material expectations supports my impression of a balanced work-load after having taught the subject matter many times.	**Enhancement:** One thing that surprised me is that not all students felt they had really mastered the ability to recognize connections between popular culture and artistic representations. While students consistently displayed evidence of understanding the idea and being able to provide examples, perhaps they don't feel confident outside of the classroom to apply these ideas in the real world. This encourages me to develop some additional curriculum that scaffolds these ideas and better defines our ideas of popular culture in order to make that a possibility. Additionally I would

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Student engagement with course materials continues to be the strongest measure of student success. When learners are intrigued with the subject, interested in exploring content and completing exercises, the learning process is smooth and exciting. In this sense, continuing to develop activities and exercises that impart the desired content while appealing to student learning preferences is important to me.	like to explore adding a self-reflexive element so students may better demonstrate how this has influenced their perceptions and/or attitudes about the intersection of art and culture. (03/06/2017) **Follow-Up:** Assessment methods were accurate indicators of student learning. Course assignments and activities are designed to work with the course materials so that students have the ability to process information and apply it. There are always changes, modifications, and improvements to be made but no major flaws in the course design were revealed by this process. I may consider the creation of additional specific guided projects in order to delve deeper into subject areas in place of some of the more general assignments and activities. (03/06/2017)
	Discussion - Student success will be evaluated through performance in a written discussion forum. **Target for Success:** In order to measure success, 80% of students will earn a cumulative score of 85% or better on the written discussion forum.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Outcome #2 – students successfully met target through completion of written assignment. In this outcome, I had a goal of 80% of students completing a written assignment with a minimum of 85% of the points possible. Results exceeded expectations with approximately 87% of the class successfully achieving the goal target of 85% or higher. (12/18/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In general, students who complete course materials also progress satisfactorily in achieving the goals of the course. Unsuccessful students tend to have time management challenges that impact their achievement in class. Student	**Enhancement:** In an effort to support students who struggle financially and often work many hours – which takes away from study time – I am implementing a no-cost textbook resource next quarter. I would like to find a way to encourage students to better meet regularly scheduled deadlines. Based on the logs available in Canvas, students who struggle in class also typically participate less, and log fewer hours in the online classroom.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		engagement with course materials remains a strong measure of student success – indicating that when learners understand and connect with class content on a personal level, they are excited to participate.	Finding a way to create deeper engagement may help them to be more successful. (12/18/2019)

HUMI 18:History as Mystery: Western Perspectives in Global Contexts

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI18_SLO_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. **SLO Status:** Active	**Survey -** Used the above student learning outcome as one of the questions for students to respond to as a part of a survey that was given at the end of the quarter. **Target for Success:** Benchmark of 70% to 80 %.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 100% of students answered this question in the affirmative. (10/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Fourteen out of fourteen students responded affirmatively to the above student learning outcome which was phrased as a question. Here are a sample of some of the responses: "By viewing everything from different angles, this course made me critically think better". "Being aware that my lens, in the way that I see things, is not the same as the person's next to me. This class made me aware that on a spectrum, I am only one part, and surrounding me are millions of different views and lived experiences". "Group discussion, bouncing opinions and ideas and lived-experiences off my classmates in this class was enlightening and personally inspiring". "I learned that in order to be a critical thinker, I need to be more open-minded and listen to all views as opposed to only my own, so that I may gain a better grasp of the topic at hand. I also learned that my ideas might not be correct ideas and that sometimes I must accept that I am wrong". "I listened to others and tried to find common ground with them. When you stop seeing others as foreign or different from you and you start to find commonalities that is when groups and communities can come together. I don't think this is the beginning of social change, but it taught me that social change is possible when enough people can put aside their egos and work together for a common goal and for a common purpose".	**Enhancement:** The next time I teach this class, I will emphasize the critical thinking component or the critiquing nature of this class. For the students that saw this class through to the end, it ended up being an amazing class for them. The objective, however, is to try to get more students to finish. So, I think it is necessary to stress that critique is a valid exercise within the academic arena continuously throughout the quarter in order to perhaps encourage more comfort among students. (10/26/2017)
HUMI18_SLO_2 - Students will recognize and facilitate the understanding that the telling of history is both a dynamic and a subjective process. **SLO Status:** Active	**Survey -** Used the above student learning outcome as one of the questions for students to respond to as a part of a survey that was given at the end of the quarter. **Target for Success:** 70% to 80%	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 100% of students answered in the affirmative. (10/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I thought the text did a great job of addressing this student learning outcome, which is why I chose the text: The Lies My	**Enhancement:** The next time I teach this class, I will emphasize the critical thinking component or the critiquing nature of this class. For the students that saw this

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Teachers Told Me. Here are some examples of what students wrote: "From the way the books and the publishers censor and delete some information about history". "I understand that what I see is not necessarily the reality". "That the victors write history, yes. And that I will see or focus on things that are of interest to me". "The telling of history is both a dynamic and subjective process because no matter how hard we try, we will always be biased in some way when telling a story. No matter how hard we try to convey a story, some information will be left out (either intentionally or unintentionally) which can skew our perceptions about history". "If I write an essay about how the earth is a terrible place with idiots running the government, and a thousand years later, a future generation reads my document, and my document is the only readable and intact document from this era, the future society would assume that the people of this era were very stupid . . . until they find another article that says otherwise".	class through to the end, it ended up being an amazing class for them. The objective, however, is to try to get more students to finish. So, I think it is necessary to stress that critique is a valid exercise within the academic arena continuously throughout the quarter in order to perhaps encourage more comfort among students. (10/26/2017) (10/26/2017)
HUMI18_SLO_3 - Students will recognize, assemble, and appraise the assumptions underlying Western perspectives and values as a cultural belief system. **SLO Status:** Active	**Survey -** Used the above student learning outcome as one of the questions for students to respond to as a part of a survey that was given at the end of the quarter. **Target for Success:** 70% to 80% of students	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 100% of students answered affirmatively. (10/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was one of the most difficult concepts for students to grasp. However, they did and here are examples of what they said: "People in western society generally believe they are superior to other countries, so they teach their kids to be superior too by using blind patriotism". "I understand that how most history books teach history in a manner that maintains the social hierarchy". "Before this class, I never questioned what was written in my textbooks. After reading the text for this class I will ask questions of every text". "Through acknowledging that America tries to instill its citizens with patriotism and interpreting history as such as well as remembering that most history is written from the	**Enhancement:** The next time I teach this class, I will emphasize the critical thinking component or the critiquing nature of this class. For the students that saw this class through to the end, it ended up being an amazing class for them. The objective, however, is to try to get more students to finish. So, I think it is necessary to stress that critique is a valid exercise within the academic arena continuously throughout the quarter in order to perhaps encourage more comfort among students. (10/26/2017)

point of view of the victors, and also interpreting history as such".
"I understand that the western perspective is very heroic and does not like to touch the dirt and blood that covers our society".

HUMI 2:But is it Art? Questions and Criticism

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI2_SLO_1 - Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge and practice active agency. **SLO Status:** Active	**Exam - Course Test/Quiz -** Course embedded assessment through the use of specific questions or applications, on or near the final exam. **Target for Success:** All students should be able to demonstrate their critical thinking, imaginative, cooperative, and empathetic abilities in the construction of personal transformation and social change, utilizing an essay exam question based that synthesizes what they have learned in the course with their own interests and desires at the heart.	**Program Review Reporting Year:** 2019-2020 **Target :** Target Not Met N/A (01/31/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is simply to note that this course has not been offered, or has been offered but then canceled, for several years in a row now. We will assess this course as soon as we are able to.	

HUMI 20:The Greek Achievement

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI20_SLO_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. **SLO Status:** Active	**Portfolio Review -** Course embedded assessment in the form of a collection of analyses of contemporary film, architecture, and art. The project was completed by students in the form of a ?portfolio? of cultural pieces, objective analysis and brief research for future use. The ?portfolio? was turned in to the instructor for assessment. **Target for Success:** The goal was to measure student contextualization and analysis of the contemporary cultural texts in order to interpret their Ancient Greek origins through a course embedded assessment ? a project that required critical thinking as well as objective analysis.	**Program Review Reporting Year:** 2019-2020 **Target :** Target Not Met N/A (01/31/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is simply to note that this course has not been offered, or has been offered but then canceled, for several years in a row now. We will assess this course as soon as we are able to. **Program Review Reporting Year:** 2009-2010 **Target :** Target Met For this project, 65% of the students demonstrated complex abilities and understanding, 30% demonstrated above satisfactory abilities and understanding, and 5% demonstrated satisfactory abilities and understanding. No students demonstrated below satisfactory abilities and understanding or very little ability and understanding. (06/04/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Results were as expected, indicating that the assessment worked well. The exercise provided a measurable assessment and would be used again in the future.	**Enhancement:** It did become clear that more time needs to be spent helping the students to understand the purpose of the project. Many did not choose pieces that were engaging for their own interests. When the assignment is given, a discussion on the reasoning behind the exercise could be given to give the students a better understanding of how they should approach it. (06/04/2012)
HUMI20_SLO_2 - Evaluate the impact of other cultures on Greek society. **SLO Status:** Active	**Other -** Course embedded assessment in the form of weekly blog posts. The project was complete by students in the form of critical thinking responses to articles posted on the course website. The blog comment entries were assessed by the instructor on a weekly basis. **Target for Success:** The goal was to measure student interpretation and evaluation of the impact of other cultures on Greek society. Students were required to think critically about topics such as xenophobia, slavery, and importation of ?foreign? religious figures and to demonstrate	**Program Review Reporting Year:** 2019-2020 **Target :** Target Not Met N/A (01/31/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is simply to note that this course has not been offered, or has been offered but then canceled, for several years in a row now. We will assess this course as soon as we are able to. **Program Review Reporting Year:** 2009-2010 **Target :** Target Met For this project, 40% of the students demonstrated complex abilities and understanding, 24% of the students demonstrated above satisfactory abilities and understanding, 5% of the students demonstrated satisfactory abilities and understanding, 16% of the students demonstrated below satisfactory abilities and understanding, and 15% of the students demonstrated very	**Enhancement:** More time needs to be spent helping the students understand the importance of the critical thinking component of the assignment. It could be more effective to have a weekly discussion of the blog responses at the beginning and end of each

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	how Greek culture was influenced by outside influences through a course embedded assessment ? a weekly blog post that required outside research and critical thinking which was posted on the course blog.	little ability and understanding. (06/04/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While results were less than expected, the assessment worked well. It served to reinforce critical thinking skills outside of instructor lead classroom discussion. It also helped the instructor to understand which outcomes needed more focus before the next assessment. The exercise provided a measureable assessment and would be used again in the future.	week. (06/04/2012)
HUMI20_SLO_3 - Demonstrate how Greek culture has influenced the world. **SLO Status:** Active	**Presentation/Performance -** Course embedded assessment in the form of a final presentation. The project was completed by students in the form of a creative presentation and individual essay. The presentation was assessed in class and the essay was turned in to the instructor for assessment. **Target for Success:** The goal was to measure student interpretation and communication of the correlations between Ancient Greek society and culture and current day society and culture by demonstrating how Greek culture has influenced the world through a course embedded assessment ? a final project that required critical thinking and that was to be presented in a creative and engaging manner	**Program Review Reporting Year:** 2019-2020 **Target :** Target Not Met N/A (01/31/2020) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is simply to note that this course has not been offered, or has been offered but then canceled, for several years in a row now. We will assess this course as soon as we are able to.	
		Program Review Reporting Year: 2009-2010 **Target :** Target Met For this project, 47% of the students demonstrated complex abilities and understanding, 35% of the students demonstrated above satisfactory abilities and understanding, 18% of the students demonstrated satisfactory abilities and understanding. No students demonstrated below satisfactory abilities and understanding or very little ability and understanding. (06/04/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Results were as expected, indicating that the assessment worked well. It not only served as a learning opportunity, but a teaching opportunity for the students. The exercise provided a measurable assessment and would be used again in the future.	**Enhancement:** It did become clear that more emphasis needs to be spent helping the students to understand the initial phase of the project. Many did not think carefully before choosing which modern day pieces to analyze. When the assignment is given a discussion on the reasoning behind the exercise could be given to give the students a better understanding of how they should approach it. (06/04/2012)

HUMI 5:Storytelling in American Culture

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI5_SLO_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. **SLO Status:** Active	**Other -** Reflective Journal and Essay: Part A--asked students to empathize with a "racialized-other" for the entire quarter, and Part B--asked the student to consider what they have learned personally from this experience. **Target for Success:** Benchmark assessment.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Assessment Data Summary: Thirteen of the fifteen students who turned this assignment in found it: "life changing," "eye-opening," made them aware of how much they had bought into the "negative stereotypes," and also increased their awareness for the necessity of remaining "open to differences". These realizations made the effort to do this assignment worthwhile—the assignment was lengthy. Two of the fifteen were unable to articulate empathy to a satisfactory level. (12/01/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: Granted, this was an extremely powerful assignment for those who were able to complete it. The two students who did not do a satisfactory job did not have a strong command of the English language, but all students commented on the length of the assignment. The assignment was too involved since it called for students to pay close attention to their emotions in ways they were not typically used to, so in that way it took a lot out of them – they were exhausted.	**Enhancement:** Simplify or change the assignment. (12/01/2016)
HUMI5_SLO_2 - Students will identify, facilitate, and communicate the various components of storytelling among the different ethnic groups within the United States during the 20th and 21st centuries. **SLO Status:** Active	**Demonstration -** A reading review and film review question that asked students what they learned about the storytelling components among the different ethnic groups presented in this course. **Target for Success:** Benchmark.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met All seventeen students found this question extremely useful. Students were able to focus on what was of interest to them, which made it engaging for them. (12/01/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Allowing for the openness can be extremely challenging, but students felt empowered since they were able to choose their specific focus. Even though there was 100% affirmation, I have been thinking about what could take this question to the next level.	**Enhancement:** I think adding an additional compare and contrast segment to this question would be particularly insightful. (12/01/2016)

HUMI 6:Popular Culture

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI6_SLO_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. **SLO Status:** Active	**Other -** Course embedded assessment in the form of a final project, presentation, and/or paper completed during the final weeks of the quarter OR in the form of an essay question on the final exam. The project is completed by student, submitted online, presented in class with collaborative discussion, and finally reviewed online by the instructor. **Target for Success:** The goal is to measure student demonstration of critical thinking, imaginative, cooperative, and empathetic abilities in the construction of personal transformation and social change through a course embedded assessment in the form of a final project, presentation, and/or paper OR in the form of an essay question on the final exam that synthesizes what they have learned in the course with their own interests and desires for change. Ideally all students would demonstrate complex ability to contextual knowledge, interpret and communicate meaning, and participate in personal, as well as social change. **Comments/Notes:** Updated 01/20/19	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met The course embedded assessment was used in 3 sections of Humi 6 taught by 3 instructors, with an enrollment total of 77 students. 59% of the students demonstrated very complex abilities and 29% of the students demonstrated complex abilities, which totals to a 88% success rate. Students were affirmative in their sense of personal and intellectual empowerment within an experiential learning context. (01/21/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The course embedded assessment worked well. All instructors felt that it helped them to clearly understand student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again. **Program Review Reporting Year:** 2009-2010 **Target :** Target Met The course embedded assessment was used in the only section of Humi 6, with an enrollment of 45 students. 38 students demonstrated very complex abilities, 4 students demonstrated better than satisfactory abilities, 1 student demonstrated satisfactory abilities, and 1 student did not complete the project. (06/04/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The course embedded assessment worked well. It helped the instructor understand clearly student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again.	**Enhancement:** The primary strategies that will be utilized to promote student success will be refined clarity of expectations and rubrics when the project is assigned or when reviewing for the final exam, improved use of samples of success, more consistent reinforcement and emphasis on the learning outcome goals during the course, and increased focus and dialog on the intersections of personal and social change within a classroom environment that cultivates a strong sense of pride and respect. (01/21/2019) **Enhancement:** The primary strategy that will be utilized to improve student success will be a more efficient emphasis to the students on the importance of the project in the demonstration of their success in the course. More time needs to be taken when the assignment is made to emphasize the social change component of the assignment and to offer students the chance to collectively strategize. (06/04/2012)
HUMI6_SLO_2 - Students will interpret the value and meaning of the "texts" of popular culture in order	**Other -** Course embedded assessment in the form of a final project, presentation, and/or paper	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met The course embedded assessment was used in 3 sections of	**Enhancement:** The primary strategies that will be utilized to promote student success will be

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
to characterize the functions of pop culture media as not only entertainment but political and social commentary and artifacts of historical context. **SLO Status:** Active	completed during week 11 of the quarter OR in the form of an essay question on the final exam. The project is completed by student, submitted online, presented in class with collaborative discussion, and finally reviewed online by the instructor. **Target for Success:** The goal is to measure student ability to interpret the value and meaning of the "texts" of popular culture in order to characterize the functions of pop culture media as not only entertainment but political and social commentary and artifacts of historical context through a course embedded assessment in the form of a final project, presentation, and/or paper completed during week 11 of the quarter OR in the form of an essay question on the final exam. Ideally, all students would demonstrate a complex and complete understanding of the definition of popular culture and explain how they can be an active participant in it. **Comments/Notes:** Updated 01/20/19	Humi 6 taught by 3 instructors, with an enrollment total of 77 students. 75% of the students demonstrated very complex abilities and 12% of the students demonstrated complex abilities, which totals to a 87% success rate. Students were affirmative in their sense of personal and intellectual empowerment within an experiential learning context. (01/21/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The course embedded assessment worked well. All instructors felt that it helped them to clearly understand student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again.	refined clarity of expectations and rubrics when the project is assigned or when reviewing for the final exam, improved use of samples of success, more consistent reinforcement and emphasis on the learning outcome goals during the course, and increased focus and collaborative dialog about the functions of pop culture media within the contacts of entertainment, political and social commentary, and artifacts of historical context in preparation for assessment. (01/21/2019)
		Program Review Reporting Year: 2009-2010 **Target :** Target Met The course embedded assessment was used in the only section of Humi 6, with an enrollment of 45 students. 13 students demonstrated very complex understanding of the question, 17 students demonstrated better than satisfactory understanding of the question, 7 students demonstrated satisfactory understanding of the question, and 3 students demonstrated very little understanding of the question. (06/04/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The course embedded assessment worked well. It helped the instructor understand clearly student outcomes in relation to the SLO. It also served as a learning opportunity for students, who were encouraged to reflect in a very direct way on their learning experiences. The outcome was measurable in a very clear way and it will be used again. This type of assessment could easily be adapted to other courses/outcomes. Ideally all students would demonstrate a very complex understanding of the learning outcome? but we were very satisfied to see that almost all students had satisfactory or above answers to our measurement tool.	**Enhancement:** Three strategies will be utilized to enhance student success. 1. The SLO will be clearly explained to students at the beginning of the quarter and will be revisited throughout the quarter. 2. CATs (Classroom Assessment Techniques) will be used periodically throughout the quarter to measure student progress. 3. Students will prepare for their assessment by doing in class writing and discussion. (06/04/2012)

HUMI 7:The Arts and the Human Spirit

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI7_SLO_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. **SLO Status:** Active	**Other -** Course embedded assessment in the form of a final paper completed by last week of the quarter, and assessed by instructor in relation to student learning outcome #1. **Target for Success:** Ideally, all students will demonstrate the outcomes described by SLO #1. At the least, a majority of students will achieve the outcomes.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Out of 31 students, 22 (71%) achieved full mastery of the SLO#1 outcomes; 5 students (16%) achieved substantial mastery; 1 (3%) achieved satisfactory mastery; 2 (7%) approached but did not reach mastery; and 1 (3%) did not approach mastery. (11/12/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students did not achieve mastery of the student learning outcomes, but a majority did. 90% achieved satisfactory mastery or better, and 86% achieved substantial mastery or better. There is always room for improvement, but these statistics demonstrate a high level of student success.	**Enhancement:** Instructor could reach out to students who are struggling in their assignments and classwork earlier in the quarter to see what additional support they might need. (11/12/2017)
HUMI7_SLO_2 - Students will interpret and communicate the correlations between creativity, spirituality and artistic expression. **SLO Status:** Active	**Other -** Course embedded assessment in the form of a final paper completed by last week of the quarter, and assessed by instructor in relation to student learning outcome #1. (Active) **Target for Success:** Ideally, all students will meet the learning outcomes described in SLO #2. At the least, a majority of students will meet the outcomes.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Out of 31 students, 22 (71%) achieved full mastery of the SLO#1 outcomes; 5 students (16%) achieved substantial mastery; 1 (3%) achieved satisfactory mastery; 2 (7%) approached but did not reach mastery; and 1 (3%) did not approach mastery. (11/12/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students did not achieve mastery of the student learning outcomes, but a majority did. 90% achieved satisfactory mastery or better, and 86% achieved substantial mastery or better. There is always room for improvement, but these statistics demonstrate a high level of student success.	**Enhancement:** Instructor could reach out to students who are struggling in their assignments and classwork earlier in the quarter to see what additional support they might need. (11/12/2017)

HUMI 9:Introduction to Comparative Religion

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI9_SLO_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. **SLO Status:** Active	**Project -** Course embedded assessment in the form of a final paper completed by last week of the quarter, and assessed by instructor in relation to student learning outcome #1. **Target for Success:** Ideally, all students will achieve mastery of this student learning outcome. At the least, a majority of students will achieve mastery.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Out of 38 students, 29 (76%) achieved full mastery of the SLO#1 outcomes; 6 students (16%) achieved substantial mastery; 0 (0%) achieved satisfactory mastery; 1 (3%) approached but did not reach mastery; and 2 (5%) did not approach mastery. (11/12/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students did not achieve mastery of the student learning outcomes, but a majority did. 86% achieved substantial mastery or better. There is always room for improvement, but these statistics demonstrate a high level of student success.	**Enhancement:** Instructor could reach out to students who are struggling in their assignments and classwork earlier in the quarter to see what additional support they might need (11/12/2017)
HUMI9_SLO_2 - Students will facilitate understanding between persons of various religious traditions. **SLO Status:** Active	**Project -** Course embedded assessment in the form of a final paper completed by last week of the quarter, and assessed by instructor in relation to student learning outcome #1. **Target for Success:** Ideally, all students will achieve mastery of this student learning outcome. At the least, a majority of students will achieve mastery.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Out of 38 students, 29 (76%) achieved full mastery of the SLO#1 outcomes; 6 students (16%) achieved substantial mastery; 0 (0%) achieved satisfactory mastery; 1 (3%) approached but did not reach mastery; and 2 (5%) did not approach mastery. (11/12/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students did not achieve mastery of the student learning outcomes, but a majority did. 86% achieved substantial mastery or better. There is always room for improvement, but these statistics demonstrate a high level of student success.	**Enhancement:** Instructor could reach out to students who are struggling in their assignments and classwork earlier in the quarter to see what additional support they might need. (11/12/2017)
HUMI9_SLO_3 - Students will critique the complexities within each religious tradition in order to engage others in meaningful dialogue regarding values and controversies. **SLO Status:** Active	**Project -** Course embedded assessment in the form of a final paper completed by last week of the quarter, and assessed by instructor in relation to student learning outcome #1. **Target for Success:** Ideally all students will achieve mastery of this student learning outcome. At least, a majority of students will achieve mastery.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Out of 38 students, 29 (76%) achieved full mastery of the SLO#1 outcomes; 6 students (16%) achieved substantial mastery; 0 (0%) achieved satisfactory mastery; 1 (3%) approached but did not reach mastery; and 2 (5%) did not approach mastery. (11/12/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students did not achieve mastery of the student learning outcomes,	**Enhancement:** Instructor could reach out to students who are struggling in their assignments and classwork earlier in the quarter to see what additional support they might need. (11/12/2017)

but a majority did. 86% achieved substantial mastery or better. There is always room for improvement, but these statistics demonstrate a high level of student success.

Assessment: Course/Service Four Column

Dept - (SSH) Paralegal Studies

PARA 64 (X-Z):Paralegal Internship

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA64_SLO_1 - Explain the organization, function, and tasks of an agency that utilizes paralegals. **SLO Status:** Active	**Field Placement/Internship -** Students are required by performance to show an understanding of the tasks of their agency **Target for Success:** 70%	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 7 students completed their internship 6 students got a C grade or better 86% success (06/26/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** none	

PARA 65(W-Z):Current Paralegal Topics

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA65_SLO_1 - Demonstrate an understanding of Current developments in substantive procedural law. **SLO Status:** Active_Pending_Revision **Outcome Creation Date:** 02/11/2018			

PARA 67:Law Office Management for Paralegals

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA67_SLO_1 - Demonstrate the ability to understand the legal industry and various players within it. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			
PARA67_SLO_2 - Learn the specific duties paralegals have within the Law Office environment. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			

PARA 69:Paralegal Field Trips

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO1 - Compare and contrast the working environments along with the usage of paralegals in public and private organizations **SLO Status:** Active **Planned Assessment Quarters:** 2013-14 2-Fall **Outcome Creation Date:** 06/05/2014	**Exit Interview -** Students are to write a report after each visitation **Target for Success:** 70%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Out of 28 Students 26 Students successfully submitted all reports (12/02/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since 26 students successfully submitted reports and the 2 that did not simply stopped coming to class it seems that no changes need to be made.	**Enhancement:** None required (01/14/2014)

PARA 75:Principles and Procedures of the Justice System

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA75_SLO_1 - Describe the development of the criminal justice system within the framework of the U.S. and State Constitutions. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			
PARA75_SLO_2 - Identify the components of the criminal justice system and discuss how each is fundamental to the justice process. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			

PARA 84:Trial Preparation

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA84_SLO_1 - Demonstrate knowledge of both criminal and civil discovery practices and procedures. **SLO Status:** Active			
PARA84_SLO_2 - Define the rules of evidence regarding admissibility at trial. **SLO Status:** Active			
PARA84_SLO_3 - Outline and demonstrate the various roles a paralegal can take in the trial process. **SLO Status:** Active			

PARA 85:Intellectual Property Law

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA85_SLO_1 - Demonstrate an understanding of the various types of Intellectual Property, including the general legal principles of each. **SLO Status:** Active	**Exam - Course Test/Quiz -** The trademark John Deere was registered for plows and lawn mowers withe the USPTO in 1913. How long will the protection for this mark last? Explain **Target for Success:** 70%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 41 Students took exam 33 students got answer totally correct=80% (10/15/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** none	
PARA85_SLO_2 - Outline the appropriate procedures required for each form of Intellectual Property. **SLO Status:** Active			
PARA85_SLO_3 - Identify and use the appropriate governing laws. **SLO Status:** Active			

PARA 86:Legal Analysis

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA86_SLO_1 - Demostrate ability to locate and outline case law. **SLO Status:** Active			
PARA86_SLO_2 - Apply correct sources of law to hypothetical fact scenerios. **SLO Status:** Active	**Exam - Course Test/Quiz -** Students asked to: 1. Analyze sources of law, cases, statutes 2. Analyze issues and essential and significant facts 3. Compare to factual problems 4. Develop legal arguments **Target for Success:** 70% of class obtains "C" grade or better on midterm exam	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met On this exam 90% of the class obtained "C" or better (06/03/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This class did very well testing their skills showed that doing more in class reading of statutes, civil cases, along with planned exercises, class discussion, and small group work helped solidify skill that enabled them to meet the teaching objective so well.	**Enhancement:** Continue to use methods of teaching found effective in this course. Expanded similar exercises with all material in class. (06/05/2014)
PARA86_SLO_3 - Develop proper legal writing skills and formats. **SLO Status:** Active			

PARA 87:Personal Injury and Tort Litigation

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA87_SLO_1 - Demonstrate an understanding of the applicable areas of law for personal injury and tort law. **SLO Status:** Active			
PARA87_SLO_2 - Identify and prepare appropriate documents for various stages of personal injury and tort litigation. **SLO Status:** Active			
PARA87_SLO_3 - Evalute the role of the paralegal in the context of personal injury/tort litigation. **SLO Status:** Active			

PARA 88:The Paralegal and Professional Responsibility

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA88_SLO_1 - Analyze fact patterns to identify the ethical problems contained therein and determine the applicable actions required to resolve the issues. **SLO Status:** Active	**Exam - Course Test/Quiz -** Questions on final exam **Target for Success:** 90%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 32 Students took the exam Question 98 none wrong-Ethical violations by lawyers are generally investigated by __ Question 100 12 wrong-California Paralegals are regulated by __ 100% correctly answered one question 62% correctly answered both questiond (01/06/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** none	
PARA88_SLO_2 - Identify and describe the applicable governing professional responsibility rules and identify where they are located. **SLO Status:** Active			

PARA 89:Landlord Tenant Law

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA89_SLO_1 - Analyze the rights and obligations of landlords and tenants in California. **SLO Status:** Active			
PARA89_SLO_2 - Outline the procedures for prosecuting an Unlawful Detainer action in California. **SLO Status:** Active	**Project -** Students were given a factual scenario project where they were then to prepare the paper work for and unlawful detainer legal action from start to finish. **Target for Success:** 70% of students to submit an acceptable project	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Twenty-five students completed the project and of that number only one submitted a project that was below the target number (08/09/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While only one student failed to meet the target only 6 students achieved a perfect level of performance. Major cause of problems is a lack of attention to detail.	**Enhancement:** We will place more emphasis on the need to pay very close attention to detail and review their work prior to submission (06/12/2014)

PARA 91A:California Family Law

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA91A_SLO_1 - Demonstrate an understanding of how California family law id applied both in the state and the world wide. **SLO Status:** Active			
PARA91A_SLO_2 - Compare and contrast the various legal avenues available for the formation and dissolving of marriages in California. **SLO Status:** Active	**Project -** Students were provided with a factual situation and required to choose the proper dissolution of marriage process and to there after prepare the paperwork for signature of a client. **Target for Success:** 70% of students to choose the proper process and successfully prepare the paperwork	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Twenty-one students completed the project and all twenty-one achieved the target. (08/07/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The paper work prepared by the students lacked the proper attention to detail	**Enhancement:** More emphasis will be placed on the need to pay very close attention to detail and review work before submission. (06/12/2014)
PARA91A_SLO_3 - Analyze the current role of the paralegal in the family law court process. **SLO Status:** Active			

PARA 92A:Partnerships and Corporations

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA92A_SLO_1 - Compare and contrast the different types of California business organizations. **SLO Status:** Active			
PARA92A_SLO_2 - Outline the processes for formation and dissolution of each type of California business organization. **SLO Status:** Active			
PARA92A_SLO_3 - Recommend the correct course of action based on hypothetical fact scenerios regarding business formation. **SLO Status:** Active	**Project -** Students were provided with a factual situation and required to prepare all required paper work for the creation of a Corporation in California **Target for Success:** 70% of students are to successfully prepare all paper work for corporation fomation	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met Forty-one students turned in the project. Of the projects submitted only eighteen met the target. (03/20/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Major problems seen involved lack of attention to detail and failure to follow directions	**Enhancement:** Attention to detail and admonishment to follow directions is always stressed prior to assigning project. I will establish set times for students to come in and obtain review of their work prior to completion and submission. (06/12/2014)

PARA 92B:Corporate Securities Regulations

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA92B_SLO_1 - Differentiate between the Federal and State security regulations and requirements. **SLO Status:** Active			
PARA92B_SLO_2 - Demonstrate an understanding of the history of securities regulations and its impact on today's law. **SLO Status:** Active			
PARA92B_SLO_3 - Describe the methods and phases of distribution of securities. **SLO Status:** Active			

PARA 93:Bankruptcy Law

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA93_SLO_1 - Compare and contrast the various the various types of Bankruptcy actions. **SLO Status:** Active			
PARA93_SLO_2 - Demonstrate an understanding of the property rights and liabilities of both debtors and creditors in a bankruptcy proceeding. **SLO Status:** Active			
PARA93_SLO_3 - Analyze the current role of the paralegal in the bankruptcy process. **SLO Status:** Active			

PARA 94:Introduction to California Law

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA94_SLO_1 - Demonstrate knowledge of the different legal systems at work in the state of California. **SLO Status:** Active	**Exam - Course Test/Quiz -** Test question asking students to list a California court of original jurisdiction and a federal court of original jurisdiction. **Target for Success:** 70% right answers on this question. Eighty-five percent of students answered this question correctly.		
PARA94_SLO_2 - Outline the hierachy and court procedures of the courts with jurisdiction in California. **SLO Status:** Active	**Exam - Course Test/Quiz -** Test question: "Today almost all cases come to the United States Supreme Court by appeal from state courts and federal courts. List one reason why the Supreme Court might elect to hear a case appealed to it." **Target for Success:** 80%. Ninety per cent of the students supplied an appropriate answer to the question.		
PARA94_SLO_3 - Differenitate between the various substantative areas of law applicable in California. **SLO Status:** Active	**Project -** Students given a project wherein they were given factual situations suggesting California statutes of substantive areas of law. They were then required to find the precise statute that covered the situation. **Target for Success:** 70%. On the assignment 36% scored at least 70% success; 27% of the students scored at least 80% success; 36% of the students scored at least 90% success. No student scored less than 70% success.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 28 out of 35 students whotook the midterm exam answered question 29 correctly (12/26/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** none	

PARA 95:Overview of American Law

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA95_SLO_1 - Demonstrate knowledge of the American judicial system and process, utilizing appropriate legal terminology. **SLO Status:** Active	**Project -** Students were presented with a legal scenario involving a criminal procedure of a fictional individual. Students were asked to find any and all violations of constitutional rights. There were ten major violations to be seen. **Target for Success:** 70%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met 31 students turned in assignment 21 students picked out at least 7 of the 10 violations 68% of class got C or better (11/05/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** none	
PARA95_SLO_2 - Demonstrate the ability to read case law and statutory law. **SLO Status:** Active			
PARA95_SLO_3 - Analyze factual situations in relationship to concepts of the major areas of substantive law in America. **SLO Status:** Active			

PARA 96A:Introduction to Legal Research and Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA96A_SLO_1 - Demonstrate an understanding of the organization and heirarchy of published legal materials. **SLO Status:** Active			
PARA96A_SLO_2 - Demonstrate the ability to locate and analyze various substantative and procedural laws. **SLO Status:** Active	**Project -** Students were given the following research assignment to be completed either in the De Anza Library or online using Westlaw. This was done as a homework assignment. You will find the answers to all of the assignments in the De Anza Library. However, you are not restricted to this. You may use Westlaw. I highly recommend that you start the research in the secondary sources in the Library. Directions: A. Answer the question asked B. Give reference to the California code section or rule of court where you found the answer **Target for Success:** 80% find correct code section to at least 6 of the 7 questions 80% give the correct answer to at least 6 of the 7 questions	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 24 Students submitted the assignment 4 students failed to give the correct code section to one question (or omitted to give the code section); 5 students failed or omitted to give the correct code section to 2 questions. No one missed more the 2. 6 students gave the incorrect or no answer to 1 of the questions 2 students gave the incorrect or no answer to 2 questions. No one gave more than 2 incorrect answers (06/06/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The number of students successfully completing the research and achieving the student learning objective is probably higher than statistics reflect. Some students found and gave the correct answer but failed to provide the code section and others found the correct code section but failed to answer the question. On the whole, students in the paralegal program are mature and motivated. Their success reflects this.	**Enhancement:** The method of instruction is successful and does not need change. (06/12/2014)
PARA96A_SLO_3 - Prepare and critique various analytical legal memorandums. **SLO Status:** Active			

PARA 96B:Advanced Legal Research and Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA96B_SLO_1 - Demonstrate the ability to indentfy and locate legal sources using electronic research. **SLO Status:** Active	**Exam - Course Test/Quiz -** Test question asking students to find/research a point of law for a particular purpose **Target for Success:** 75 % Passage rate	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Test question-What code section sets forth the statute of limitation for filing a complaint based on fraud/misrepresentation? (03/19/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 12 out of 15 students achieved the correct answer- this is 80%	**Enhancement:** Continue with in class exercises and research fro statute of limitations on other areas like breach of contract, negligence etc. Student should be able to locate fraud SOL based on in class research practice. (03/19/2014)
PARA96B_SLO_2 - Analyze complex hypothetical facts and appropriately indentify the appropriate facts, disputes and legal issues. **SLO Status:** Active			
PARA96B_SLO_3 - Analyze hypothetical case factsin order to conduct applicable legal research, and prepare approproiate legal memorandum. **SLO Status:** Active			

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PARA 96C:Computer Assisted Legal Research and Investigation

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA96C_SLO_1 - Establish knowledge and skills of a basic understanding of legal research and investigation on the Internet. **SLO Status:** Active	**Exam - Course Test/Quiz -** Questions from Final Examination **Target for Success:** 80% of students correctly answer at least 2 questions **Comments/Notes:** Question 6 Which case feature is not generally available on free Internet Web sites? Question 10 The online legal citation guide (based on the Bluebook and ALWD) is found on which free Web site? Question 13 Which of the following is NOT a free legal portal?		
PARA96C_SLO_2 - Identify and locate various free sources for legal information on the internet. **SLO Status:** Active **Planned Assessment Quarters:** 2013-14 3-Winter	**Exam - Course Test/Quiz -** Questions from Final Examination **Target for Success:** 80% of students correctly answer at least 2 questions **Comments/Notes:** Question 6 Which case feature is not generally available on free Internet Web sites? Question 10 The online legal citation guide (based on the Bluebook and ALWD) is found on which free Web site? Question 13 Which of the following is NOT a free legal portal?	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Question 6 5 students gave incorrect answers Question 10 3 students gave incorrect answers Question 13 4 students gave incorrect answers 8 missed only one question, 2 missed 2 questions, and 0 missed all three 37 out of 38 correctly answered 2 questions (04/07/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** none	**Enhancement:** none (05/21/2014)
	Exam - Course Test/Quiz - Questions from Final Examination **Target for Success:** 80% of students correctly answer at least 2 questions **Comments/Notes:** Question 6 Which case feature is not generally available on free Internet Web sites? Question 10 The online legal citation guide (based on the Bluebook and ALWD) is found on which free Web		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	site? Question 13 Which of the following is NOT a free legal portal?		
PARA96C_SLO_3 - Demonstrate an understanding of where and how to conduct legal research on fee-based sources. **SLO Status:** Active	**Exam - Course Test/Quiz -** Questions from Final Examination **Target for Success:** 80% of students correctly answer at least 2 questions **Comments/Notes:** Question 6 Which case feature is not generally available on free Internet Web sites? Question 10 The online legal citation guide (based on the Bluebook and ALWD) is found on which free Web site? Question 13 Which of the following is NOT a free legal portal?		

PARA 97A:Civil Litigation Procedures

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA97A_SLO_1 - Demonstrate knowledge of both pre- and post-commencement of litigation procedures and rules. **SLO Status:** Active	**Exam - Course Test/Quiz -** Fact patterns on midterm Exam **Target for Success:** 80%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 75% of the Students scored 80% or better. Results were consistent with target (06/12/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was impressed by the students performance. Fact pattern was difficult, and the majority of students scored very will	**Enhancement:** The exam was the students' first exposure to a long fact pattern. I predict greater success in the future with a "practice" run. (06/12/2014)
PARA97A_SLO_2 - Demonstrate knowledge and location of the appropriate rules and procedures governing litigation pleadings. **SLO Status:** Active	**Exam - Course Test/Quiz -** Questions on final exam Question 83 Jones has a pending lawsuit in Santa Clara County Superior Court. He plans on filing a motion for summary judgment. Where would he find an explanation of the motion and the time requirements for notice? Question 84 Which of the following is not a primary source of law related to civil litigation? Question 85 Which Web site is the official site for the California courts and contains the California Rules of Court? **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Total taking exam-26 Question 83-73% correct- 7 missed Question 84-96% correct- 1 missed Question 85-100% correct- 0 missed (01/06/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** none	
PARA97A_SLO_3 - Outline and demonstrate the various roles a paralegal can take in civil litigation. **SLO Status:** Active			

PARA 97B:Advanced Civil Litigation Procedures

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA97B_SLO_1 - Demonstrate knowledge of civil discovery rules, procedures and motions. **SLO Status:** Active	**Exam - Course Test/Quiz -** Final Examination **Target for Success:** 70% correctly answered both questions 80% correctly answered at least one question	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Question 1 The title of the request for admission should reflect___. Question 2 In a document request, which of the following forms of ESI are not discoverable (04/07/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** none	**Enhancement:** none (05/21/2014)
	Project - Project that includes Complaint Interrogatory, and Motion. **Target for Success:** 90% of class will achieve a C or better.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Three students completely failed the motion with two of these students rarely attending class. All other students passed the assignment. (10/03/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This assignment is very difficult. This motion is given to the students in small chunks. The project is submitted, feedback is given, and then students resubmit. Attendance is absolutely vital.	**Enhancement:** Instead of hypothetical scenariobut students must make a statement of fact. How full to make the scenario and how many facts to leave in the students' hands. (10/03/2019)
PARA97B_SLO_2 - Outline the steps necessary to prepare for trial. **SLO Status:** Active	**Exam - Course Test/Quiz -** Final exam question(s). **Target for Success:** 90% of students will achieve C or better.		
PARA97B_SLO_3 - Demonstrate knowledge of appellate rules, procedures and pleadings. **SLO Status:** Active	**Exam - Course Test/Quiz -** Final exam question(s) **Target for Success:** 90% of students will achieve a C or better.		

PARA 98:Drafting Wills and Trusts

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA98_SLO_1 - Demonstrate an understanding of the substantive legal principles controlling wills and trusts in the state of California. **SLO Status:** Active	**Project -** Students were given a factual situation and asked to draft an appropriate will **Target for Success:** 70%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 26 Wills were returned 20 students received a grade of C (70%) or better 77% were successful (11/21/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** none	
PARA98_SLO_2 - Demonstrate an ability to identify and prepare the appropriate documents required based various fact scenerios. **SLO Status:** Active			
PARA98_SLO_3 - Analyze the current role of the paralegal in the estates and trusts legal practice. **SLO Status:** Active			

PARA 99:California Probate Law and Procedures

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PARA99_SLO_1 - Demonstrate an understanding of the substantative legal principles regulating California Probate Proceedings. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015	**Exam - Course Test/Quiz -** Final exam Multiple choice question about venue on where to file Probate Petition **Target for Success:** 80%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 32 out of 38 students provided the correct answer to a multiple choice question 84% successfully answered (08/07/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Goal was met. Important points of law can be taught by lecture and then practical application of law to completion of statutory forms for Probate Porcess	**Enhancement:** Continue to lecture-provide students key information on essential points of law related to the Probate Process (06/12/2014)
PARA99_SLO_2 - Analyze specific legal problems relating to California probate law and procedures. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			
PARA99_SLO_3 - Correlate California probate proceedings and relevant probate forms. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			

Assessment: Course/Service Four Column

De Anza College

Dept - (SSH) Philosophy

PHIL 1:Knowledge and Reality

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL1_SLO_1 - Identify and articulate philosophical problems pertaining to the nature of knowledge and reality. **SLO Status:** Active	**Exam - Course Test/Quiz -** In order to determine the extent to which students are familiar with basic themes/problems in metaphysics and epistemology, a few questions on at least one exam exam will reflect a fundamental awareness of at least two key theories covered in the course. Examples might include: Hard determinism, idealistic monism, rationalism, the mind-brain identity theory, etc. (Active) **Target for Success:** 85% correct answers for the relevant questions	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met I am satisfied with the assessment results on the average score for a quiz on the classical arguments for theism. Though they did not reach the target of 85%, they did reach an average of 79%, which is a pretty good average. (06/26/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I try everything to help students do well on assessments - in class reading, discussions, videos, reviews. repetition. varied learning modalities, collaborative learning . More often than not It's really up to them to have some intellectual curiosity and put more time into studying and reading. The material is not that difficult. I am not sure what I can do anymore to entice them to drink from the cup of philosophia.	
PHIL1_SLO_2 - Comapare approaches and attempted solutions to these problems from a variety of philosophical traditions. **SLO Status:** Active	**Other -** To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for "substantive accuracy"--students were expected to both accurately articulate the key components of moral theories and accurately apply them to a particular	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Of 43 essays sampled, the median average score for this criterion was 3.6 (01/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** When compared to the midterm essay, students' final essays demonstrated considerable improvement with respect to accurately capturing the essential features of philosophical texts. We are pleased with this result.	**Enhancement:** No enhancement seems needed at this time with respect to this SLO, though we will of course monitor any changes in future assessments. (01/14/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	philosophical problem. Performance is assessed according to a rubric distributed to students in advance, on a scale of 1-4 (with 4 representing excellent performance). **Target for Success:** A median average of 3.25/4 **Other -** In a graded format (either via exams or a written submission), students will demonstrate a familiarity with the key details of at least two standard positions on a central issue in metaphysics or epistemology. **Target for Success:** An average score of 75% on the assignment		
PHIL1_SLO_3 - Defend an original position on at least one philosophical issue. **SLO Status:** Active	**Other -** To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an "original argument"--students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections. **Target for Success:** A median average of 3.25/4	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met 43 essays were sampled. Of these, median scores for the three criteria of original arguments were as follows: Originality: 3.7/4 Coherence: 3.14/4 Anticipated Objection: 2.5/4 (01/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While students seem very capable in the arena of developing original arguments, our data suggest that they struggle to make these arguments coherent, and fare poorly in anticipating objections from opposing points of view.	**Enhancement:** In future iterations of the course, a greater emphasis will be placed on explicitly anticipating objections to individual opinions and arguments. This can easily be achieved during in-class discussions, where the instructor can model the process of anticipating objections. (01/14/2014)
	Demonstration - In a graded format (either via in-class presentation or a written submission), students will take a position on a central issue in metaphysics or epistemology, and will defend this position with an original argument. **Target for Success:** The majority of students will develop original,		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	cogent and persuasive arguments.		
PHIL1_SLO_4 - Describe the relevance of epistemological and metaphysical problems to contemporary popular concerns. **SLO Status:** Active	**Survey -** Students completed a survey at the end of the course, in which they were asked about the relevance of course concepts and materials to ordinary decision making situations. **Target for Success:** A majority of students should be able to articulate at least one one application of the course materials to ordinary decisionmaking.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Narrative responses varied, but the majority of students (over 80%) explicitly articulated one point of relevance between the course materials and their own lived experiences. (01/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the target for this assessment was met, it remains our most difficult SLO to authentically assess. We feel that it is an important learning outcome, but are not certain that it can be effectively assessed in the manner of the other SLOs for this course.	**Enhancement:** We will continue to survey students, in the hopes that helpful suggestions for further enhancing this learning outcome will emerge. (01/14/2014)
	Survey - In a formal or informal survey, students will show that they can identify at least one clear application of course concepts to an issue affecting their own lives **Target for Success:** To be determined by instructor		

PHIL 14A:Indian Philosophy

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL14A_SLO_1 - Identify and assess the central figures, questions and themes of philosophy in Indian traditions. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014			
PHIL14A_SLO_2 - Assess and analyze arguments and approaches to philosophical problems as found in Indian philosophical texts. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014			
PHIL14A_SLO_3 - Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Indian traditions. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014			
PHIL14A_SLO_4 - Exhibit an application of the concepts learned in this class to one's own existence in the world. **SLO Status:** Archived SLO Statement **Outcome Inactive Date:** 04/07/2014			
PHIL14_SLO_5 - Identify at least one point of relevance between traditional Indian philosophy and one's own views/decisions in the contemporary world. **SLO Status:** Active_Pending_Revision			

PHIL 14B:Chinese Philosophy

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL14B_SLO_1 - Identify and assess the central figures, questions and themes of philosophy in Chinese traditions. **SLO Status:** Archived SLO Statement	**Other -** In order to assess students'understanding of classical figures and issues within Chinese philosophy I closely scrutinized a particular paper assignment in which I asked students to provide a detailed explication of a theory from Chinese philosophy and to compare it to three other theories within Classical Chinese philosophy. Students were scored primarily on accuracy of explication, comprehension of concepts, writing ability, and subtlety of comparison. **Target for Success:** 75% satisfactory responses or higher.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met While the quality of the essays varied, I would have to say that 95% of the students accomplished this objective. (04/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I had a strong sense that most students accomplished this learning objective. I think that this type of essay assignment is useful in assessing this student learning outcome.	**Enhancement:** I think that in light of this learning objective I emphasized certain learning strategies that I may not have otherwise encouraged as strongly. For example, I reviewed concepts more frequently and comprehensively. I emphasized comparative techniques and encouraged students to interrelate the various figures and themes that we studied. I believe that this student learning outcome is very important. I will think of ways to boost my performance in respect to this objective. (04/14/2014)
PHIL14B_SLO_2 - Assess and analyze arguments and approaches to philosophical problems as found in Chinese philosophical texts. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** For this student learning outcome I picked one of the quintessential problems from ancient Chinese philosophy, namely: How to become a virtuous person (like the "Sage Kings")? Embedded in an essay test format, I had students answer this question form the point of view of several ancient Chinese philosophers. **Target for Success:** 75% average exam score or higher.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Again, the quality of the results varied, but on the whole I would have to say that at least 90 percent of the students demonstrated success in regards to this outcome. (04/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This outcome might be enhanced by a different assessment tool.	**Enhancement:** I am considering making this a paper topic rather than an essay question. By doing so I might be able to assess a student more comprehensively. (04/14/2014)
PHIL14B_SLO_3 - Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Chinese traditions. **SLO Status:** Archived SLO Statement	**Other -** Within the context of a paper assignment I asked students to adumbrate the fundamental tenants of Yangism as described by traditional scholars and as described	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met I would have to say that at least 96 percent of the students succeeded and nearly 85 percent exceeded my expectations. (04/14/2014)	**Enhancement:** I was happy with this SLO. No recommendations at this time. (04/14/2014)

| | by Professor Baiamonte. I asked students to defend an interpretation of Yangism using textual evidence. Many students argued that Professor Baiamonte's untraditional view was more in sink with textual evidence while other students argued that Professor Baiamonte overlooked or deemphasized certain key passages. Yet still, other students proffered an interpretation that was either different from Baiamonte and the tradition or reconciled the seeming tensions between them.
Target for Success: 75% or higher average paper grade. | **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I believe that this was one of the most successful student learning outcomes in my class. | |
| **PHIL14B_SLO_4 -** Exhibit an application of the concepts learned in this class to one's own existence in the world.
SLO Status: Archived SLO Statement | **Other -** I am not sure if I had a good assessment tool for this learning outcome. I am not sure what this outcome means. If I am to understand it as an assessment of how students used concepts from classical Chinese philosophy in their everyday life, then I think this is not assessable and that the SLO needs to be rewritten. If it means that I am to assess how students used a concept from Chinese philosophy in regards to their personal life, then this is assessable (but perhaps none of my business). I feel uncomfortable with this SLO. | **Program Review Reporting Year:** 2011-2012
Target : Target Not Met
I don't think this SLO is assessable. (04/14/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): I would like our department to rethink this SLO. | **Enhancement:** In accordance with other philosophy department SLOs, the faculty agreed to alter this as follows: "Demonstrate the ability to apply the concepts learned in this class to one's own existence in the world." (04/14/2014) |

PHIL 14C:Japanese Philosophy

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL14C_SLO_1 - Identify and assess the central figures, questions and themes of philosophy in Japanese traditions. **SLO Status:** Archived SLO Statement **Outcome Inactive Date:** 04/07/2014			
PHIL14C_SLO_2 - Assess and analyze arguments and approaches to philosophical problems as found in Japanese philosophical texts. **SLO Status:** Archived SLO Statement **Outcome Inactive Date:** 04/07/2014			
PHIL14C_SLO_3 - Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Japanese traditions. **SLO Status:** Archived SLO Statement **Outcome Inactive Date:** 04/07/2014			
PHIL14C_SLO_4 - Exhibit an application of the concepts learned in this class to one's own existence in the world. **SLO Status:** Archived SLO Statement **Outcome Inactive Date:** 04/07/2014			
PHIL14V_SLO_5 - Identify at least one point of relevance between traditional Japanese philosophy and one's own views / decisions in the contemporary world. **SLO Status:** Archived SLO Statement **Outcome Creation Date:** 02/10/2018			

PHIL 2:Social and Political Philosophy

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL2_SLO_1 - Identify and analyze the philosophical problems pertaining to social and political philosophy. **SLO Status:** Active	**Exam - Course Test/Quiz -** Specific exam questions will be selected that show students recognize basic concepts in social/political philsophy. **Target for Success:** 75% of students should correctly answer these questions.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met I gave a quiz asking the students to briefly explain the four main branches of ethics: descriptive ethics,,,,,,,,, metaethics normative ethics and applied ethics and to give an example of each. The second question was to explain the meanings of virtue ethics deontological ethical ethics consequentialist ethics and divine command theory ethics and give an example of each. The third question was to explain the following terms and give an example of each: moral relativism and moral absolutism. (07/04/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was satisfied that all the students were had a satisfactory understanding of all the ethical terms I asked them to explain. For those who did not perform satisfactorily on the quiz I had them retake it until they succeeded. The next time I teach Philosophy 2 I will spend more time breaking the students up into small groups and going over the questions together and then having each of them do a brief oral presentation to the class on two of the concepts I want them to learn. I think this will yield better results.	
		Program Review Reporting Year: 2017-2018 **Target :** Target Not Met A quiz consisting of 10 questions was used to assess the data. Target for success: if at least 75% of students passed this quiz with a score of 70% or higher. Out of 41 students, 28 students (67% of total students) met the target for success. Therefore, the target of success was not achieved. (06/01/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The target for success was not achieved for this particular quiz. I will have to determine if my lectures were sufficient in preparing students for the quiz, if the quiz was too difficult, or simply if the students were not paying close attention to my lectures.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Not Met	**Enhancement:** The next iteration of this course (especially the next

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		71% of students correctly answered the selected questions (up from 65% correct responses for relevantly similar questions from the midterm exam) (01/15/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The section sampled for assessment differs slightly from ordinary sections, in that it is part of De Anza's First Year Experience program. Students in this program, on the whole, tend to face obstacles to academic achievement that are greater than found in the student population at large. This may affect the data we collected. Still, we were disappointed to see that our target for the section was not met.	FYE iteration) will feature a greater emphasis on identifying key concepts from course readings. We may also change the pace of the reading schedule to allow students an opportunity to engage with readings more slowly. (01/15/2014)
PHIL2_SLO_2 - Analyze and assess solutions to these problems from multiple philosophical positions. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 4-Spring **Outcome Creation Date:** 04/27/2012	**Other -** In a graded format (either via an exam or written submission), students will show that they are familiar with the details of standard positions pertaining to at least one central issue in political or social philosophy. **Target for Success:** An average score of 75% for the assignment	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met I had the students explain various positions on what constitutes a just society. The positions I had them explain were: utilitarianism, libertarianism, communitarianism, Rawls' view of justice as fairness, Shaw's view of socialism, and communism, and, finally, a Kantian view on justice. I wanted to see if the students had a good grasp of these different views on justice. (07/04/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was satisfied with the overall results. About 80 percent succeeded on passing the written assignment on the first try; the remaining 20 percent succeeded in passing the assignment on the second try. The next time I teach Philosophy 2 I will break the students up into small groups so they can go over these questions together. I think that will help them to learn the material better.	
		Program Review Reporting Year: 2017-2018 **Target :** Target Met Term paper grades are used to assess students ability to "show that they are familiar with the details of standard positions pertaining to at least one central issue in political or social philosophy." Success will be determined if the average term paper score is 75% or higher. Data Summary Total students turning in term paper: 41 Average percent of term papers: 80%	**Enhancement:** This assessment shows that even though the target was met, the average percentage shows that the quality of written expression to "show that they are familiar with the details of standard positions pertaining to at least one central issue in political or social philosophy" can be improved. One such method is to spend more time in the classroom

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		(04/23/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** An average term paper percentage of 80% among 41 students shows that students "are familiar with the details of standard positions pertaining to at least one central issue in political or social philosophy". One of the grading criteria was to adequately present the author's position on the topic.	to discuss ways for students to achieve this in addition to providing exercises or assignments to hone student's skills. (04/23/2018)
PHIL2_SLO_3 - Articulate and defend your own position on at least one issue in social and political philosophy. **SLO Status:** Active	**Other -** Via an in class presentation or essay assignment, students will asked to take a position on an issue in social/political philosophy and defend this position with an original argument **Target for Success:** The majority of students will construct coherent, original and persuasive arguments	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students were asked to take a position (in a short essay) on either 1) Is torture every justified? or 2) Is affirmative action fair?--and to defend their position using one of the four following approaches: 1) libertarianism , 2) utilitarianism, 3) virtue ethics, or 4) Kantian deontological ethics. (07/08/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most of the students (over 80 percent) answered the question to my satisfaction. The ones didn't rewrote their essay and met the required standard. The next time I give this assignment I will break the students up into small groups so they can talk about the questions before actually writing their essay. I will also have them deliver an oral presentation to the class. Overall, I was happy with the results.	
		Program Review Reporting Year: 2017-2018 **Target :** Target Met A term paper of at least 3-pages in length was assigned as part of the course requirements, which required a personal thesis, research of at least 1 book and 1 journal article, and to be written in standard term paper format using MLA or APA style. Grading was partially based on the presentation of a personal thesis and arguments in favor or against the thesis. 39/41 students turned in a term paper 95% of students received a passing grade of 70% or higher Average term paper percentage was 80% (or B-) (05/07/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The majority of students were able to meet the target goal of at least a	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

70% on their term paper. As the result of my term paper guidelines including writing a term paper proposal and also two follow up meetings with students to discuss the progress of their term paper, the average student score was B-.

PHIL2_SLO_4 - Demonstrate an application of these tools to one's own actions and decisions.
SLO Status: Active

Demonstration - Via a formal or informal survey, students will identify at least once clear application of course concepts to an issue directly affecting their own lives
Target for Success: To be determined by instructor

Program Review Reporting Year: 2017-2018
Target : Target Met
The assignment was to apply some idea from Freud's The Future of an Illusion to an issue which concerns them in their own lives. The issue was to be related to either religion, science, art, sexual relations, or politics--all of which, Freud says, are vulnerable to some form of illusion. The assignment was to take the form of an 3-4 page essay. (07/08/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Most of the students wrote essays that demonstrated that they had a good grasp of Freud's notion of illusion and they were able to show this by applying it to something they were interested in their own life. The next time I teach the course I will break the class up into small groups so they can discuss these issues among themselves before writing their essay and I will also have them give a short oral presentation to the class on their own particular topic. Overall, I was satisfied with the results.

Program Review Reporting Year: 2017-2018
Target : Target Met
During a discussion of ethics in "Social and Political Philosophy", two ethical dilemmas asked to each student are:
1. What would you do if you found $10,000 and it was from a bank robbery?
2. What would you do if you found a missing wallet with $500, credits cards, and the driver's license if the owner?

The majority of students responded that they would keep the $10,000 because most students felt that the banks do not deserve this money back due to their greed or that they are covered by insurance.

The majority of students responded that they would not keep the wallet and its contents because they felt that they can relate to the owner of the missing wallet. (05/09/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** These questions were opinion based to apply course concepts into their daily lives. Therefore, as long as a response was received, then the target was met.

PHIL 20A:History of Western Philosophy: Ancient Greece

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL20A_SLO_1 - Identify and assess the central figures, questions and themes of ancient philosophy in the western tradition. **SLO Status:** Active	**Exam - Course Test/Quiz -** In order to determine the extent to which students were familiar with basic figures, questions, themes/problems in Ancient philosophy, I gave about four quizzes throughout the quarter. Such quizzes involved identification of the central theses and arguments of philosophers such as Thales, Plato, Aristotle, Epicurus, and Epictetus. **Target for Success:** An average quiz score of B- or higher	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students were able to correctly identify key figures within Greek philosophy with an accuracy of 95%. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This data tells me that students are achieving success in regards to this outcome.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met The average was a solid B for the quiz component of the course. (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Some students had some difficulty keeping track of the philosophers and their theses. Overall I would say that this outcome was achieve but that improvement is in order.	**Enhancement:** To enhance student understanding of ancient figures and theories, it may be a good idea to spend more time looking at applications of these theories to modern issues (when applicable). Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in contemporary society. (04/13/2014)
PHIL20A_SLO_2 - Assess and analyze arguments and approaches to philosophical problems as found in ancient philosophical texts. **SLO Status:** Active	**Other -** To examine this SLO, I asked the students to read a book by Azar Nafisi called Reading Lolita in Tehran. Students were asked to compare Nafisi's analysis of contemporary Tehran with that of Plato's ideal society. Nafisi makes many explicit comparisons between Plato's censorship program and Tehran's censorship by religious authorities. **Target for Success:** An average essay score of B- or higher.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students wrote papers analyzing several figures from ancient philosophy, and some positions from more recent work. Success was 95% (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were successful in regards to this outcome.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met The scores for this outcome were quite good. The average paper score was B+. (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I think that students had an easy time relating to the issue and applying concepts and theories involving censorship to their lives. I deem this exercise quite effective and the results very	**Enhancement:** I think that small group discussions could be very useful as so many students come from such diverse backgrounds. (04/13/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		encouraging.	
PHIL20A_SLO_3 - Articulate and defend one's own stance on at least one ancient philosophical problem, figure or theory. **SLO Status:** Active	**Other -** To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an 'original argument'—students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections. **Target for Success:** An average rubric score of 3.5 or higher.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students analyzed a figure or problem from ancient philosophy with a rate of 95% success. Very few students received a grade lower than a C. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were successful in regards to this outcome.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met The scores for this criterion were tracked independently of the paper grades themselves, yielding good results: In the first paper, the average score was 3.5/5, which improved to 4/5 by the end of the course. (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I believe that extensive comments given to students on their papers is a valuble too that will lead to a positive improvement in the statistics.	**Enhancement:** The Kind of extensive comments needed to bring about these kinds of improvements requires a great deal of the instructor's time and focus. Large sections (in this case, 60+ students) make this extremely taxing. (04/13/2014)
PHIL20A_SLO_4 - Exhibit an application of the concepts learned in this class to one's own existence in the world. **SLO Status:** Active	**Other -** To meet this SLO, I embedded a question into a paper assignment that was designed to see if the ideas of the key figures studied in class had any impact upon their personal views of happiness and the good life. They could have talked about, for example, the role of virtue, wisdom, tolerance, justice, anxiety, love, community, or friendship in the good life. **Target for Success:** I hope to see that student responses, on the whole, are thoughtful and pertinent to the aims of the assignment	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students exhibited an application of the concepts to one's own existence in 99% of the cases. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were successful in regards to this outcome.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met While this portion of the SLO was not strictly graded or scored, the answers given were very thoughtful and encouraging. (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** None at this time.	**Enhancement:** None at this time. (04/13/2014)

PHIL 20B:History of Western Philosophy: 1400 - 1800

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL20B_SLO_1 - Identify and assess the central figures, questions and themes of early modern philosophy in the western tradition. **SLO Status:** Active	**Exam - Course Test/Quiz -** In-class essay exam involving the analysis and assessment of the arguments of a central early modern philosopher. **Target for Success:** 80%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students wrote essays on Jean-Jacques Rousseau, Thomas Hobbes, David Hume, Mary Wollstonecraft, and Immanuel Kant. 100% of the submitted met the minimum goal. Many were exceptional. (01/31/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This goal was easily met by this class.	
PHIL20B_SLO_2 - Assess and analyze arguments and approaches to philosophical problems as found in early modern philosophical texts. **SLO Status:** Active	**Exam - Course Test/Quiz -** In-class essay exam involving the analysis and assessment of the arguments of a central early modern philosopher. **Target for Success:** 80%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students wrote essays on Jean-Jacques Rousseau, Thomas Hobbes, David Hume, Mary Wollstonecraft, and Immanuel Kant. 100% of the submitted met the minimum goal. Many were exceptional. (01/31/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This goal was met successfully. The students all demonstrated their understanding of the problems and arguments that were studied. The only thing to work on for this class is increasing enrollment.	
PHIL20B_SLO_3 - Articulate and defend one's own stance on at least one early modern philosophical problem, figure or theory. **SLO Status:** Active	**Exam - Course Test/Quiz -** In-class essay exam involving the analysis and assessment of the arguments of a central early modern philosopher. **Target for Success:** 80%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students wrote essays on Jean-Jacques Rousseau, Thomas Hobbes, David Hume, Mary Wollstonecraft, and Immanuel Kant. 100% of the submitted met the minimum goal. Many were exceptional. (01/31/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was an excellent class, and all of the assignments demonstrated the students who took it met the SLO. The object to work on in the future is increasing enrollment in the class.	
PHIL20B_SLO_4 - Exhibit an application of the concepts learned in this class to one's own existence in the world. **SLO Status:** Active	**Presentation/Performance -** In-class discussion of how the concepts of an early modern philosopher apply to the existence of persons in the world today.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 90 % of students showed that they understood a central concept, and were able to apply it to their lives. (01/31/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While this	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 80%	target was met successfully, we should still aim to improve the quality of participation and also to find ways to generate more participation from quieter students.	

PHIL 20C:History of Western Philosophy: 1800 - the Present

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL20C_SLO_1 - Identify and assess the central figures, questions and themes of 19th and 20th century philosophy in the western tradition. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	**Exam - Course Test/Quiz -** In-class essay exam involving the analysis and assessment of the arguments of a central early modern philosopher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students completed an in-class essay requiring them to explain and evaluate a central argument in the work of philosophers studied during the term. (12/13/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 90% of students were able to complete the assignment successfully. I was impressed with the quality and richness of the majority of the essays I received. The only problem faced with this class was a high attrition rate, which meant that the number of students completing the assignment was fewer than is ideal.	**Enhancement:** More attention should be paid to students whose attendance and participation are poor. This may help to increase the number of students completing the assignment. (12/13/2018)
PHIL20C_SLO_2 - Assess and analyze arguments and approaches to philosophical problems as found in 19th and 20th century philosophical texts. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	**Exam - Course Test/Quiz -** In-class essay exam involving the analysis and assessment of the arguments of a central early modern philosopher. **Target for Success:** 80%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students wrote essays on Hegel, Schopenhauer, Kierkegaard or Edith Stein. 90% of the essays received a passing grade. Many grades were higher. (01/31/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The performance of the students in the class was excellent. However, the class had a very small enrollment. The aim in the future is to continue this level of success with more students.	
PHIL20C_SLO_3 - Articulate and defend one's own stance on at least one 19th and 20th century philosophical problem, figure or theory. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	**Exam - Course Test/Quiz -** In-class essay exam involving the analysis and assessment of the arguments of a central early modern philosopher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 90% of students received a B or higher on the exam. (01/31/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The performance of the students in the class was excellent. However, the class had a very small enrollment. The aim in the future is to continue this level of success with more students.	
PHIL20C_SLO_4 - Exhibit an application of the concepts learned in this class to one's own existence in the world.	**Exam - Course Test/Quiz -** In-class discussion of how the concepts of an early modern philosopher apply to the existence of persons in the world	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 85% of students were able to articulate the relevance of an idea studied in one of the course texts to their experience	

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Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO Status: Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	today.	of the world. These applications took various forms, and showed serious engagement with the ideas studied. (01/31/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most students proved able to do this. More work needs to be done to develop methods that encourage quieter students to participate in discussions more actively.	

PHIL 24:Philosophy of Religion

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL24_SLO_1 - Identify and analyze the philosophical problems pertaining to religion. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	**Exam - Course Test/Quiz -** Via a formal or informal examination, students will demonstrate a familiarity with at least three central issues in the philosophy of religion. **Target for Success:** An average exam score of 75%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Essay exam questions resulted in an average score of 82%. (06/26/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** On average, students who came to office hours seemed to do much better than those who did not.	
PHIL24_SLO_2 - Analyze and assess solutions to these problems from a variety of religious and philosophical traditions. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	**Other -** In a graded format (either via written submissions or an in-class exams), students will assess standard argumentative positions with respect to at least one central issue in the philosophy of religion. **Target for Success:** An average score of 75%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students scored an average of 77%. (06/26/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** On average, students who attended office hours scored better than those who did not.	
PHIL24_SLO_3 - Articulate and defend your own position on at least one issue related to the philosophy of religion. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	**Other -** In a graded format (either via an in-class presentation, discussion, or written submission), students will develop an original argument in favor of a position on a central issue in the philosophy of religion. **Target for Success:** An average score of 75%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students scored an average of 84%. (06/26/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** On average, students who attended office hours scored better than students who did not.	
PHIL24_SLO_4 - Exhibit an application of the concepts learned in this class to one's own existence in the world. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	**Other -** Via an informal or formal survey, students will successfully identify at least one application of course concepts in their own lives. **Target for Success:** As determined by the instructor	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students scored an average of 85% (06/26/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students provided unique and interesting perspectives on this subjective question. Most were thoughtful.	

PHIL 3:Critical Thinking and Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL3_SLO_1 - Identify and analyze a variety of rhetorical and argumentative techniques. **SLO Status:** Active	**Exam - Course Test/Quiz -** In order to determine the extent to which students were familiar with rhetorical and argumentative techniques, I examined various short answers / essays from an exam. Students were asked to identify patterns of rhetoric and types of argumentative techniques. **Target for Success:** An average score of 3/5 or higher	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met By the end of the term 90% of the students could identify rhetorical and argumentative techniques with a great deal of accuracy. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were successful in regards to this outcome.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Met The average score on the first essay was 4 of 5. The average score on the second question was 3.5 of 5. I aimed for a target of 3 or higher. Thus, the SLO seems to have been accomplished. (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The outcome seems to reflect my initial intuitions—namely that students have an easier time recognizing patterns of rhetoric than more complex patterns within the argument of a text. Overall, the data collected suggests that the SLO was met for the section—though there is absolutely room for improvement.	**Enhancement:** To enhance student understanding of argumentative techniques and rhetorical structures within the text, I will spend more time in class going over the parts of arguments and the ways in which premises support (or fail to support) a conclusion. In so doing, my hope is that a more comprehensive understanding of the techniques will arise. (04/13/2014)
PHIL3_SLO_2 - Analyze and assess a variety of rhetorical and argumentative texts. **SLO Status:** Active	**Other -** In order to determine the extent to which students were familiar with rhetorical and argumentative techniques in texts, I examined two student papers. The first paper involved an analysis of arguments related to whether or not human nature is good or evil by way of looking closely at the primary text of two authors. In the second paper I had students identify rhetorical material contained in the writing of three authors. **Target for Success:** An average score of 3/5 or higher.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students were successful at least 86% of the time. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were successful in regards to this outcome.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Met The overall quality of the papers was good. I would suggest an average of 3 of 5. (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Some students had trouble following long and complex arguments, or arguments on abstract topics/concepts. Others had trouble following arguments that used unusual techniques. Most notably, some students who had no trouble identifying techniques and patterns in exercises	**Enhancement:** Substantial improvement could be obtained by studying more examples and moving through the material more slowly. In the future I will works towards building students' skill set and knowledge of arguments as they occur in texts. I will work towards integrating analysis in

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		struggled to do so within the context of a text. While the data suggests that the SLO was within target, I believe that substantial improvement is possible.	examples to analysis in texts. (04/13/2014)
			Enhancement: Substantial improvement could be obtained by studying more examples and moving through the material more slowly. In the future I will works towards building students' skill set and knowledge of arguments as they occur in texts. I will work towards integrating analysis in examples to analysis in texts. (04/13/2014)
PHIL3_SLO_3 - Develop your own complex arguments. **SLO Status:** Active	**Other -** To examine this SLO, I looked at each student's final paper. **Target for Success:** An average score of 3/5 or higher.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students formulated their own positions in papers. Success was roughly 80%. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were successful in regards to this outcome, but improvement is needed.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Met I would suggest 4.5 / 5 on this SLO. (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was quite encouraging as almost all students demonstrate the ability to put forward a thesis and defend it with evidence (or premises). The scores were very high for this SLO. The goal was reached and my confidence in students learning how to put forward arguments was quite positive.	**Enhancement:** Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development in analyzing arguments. I intend to continue with this practice in future sections. (04/13/2014)
PHIL3_SLO_4 - Demonstrate an application of these tools to one's own actions and decisions. **SLO Status:** Active	**Other -** I examined the final argumentative paper in which students developed their own thesis and arguments about personal reflection and avoiding evil **Target for Success:** An average score of 3/5 or higher.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met In their final papers, students developed their own thesis and engaged in personal reflection. Success was 92% (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were successful in regards to this outcome.	
		Program Review Reporting Year: 2012-2013	**Enhancement:** Not Sure. I

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Target : Target Met I would suggest that 4.5/5 was the average students achievement for this goal (04/13/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I am confused as to the meaning of this SLO in this context. This SLO is very difficult to assess. I would suggest removing it from this set of SLO's. However, if the SLO means that the student made an argument that pertains to human living, or one's personal behavior, beliefs, or conventions, then it could possibly be assessed.	recommend dropping this SLO or rewording it. (04/13/2014)

PHIL 30:Introduction to Existentialism

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL30 SLO 1 - Identify and assess the central figures, questions and themes of existential philosophy **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring **Outcome Creation Date:** 04/01/2011	In order to determine the extent to which students were familiar with basic figures, questions, themes/problems in existentialism, I composed a paper assignment in which students were given the opportunity to explore a key existential theme, such as "anxiety," "alienation," "meaninglessness," "absurdity," and "despair." Students were asked to identify the theses of at least two authors on the subject and to explicate each figure's view. Lastly, students were asked to engage the philosophical question / theme / or topic under consideration. **Target for Success:** An average grade of B- or higher.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students wrote papers on figures like Sartre, Camus, Schopenhauer, etc. Students achieved success 90% of the time. Most papers were excellent. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This tells me that students met the target for this outcome. **Program Review Reporting Year:** 2011-2012 **Target :** Target Met The average was a solid A- for the papers. (04/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was not only happy with the performance of my students on this paper, I was thrilled. The statics may be unusually high for this particular section of PHIL 30 as the class contained my best students, honors students, and very serious adult learns / life-long learners.	**Enhancement:** I am not sure how this outcome could have been enhanced, as I was overjoyed, excited, and very pleased with this SLO outcome. I think that in the future, as I teach more sections of this class I will discover a broader range of success and, thus, exploring enhancements will be necessary. (04/14/2014)
PHIL30 SLO 2 - Analyze and evaluate existential concepts / questions / issues and themes from a variety of traditions. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring **Outcome Creation Date:** 04/01/2011	**Other -** To examine this SLO, a paper assignment was given that asked students to explore Japanese existentialism, particularly a masterwork by Akira Kurosawa, "Ikiru" ("To Live"). This film is a Japanese appropriation of Leo Tolstoy's novella The Death of Ivan Ilych. This assignment is very important, in my opinion, because it allows a Western audience to see how a Japanese existentialist explored key issues involving "death," "meaning," "self-reflection," and so forth. The paper assignment involved analyzing the differences between the two	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students really enjoyed this assignment and wrote excellent papers. Success was achieved 80% of the time. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This tells me that students met the target for this outcome. **Program Review Reporting Year:** 2011-2012 **Target :** Target Met I would give this assessment a 5/5 as every student that turned in the assignment wrote a wonderful essay. (04/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Once again, the results were fantastic. It is not every day that a professor learns so much from reading a batch of student papers. I feel, however, that I learned from my students and that they learned how two very different cultures share	**Enhancement:** Perhaps in future courses I can find ways for students to engage in a multiplicity of cross-culture studies. (04/14/2014)

	traditions and the causes or roots of each culture's response to "the crisis of modernity." Tolstoy turned to the Christian religion and what he called "irrational knowledge." Kurosawa has the main character in his film turn towards deep self-understanding, self-analysis, honor, culture, and creative self-expression. **Target for Success:** An average grade of B- or higher.	a core humanity and, thus, a core set of existential questions.	
PHIL30 SLO 3 - Articulate and defend a personal stance on at least one of these questions and/or traditions. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring **Outcome Creation Date:** 04/01/2011	**Other -** To examine this SLO, I looked at the totality of writing assignments given to students in the course (4 papers). **Target for Success:** I want to see that the majority of students can successfully develop an original position in their papers.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met In respect to developing a personal stance, about 60% of the students were able to do so. Many students repeated class notes, showing a lack of originality. Some students were able to defend a thesis using arguments that went beyond the ones stated in the text or in class. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This tells me that I need to help students to identify their own positions and articulate them with arguments.	**Enhancement:** For an enhancement, I propose to spend more time on arguments and discussing the importance of forming one's own position. I will use different techniques to help students, such as thought experiments that help them identify their intuitions. (03/30/2018)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met It was very apparent to me that every student who completed the course (--only about 4 dropped or disappeared--) was able to articulate and defend a personal position. (04/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** No recommendations at this time.	**Enhancement:** No recommendations at this time. (04/14/2014)
PHIL30 SLO 4 - Formulate an application of this discourse to one's own personal decision making. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring **Outcome Creation Date:** 04/01/2011	**Other -** To assess this SLO I asked students to submit an ungraded 1-2 page analysis of how the class impacted their personal life. **Target for Success:** I hope to see thoughtful responses to the assignment.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students identified with some philosophical concepts at least 95% of the time. Papers showed (or seemed to show) that the class mattered to their lives. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students identified and learned from the figures studied.	
		Program Review Reporting Year: 2011-2012	**Enhancement:** No

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Target : Target Met Some students professed an altered perspective on religious faith. Others professed a new or altered understanding of "Modernism," and the challenges of finding meaning in a secular world. (04/14/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students that submitted the ungraded assignment supplied very interesting answers about how the authors, novels, and films impacted their lives.	recommendations for this SLO. (04/14/2014)

PHIL 4:Critical Thinking

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL4_SLO_1 - Identify and analyze a variety of rhetorical and argumentative techniques **SLO Status:** Active	**Exam - Course Test/Quiz -** At least one course exam will feature a section in which students are asked to identify rhetorical devices, logical fallacies, and deductive arguments within a written passage. Students will be evaluated according to their ability to both identify and explain the function of persuasive techniques. **Target for Success:** An average score of 75%	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met Section 04.02 exhibited an average score of 11.4/15 on this portion of the exam, while section 04.03 exhibited an average score of 12.7/15. These results confirmed the instructor's suspicion that students had a working understanding of persuasive techniques, but that their ability to describe the functions of these techniques could improve significantly. Results indicate that the SLO was met satisfactorily, but further improvement is certainly appropriate here. (05/14/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** These results confirmed the instructor's suspicion that students had a working understanding of persuasive techniques, but that their ability to describe the functions of these techniques could improve significantly. Results indicate that the SLO was met satisfactorily, but further improvement is certainly appropriate here.	**Enhancement:** Future iterations of the course will focus more carefully on identifying persuasive techniques in lengthy media (news reports, textual passages, speeches). The section assessed here focused primarily on brief persuasive passages, which may not be as effective in cultivating student understanding. This course is taught more frequently than any other in the department, and is unfortunately offered in classrooms featuring inconsistent technological capabilities. Multimedia argumentative assessment is easy to facilitate in 'smart classrooms', but more difficult in lesser-equipped rooms (such as L28). The instructor continues to develop 'work around' strategies to deal with this, but installing a media cabinet in L28 would help significantly here. (03/09/2012)
PHIL4_SLO_2 - Analyze and assess a variety of rhetorical and argumentative texts **SLO Status:** Active	**Exam - Course Test/Quiz -** At least one course exam will feature a section in which students are asked to distinguish cogent arguments from those that are not. This may involve recognizing arguments that rest solely upon rhetoric (i.e. providing no truth-conducive reasons for belief), or deductive arguments that are formally invalid.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met For the 'rhetoric' portion, students exhibited an average score of 21/25 across both sections. For the 'validity' portion, students exhibited an average score of 17.5/25 across both sections (05/14/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** These data suggest that students were able to recognize rhetoric much more easily than they were able to recognize formal validity. Student performance can--and should--be	**Enhancement:** Formal reasoning will be approached differently in future sections of the course. The instructor suspects that this kind of reasoning differs considerably from the kind of 'critical thinking' to which students are accustomed, and intends to experiment with different methods of introducing validity.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: An average score of 75%	improved for this second criterion in future sections of the course. Overall, however, results were satisfactory here.	(03/09/2012)
PHIL4_SLO_3 - Develop your own complex arguments **SLO Status:** Active	**Presentation/Performance -** Students will defend a propositional thesis either in a written assignment or during in-class debate. These will be evaluated according to **Target for Success:** Cogent argumentative contribution to class discussion and/or written assignments from at least 80% of section participants. **Comments/Notes:** Instructor may wish to further explain evaluative criteria in assessment data summary.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met Unfortunately, it was difficult to collect much in the way of data here. (05/14/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** These methods provided a general sense that students improved in their ability to develop original arguments throughout the course.	**Enhancement:** Future sections of the course will alter the 'bottled water' assignment to include a detailed rubric, according to which student arguments will be assessed on the criteria of originality, coherence, and susceptibility to critical objections. This will facilitate the collection of data to better measure the SLO. (03/09/2012)
PHIL4_SLO_4 - Demonstrate an application of these tools to one's own actions and decisions **SLO Status:** Active	**Survey -** Via a section survey (either formal or informal), students will be asked to specifically identify the relevance of a course concept to a personal decision or course of action. **Target for Success:** All students will be able to successfully identify at least one such point of relevance.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Among the multiple assignments in my course that address and prepare students for the practical application of cogent reasoning to everyday life circumstances, one consists of students identifying a relatively meaningful and consequential life decision they are either preparing to make or have made. They are then to first, put the argument/decision into standard form (i.e., identify premises and conclusion); second, evaluate the argument/decision by applying the criteria for cogent reasoning; and, finally, discuss what they learned in the process and how they acted and felt as a result of it. It is a required assignment, and invariably students claim that they benefited greatly from the exercise and experience, it either altered what they would have otherwise done, or fortified their commitment to what they had initially intended. (06/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It's a very powerful and informative activity, and I enjoy assigning and	

| | | assessing it. As an instructor, it's nice to observe students concretely applying and benefiting from the course material, material with which they were unfamiliar and hence would not otherwise utilize. | |

PHIL 49:Women and Philosophy

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL49_SLO_1 - Identify and analyze issues relating to women and philosophy. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	**Exam - Course Test/Quiz -** In-class essay exam involving the analysis and assessment of texts discussing issues relevant to women and philosophy. **Target for Success:** 80%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80% of students successfully shows that they were able to analyze and assess a central text in feminist philosophy. (01/31/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many students did well, though work should be done to improve student performance. Perhaps more small, preparatory assignments to get them ready for the exam would be helpful.	
PHIL49_SLO_2 - Analyze and assess texts relevant to women and philosophy. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	**Exam - Course Test/Quiz -** In-class essay exam involving the analysis and assessment of texts discussing issues relevant to women and philosophy. **Target for Success:** 80%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80 % of students performed successfully on the exam. (01/31/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many students did well, though work should be done to improve student performance. Perhaps more small, preparatory assignments to get them ready for the exam would be helpful.	
PHIL49_SLO_3 - Analyze and defend one's own position on an issue relevant to women and philosophy. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 04/07/2014	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80% of students were able to show that they grasped an issue studied in the class. in class discussions, and were able to articulate their own position on it. (01/31/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many students did well, though work should be done to improve student performance. More work should be done to help students prepare to read each text before being asked to engage with the ideas and arguments made in the text. Some of the material is technical, and students need assistance grasping and working with technical terms.	
PHIL49_SLO_4 - Exhibit an application of the concepts learned in this class to one's own existence in the world. **SLO Status:** Active_Pending_Revision	**Presentation/Performance -** In-class discussion of how the concepts discussed in the course apply to one's own life.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Observation of student discussion over several classes. Students were asked how concepts studied in the texts	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Outcome Inactive Date: 04/07/2014	**Target for Success:** 80%	applied to their own experience. 90% of students demonstrated the ability to apply ideas from the class in a satisfactory manner. (12/13/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The majority of students were able to apply the concepts to their lives effectively. The discussions could have been a bit more focused, and also there could have been more room for quieter students to participate more fully. The enhancement addresses these issues.	

PHIL 7:Deductive Logic

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL7_SLO_1 - Identify and understand the translation of linguistic statements into symbolic notation. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 2-Fall, 2011-12 2-Fall **Outcome Creation Date:** 06/01/2010	**Exam - Course Test/Quiz -** Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on two quizzes that contained several natural language sentences. Students were required to translate these into the languages of propositional and predicate logic. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if improvement/learning took place. **Target for Success:** Average score of 75% on relevant quizzes/exams.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Translation is first assessed in the third quiz of the quarter, when students are asked to translate English-language sentences into the language of propositional logic. In this section, 59.4% of students earned a passing score on this quiz. Their facility with propositional translation seemed to improve by the time of the midterm exam, when 78% of students earned passing scores on the corresponding exam section. Translation is revisited later in the quarter when we look at predicate logic--a decidedly more complex language. Students seemed to do well on this quiz, with 81% earning a passing score. But on the corresponding section of the final exam, only 56% passed. (05/23/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The data seem to show that students improved their understanding of translation over the course of the quarter, but then exhibited a decline on the final exam. This could be due to the additional stress many students feel when taking finals, or to the fact that the material was 'fresher' in their minds at the time of the second quiz. I'll continue to track scores on these assessments for the next quarter, and see if there's any evidence of a trend here. **Related Documents:** quiz 1.3.doc Quiz 3.1-2.doc	**Enhancement:** Scores will tracked for another cycle or two in the coming year, to see if this is indicative of a broader pattern in the course. If so, we will discuss possible explanations for the apparent difficulty students face on the final exam. (05/23/2017)
		Program Review Reporting Year: 2009-2010 **Target :** Target Met Propositional logic: The initial quiz showed an average score of 89%, which improved slightly to 91% by the time of the midterm exam. Predicate logic: Initial quiz scores yielded an average of 53.3%, which improved to about 78% for the final exam. (10/05/2012)	**Enhancement:** Discussions with my colleagues about this suggest that it may be a good idea to scale back the scope of student work in predicate translations. Because of the accelerated pace of the quarter system, it may be appropriate to focus exclusively on single-place predicate translations,

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): Students did very well with the translation of sentences into propositional logic. The initial quiz showed an average score of 89%, which improved slightly to 91% by the time of the midterm exam. I take this to indicate that the majority of students had a firm grasp on this aspect of translation. It appears that students had much more difficulty with predicate logic. Initial quiz scores yielded an average of 53.3%, which improved to about 78% for the final exam. While this does indicate considerable improvement, the final exam average still strikes me as low enough to raise concerns. **Related Documents:** quiz 1.3.doc Quiz 3.2 w answers.doc	as multi-place predicates seemed to cause most of the problems here. I plan to follow this recommendation in the next section of PHIL07 that I teach, and will introduce multi-place translations only in the event that students exhibit mastery over single-place predicates. (03/09/2012)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Quiz results for predicate translation yielded an average score of 85%--a significant improvement from the previous assessment cycle. (06/01/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It appears that scaling back the scope of coverage on predicate translation is appropriate for this course, and seems to result in better student learning with respect to this SLO. **Related Documents:** Quiz 3.1-3.2.secondversion.doc	**Enhancement:** We will keep this model of predicate-translation instruction for now, and use the time that it 'frees up' in the quarter to focus on more rigorous deductive proofs. (06/01/2012)
PHIL7_SLO_2 - Demonstrate an understanding of the proof differences between valid and invalid argument forms. **SLO Status:** Active	**Exam - Course Test/Quiz -** Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on a series of quizzes that focused on	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students earned an average score of 85% on this section of the exam. (03/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While students seem to be achieving a reasonable level of proficiency with respect to this SLO, I remain interested in looking for ways to improve their understanding even further. **Program Review Reporting Year:** 2016-2017	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	truth tables. Students used these to test sequents for validity. In the event that a particular sequent was identified as valid, students constructed a proof for the sequent. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if improvement/learning took place. **Target for Success:** Average scores of 80% on the relevant quiz/exam	**Target :** Target Met The average score for the initial truth table quiz was 79.5%. The average score for the relevant section of the midterm exam was 81.7% (05/31/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since the last assessment cycle, I've restructured the syllabus to focus on truth tables prior to introducing the natural deduction system. I had thought this might raise overall scores, but this seems not to have happened. While the target was met again this time around, scores did not improve. I have, however, offered a re-take opportunity for students who do poorly on the midterm exam. The offer, which allows students to retake specific sections of the exam (different problems, same concepts) during office hours after meeting to review and enhance their understanding, was not widely exploited by students. The few who did take the offer, however, uniformly demonstrated an improvement in their learning. I'll continue this practice moving forward.	
		Program Review Reporting Year: 2009-2010 **Target :** Target Met Quizzes yielded an average score of 80%, which improved to 85% on the relevant section of the final exam. (10/07/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students did well in this area. While this does leave some room for further improvement, it suggests that the SLO is being effectively met in the current version of the course.	**Enhancement:** I introduced truth tables after introducing the rules of formal proof, and believe that scores may further improve if I reverse this order. I plan to try introducing truth tables first, in an effort to see if students better understand both truth tables and formal proofs. (03/09/2012)
PHIL7_SLO_3 - Exhibit analytical skills by demonstrating ability to perform multi-step deductive proofs. **SLO Status:** Active	**Exam - Course Test/Quiz -** Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met The average score for the first (propositional proofs) quiz was 72.5%. The average score for the second (predicate proofs) quiz was 79.3%. The average score for the proofs section of the final exam was 85%. (05/31/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since the last assessment cycle, I've restructured the syllabus to focus on truth tables prior to introducing the natural deduction	**Enhancement:** We will employ in-class proof quizzes rather than take-home quizzes for the next assessment cycle, and see if this yields any change in results. (05/31/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	quizzes that required students to construct formal proofs for valid sequents. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if improvement/learning took place. **Target for Success:** Average scores of 80% on relevant quiz/exams	system. I had thought this might raise overall scores, but this seems not to have happened. While the target was met again this time around, scores did not improve. I also plan to move away from the 'take-home' format of the proofs quizzes that I've been using up to this point. I suspect that many students who have not learned the system earn artificially high scores because of group work. By switching to an in-class quiz format, I hope to identify students who are struggling earlier on, which may help to increase understanding (and final exam scores) by the end of the quarter.	
		Program Review Reporting Year: 2009-2010 **Target :** Target Met Initial quiz scores for propositional proofs yielded an average of 62%, which improved to 80% on the relevant section of the midterm exam. Initial quiz scores for predicate proofs yielded an average of 73.5%, which improved to 80.2% on the relevant section of the final exam. (10/07/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was surprised to find that scores on predicate proofs were higher than those for propositional proofs, given the increased difficulty of the former. I attribute this to the fact that the propositional system was introduced first, and that by the time predicate proofs were introduced, students had better mastered fundamental rules for propositional operators.	**Enhancement:** I would like scores to be higher on the exams with respect to proofs. As indicated in my enhancement for SLO#2, I believe that by introducing truth tables before introducing the proof rules for the operators, understanding of the latter will improve the next time I teach the course. (03/09/2012)
PHIL7_SLO_4 - Demonstrate the ability to distinguish the deductive inferential function from the inductive inferential function in scientific methods. **SLO Status:** Active	**Exam - Course Test/Quiz -** Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on a quiz that contained examples of both deductive and inductive arguments.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 43 students took the initial quiz, with an average score of 81.7%. Scores on the relevant section of the midterm exam yielded similar result, with an average score of 83.2% (05/31/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The data seem to indicate that the majority of students are proficient in distinguishing deductive and inductive forms of reasoning. After some deliberation, however, it seems appropriate to remove this SLO. The inductive/deductive	**Enhancement:** After further reflection, the department has concluded that this SLO points to a flaw in the current Course Outline of Record. Given that this is exclusively designed as a course in Deductive Logic, it seems unnecessary to focus on the 'Inductive inferential function in scientific methods'. A revised course outline will be submitted to

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Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Students were asked to distinguish them according to these two categories.. The scores on this quiz were compared against the scores on the relevant sections of the midterm exam, in an effort to detect if improvement/learning took place. **Target for Success:** Average scores of 75% on relevant exams/quizzes	distinction, while relevant to the course, is not one of its primary learning objectives. This SLO will be retired/archived, and may be replaced by another in the future.	the curriculum committee in the coming year, which (among other things) will remove this SLO--along with its corresponding objectives and methods of assessment. (05/15/2017)
		Program Review Reporting Year: 2009-2010 **Target :** Target Met Scores on the initial quiz yielded an average of 77.2%, which improved to 81% on the midterm exam. (10/07/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I believe that I spent less time addressing this SLO than the others because of a belief that it would be more readily achieved. My results indicate that this is not the case, and that it will be a good idea to spend a few extra days reviewing examples of inductive arguments. I suspect that this will improve student performance considerably.	**Enhancement:** I believe that I spent less time addressing this SLO than the others because of a belief that it would be more readily achieved. My results indicate that this is not the case, and that it will be a good idea to spend a few extra days reviewing examples of inductive arguments. I suspect that this will improve student performance considerably. (03/09/2012)

PHIL 8:Ethics

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL8_SLO_1 - Identify and analyze central questions about right action and/or the good life. **SLO Status:** Active	**Exam - Course Test/Quiz -** Graded exams will be given to ensure that students are proficient in the vocabulary and content of at least three central issues in moral philosophy **Target for Success:** An average score of 75% on these exams	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Section average score for the exams selected: 75.88% (04/12/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Several students complained about the perceived difficulty of exams throughout the quarter. Conversations with many of these students suggest that the majority who struggle do not complete the majority of assigned readings. This suggests a few possibilities, including: (1) Readings are either too numerous or too difficult for many students to complete; (2) Readings are appropriate in number and level, but students have other reasons for not completing them; (3) Exam format could be the problem, and changed to allow for other opportunities for students to demonstrate their mastery of course materials in other ways	**Enhancement:** I've developed the option for an optional cumulative exam at the end of the quarter, to be offered in a difference (free response) format from the regular-term exams. Students who opt for the free response exam will have the opportunity to demonstrate their learning in a different format, and to revisit material that may not have been well understood at first so as to enhance their learning. I'll be curious to see (1) how many students take the offer and (2) of these how many demonstrate improved learning. (04/12/2018)
PHIL8_SLO_2 - Analyze and assess arguments and approaches to these questions from a variety of traditions. **SLO Status:** Active	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for "substantive accuracy"--students were expected to both accurately articulate the key components of moral theories and accurately apply them to a particular moral problem. **Target for Success:** An average 'accuracy' score of 8/10	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Students earned an average score of 82% on the relevant section of the exam (06/01/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It's all good, it's all bad. **Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students earned nearly identical scores on the 'accuracy' portions of both essays. The average score for the first essay was 85.7%, and the average score for the second essay was 86% (05/31/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I'm generally satisfied with student learning with respect to this outcome. While I did not see a significant improvement between the two essays, the initial score leads me to believe that students learned effectively throughout the quarter.	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Program Review Reporting Year: 2009-2010 **Target :** Target Met he scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'accuracy' score was 7.9/10, which improved to 9.2/10 by the end of the course. (05/14/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty discussion seemed to approve of the authenticity of this assessement. It is of course difficult to develop 'hard data' for an outcome like this, but the data gathered here did seem to reflect something in the way of students' abilities to analyze moral theories. The data suggests some improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO. Overall, I'm very happy with the result here.	**Enhancement:** Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections. The kind of extensive comments needed to bring about these requires a great deal of the instructor's time and focus. Large sections (in this case, 50 students) make this extremely taxing. It has been documented in several informal student surveys, that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment--and that this lower enrollment is attributed in large part to the additional effort that English instructors purportedly must put into the grading of written assignments--it seems that our paper-centered courses (including PHIL08) would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves. (03/09/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PHIL8_SLO_3 - Articulate and defend a personal stance on at least one of these questions and/or traditions. **SLO Status:** Active	**Other -** To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an "original argument"--students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections. **Target for Success:** Average 'original argument' score of 8/10	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met The average score for this assignment was 85.5%. The lowest scoring component of the exercise was the coherence of student arguments (79.4), and the highest was originality (96.25%) (05/31/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the target is considered 'met', I do have some concern about the difficulty many students exhibit in conveying their arguments coherently. This is perhaps something that could be remedied via more extensive exercises earlier in the quarter.	
		Program Review Reporting Year: 2009-2010 **Target :** Target Met The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'argument' score was 81.8/100, which improved to 85/100 by the end of the course. (05/14/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty discussion seemed to approve of the authenticity of this assessement. It is of course difficult to develop 'hard data' for an outcome like this, but the data gathered here did seem to reflect something in the way of students' abilities to analyze moral theories. The data suggests some improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO. Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections. While some improvement was observed, the improvement was less dramatic than the improvement for SLO #2. There are several possible explanations for this. One pertains the difficulty of constructing original arguments--this may simply turn out to be more difficult than analyzing the arguments offered by other thinkers. If this is the case, then it would seem that	**Enhancement:** The kind of extensive comments needed to bring about these requires a great deal of the instructor's time and focus. Large sections (in this case, 50 students) make this extremely taxing. It has been documented in several informal student surveys, that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment--and that this lower enrollment is attributed in large part to the additional effort that English instructors purportedly must put into the grading of written assignments--it seems that our paper-centered courses (including PHIL08) would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		student learning would benefit from at least one more argument-centered writing assignment in the course. As explained in the next column, however, current enrollment limits make this logistically impossible.	pedagogical soundness of the courses themselves. (03/09/2012)
PHIL8_SLO_4 - Formulate an application of this discourse to one's own personal decision making. **SLO Status:** Active	**Survey -** In a formal or informal survey, students will clearly identify at least one application of course materials to an issue that directly affects their lives. **Target for Success:** To be determined by instructor	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students were asked to complete an end-of-term survey anonymously at the end of the term. One of the questions asked was, "How have your beliefs changed as a result of your work in this course?" Of 40 responses, 33 explicitly referred to a specific application of course discussions, texts or assignments to their own lived experience. (04/12/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This SLO is difficult to assess in a quantitative way, and as such has become something of a matter of contention within the department. Nevertheless, student feedback does strongly suggest that the structure and content of this course--at least of the section assessed--does allow them to readily identify clear points of relevance between philosophical methods/topics and their own lives.	

Assessment: Course/Service Four Column

DeAnza College

Dept - (SSH) Political Science

POLI 1:American Government and Politics

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
POLI1_SLO_1 - Students will evaluate how political decisions are shaped by institutions and processes. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring	**Exam - Course Test/Quiz -** The last question on the multiple choice portion of the final exam includes all the SLOs for the class. Students are required to choose the best possible answer, which is d, "all of the above." **Target for Success:** Ideally, all students should answer this question correctly. At a minimum, at least a majority should do so.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students were asked to identify the correct possible answer to the question incorporating all the SLOs. (12/18/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Of the 29 students who completed the final, 28 indicated the correct response. Hence, 96.55% students answered it correctly.	**Enhancement:** The next step will be to even more deliberately build the SLOs into assignments and activities. (12/18/2017)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met Both Poli 01-05S and Poli 1-08S sections were asked a summary question on the final incorporating all of the SLOs. In -05S, 67 of 73 (91.78%) got the answer correct; in -08S, 39 of 41 (95.12%) got it correct. (02/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The larger class showed a smaller percentage of students responding correctly to the question. Nevertheless, the results demonstrate a relatively high percentage of students completing the class with an understanding of politics.	**Enhancement:** We'll try to improve these percentages: greater attention to individual students; follow-up, community building, equity strategies; diversifying curriculum; diversifying modes of assessment and evaluation; diversifying learning/teaching styles. (02/21/2017) **Follow-Up:** do another round of assessments in 2017-2018. (06/30/2018) **Follow-Up:** In winter 2017, the same question was asked of my poli 01-5S section on the final exam, and 67 out of 72 students (93%) got it correct. (04/01/2017)
		Program Review Reporting Year: 2011-2012	**Enhancement:** The goal here will

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Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Target : Target Met 92% of students answered this question correctly. (08/01/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While it would have been better if all students were able to respond correctly to this question (and thereby demonstrate their understanding of this SLO), the fact that 91% were able to do so indicates that a large percentage were able to do so.	be to increase the percentage of students who can evaluate how political decisions are shaped by institutions and processes. (08/01/2012)
	Survey - A pre- and post-course survey that includes questions pertaining to the student learning outcomes. **Target for Success:** A majority (ideally more) will respond in a way that demonstrates the SLO was advanced/achieved.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not 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, 16 students identified "Tuesday" as the correct option; 2 chose "Monday," and 29 chose "No Idea." On the post-course survey, 21 students chose the correct response, "Tuesday"; 2 chose "Monday" again; 1 chose "Thursday"; and 20 chose "No Idea."	**Enhancement:** We might consider asking a range of questions pertaining to the institutions and processes of political decision-making. (04/17/2016)
		Program Review Reporting Year: 2015-2016 **Target :** Target Not 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, 5 students identified "Tuesday" as the correct option; 1 chose "Monday," 2 chose "Thursday," and 15 chose "No Idea." On the post-course survey, 9 students chose the correct response, "Tuesday"; 2 chose "Monday" again; and 12 chose "No Idea."	**Enhancement:** We might consider asking a range of questions pertaining to the institutions and processes of political decision-making. (04/17/2016)
	Survey - A brief 4-question survey administered at the end of the quarter. **Target for Success:** All students would agree that the course advanced the SLOs. **Related Documents:** poli 1 slo assessment fall 2018.docx	**Program Review Reporting Year:** 2018-2019 **Target :** Target Not Met Of 40 surveys completed, 35 were returned with all "Trues," 5 had one "False." (12/17/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The survey (related below) asks four T/F questions pertaining to the course SLOs. 35 students answered/circled "True" to all four questions: This class increased my understanding of (1)	**Enhancement:** I think the survey instrument could be refined (with a sliding scale) and it could be administered via scantron, which would enable us to re-use the surveys and evaluate the results more easily. (12/17/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		American Politics, (2) how institutions and processes shape political decisions, (3) how political decisions create winners and losers, and (4) how to participate in the political process. Four students added additional commentary. On question 1, one student added 3 !!!'s to "True"; another student wrote, "As we say in the Bay: Hella!" On question 3, one student wrote, "very true." Finally, on question 4, one student wrote: !!YES, literally knew nothing about this." Let's now look at the responses by the 5 students who didn't have "Trues" on all 4 questions. One student did not circle "True" or "False" on question two, and wrote: "Reconfirmed my knowledge how institutions and processes shaped political decision." Three students circled "False" on question 3. Two students circled "False" on question 4. Of the five, only one had more than one "False," and that student had two of them (questions 3 and 4). I would submit that while the vast majority of students confirmed that the class did in fact advance the SLOs, the survey suggests that I could do a better job of advancing SLO 2 and SLO 3.	
POLI1_SLO_2 - Students will assess the impact of political decisions on individuals and groups. **SLO Status:** Active	**Exam - Course Test/Quiz -** The last question on the multiple choice portion of the final exam includes all the SLOs for the class. Students are required to choose the best possible answer, which is d, "all of the above." **Target for Success:** Ideally, all students should answer this question correctly. At a minimum, at least a majority should do so.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students were asked to identify the correct possible answer to the question incorporating all the SLOs. (12/18/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Of the 29 students who completed the final, 28 indicated the correct response. Hence, 96.55% students answered it correctly.	**Enhancement:** The next step will be to even more deliberately build the SLOs into assignments and activities. (12/18/2017)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met Both Poli 01-05S and Poli 1-08S sections were asked a summary question on the final incorporating all of the SLOs. In -05S, 67 of 73 (91.78%) got the answer correct; in -08S, 39 of 41 (95.12%) got it correct. (02/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The larger class showed a smaller percentage of students responding correctly to the question. Nevertheless, the results	**Enhancement:** We'll try to improve these percentages: greater attention to individual students; follow-up, community building, equity strategies; diversifying curriculum; diversifying modes of assessment and evaluation; diversifying learning/teaching styles.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		demonstrate a relatively high percentage of students completing the class with an understanding of politics.	(02/21/2017) **Follow-Up:** do another round of assessments in 2017-2018. (06/30/2018) **Follow-Up:** In winter 2017, the same question was asked of my poli 01-5S section on the final exam, and 67 out of 72 students (93%) got it correct. (04/01/2017)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met 92% of students answered this question correctly. (08/01/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While it would have been better if all students were able to respond correctly to this question (and thereby demonstrate their understanding of this SLO), the fact that 91% were able to do so indicates that a large percentage were able to do so.	**Enhancement:** The goal here will be to increase the percentage of students who can assess the impact of political decisions on individuals and groups. (08/01/2012)
	Survey - A pre- and post-course survey that includes questions pertaining to the student learning outcomes. **Target for Success:** A majority (ideally more) will respond in a way that demonstrates the SLO was advanced/achieved.	**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. (04/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In the pre-course survey, the responses were: 12 (Strongly Agree), 13 (Agree), 17 (Neutral), 4 (Disagree), 1 (Strongly Disagree). In the post-course survey, the responses were: 18 (Strongly Agree), 17 (Agree), 7 (Neutral), 2 (Disagree), 0 (Strongly Disagree). The course increased the number of students recognizing that political decisions have differential impacts on individuals and groups., and thus provides evidence the class advanced the SLO.	**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 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	**Enhancement:** We should consider asking a question that directly addresses the differential impact of political decisions in future pre- and post-surveys.

		Agree; Agree; Neutral; Disagree; Strongly Disagree. (04/17/2016)	(04/17/2016)
		Reflection (CLICK ON ? FOR INSTRUCTIONS): In the pre-course survey, the responses were: 6 (Strongly Agree), 4 (Agree), 10 (Neutral), 3 (Disagree), 0 (Strongly Disagree). In the post-course survey, the responses were: 12 (Strongly Agree), 6 (Agree), 5 (Neutral), 0 (Disagree), 0 (Strongly Disagree). The course increased the number of students recognizing that political decisions have differential impacts on individuals and groups., and thus provides evidence the class advanced the SLO.	
	Survey - A brief 4-question survey administered at the end of the quarter. **Target for Success:** All students would agree that the course advanced the SLOs. **Related Documents:** poli 1 slo assessment fall 2018.docx	**Program Review Reporting Year:** 2018-2019 **Target :** Target Not Met Of 40 surveys completed, 35 were returned with all "Trues," 5 had one "False." (12/17/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The survey (related below) asks four T/F questions pertaining to the course SLOs. 35 students answered/circled "True" to all four questions: This class increased my understanding of (1) American Politics, (2) how institutions and processes shape political decisions, (3) how political decisions create winners and losers, and (4) how to participate in the political process. Four students added additional commentary. On question 1, one student added 3 !!!'s to "True"; another student wrote, "As we say in the Bay: Hella!" On question 3, one student wrote, "very true." Finally, on question 4, one student wrote: !!YES, literally knew nothing about this." Let's now look at the responses by the 5 students who didn't have "Trues" on all 4 questions. One student did not circle "True" or "False" on question two, and wrote: "Reconfirmed my knowledge how institutions and processes shaped political decision." Three students circled "False" on question 3. Two students circled "False" on question 4. Of the five, only one had more than one "False," and that student had two of them (questions 3 and 4). I would submit that while the vast majority of students confirmed that the class did in fact advance the SLOs, the	**Enhancement:** I think the survey instrument could be refined (with a sliding scale) and it could be administered via scantron, which would enable us to re-use the surveys and evaluate the results more easily. (12/17/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		survey suggests that I could do a better job of advancing SLO 2 and SLO 3.	
POLI1_SLO_3 - Students will demonstrate the capacity to effectively participate in the political process. **SLO Status:** Active	**Exam - Course Test/Quiz -** The last question on the multiple choice portion of the final exam includes all the SLOs for the class. Students are required to choose the best possible answer, which is d, "all of the above." **Target for Success:** Ideally, all students should answer this question correctly. At a minimum, at least a majority should do so.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students were asked to identify the correct possible answer to the question incorporating all the SLOs. (12/18/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Of the 29 students who completed the final, 28 indicated the correct response. Hence, 96.55% students answered it correctly.	**Enhancement:** The next step will be to even more deliberately build the SLOs into assignments and activities. (12/18/2017)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met Both Poli 01-05S and Poli 1-08S sections were asked a summary question on the final incorporating all of the SLOs. In -05S, 67 of 73 (91.78%) got the answer correct; in -08S, 39 of 41 (95.12%) got it correct. (02/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The larger class showed a smaller percentage of students responding correctly to the question. Nevertheless, the results demonstrate a relatively high percentage of students completing the class with an understanding of politics.	**Enhancement:** The larger class showed a smaller percentage of students responding correctly to the question. Nevertheless, the results demonstrate a relatively high percentage of students completing the class with an understanding of politics. (02/21/2017) **Follow-Up:** do another round of assessments in 2017-2018. (06/30/2018) (06/30/2018) **Follow-Up:** In winter 2017, the same question was asked of my poli 01-5S section on the final exam, and 67 out of 72 students (93%) got it correct. (04/01/2017)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met 92% of students answered this question correctly. (08/01/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While it would have been better if all students were able to respond correctly to this question (and thereby demonstrate their understanding of this SLO), the fact that 91% were able to do so indicates that a large percentage were able to do so.	**Enhancement:** The goal here will be to increase the percentage of students who can demonstrate the capacity to effectively participate in the political process. (08/01/2012)
	Survey - A pre- and post-course survey that includes questions pertaining to the student learning	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met	**Enhancement:** We might consider asking an even more direct

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	outcomes. **Target for Success:** A majority (ideally more) will respond in a way that demonstrates the SLO was advanced/achieved.	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) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In the pre-class survey, the responses were as follows: 8 (Strongly Agree), 16 (Agree), 19 (Neutral), 4 (Disagree), and 1 (Strongly Disagree). In the post-class survey, the responses were: 13 (Strongly Agree), 25 (Agree), 6 (Neutral), 0 (Disagree), and 0 (Strongly Disagree). The course increased the students' sense of efficacy.	question regarding political efficacy. (04/17/2016)
		Program Review Reporting Year: 2015-2016 **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) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In the pre-class survey, the responses were as follows: 8 (Strongly Agree), 7 (Agree), 8 (Neutral), 0 (Disagree), and 0 (Strongly Disagree). In the post-class survey, the responses were: 10 (Strongly Agree), 12 (Agree), 2 (Neutral), 0 (Disagree), and 0 (Strongly Disagree). The course increased the students' sense of efficacy.	**Enhancement:** We might consider asking an even more direct question regarding political efficacy. (04/17/2016)
	Survey - A brief 4-question survey administered at the end of the quarter. **Target for Success:** All students would agree that the course advanced the SLOs. **Related Documents:** poli 1 slo assessment fall 2018.docx	**Program Review Reporting Year:** 2018-2019 **Target :** Target Not Met Of 40 surveys completed, 35 were returned with all "Trues," 5 had one "False." (12/17/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The survey (related below) asks four T/F questions pertaining to the course SLOs. 35 students answered/circled "True" to all four questions: This class increased my understanding of (1) American Politics, (2) how institutions and processes shape political decisions, (3) how political decisions create winners and losers, and (4) how to participate in the political process. Four students added additional commentary. On question 1, one student added 3 !!!'s to "True"; another student wrote, "As we say in the Bay: Hella!" On question 3, one student wrote, "very true." Finally, on question 4, one student wrote: !!YES, literally	**Enhancement:** I think the survey instrument could be refined (with a sliding scale) and it could be administered via scantron, which would enable us to re-use the surveys and evaluate the results more easily. (12/17/2018)

knew nothing about this."

Let's now look at the responses by the 5 students who didn't have "Trues" on all 4 questions. One student did not circle "True" or "False" on question two, and wrote: "Reconfirmed my knowledge how institutions and processes shaped political decision." Three students circled "False" on question 3. Two students circled "False" on question 4. Of the five, only one had more than one "False," and that student had two of them (questions 3 and 4).

I would submit that while the vast majority of students confirmed that the class did in fact advance the SLOs, the survey suggests that I could do a better job of advancing SLO 2 and SLO 3.

POLI 15:Grassroots Democracy: Race, Politics and the American Promise

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Poli15_SLO_1 - Students will identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans. **SLO Status:** Active	**Project -** Campus/Community Based Research Project: The purpose of this assignment is to a)teach students how to do introductory level research on a political or social issue that is relevant to their individual lives while also b) attempt to connect the application of community and campus-based research as a tool for political participation and community college education. For this project, students had 2-3 weeks to prepare for and complete the project. Sample topics include: "how will state budget cuts influence student opportunities for graduating on time?" **Target for Success:** 70% of students pass project with a grade of B or higher.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 95% passed the project. 75% of my students passed with a B or higher. (04/23/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A more detailed description of my expectations for the writing component. An opportunity to hear from a panel of community advocates who conduct community based research. Review of reports and data in class and on our blog by community based researchers.	**Enhancement:** Begin working on outreach and add in reflection items to curriculum (06/05/2014)
Poli15_SLO_2 - Students will identify and critically evaluate major conceptual issues regarding migration to and within the United States. **SLO Status:** Active	**Project -** Campus/Community Based Research Project: The purpose of this assignment is to a)teach students how to do introductory level research on a political or social issue that is relevant to their individual lives while also b) attempt to connect the application of community and campus-based research as a tool for political participation and community college education. For this project, students had 2-3 weeks to prepare for and complete the project. Sample topics include: "how will state budget cuts influence student opportunities for	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 95% passed the project. 75% of my students passed with a B or higher. (04/23/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A more detailed description of my expectations for the writing component. An opportunity to hear from a panel of community advocates who conduct community based research. Review of reports and data in class and on our blog by community based researchers.	**Enhancement:** Work on both outreach efforts and building in enhancements based on reflection. (06/06/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	graduating on time?" **Target for Success:** 70% of students pass with a grade of B or higher.		
Poli15_SLO_3 - Students will identify, critically evaluate, and compare contemporary legacy of migration histories. **SLO Status:** Active	**Project -** Campus/Community Based Research Project: The purpose of this assignment is to a)teach students how to do introductory level research on a political or social issue that is relevant to their individual lives while also b) attempt to connect the application of community and campus-based research as a tool for political participation and community college education. For this project, students had 2-3 weeks to prepare for and complete the project. Sample topics include: "how will state budget cuts influence student opportunities for graduating on time?" **Target for Success:** 70% of students pass assignment with a grade of B or higher.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 95% passed the project. 75% of my students passed with a B or higher. (04/23/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A more detailed description of my expectations for the writing component. An opportunity to hear from a panel of community advocates who conduct community based research. Review of reports and data in class and on our blog by community based researchers.	**Enhancement:** Build in reflection findings to curriculum and improve outreach efforts. (06/06/2014)

POLI 16:Grassroots Democracy: Social Movements Since the 1960s

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Poli16_SLO_1 - Students will investigate and identify key events and experiences of major social protest movements since the 1960's. **SLO Status:** Active	**Exam - Course Test/Quiz -** Final exam and weekly quizzes **Target for Success:** 80%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met This was a small class of 15 students to begin with. Only 8 of them actually completed the class. So, immediately one can see that the class was not successful in meeting the learning goals for these students. Of the remaining students the average on the final exam score (one of the key measures of SLOs 1 and 2) was 84%. The median score was 90%. This is probably more representative than the average one as one student did exceptionally poorly, pulling the average for the whole group down dramatically. The average score on the final field practicum for these students was 94%. The median score was 100% (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Initial recruitment and then retention of students is clearly the primary issue we are facing with this class. If students stay in the class, they seem to meet the learning goals just fine. I found many students were not putting in even 4 hours a week on preparation for the class with the almost inevitable consequence that towards the end of the quarter, they simply were not prepared to succeed.	**Enhancement:** Greater recruitment efforts prior to the beginning of the term would help create an overall stronger pool of students at the start of the course. We plan to engage in a series of activities to make the class better known to students including: distributing flyers, outreach through counselors, creating a more predictable schedule for the class so that students can plan for the coming year, outreach in lower level Political Science courses, and perhaps changing the title of the course to make the content more attractive and clear to students. In addition, I plan to engage in earlier intervention with students who are not performing well, documenting in writing a more clear path to success for them. (06/30/2014)
Poli16_SLO_2 - Students will identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class and gender. **SLO Status:** Active	**Exam - Course Test/Quiz -** Final exam and weekly quizzes **Target for Success:** 80%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met This was a small class of 15 students to begin with. Only 8 of them actually completed the class. So, immediately one can see that the class was not successful in meeting the learning goals for these students. Of the remaining students the average on the final exam score (one of the key measures of SLOs 1 and 2) was 84%. The median score was 90%. This is probably more representative than the average one as one student did exceptionally poorly, pulling the average for the whole group down dramatically. The average score on the final field practicum for these students was 94%. The median score was 100%	**Enhancement:** Greater recruitment efforts prior to the beginning of the term would help create an overall stronger pool of students at the start of the course. We plan to engage in a series of activities to make the class better known to students including: distributing flyers, outreach through counselors, creating a more predictable schedule for the class so that students can plan for the coming year, outreach in

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		(04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Initial recruitment and then retention of students is clearly the primary issue we are facing with this class. If students stay in the class, they seem to meet the learning goals just fine. I found many students were not putting in even 4 hours a week on preparation for the class with the almost inevitable consequence that towards the end of the quarter, they simply were not prepared to succeed.	lower level Political Science courses, and perhaps changing the title of the course to make the content more attractive and clear to students. In addition, I plan to engage in earlier intervention with students who are not performing well, documenting in writing a more clear path to success for them. (05/30/2014)
Poli16_SLO_3 - Students will demonstrate the capacity to participate effectively in political processes and techniques common to social movements. **SLO Status:** Active	**Demonstration -** final field practicum **Target for Success:** 80%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met This was a small class of 15 students to begin with. Only 8 of them actually completed the class. So, immediately one can see that the class was not successful in meeting the learning goals for these students. Of the remaining students the average on the final exam score (one of the key measures of SLOs 1 and 2) was 84%. The median score was 90%. This is probably more representative than the average one as one student did exceptionally poorly, pulling the average for the whole group down dramatically. The average score on the final field practicum for these students was 94%. The median score was 100% (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Initial recruitment and then retention of students is clearly the primary issue we are facing with this class. If students stay in the class, they seem to meet the learning goals just fine. I found many students were not putting in even 4 hours a week on preparation for the class with the almost inevitable consequence that towards the end of the quarter, they simply were not prepared to succeed.	**Enhancement:** Greater recruitment efforts prior to the beginning of the term would help create an overall stronger pool of students at the start of the course. We plan to engage in a series of activities to make the class better known to students including: distributing flyers, outreach through counselors, creating a more predictable schedule for the class so that students can plan for the coming year, outreach in lower level Political Science courses, and perhaps changing the title of the course to make the content more attractive and clear to students. In addition, I plan to engage in earlier intervention with students who are not performing well, documenting in writing a more clear path to success for them. (05/30/2014)
	Laboratory Project - final field practicum **Target for Success:** 80%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met This was a small class of 15 students to begin with. Only 8 of them actually completed the class. So, immediately one can see that the class was not successful in meeting the learning	**Enhancement:** Greater recruitment efforts prior to the beginning of the term would help create an overall stronger pool of students at the start of the course.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		goals for these students. Of the remaining students the average on the final exam score (one of the key measures of SLOs 1 and 2) was 84%. The median score was 90%. This is probably more representative than the average one as one student did exceptionally poorly, pulling the average for the whole group down dramatically. The average score on the final field practicum for these students was 94%. The median score was 100% (04/22/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Initial recruitment and then retention of students is clearly the primary issue we are facing with this class. If students stay in the class, they seem to meet the learning goals just fine. I found many students were not putting in even 4 hours a week on preparation for the class with the almost inevitable consequence that towards the end of the quarter, they simply were not prepared to succeed.	We plan to engage in a series of activities to make the class better known to students including: distributing flyers, outreach through counselors, creating a more predictable schedule for the class so that students can plan for the coming year, outreach in lower level Political Science courses, and perhaps changing the title of the course to make the content more attractive and clear to students. In addition, I plan to engage in earlier intervention with students who are not performing well, documenting in writing a more clear path to success for them. (05/30/2014)

POLI 17:Grassroots Democracy: Leadership and Power

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Poli17_SLO_1 - Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations. **SLO Status:** Active	**Survey -** Students were asked to fill out an on-line survey that asked them how well the class met the student learning outcomes. **Target for Success:** 80% responding that they "strongly agree" that the outcome indicated was met.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met These are the averages of the 15 responses: 1. To what extent has this class helped you understand the large scale political dynamics in which grassroots organizers operate? (4.0) 2. To what extent has this class helped you understand the micro or interpersonal scale political dynamics in which grassroots organizers operate? (4.2) 3. To what extent has this class helped you to develop your leadership skills? (4.5) 4. To what extent do you feel able to evaluate good leadership in contemporary and historical social movements? (not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations)? (4.1) (04/02/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The personal leadership piece is the strongest outcome of the class. This class focused much more on leadership skills than it did on an understanding of social movements broadly, although it did address those issues.	**Enhancement:** I would like to talk to the department about adjusting the outcomes to better reflect the strengths of the particular class. (05/30/2014)
Poli17_SLO_2 - Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated. **SLO Status:** Active	**Survey -** Students were asked to fill out an online survey that asked them how well the class met the student learning outcomes. **Target for Success:** 80% response that they "strongly agree" that outcomes were met.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met These are the averages of the 15 responses: 1. To what extent has this class helped you understand the large scale political dynamics in which grassroots organizers operate? (4.0) 2. To what extent has this class helped you understand the micro or interpersonal scale political dynamics in which grassroots organizers operate? (4.2) 3. To what extent has this class helped you to develop your leadership skills? (4.5) 4. To what extent do you feel able to evaluate good leadership in contemporary and historical social movements? (not limited to community organizing,	**Enhancement:** I would like to talk with the department about adjusting the outcomes to better reflect the strengths of the particular class. (04/22/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		electoral campaigns, non-profit and social service organizations, and non-governmental organizations)? (4.1) (04/02/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The personal leadership piece is the strongest outcome of the class. This class focused much more on leadership skills than it did on an understanding of social movements broadly, although it did address those issues.	
Poli17_SLO_3 - Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements. **SLO Status:** Active	**Survey -** Students were asked to fill out an online survey that asked them how well the course met the intended student learning outcomes. **Target for Success:** 80% of respondents state that they "strongly agree" that the learning outcomes were met.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met These are the averages of the 15 responses: 1. To what extent has this class helped you understand the large scale political dynamics in which grassroots organizers operate? (4.0) 2. To what extent has this class helped you understand the micro or interpersonal scale political dynamics in which grassroots organizers operate? (4.2) 3. To what extent has this class helped you to develop your leadership skills? (4.5) 4. To what extent do you feel able to evaluate good leadership in contemporary and historical social movements? (not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations)? (4.1) (04/02/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The personal leadership piece is the strongest outcome of the class. This class focused much more on leadership skills than it did on an understanding of social movements broadly, although it did address those issues.	**Enhancement:** I would like to talk with the department about adjusting the outcomes to better reflect the strengths of the particular class. (05/30/2014)

POLI 2:Comparative Politics

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
POLI2_SLO_1 - Students will compare and evaluate how political decisions are shaped by institutions and processes in various political systems. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 4-Spring **Outcome Creation Date:** 10/30/2009	**Exam - Course Test/Quiz -** A multiple choice question on the final will be used to assess this SLO. **Target for Success:** A majority of students should understand how political decisions are shaped by institutions and processes in various political systems.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students were asked a summary question on the final incorporating all of the SLOs. 40 of 42 (95.24%) got the answer correct. (02/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The results demonstrate a relatively high percentage of students completing the class with an understanding of comparative politics.	**Enhancement:** We'll try to improve these percentages: greater attention to individual students; follow-up, community building, equity strategies; diversifying curriculum; diversifying modes of assessment and evaluation; diversifying learning/teaching styles. (06/03/2018) **Follow-Up:** Do another round of assessments in 2017-2018. (06/30/2018) **Follow-Up:** In winter 2017, the same question was asked on the final exam, and all 39 students answered it correctly, for a perfect score (100%!). (04/01/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met On the final exam, students were asked to respond to the following question: (a) Political decisions are shaped by a wide range of institutions and processes in various political systems; (b) these decisions have widely diverse impacts on individuals and groups; and (c) individuals and groups participate in politics in a range of ways in various political systems. True or False (a) _____ (b) _____ (c) _____ (04/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All 45 students asked this question responded "True" to (a). This provides some evidence the course advanced this SLO.	**Enhancement:** We should consider evaluating this SLO on a pre- and post-course basis. (04/17/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Program Review Reporting Year: 2009-2010 **Target :** Target Met 45 students took the final exam. 42 of the 45 answered this question correctly, which is 93.33%. Of the 22 questions on the final exam, this was the question with the least number of incorrect responses (n=3). (10/09/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While this result demonstrates that students mastered the SLO for the class, there is definitely room for improvement. Ideally, all 45 students should have been able to answer this question correctly. **Related Documents:** [SLOAC for POll 2](#)	**Enhancement:** In future poli 2 classes, I intend to utilize a broader range of assessment techniques in addition to exam questions. Comparative Politics students engage in a variety of writing assignments and an extensive research paper, in addition to exams. Revising the content of lectures and assignments to more fully incorporate SLOs will enable them to be used to assess SLOs as well. In addition, more exam questions, perhaps looking at each SLO separately, would be a useful exercise in evaluating the validity of the assessment. (10/09/2013) **Follow-Up:** Consider assessing other aspects of the class. (10/17/2013)
POLI2_SLO_2 - Students will compare and assess the impact of political decisions on individuals and groups in various political systems. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 4-Spring **Outcome Creation Date:** 10/30/2009	**Exam - Course Test/Quiz -** A multiple choice question on the final will be used to assess this SLO. **Target for Success:** A majority of students should be able to compare and assess the impact of political decisions on individuals and groups in various political systems.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students were asked a summary question on the final incorporating all of the SLOs. 40 of 42 (95.24%) got the answer correct. (02/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The results demonstrate a relatively high percentage of students completing the class with an understanding of comparative politics.	**Enhancement:** We'll try to improve these percentages: greater attention to individual students; follow-up, community building, equity strategies; diversifying curriculum; diversifying modes of assessment and evaluation; diversifying learning/teaching styles. (06/30/2018) **Follow-Up:** Do another round of assessments in 2017-2018. (06/30/2018) **Follow-Up:** In winter 2017, the same question was asked on the final exam, and all 39 students answered it correctly, for a

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			perfect score (100%!). (04/01/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met On the final exam, students were asked to respond to the following question: (a) Political decisions are shaped by a wide range of institutions and processes in various political systems; (b) these decisions have widely diverse impacts on individuals and groups; and (c) individuals and groups participate in politics in a range of ways in various political systems. True or False (a) _____ (b) _____ (c) _____ (04/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All 45 students who took the final answered "True" on (b). This provides some support for the claim the course advanced the SLO.	**Enhancement:** We should consider evaluating this SLO on a pre- and post-course basis. (04/17/2016)
		Program Review Reporting Year: 2009-2010 **Target :** Target Met 45 students took the final exam. 42 of the 45 answered this question correctly, which is 93.33%. Of the 22 questions on the final exam, this was the question with the least number of incorrect responses (n=3). (10/09/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While this result demonstrates that students mastered the SLO for the class, there is definitely room for improvement. Ideally, all 45 students should have been able to answer this question correctly. **Related Documents:** [SLOAC for POlI 2](#)	**Enhancement:** In future poli 2 classes, I intend to utilize a broader range of assessment techniques in addition to exam questions. Comparative Politics students engage in a variety of writing assignments and an extensive research paper, in addition to exams. Revising the content of lectures and assignments to more fully incorporate SLOs will enable them to be used to assess SLOs as well. In addition, more exam questions, perhaps looking at each SLO separately, would be a useful exercise in evaluating the validity of the assessment. (10/09/2013) **Follow-Up:** Considering assessing other aspects of the class.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			(10/17/2013)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
POLI2_SLO_3 - Students will appraise how participation in the political process varies across political systems. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 4-Spring **Outcome Creation Date:** 10/30/2009	**Exam - Course Test/Quiz -** A multiple choice question on the final will be used to assess this SLO. **Target for Success:** A majority of students should be able to appraise how participation in the political process varies across political systems.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students were asked a summary question on the final incorporating all of the SLOs. 40 of 42 (95.24%) got the answer correct. (02/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The results demonstrate a relatively high percentage of students completing the class with an understanding of comparative politics.	**Enhancement:** We'll try to improve these percentages: greater attention to individual students; follow-up, community building, equity strategies; diversifying curriculum; diversifying modes of assessment and evaluation; diversifying learning/teaching styles. (02/21/2017) **Follow-Up:** Do another round of assessments in 2017-2018. (06/30/2018) **Follow-Up:** In winter 2017, the same question was asked on the final exam, and all 39 students answered it correctly, for a perfect score (100%!). (04/01/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met On the final exam, students were asked to respond to the following question: (a) Political decisions are shaped by a wide range of institutions and processes in various political systems; (b) these decisions have widely diverse impacts on individuals and groups; and (c) individuals and groups participate in politics in a range of ways in various political systems. True or False (a) _____ (b) _____ (c) _____ (04/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Of the 45 students who took the final, 44 answered with the correct response, "True" to (c). This lends some support to the claim the course advanced this SLO.	**Enhancement:** We should consider evaluating this SLO on a pre- and post-course basis. (04/17/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Program Review Reporting Year: 2009-2010 **Target :** Target Met 45 students took the final exam. 42 of the 45 answered this question correctly, which is 93.33%. Of the 22 questions on the final exam, this was the question with the least number of incorrect responses (n=3). (10/09/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While this result demonstrates that students mastered the SLO for the class, there is definitely room for improvement. Ideally, all 45 students should have been able to answer this question correctly. **Related Documents:** [SLOAC for POll 2](#)	**Enhancement:** In future poli 2 classes, I intend to utilize a broader range of assessment techniques in addition to exam questions. Comparative Politics students engage in a variety of writing assignments and an extensive research paper, in addition to exams. Revising the content of lectures and assignments to more fully incorporate SLOs will enable them to be used to assess SLOs as well. In addition, more exam questions, perhaps looking at each SLO separately, would be a useful exercise in evaluating the validity of the assessment. (10/09/2013) **Follow-Up:** Consider assessing other aspects of the class. (10/17/2013)

POLI 3:International Relations

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
POLI3_SLO_1 - Students will evaluate how political decisions are shaped by institutions and processes in the international system. **SLO Status:** Active	**Exam - Course Test/Quiz -** To assess this SLO, students were asked the following question on the final exam: Which of the following is true: a. political decisions in world politics are shaped by institutions and processes at various levels of analysis (individual, state, system). b. the impact of institutions and processes differs across individuals and states. c. individuals can effectively participate in international politics. d. all of the above. e. none of the above. **Target for Success:** The hope is that all students (100%) will answer this question correctly (and choose d). **Comments/Notes:** After analyzing the results, it turned out that 82% of the students answered this question correctly. This suggests that while most students were able to demonstrate their knowledge of the SLOs for the course, there is significant room for improvement. **Related Documents:** final.doc	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met After analyzing the results, it turned out that 82% of the students answered this question correctly. (06/15/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).	**Enhancement:** Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.). (06/15/2012) **Follow-Up:** It would be good to assess this in winter 2018. (12/18/2017)
	Survey - Students were asked if the course helped them to better understand how political decisions are shaped by institutions and processes in the international system. **Target for Success:** This course was assessed in the last assessment cycle. Ideally, 80% or more of	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met 93% of the students answered in the affirmative. (06/25/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The fact that 42 of 45 respondents answered in the affirmative provides evidence that the course met this SLO. That said, 3 students indicated that it didn't, which reveals there is room for improvement.	**Enhancement:** In future classes, the instructor will focus more explicitly on the relationship between political decisions and institutions/processes. (06/25/2019) **Follow-Up:** The course will be assessed again soon. (06/25/2019)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	students respond in the affirmative.		
POLI3_SLO_2 - Students will assess the impact of political decisions on states, groups, and individuals in the international system. **SLO Status:** Active	**Exam - Course Test/Quiz -** To assess this SLO, students were asked the following question on the final exam: Which of the following is true: a. political decisions in world politics are shaped by institutions and processes at various levels of analysis (individual, state, system). b. the impact of institutions and processes differs across individuals and states. c. individuals can effectively participate in international politics. d. all of the above. e. none of the above. **Target for Success:** The hope is that all students (100%) will answer this question correctly (and choose d). **Comments/Notes:** After analyzing the results, it turned out that 82% of the students answered this question correctly. This suggests that while most students were able to demonstrate their knowledge of the SLOs for the course, there is significant room for improvement.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met After analyzing the results, it turned out that 82% of the students answered this question correctly. (06/15/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).	**Enhancement:** Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.). (06/15/2012) **Follow-Up:** It would be good to assess this in winter 2018. (12/18/2017)
	Survey - Students were asked if the course helped them to better understand how political decisions impact states, groups, and individuals in the international system. **Target for Success:** This course was assessed in the last assessment cycle. Ideally, 80% or more of students respond in the affirmative.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met 93% of the students responded in the affirmative. (06/25/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The fact that 42 of 45 respondents answered in the affirmative provides evidence that the course met this SLO. That said, 3 students indicated that it didn't, which reveals there is room for improvement.	**Enhancement:** In future, the instructor will focus more explicitly on the impact of political decisions. (06/25/2019) **Follow-Up:** The course will be assessed again soon. (06/25/2019)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
POLI3_SLO_3 - Students will demonstrate the capacity to effectively participate in international politics. **SLO Status:** Active	**Exam - Course Test/Quiz -** To assess this SLO, students were asked the following question on the final exam: Which of the following is true: a. political decisions in world politics are shaped by institutions and processes at various levels of analysis (individual, state, system). b. the impact of institutions and processes differs across individuals and states. c. individuals can effectively participate in international politics. d. all of the above. e. none of the above. **Target for Success:** The hope is that all students (100%) will answer this question correctly (and choose d). **Comments/Notes:** After analyzing the results, it turned out that 82% of the students answered this question correctly. This suggests that while most students were able to demonstrate their knowledge of the SLOs for the course, there is significant room for improvement.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met After analyzing the results, it turned out that 82% of the students answered this question correctly. (06/15/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).	**Enhancement:** Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.). (06/15/2012) **Follow-Up:** It would be good to assess this in winter 2018. (12/18/2017)
	Survey - Students were asked if the course helped them to better understand how to effectively participate in the political process. **Target for Success:** This course was assessed in the last assessment cycle. Ideally, 80% or more of students respond in the affirmative.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met 80% of the students responded in the affirmative. (06/25/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The fact that 36 of 45 respondents answered in the affirmative provides evidence that the course met this SLO. That said, 9 students indicated that it didn't, which reveals there is significant room for improvement.	**Enhancement:** In future, the instructor will focus much more of strategies and tactics for successful participation in international politics. (06/25/2019) **Follow-Up:** This (06/25/2019) **Follow-Up:** The course will be assessed again soon. (06/25/2019)

POLI 5:Introduction to Political Thought and Theory

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
POLI5_SLO_1 - Students will evaluate the major paradigms of political thought filtered through views on human nature and the good society. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 3-Winter **Outcome Creation Date:** 10/30/2009	**Exam - Course Test/Quiz -** The main assessment tools used for the class were writing assignments (2) and exams (2, a midterm and final), consisting of multiple choice and essay questions. **Target for Success:** All students should be able to evaluate the major paradigms of political thought filtered through views on human nature and the good society. **Related Documents:** SLOAC for POLI 5	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Despite a range of scores from D to A+ on the first writing assignment, the overall average was a B+. Most students demonstrated the capacity to analyze and evaluate original writings. Likewise on the midterm, all but one student passed the exam, and the average score was a B. On the second writing assignment, only one student earned a non-passing grade because their assignment was late. The overall average for the class was a B+. The final exam produced an outcome similar to the midterm. Two students failed the exam, but the overall average was considerably higher than the midterm, an A-. (10/09/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Given the significant variation in terms of outcomes, I learned it would be worthwhile to spend additional time emphasizing the fact that each major ideological belief system has a very different view of human nature and the good society. Thus, I will incorporate this dimension into lectures, discussions, writing assignments and exams. **Related Documents:** SLOAC for POLI 5	**Enhancement:** It would be worthwhile to examine more fully the SLOs for the course as a department to see if they meet our expectations for Poli 5 and fully support our program level outcomes. (10/09/2013)
	Survey - A 4-question survey administered at the end of the class asking students whether or not (True or False) the course contributed to their ability to: (1) evaluate the major paradigms of political thought; (2) better understand various views of human nature; (3) critically analyze political theory; and (4) apply political theory to contemporary issues. **Target for Success:** Ideally, all students will circle "True" in response to all questions.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Not Met With of total of 43 surveys completed, 38 students circled "True" for all of the questions; 5 circled "False" (or did not indicate) on one of the questions. One student circled "False" on question 1; one student did not indicate a response to question 2 (having to do with understanding various views of human nature), another indicated "False" on question 2; and two students indicated "False" on question 4 (having to do with the ability to apply political theory to contemporary issues). (12/18/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Looking first on the positive, most students indicated that the class advanced the SLOs. Fully 88% circled "True" for all the	**Enhancement:** These results suggest the instructor needs to focus more on how political ideologies (paradigms of political thought) have particular conceptions of human nature, which condition how the political ideology functions, and do a better job connecting these to contemporary issues. It might be worthwhile to revisit the course SLOs. The related documents (and its questions)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Related Documents: poli 5 slo assessment fall 2018.docx	questions. Therefore, it is safe to say, that the course did advance the SLOs for a large majority of students in the class. Looking closely at the five students who felt that class did not advance the SLOs, it is noteworthy that each of the five circled only one "False" response. In other words, no student indicated "False" for all four questions; and no student who indicated "False" on any one question indicated "False" on more than one question. Of the students who felt that the course failed to advance a particular SLO, one student indicated the course did not contribute to their ability to evaluate the major paradigms of political thought; two indicated the course did not contribute to their ability to better understand various views of human nature; and two indicated the course did not contribute to their ability to apply theory to contemporary issues. This suggests that more work needs to be done by the instructor in these areas. **Related Documents:** poli 5 slo assessment fall 2018.docx	suggest a model for their re-articulation. In addition, the assessment might be changed: it could include a sliding scale rather than True/False; it could also be done by scantron, which would simplify analysis of the results. (12/18/2018)
POLI5_SLO_2 - Students will demonstrate the capacity to analyze critically and apply political theory to contemporary issues. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 3-Winter **Outcome Creation Date:** 10/30/2009	**Exam - Course Test/Quiz -** The main assessment tools used for the class were writing assignments (2) and exams (2, a midterm and final), consisting of multiple choice and essay questions. **Target for Success:** Students will demonstrate the capacity to critically analyze and apply political theory to contemporary issues. **Related Documents:** SLOAC for POLI 5	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Despite a range of scores from D to A+ on the first writing assignment, the overall average was a B+. Most students demonstrated the capacity to analyze and evaluate original writings. Likewise on the midterm, all but one student passed the exam, and the average score was a B. On the second writing assignment, only one student earned a non-passing grade because their assignment was late. The overall average for the class was a B+. The final exam produced an outcome similar to the midterm. Two students failed the exam, but the overall average was considerably higher than the midterm, an A-. (10/09/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Given the significant variation in terms of outcomes, I learned it would be worthwhile to spend additional time emphasizing	**Enhancement:** It would be worthwhile to examine more fully the SLOs for the course as a department to see if they meet our expectations for Poli 5 and fully support our program level outcomes. (10/09/2013)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		the fact that each major ideological belief system has a very different view of human nature and the good society. Thus, I will incorporate this dimension into lectures, discussions, writing assignments and exams. **Related Documents:** [SLOAC for POLI 5](#)	
	Survey - A 4-question survey administered at the end of the class asking students whether or not (True or False) the course contributed to their ability to: (1) evaluate the major paradigms of political thought; (2) better understand various views of human nature; (3) critically analyze political theory; and (4) apply political theory to contemporary issues. **Target for Success:** Ideally, all students will circle "True" in response to all questions. **Related Documents:** [poli 5 slo assessment fall 2018.docx](#)	**Program Review Reporting Year:** 2018-2019 **Target :** Target Not Met With of total of 43 surveys completed, 38 students circled "True" for all of the questions; 5 circled "False" (or did not indicate) on one of the questions. One student circled "False" on question 1; one student did not indicate a response to question 2 (having to do with understanding various views of human nature), another indicated "False" on question 2; and two students indicated "False" on question 4 (having to do with the ability to apply political theory to contemporary issues). (12/18/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Looking first on the positive, most students indicated that the class advanced the SLOs. Fully 88% circled "True" for all the questions. Therefore, it is safe to say, that the course did advance the SLOs for a large majority of students in the class. Looking closely at the five students who felt that class did not advance the SLOs, it is noteworthy that each of the five circled only one "False" response. In other words, no student indicated "False" for all four questions; and no student who indicated "False" on any one question indicated "False" on more than one question. Of the students who felt that the course failed to advance a particular SLO, one student indicated the course did not contribute to their ability to evaluate the major paradigms of political thought; two indicated the course did not contribute to their ability to better understand various views of human nature; and two indicated the course did not contribute to their ability to apply theory to contemporary issues. This suggests that more work needs to be done by the instructor in these areas.	**Enhancement:** These results suggest the instructor needs to focus more on how political ideologies (paradigms of political thought) have particular conceptions of human nature, which condition how the political ideology functions, and do a better job connecting these to contemporary issues. It might be worthwhile to revisit the course SLOs. The related documents (and its questions) suggest a model for their re-articulation. In addition, the assessment might be changed: it could include a sliding scale rather than True/False; it could also be done by scantron, which would simplify analysis of the results. (12/18/2018)

Related Documents:

poli 5 slo assessment fall 2018.docx

POLI 56:Introduction to Community Organizing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
POLI56_SLO_1 - Students will evaluate community organizing processes and outcomes. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			
POLI56_SLO_2 - Students will assess how individuals and groups can affect community organizing processes and outcomes. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			
POLI56_SLO_3 - Students will demonstrate the capacity to participate effectively in community organizing. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			

POLI 64 X-Z:Political Science Internship

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
POLI64X-Z_SLO_1 - Assess role of office, agency, or organization in political process and how individuals/groups work through it to achieve their political goals **SLO Status:** Active **Outcome Creation Date:** 08/24/2015	**Field Placement/Internship -** Reflective essay and internship provider evaluation. **Target for Success:** Each student should be able to assess how their office, agency, and/or organization engages in the political process to advance their goals.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Of the four students placed in internships in fall 2017, 3 demonstrated the ability to assess how their provider engages in the political process to achieve its goals. (12/18/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 1 student did not follow through on securing an internship.	**Enhancement:** I will even more carefully screen and drop students not able to fulfill the requirements of Poli 64. (12/18/2017) **Follow-Up:** Will do evaluation again in winter 2018. (12/18/2017)
POLI64X-Z_SLO_2 - Examine how the office, agency, or organization's work impacts constituents, clients, and/or supporters and how its values impact its activities **SLO Status:** Active **Outcome Creation Date:** 08/24/2015	**Field Placement/Internship -** Reflective essay and internship provider evaluation. **Target for Success:** Each student should be able to examine how their office, agency, and/or organization's work impacts individuals and groups and how their values impact what they do.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Of the four students placed in internships in fall 2017, 3 demonstrated the ability to assess how their provider works to achieve its goals. (12/18/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 1 student did not follow through on securing an internship.	**Enhancement:** I will even more carefully screen and drop students not able to fulfill the requirements of Poli 64. (12/18/2017) **Follow-Up:** Will do evaluation again in winter 2018. (12/18/2017)

Assessment: Course/Service Four Column

DeAnza College

Dept - (SSH) Psychology

PSYC 1:General Psychology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC1_SLO_1 - Describe the ways in which psychology is grounded in the scientific method. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 3-Winter	**Exam - Course Test/Quiz -** Research methods questions on the final exam and written assignment to design a study **Target for Success:** 80% of students would answer these questions correctly	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met 75% of students answered the final questions correctly and 83% of students answered the design a study written assignment correctly. (11/16/2011) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were given the homework assignment to design an experiment in groups in the Psych. 1 class. The group work started with the lecture on hypotheses and formation of groups and the design of an experiment to test the hypothesis chosen by each group. A rough draft of the experiment was submitted and corrected and then the final draft was collected several days later. The rate of success for the groups was near 79%. Grading was design inclusion of the independent variable, dependent variable, control and experimental groups and use of blind and double blind.	**Enhancement:** Students were given feedback on the experimental design homework and also told to make corrections and turn the homework back in for participation credit. The response was very good on the return assignment with an additional 7-8% completing the assignment correctly. (10/29/2018) **Enhancement:** For the first part of this assessment, to increase the percentage to 80%, more emphasis on experiments is needed. Perhaps more homework or in-class work is needed. (07/12/2012) **Enhancement:** Clarification of the different types of research methods; perhaps an additional assignment that focuses on the different types of methods is needed. (11/16/2011)
	Exam - Course Test/Quiz - multiple choice test and essay home work		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	assignment **Target for Success:** 80% of students will correctly answer these questions		
PSYC1_SLO_2 - Will demonstrate by reference to supporting research, findings that underlie everyday knowledge and beliefs as they relate to psychology. **SLO Status:** Archived SLO Statement	**Other -** Homework assignment in which students are required to find a current, relevant article and apply course material. **Target for Success:** 90% of students will successfully find a relevant article and successfully apply course content.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met 90% of students successfully applied course content to a relevant article. (07/12/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This assessment goal was met. No changes needed.	
PSYC1_SLO_3 - Recognize real life examples that show how psychology is present in every day life. **SLO Status:** Active	**Other -** Students will describe at least two different examples in which they have observed psychological concepts/theories in their own lives. This can be measured by means of an essay exam, homework assignment or group work. **Target for Success:** 100% of students will be able to provide and describe two examples of psychological theory applied to their own lives.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 72% success rate for this SLO was achived for Psych 1 (12/12/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student participation for the assignment was determined to be 72% complete.	
PSYC1_SLO_4 - Contrast the 5 main models (cognitive, behavioral, psychodynamic, biological, social-cultural) used to explain human behavior. **SLO Status:** Active	**Other -** Students will demonstrate their understanding of the differences of the 5 main models through group collaboration on a class assignment (in class or take home). **Target for Success:** 75% of students will successfully contrast the main models to explain psychopathology and treatment.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Target items on the three exams for Psych 1 demonstrated 74% success rate on the information tested on the items related to the main Psychology schools of thought. Items on the exam 1 identify theorists that would approach a problem from the biological, and behavioral perspective. This testing per select items continues on Exam 2 and finalizes the process with a focus on clinical approaches from the humanistic, cognitive-behavioral and psycho-dynamic perspectives. Target was met and performance was 74% (11/03/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Items on the three in class MC exams reflect 74% success rate on the	**Enhancement:** The structuring of the class material around the major schools of the thought in Psychology is a very helpful method for continuing to reinforce the major concept difference between cognitive, behavioral, social, biological and psycho-dynamic perspectives (11/03/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		target items they detail this SLO	

PSYC 12:Psychology of Gender

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO1 - Understand the historical contributions of women to psychology and understand how the field of psychology has changed to a more gender balanced field. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Multiple-choice questions & short answer questions on exam **Target for Success:** 75% of students will be able to answer the questions		
SLO2 - Understand the specific research methods used in the field of psychology to study gender differences. **SLO Status:** Archived SLO Statement	**Demonstration -** Class assignment and/or multiple-choice questions **Target for Success:** 75% of students will be able to successfully apply the research methods used in gender studies		
PSYC12_SLO_1 - Identify historical, mythological, societal, familial, ethnic and cultural influences that shape gender **SLO Status:** Active **Outcome Creation Date:** 02/21/2018	**Exam - Course Test/Quiz -** Multiple-choice or essay questions **Target for Success:** 70% of students will get these questions correct.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students took multiple choice test with over 70% successfully answered multiple choice answers correctly. (12/28/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Will continue assessment using multiple choice tests.	
PSYC12_SLO_2 - Explain the biological and psychological basis of gender behavior throughout the life cycle **SLO Status:** Active **Outcome Creation Date:** 02/21/2018	**Exam - Course Test/Quiz -** Multiple-choice or essay questions. **Target for Success:** 70% of students will answer these questions correct.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80 percent of students met the target for success (01/08/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The multiple choice exam proved to be a good assessment tool for the slo. I am continuing to update exam.	**Enhancement:** Even though target met and was a little higher than target, I am looking at having a class assignment that will be done in lab groups focusing on the slo. (01/08/2019)
		Program Review Reporting Year: 2017-2018 **Target :** Target Met Students assessed through multiple choice exam and in class role plays. Since it was easier to assess through multiple choice exam we targeted 70% of the affected SLO. (12/05/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While achieving a reasonable level of proficiency with the particular SLO, I continue to look for ways to improve.	

PSYC 14:Developmental Aspects of Psychology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC14_SLO_1 - Students will analyze and apply the major developmental theories in psychology including Freud, Erikson and Piaget. **SLO Status:** Active	**Exam - Course Test/Quiz -** Multiple choice questions or essay questions on an exam. **Target for Success:** 70% of students will answer these questions correctly.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met 83% of students answered the multiple-choice questions correctly. (12/27/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A majority of students were able to both analyze & apply developmental theories.	**Enhancement:** Since the target was met, the current method of teaching this content seems to be sufficient. Perhaps including essay questions in the future as well can be helpful. (12/27/2018)
PSYC14_SLO_3 - Students will be able to discuss how theoretical processes and models are applied to their own lives. **SLO Status:** Archived SLO Statement			
PSYC14_SLO_2 - Students will identify the cognitive, psychosocial and biological development across the lifespan. **SLO Status:** Active	**Project -** Writing assignment (such as a journal) and/or multiple choice questions on exam **Target for Success:** 90% of students will successfully address these questions	**Program Review Reporting Year:** 2018-2019 **Target :** Target Not Met For the written portion (essay), there was a 77% success rate and for the multiple-choice portion there was a 71% success rate. (12/27/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The target was 90% and this was not met. Perhaps the target was set too high. Students did better on the written portion.	**Enhancement:** This material could be emphasized more and more time spent on application. (12/27/2018)
PSYC14_SLO_4 - Recognize and explain how issues of gender, class and race are direct influences on development. **SLO Status:** Archived SLO Statement			

PSYC 15:Basic Statistics and Research Methods in Social and Behavioral Sciences

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC15_SLO_1 - Demonstrate and explain the fundamental concepts of descriptive and inferential statistics as well as the major assumptions and methods of scientific analysis. **SLO Status:** Active	**Exam - Course Test/Quiz -** Essay and/or multiple-choice questions on an exam. **Target for Success:** 80% of students will answer theses questions correctly.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Success in this was achieved by 44/53 students. (12/28/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is too low for my liking; I should emphasize these points as a separate, defined unit early in the course.	
PSYC15_SLO_2 - Describe and demonstrate various measurement concepts appropriate to different types of research data. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Multiple-choice questions on an exam. **Target for Success:** 80% of students will get these questions correct.		
PSYC15_SLO_3 - Graph and interpret basic frequency distributions,calculate and explain measures of central tendency and **SLO Status:** Active	**Exam - Course Test/Quiz -** Multiple-choice or essay questions on an exam. **Target for Success:** 80% of students will answer these questions correctly.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met 82% of students scored 100% on a spontaneous assessment of this SLO. This was framed as a pop quiz, counting toward the class participation part of the overall grade. (12/04/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I think an assessment closer to the time of learning the material would've resulted in stronger results, but perhaps these are strong because the material was taught six weeks prior to the assessment.	**Enhancement:** I will be revising my facilitation of this key unit by doing more in-class analysis, and attempting to bridge an informal survey data collection with these exercises. Also, there are likely many new online tools I can research and use to emphasize this material. (12/04/2018)
PSYC15_SLO_4 - Describe the basic properties of the normal curve and standard scores. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Multiple-choice and essay questions on an exam. **Target for Success:** 80% of students will get these questions correct.		
PSYC15_SLO_5 - Calculate and apply linear regression, correlation, random sampling and probability analysis. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Multiple-choice questions on an exam. **Target for Success:** 80% of students will answer these questions correctly.		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC15_SLO_6 - Describe and calculate various methods of hypothesis testing from the basic student's T-test to analysis of variance. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Multiple-choice and essay questions on an exam. **Target for Success:** 80% of students will get these questions correct.		

PSYC 2:Psychology as a Behavioral Science and Profession

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC2_SLO_1 - Explain the basic elements of scientific design and methodology applied to problems in psychology. **SLO Status:** Active	**Laboratory Project -** APA project design editing and completion **Target for Success:** 70% **Comments/Notes:** The APA final research project is a group project which assesses the slo as a design project in the laboratory, execution in the laboratory setting and final presentation and completed paper demonstrates level of project competence.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 81% of students completed this assignment (03/03/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** comparison was made between old model APA projects and the write ups at the back of the Cozby book and the model demonstrated in class and in the text. Students were able to discuss the key APA project requirements and compare them to the text sample.	
	Exam - Course Test/Quiz - Take home design essay and MC test **Target for Success:** 70% **Comments/Notes:** Success determined from exam score on essay and MC		
	Exam - Standardized - Mc test **Target for Success:** 70%		
PSYC2_SLO_2 - Demonstrate a basic understanding of learning, classical and operant conditioning and behavior modification applied to selected problems in education and psychology.	**Exam - Course Test/Quiz -** completion of the goal behavior of the laboratory animal as well as demonstrated knowledge of the learning paradigms on essay exams. **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 82% (03/03/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student essay work was completed at 82% opn essay exams	
	Project - project for behavior modification **Target for Success:** 70%		
SLO Status: Active			
PSYC2_SLO_3 - Describe the major fields and career areas of psychology with special attention given to academic preparation and	**Presentation/Performance -** Students select an area of applied psychology occupationally to study and interview a current actively	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students completed there APA presentations and all met or exceeded the basic requirement. They were quite a bit	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
occupational potential. **SLO Status:** Archived SLO Statement	employed individual. The interview is presented in class. **Target for Success:** Student completes interview and class presentation during the quarter. **Interview -** Conduct interview and presentation **Target for Success:** adequate completion	better with this third presentation in comparison to the first presentation done in early February. (03/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students completed there APA presentations and all met or exceeded the basic requirement. They were quite a bit better with this third presentation in comparison to the first presentation done in early February. I kept track of each student group and the history of their three presentations over the quarter. Each group (3 students) presented portions of the APA article and used visual aids power-point and doc projections	
PSYC2_SLO_4 - Demonstrate the ability to conduct an experimental project in learning and to write the experiment up in APA format.	**Exam - Course Test/Quiz -** Essay exam and APA project completion and presentation in class by APA group. **Target for Success:** 70%		
SLO Status: Archived SLO Statement	**Laboratory Project -** Final in class presentation **Target for Success:** 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Final presentation was completed by all groups on their final APA experiments (03/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student groups are given passing laboratory marks regarding the group presentation, several groups worked together on experiments (eg. contingency vs. contiguity control of FR-10 operant schedule). The learning experience was quite impressive for these students and their performance on the last presentation was much better that the first journal article presentations.	

PSYC 24:Introduction to Psychobiology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC24_SLO_1 - Recognize the specific research methods used in psychobiological research and their applications.	**Exam - Course Test/Quiz -** Essay question and/or multiple-choice questions on exam. **Target for Success:** 80% of students will correctly answer these questions.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 92% of students answered questions on exams related to this SLO correctly. (04/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There is some slight confusion in the application of recording and imaging techniques, but a majority of students understand the different applications.	**Enhancement:** No enhancement is required since the target was met. I will however continue to think of new ways to apply this information in hopes of increased student understanding. (04/22/2018)
SLO Status: Active		**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Approximately 90% of students got the essay and multiple-choice questions correct. I noticed that the students that got these questions wrong confused recording techniques with imaging techniques. Students did very well on these questions, much better than I predicted. (04/14/2011) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The results suggest that my current teaching methods on this section are successful overall.	**Enhancement:** The results suggest that my current teaching methods on this section are successful overall. (04/14/2012)
PSYC24_SLO_2 - Describe the different processes that form the biological basis of behavior.	**Exam - Course Test/Quiz -** Multiple-choice questions on an exam, along with short answer answer questions. **Target for Success:** 80% of students will answer these questions correctly.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Most students (98%) got the multiple-choice questions related to this SLO correct. (04/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Those students that could not effectively explain this appeared to be reading too much into the questions, i.e., not looking at the big picture.	**Enhancement:** Since a majority of students were able to meet this requirement, no enhancements are needed at this time, but I will continue to develop more questions related to testing. (04/22/2018)
SLO Status: Archived SLO Statement		**Program Review Reporting Year:** 2010-2011 **Target :** Target Met All students were able to address some parts but not all aspects. (03/10/2011) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I think I may need to be more specific in the SLO statement.	**Enhancement:** I think I may need to be more specific in the SLO statement. (04/27/2012)
PSYC24_SLO_3 - Demonstrate understanding of the major	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met	**Enhancement:** No enhancements required, but continued funding

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
structures and functions of the Central Nervous System and Autonomic Nervous System. **SLO Status:** Active	**Directly related to Student Learning Outcome (SLO)**	100% of students understood the major structures of the CNS and their basic functions on exams. 85% understood the various structures/functions of the brain on exams. (04/25/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students understood what the CNS consists of and the basic functions. Where they are having trouble is understanding all of the brain structures/functions covered in class and on the sheep brain.	for sheep brains is necessary. Having the hands on approach to studying the brain proves to be most beneficial. (04/25/2018)
	Laboratory Project - Multiple-choice questions on an exam addressed this outcome, along with demonstrations on a sheep brain and identifying structures on a brain diagram on the final. **Target for Success:** 75% of students will answer these questions correctly.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met 100% of the students, as expected were able to identify the 2 major divisions of the CNS. However, the average brain structure identification exam score was a 14/20. During in-class demonstrations, 85% of the students were able to identify the major structures. (04/14/2011) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The results suggest that overall a majority of the students met this goal, however to make sure more students are meeting this goal, additional homework assignments will be assigned.	**Enhancement:** The results suggest that overall a majority of the students met this goal, however to make sure more students are meeting this goal, additional homework assignments will be assigned. Using sheep brains for demonstration purposes helps students learn in a hands-on way, instead of simply studying pictures; continued funding for the purchase of sheep brains is essential for this SLO. (04/14/2011)

PSYC 3:Human Experimental Psychology (An Introduction to Cognitive Science)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC3_SLO_1 - Explain the basic elements of scientific design and methodology applied to problems in cognitive psychology. **SLO Status:** Active	**Laboratory Project -** complete in class laboratory project and also pass basic design exam 1 question. **Target for Success:** 70%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Essay results indicated 80% passing average since the students are now able to respond and get corrections on method errors and complete the exam after the feedback. (11/03/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Essay scores reflected an average score of 80% on the essay question involving the experimental design plus students further demonstrate design completion when they submit the APA project rough draft and final APA group project.	
	Exam - Course Test/Quiz - Essay exam first Midterm **Target for Success:** 70% students success is expected.		
PSYC3_SLO_2 - Describe the major philosophical and historical influences that have shaped human experimental psychology. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Essay exam take home exam which is usually 6 pages typed and brought in with the in class essay. Worth 25pts **Target for Success:** 70% on Essay exam 1	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students completed the take home essay assignments at a rate of 76% but were also able to redo the essay if some missing sections were noted by the instructor. Final performance at 81% (11/03/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were generally good at following the instructions on the original take home essay. Some students left out some of the historical eras or specific theorists (eg. Greeks, Gestalt, British associationists). The opportunity to redo the essay within one week has been very helpful for students. Also the suggestion that they bring in the take home essay prior to test date for instructor review and comment has been helpful.	**Enhancement:** The opportunity to study the take home essay after instructor comment has been a great guide for students on how to write and essay and to become competent on the format and the chronology of the Psychology history (11/03/2018)
	Exam - Course Test/Quiz - Essay exam first midterm **Target for Success:** 70% students success is expected.		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC3_SLO_3 - Demonstrate the ability to conduct an experimental project in cognition using human subjects and write the experiment up in APA format. **SLO Status:** Active	**Presentation/Performance -** The course long APA project involves complete experimental design and execution of a cognitive research project and group presentation of results and APA design write up as part of final grade. This is a group project that is not only conducted as an experiment but is presented to the class as a final APA project presentation **Target for Success:** 70% **Comments/Notes:** Student groups may combine groups to complete a project if the area of research is very similar or in fact the same. (eg. facial recognition)		
	Laboratory Project - Cog. Laboratory project **Target for Success:** 70%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students in all groups completed at least an in class APA presentation the total was 12 groups of 4 and 2 groups presentations were delayed due to the data analysis not being complete. The completion of the APA presentation was done by having these groups present during the Final exam time slot (11/03/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The presentations were overall quite creative, most were done in power point format and the subdivision of the APA sections was generally balanced over the entire group of students presenting. The final APA papers scored in the range of 34- 48 points with the max available points being 50. This in class presentation experience is very helpful to the students in terms of knowing the methodology and feeling confident about the project and final outcome.	**Enhancement:** The determination of the final score for laboratory competence has been tied to this project presentation and final APA paper completion. We have dealt with some issues related to social loafing on the projects as the group effort cannot be entirely equalized within the groups. (11/03/2018)
PSYC3_SLO_4 - Describe and contrast information processing, artificial intelligence and neural network models applied to problems in	**Exam - Course Test/Quiz -** Essay exams 1-3 assess all areas listed in this SLO. **Target for Success:** 70%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met The performance on the in class essays was quite good overall, with a performance average of 83% this of course	**Enhancement:** In the coming Spring 19 course I will try to provide students with study template outside of the class that

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
attention, sensation, pattern recognition and human learning, cognition and memory. **SLO Status:** Archived SLO Statement		incorporates the retakes available on Essay Exam 1 and also includes EC options for added items done on essays done in class. The 3 main essays also include a 25 point take home which students begin usually 2 weeks before the in class portion. (11/03/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I am quite pleased with the performance of the this Psych 3 class. They were quite a competent group, many of them were prepared by our other courses (Psych 1, 4, 6, 15, 24 and 14). These students are all looking to transfer to 4 year programs and have hope to complete graduate degrees. The students learn quite a bit about the process of writing a good essay with these three exams.	will help them organize their Essay exam answers to help them avoid leaving out important sections. Going over the material of course helps in class but the handout may make this process more concrete. (11/03/2018)
PSYC3_SLO_5 - Explain and describe the ethical guidelines,basic methods and principles of research in the use of human subjects in experimental psychology and cognitive science. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Completion of the Cozby homework chapter on use and ethics of research with human subjects. Also the sucessful demonstration in the APA research project. **Target for Success:** 100%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met The average performance on the Cozby homework assignment was 16 low and 66 high. The 10 chapter take home review questions have a value of 5 points each when turned in on time each Tuesday throughout the quarter. I do allow late work to be turned in for 4 points that week or 3 then next week. I have encouraged students get caught up if they fall behind as the 50 point total for the assignment is like a take home exam in terms of overall points. Students are exceeding the target of 70% primarily because of the enhanced scoring values not allowed for the Cozby assignment. (11/03/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The TAs in this course will read and report to me on the completion of the weekly assignments and I will read and score the weekly review questions and activity questions that are due. We will make comments on how complete and accurate the answers are and give the students feedback.	**Enhancement:** I have been giving the students EC points for Cozby assignments that are done above and beyond the standard answer that would be minimally necessary to address the question. Very complete and thorough homework will get 6 points truly exceptional effort will earn 7 points this has encouraged students to really put out the effort for the completion of the homework assignments (11/03/2018)
	Project - Methods course homework by chapter for Cozby Methods course. **Target for Success:** 70% students success is expected.		

PSYC 4:Abnormal Psychology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC4_SLO_1 - Explain the historical roots of abnormality and contrast them with current views. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Mc exam and essay **Target for Success:** 70% of students will pass these assessments **Comments/Notes:** The combination of assessment tools here will vary based on the instructor. --- **Exam - Standardized -** multiple choice test **Target for Success:** 70%	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 78% of students were able to answer these questions correctly on a multiple-choice exam. (04/25/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The current assessment method appears to be sufficient in measuring this outcome.	**Enhancement:** No enhancements necessary. (04/25/2018)
PSYC4_SLO_2 - Explain the symptoms and causes of psychological disorders and compare and contrast them. **SLO Status:** Active	**Project -** Case studies of psychopathology using differential diagnosis and the DSM V. **Target for Success:** 70% of students will succeed on the case study write up.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 85% of students were able to successfully diagnose and provide a differential diagnosis and possible treatment for the case studies. (04/25/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A majority of students understood how to correctly diagnose the case studies. The current way of teaching/testing seems to be sufficient.	**Enhancement:** No enhancements necessary. Continued practice is key. (04/25/2018)
PSYC4_SLO_3 - Describe the different types of therapy and be able to apply them to specific case studies. **SLO Status:** Active	**Exam - Course Test/Quiz -** Case study write ups and/or multiple-choice questions. **Target for Success:** 70% of students will correctly answer these questions.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 78% of students successfully applied different types of therapy to various case studies via multiple-choice questions and case studies. (04/25/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most students are understanding when certain therapies should be applied. They're also understanding the differences among the therapies.	**Enhancement:** No enhancement is necessary. Will continue to provide more examples. (04/25/2018)

PSYC 5:Introduction to Theories of Personality

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC5_SLO_1 - Describe and apply the major personality theories to oneself. **SLO Status:** Active	**Project -** Writing assignment (such as a paper or journal) or essay questions on exam. **Target for Success:** 80% of students will successfully address the major personality theories.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met This SLO assessment was made through multiple choice exam on 13 major personality theories as well as a paper utilizing three of these theories on self. I chose to use the multiple choice exam as an assessment using a 80% success rate as the target (12/05/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I achieved my target success rate for the SLO but am still looking to improve, especially around integration and use of theories for self reflection and understanding.	
PSYC5_SLO_2 - Recognize various assessments of personality. **SLO Status:** Active	**Exam - Course Test/Quiz -** Multiple-choice &/or short answer questions on an exam. **Target for Success:** 75% of students will successfully answer these questions.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 83 percent of students successfully answered the questions on exam. (01/08/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students met the slo measured by the final and midterm exams. **Program Review Reporting Year:** 2017-2018 **Target :** Target Met more than 75% of students successfully answered the questions related to the SLO (12/28/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Will continue to look for more assessment tools to meet the SLO.	**Enhancement:** Even thought the slo target was met, i want to look at applying the various assessments of personality to the students' "self personality." This will be an enhanced way of meeting the target. (01/08/2019)

PSYC 51:Psychology of Wellness

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC51_SLO_1 - Understand and describe the basis of positive psychology. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			
PSYC51_SLO_2 - Demonstrate understanding of holistic approaches to health and wellness. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			
PSYC51_SLO_3 - Understand and apply models of health promotion to facilitate behavioral change. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			

PSYC 6:Introduction to Humanistic Psychology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC6_SLO_1 - Explain major concepts, theories and methods of humanistic psychology **SLO Status:** Active	**Exam - Course Test/Quiz -** Essay or short answer questions on exam. **Target for Success:** 70% student success is expected.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Provided students with essay take home overview test of lecture material. 87% pass rate.The Third Force basic philosophy and background were detailed and a thorough discussion of the origin of the 3rd Force in Psychology. (06/25/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was impressed with students' responses; very thorough and accurate, many of whom personalized their responses in creative ways. Responses were a pleasure to read! The Third Force basic philosophy and background were detailed and a thorough discussion of the origin of the 3rd Force in Psychology. a MC terst was given on the basic material and the target success level was 78%	**Enhancement:** A complete discussion of the MC exam was given plus individual analysis and review of each question, additional points values could be achieved with retake option and make up work. (12/03/2018)
PSYC6_SLO_2 - Apply basic constructs in humanistic, existential-phenomenological psychology to selected clinical and social problems. **SLO Status:** Active	**Project -** Essay analysis and real life application process. **Target for Success:** 70% students success is expected.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Detailed essay plus demonstrative phenomenological analysis method was used to explore not only the detailed method of phenomenological analysis but to cite the current example in the students experience, 25-30 page essay. (06/25/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** discuss and review the phenomenological review process-using an event such as anger to detail and practice the method. Discuss the experience and practice the method as well as detailing your own account of the event.	**Enhancement:** Essay analysis is done in pilot form first then the final draft is discussed with comments and suggestions. The final draft is then completed for assessment. (12/03/2018) **Follow-Up:** fial exam and paper analysis is offered to students (06/21/2018)
PSYC6_SLO_3 - Demonstrate the application of traditional areas of contemporary psychology to the humanistic existential-phenomenological perspectives. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Essay exam and short answer fill in the black work sheets. **Target for Success:** 70% students success is expected.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Data complied as part of normal course completion (12/20/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** SLO is complete and not evaluated in this reporting period.	**Enhancement:** This SLO-3 was made inactive for this reporting period (12/03/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC6_SLO_4 - Critically compare the problems and implications of the creative growth movement, Gestalt approaches, with Eastern thought and humanistic psychology. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Essay question and final paper project presentation. **Target for Success:** 70% students success is expected.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Final grade based on all quizzes and Mc exams and essays fo this reporting period (12/03/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** SLO-4 inactive for this reporting period	**Enhancement:** grade determined by all essays, quizzes and class participation for this reporting period. SLO-4 inactive for this reporting period. (12/20/2018)

PSYC 60:Industrial Organizational Psychology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC60_SLO_1 - Recognize the historical influence of psychology on the hiring and training of workers in a variety of employment settings.	**Exam - Course Test/Quiz -** Multiple choice exam questions **Target for Success:** 80% of students should correctly identify historical influences		
SLO Status: Course Not Currently Taught			
PSYC60_SLO_2 - Critically evaluate and explain the nature of scientific methodology and theory used by psychologists to study human behavior in the workplace and in other organized group settings.	**Project -** Group project - Design experiment or quasi-experiment in collaboration with classmates. **Target for Success:** 95% of students should achieve proficiency in this assessment.		
SLO Status: Course Not Currently Taught			
PSYC60_SLO_3 - Analyze and explain the inter-relationships among social psychological principles, individual differences, personality theory, and organizational behavior as related to individuals in organizations.	**Other -** Analyze a work-related or organizational problem. Present solution in 8-10 page paper **Target for Success:** 80% of students should achieve competence		
SLO Status: Course Not Currently			

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Taught			
PSYC60_SLO_4 - Compare and contrast major psychological approaches to the improvement of hiring and other personnel practices in organizations.	**Exam - Course Test/Quiz -** At least 10 multiple choice questions on first exam **Target for Success:** 70% of students should reach or exceed proficiency		
SLO Status: Course Not Currently Taught			
PSYC60_SLO_5 - Compare and contrast major approaches to training individuals and how these relate to established psychological research.	**Exam - Course Test/Quiz -** Multiple choice questions and one short essay. **Target for Success:** 70% of students should reach or exceed proficiency		
SLO Status: Course Not Currently Taught			

PSYC 64:Psychology Internship

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC64_SLO_1 - Understand the importance of the community agency and the services the agency provides. **SLO Status:** Active	**Project -** Writing assignment (such as midterm paper). **Target for Success:** 80% of students will successfully address this assignment	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Six of Seven students expressed knowledge of the agency, its services, and implication for their growth as professionals. (12/28/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The assignment reflected growth by each student, and as always, several expressed wonder that the agency is so complicated and error-prone!	**Enhancement:** As with the other, related SLO, I think I should structure the assignment (Paper #2) so that more specific details (e.g., source of agency's funding) are covered. (12/28/2018)
PSYC64_SLO_2 - Relate activity / program to class curriculum. **SLO Status:** Archived SLO Statement	**Project -** Writing assignment (such as a final paper). **Target for Success:** 80% of students will successfully complete this assignment		
PSYC64_SLO_3 - Evaluate personal expectations and / or goals of the internship and reflect on personal goals for future occupation. **SLO Status:** Active	**Project -** Writing assignment (such as a final paper). **Target for Success:** 80% of students will successfully address this in their paper	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 5/6 students (83%) completed this via a reflection paper. (12/04/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This paper captures quite well the personal reactions and key experiences of student interns. They are not shy about expressing their opinions, nor their anxiety about their future.	**Enhancement:** As with the other SLO, I should more specifically structure this particular assignment. I should lengthen the requirement, but then add more specific questions and guidelines to the prompt. (12/04/2018)

PSYC 64X:Psychology Internship

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO1 - Understand the importance of the community agency and services of the agency. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring	**Project -** Writing assignment (such as Midterm paper). **Target for Success:** 80% of students will successfully address this assignment	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met 5/6, or 83% of students successfully completed this assignment. (12/04/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is a relatively straightforward assignment (Paper #2), completed once the student has been active in the agency for at least a few weeks. The one student who did not master this simply did not turn in the paper.	**Enhancement:** I think I will have student interns collect data related to the organization's mission and strategy (e.g., budget numbers, # of employees and contractors, etc.) Perhaps I could deploy a questionnaire, with more specific questions, as the basis/instructions for the paper. (12/04/2018)

PSYC 64Y:Psychology Internship

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO1 - Understand the importance of the community agency and services of the agency.	**Project -** Writing assignment (such as Final paper). **Target for Success:** 80% of students will successfully address this assignment		

PSYC 64Z:Psychology Internship

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO1 - Understand the importance of the community agency and services of the agency. **Planned Assessment Quarters:** 2009-10 2-Fall	**Project -** Writing assignment (such as a Midterm paper). **Target for Success:** 80% of students will successfully address this assignment		

PSYC 67:Introduction to Clinical Psychology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC67_SLO_1 - Describe the historical and contemporary foundations of clinical psychology.			
SLO Status: Course Not Currently Taught			
PSYC67_SLO_2 - Explain the current critical issues involved in the definition, classification and diagnosis of psychopathology.			
SLO Status: Course Not Currently Taught			
PSYC67_SLO_3 - Describe the current issues, educational preparation and research methods in clinical psychology.			
SLO Status: Course Not Currently Taught			
PSYC67_SLO_4 - Describe and explain the major methods of clinical intervention including the models of			

psychotherapy and other major
specialties within clinical psychology.

SLO Status: Course Not Currently
Taught

PSYC 8:Introduction to Social Psychology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC8_SLO_1 - Discuss the historic revelance of social psychology as a sub discipline of psychology as a science. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Essay and short answer items on primary midterm. **Target for Success:** 70% students success is expected.		
PSYC8_SLO_2 - Understand the scientific method as it applies to social psychology. **SLO Status:** Active	**Exam - Course Test/Quiz -** Multiple choice questions or essay questions on an exam or classroom activity. **Target for Success:** 70% student success is expected.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Completed via several objective final exam questions with 70% student success. (12/12/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is a concept that is presented early in the quarter. Results are based on four objective questions on the final exam. The specific result may reflect lower than expected student retention/accuracy due to the delay in testing.	**Enhancement:** Repeat information regarding the scientific method later in the quarter because repetition is key to recall. (12/15/2018)
PSYC8_SLO_3 - Apply knowledge of social psychological concepts to personal life. **SLO Status:** Active	**Exam - Course Test/Quiz -** Multiple choice questions or essay questions on an exam or reflection paper. **Target for Success:** 70% student success is expected.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met 95% of students who completed the assignment were successful in applying social psychological concepts to their personal life via a reflection paper. (12/12/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students wrote an autobiography and applied multiple social psychological concepts. Results indicate they are quite successful in conveying their application of class concept via reflection paper assignments.	**Enhancement:** Being that the target was not only met but significantly exceeded in regard to student success levels, current methods seem sufficient. One enhancement would be to increase the number of students who submit the assignment to 100%. (12/15/2018)

PSYC 9:Psychology of Human Relationships and Normal Adjustment

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PSYC9_SLO_1 - Apply principles of psychology to one's own experience through evaluation of theory and self exploration. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Essay exam and homework application assignment **Target for Success:** 70% students success is expected.		
PSYC9_SLO_2 - Demonstrate knowledge in core areas of Relationships and Adjustment and their applications to everyday life. **SLO Status:** Active	**Exam - Course Test/Quiz -** Exam questions, classroom activity or writing assignment. **Target for Success:** 70% student success is expected.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Of students who completed the three writing assignments (journals), 92% were successful in applying multiple core areas of Relationships and Adjustment to their everyday life. (12/12/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students wrote three journals over the course of the quarter, covering three weeks of class content each. Students seem to be quite capable of applying Relationship and Adjustment concepts to their everyday life, especially in their writing.	**Enhancement:** The target student success level was exceeded. Increasing the number of students who submit all three writing assignments would be an excellent enhancement. (12/15/2018)
PSYC9_SLO_3 - Evaluate psychological theory based on cultural and gender issues, identifying the inconsistencies in logic, development of theory, gender and cultural limitations. **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** both essay exam and MC exams to assess competence on this content material. **Target for Success:** 70% students success is expected.		

Assessment: Course/Service Four Column

DeAnza College

Dept - (SSH) Sociology

SOC 1: Introduction to Sociology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOC1_SLO_1 - The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences. **SLO Status:** Active	**Survey -** A survey measuring attitudinal changes in students at the end of the quarter that demonstrate a sociological imagination **Target for Success:** At least half of the students indicating attitudinal change after taking SOC1	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met 43 students enrolled in two different sections of SOC1 responded to an online survey. 88% strongly agreed that as a result of the class, they were more likely to analyze social systems and more likely to look under the surface for explanations of social behavior. 81% strongly agreed that people do not have control over many of the social factors that influence their lives, although on the other hand 63% still strongly agreed that *individuals* are largely in control of their own lives. (04/08/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** What is interesting is the persistence of students' individualism. Even though they can adopt the sociological perspective in specific instances to analyze specific problems, they do not tend to internalize a more systemic, big-picture perspective but rather hang on to their individualistic understandings of their own behaviors. This is a finding we have seen repeatedly in our SLO evaluations and perhaps aiming for an internalization of the sociological perspective is aiming too high. **Program Review Reporting Year:** 2012-2013 **Target :** Target Met 78 students across multiple sections of SOC1 were surveyed. Students are contradictory in the degree to which they can apply the sociological imagination to their own lives. While 67% of respondents agree or strongly	

agree with the statement, "I largely control my own destiny," 66% of respondents also agree or strongly agree with the statement, "My choices are influenced by social forces outside my own personal control." This hints at the difficulty most students in the U.S. have with the core sociological idea that social systems influence individuals. However, when students are asked to rank order the factors that most influence them, they identify sociological factors as having the greatest influence: the organizations they belong to, the media system, religion, capitalism and geographical region. They rank personal tastes and values lowest of all items. This suggests that most students do develop a sociological imagination as a result of taking the course. (01/08/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): We were gratified to see that students can recognize the influence of a variety of social institutions on their choices, but puzzled by the apparently contradictory beliefs they hold in relation to the questions about controlling one's own destiny. We thought it might be interesting to ask students about this contradiction directly as a point of discussion.

Program Review Reporting Year: 2011-2012
Target : Target Met
Three sections of SOC1 were surveyed. Those sections had a central theme of food and the questions were designed to measure students' sociological imagination in relation to that theme.

78% of students indicated that because of the class they considered where their food comes from quite a bit or much more than they did before
78% of students agreed that their own personal choices are influences by social forces outside their control.

 (06/29/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The survey findings suggest that students have adopted aspects of a sociological imagination by the end of taking SOC1. The picture is somewhat complicated because when asked in other ways, this sociological imagination "comes and goes."

Enhancement: We would like to implement pre- and post-test surveys. This survey only asked students to reflect back at the end of the quarter. (01/07/2013)

44% of students, when asked what is the MOST IMPORTANT factor in shaping what they eat, indicated a cultural, historical, structural, geographical, institutional or stratification factor. However, 52% still list individual factors as most important. As we found with the last round of SLO measurement, students seem more able to recognize a sociological perspective than internalize it. It may make sense to adjust the learning outcome to recognition of rather than development of a sociological imagination, although the sociology faculty continue to "dream big" that students will internalize the discipline's perspective.

SOC1_SLO_2 - The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.
SLO Status: Active

Survey - A survey at the end of the quarter measuring attitudinal change that reflects a sociological perspective.
Target for Success: 50% of the students develop a more empathetic standpoint.

Program Review Reporting Year: 2014-2015
Target : Target Met
43 students in two different sections of SOC1 were surveyed. 94% strongly agreed that as a result of the course they learned how the sociological perspective differs from other ways of seeing the world and 88% strongly agreed that they were more likely to look under the surface to understand other people's behavior as a result of taking the course. (04/08/2015)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Role-taking is something that SOC courses do seem to succeed at encouraging students to do. In addition, while students may not always internalize the sociological perspective, they do seem able to recognize it and distinguish it from other approaches after they have completed the course.

Program Review Reporting Year: 2012-2013
Target : Target Met
78 students across multiple sections of SOC1 were surveyed. 75% of the respondents indicated that they were somewhat more or much more empathetic towards other people as a result of taking the sociology course. The department met its target that at least half of the students would develop a more empathetic standpoint. We also assessed whether students could identify the social sciences most similar to sociology in perspective and method. 87% of students were successful in doing this regarding sociological methods, indentifying anthropology and

psychology as the two disciplines most similar in research methods. Students were less successful in identifying the disciplines most similar in perspective, as half identified psychology as most similar even though its more individualistic approach mostly often contrasts with sociology. So we have improvement to make in with students in clarifying how sociology and psychology both differ and overlap in perspective. (01/08/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): We discussed this and were pleased that we have met the target. We also brainstormed ways to be more explicit in our classes about how the social sciences converge and diverge.

Program Review Reporting Year: 2011-2012
Target : Target Met
Three sections of SOC1 were surveyed during Spring 2012. Those sections had a theme of food and survey questions were designed to measure whether students developed a more empathetic standpoint by the end of the quarter in relation to the central theme.

78% indicated that by the end of the quarter they were quite a bit or much more likely to consider the conditions of the animals they ate.
82% indicated that by the end of the quarter they were quite a bit or much more likely to consider the conditions of the laborers involving in producing their food.
 (06/29/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): This assessment focused primarily on the students' development of an empathetic standpoint, rather than on how sociology's standpoint is different from other social sciences. The findings show a large majority of students became more empathetic in relation to the central theme of these sociology sections.

SOC 14:The Process of Social Research

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOC64_SLO_1 - The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Project -** Students were asked to compare and contrast sociological research methods in a written essay that utilized different academic journal articles. **Target for Success:** 70% of the students would be able to analyze the strengths and weaknesses of sociological research methods in comparison to other approaches to knowledge.		
SOC64_SLO_2 - The students will responsibly and ethically apply the scientific method to the study of social life. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			

SOC 20:Social Problems

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOC20_SLO_1 - The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences. **SLO Status:** Active	**Survey -** A survey will be administered in order to determine the extent to which students have developed a sociological imagination as a result of the course. **Target for Success:** Half of the students will demonstrate attitudinal change.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 34 students were surveyed. 44% of students agreed or strongly agreed with the statement "My choices are influenced by social forces outside my own personal control." On the other hand, we can see that 54% of students do develop a sociological imagination when they are asked to rank order the factors that most influence them. They rank the aspects of social location, the media system, family, and religion. Overall, social institutions and systems of varying sizes are viewed as more influential than individual factors, suggesting that students do develop a sociological imagination as a result of taking the course. (03/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While many students are uncomfortable agreeing outright with a statement that their own personal choices are largely influenced by social forces outside their own control, they are nonetheless able to identify specific social forces and social institutions that are important influencers of their behavior and choices.	**Enhancement:** We would like to make more explicit the theme of the sociological imagination as a throughline throughout the entire quarter. (03/22/2018)
SOC20_SLO_2 - The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint. **SLO Status:** Active	**Survey -** A survey will be administered in order to determine the extent to which students have developed a more empathetic standpoint and the ability to distinguish sociology from other social sciences as a result of the course. **Target for Success:** Half of the students surveyed will demonstrate attitudinal change.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 34 students were surveyed. 79% of students indicated that they developed more empathy as a result of taking SOC20. The findings about the degree to which students differentiate sociology from other social sciences are more complicated. Students perceive sociology most similar in terms of research methods to psychology (41%). After psychology, they also see sociology as most similar in its perspective to political science (18%) and anthropology (18%). In perspective, we would view psychology as most differentiated from sociology as it tends to focus on individuals rather than social systems as units of analysis. (03/30/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are gratified that we are helping students develop empathy,	**Enhancement:** We need to discuss the differences between the social sciences more explicitly both in the first couple of weeks and again in week 11 of the quarter. (03/22/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		which squares with a number of the institutional core competencies. We will continue to work in our classrooms on making more clear the ways in which sociology and psychology may both overlap and diverge.	

SOC 28:Sociology of Women and Men

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOC28_SLO_1 - The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences. **SLO Status:** Active	**Survey -** A survey will be administered in order to determine the extent to which students have developed a sociological imagination as a result of the course. **Target for Success:** At least half of the students indicating attitudinal change after taking SOC28/WMST28		
	Project - Written assignment **Target for Success:** 50% of the students demonstrate the sociological imagination.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Nine students completed the survey. 44% agreed with the statement that their choices are shaped by social forces outside of their own control. (03/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We were frustrated that in the gender class, even gender itself was not seen as one of the most important factors shaping behavior.	**Enhancement:** We need to be more explicit in addressing the theme of the sociological imagination as a throughline from week one through week 11 of the quarter. (03/22/2018)
SOC28_SLO_2 - The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint. **SLO Status:** Active	**Survey -** A survey will be administered in order to determine the extent to which students have developed a more empathetic standpoint as well as their ability to distinguish sociology from other social sciences as a result of the course. **Target for Success:** Half of the students surveyed will demonstrate attitudinal change.		
	Project - Written assignment **Target for Success:** 50% of the students demonstrate an ability to distinguish sociology from other approaches.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Of the 9 students surveyed, 66% agreed that the class had made them more empathetic. 44% saw sociology as most similar to psychology and 33% saw it as most similar to history. (03/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are pleased that students taking SOC28 find that it increases	**Enhancement:** We plan to emphasize more explicitly in weeks 1-2 and again in week 11 how sociology differs from other social sciences, most especially psychology because of its systemic versus individualistic perspective. (03/22/2018)

their empathy, which is related to several of our
institutional core competencies.

SOC 29:Sociology of Structural Racism in the United States

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOC29_SLO_1 - Explain processes of social construction with regard to race and ethnicity. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			
SOC29_SLO_2 - Apply sociological theory to an analysis of majority-minority relations and/or migration. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			
SOC29_SLO_3 - Describe the impact of racialized public policy on contemporary structure of U.S. society. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			

SOC 35:Marriage, Family, and Intimate Relationships

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOC35_SLO_1 - The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences. **SLO Status:** Active	**Survey -** A survey will be administered in order to determine the extent to which students have developed a sociological imagination as a result of the course. **Target for Success:** Half of the students will demonstrate attitudinal change.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 29 students were surveyed. 52% of them agreed that their own choices are influenced by social forces outside their own control. (03/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This class is our most successful at meeting the target for this SLO. We think it is because the primary faculty member who teaches this class emphasizes the sociological imagination as a theme both in course content and assignments.	**Enhancement:** The faculty member is going to continue to focus on and emphasize the sociological imagination as a central idea in this course. (03/22/2018)
SOC35_SLO_2 - The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint. **SLO Status:** Active	A survey will be administered in order to determine the extent to which students have developed a more empathetic standpoints as well as the ability to distinguish sociology from other social sciences as a result of the course. **Target for Success:** Half of the students will demonstrate attitudinal change.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Of the 29 students surveyed, 89% indicated that the class had made them more empathetic. (03/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The faculty member primarily responsible for teaching this class has made a deliberate effort to focus more on emotional intelligence in the classroom. We believe this is responsible for the almost unanimous sentiment by students that the class had increased their empathy.	**Enhancement:** We plan to continue to develop our emotional intelligence skills in the classroom. (03/22/2018)

SOC 5:Sociology of Globalization and Social Change

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOC5_SLO_1 - The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences. **SLO Status:** Active	**Survey -** A qualitative survey that measured the kinds of questions students asked about a scenario, and the change from the beginning of the quarter to the end of the quarter. **Target for Success:** A 25% increase by the end of the quarter in the number of students who ask sociological questions about the scenario.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 8 students were surveyed and 75% of them agreed that their own personal choices were shaped by social forces outside of their own control. (03/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The content of this class, which focuses on the effects of the global economy and macro historical trends, really drives home the keys ideas related to the sociological imagination.	**Enhancement:** This class is no longer being offered due to the enrollment crisis. (03/22/2018)
SOC5_SLO_2 - The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint. **SLO Status:** Active	**Survey -** A qualitative measurement in which students were presented with a scenario and were asked to generate sociological questions to make sense of that scenario. Questions were evaluated based on whether they were empathetic or victim blaming. **Target for Success:** A 25% increase from pre- to post-test in the number of students asking empathetic questions.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 8 students were surveyed and 88% of them agreed that the class had made them more empathetic. When asked which disciplines were most similar to sociology, 38% of them chose history and 38% of them chose psychology. (03/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This class does a great job of increasing students' empathy. We also appreciated how many students saw history and sociology as related disciplines. However, it is an ongoing area of concern that students continue to see psychology as the closest discipline given that sociology takes a systemic rather than individualistic perspective.	**Enhancement:** This class is no longer being offered due to the enrollment crisis. (03/30/2017)

SOC 77 (X-Y):Special Projects in Sociology

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOC77X_SLO_1 - The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical and institutional and stratification processes on groups and individuals, including one's own experiences. **SLO Status:** Active			

SOC 97A:The Art of Protest

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOC97A_SLO_1 - The student will distinguish a sociological approach to the study of art and culture from other more humanistic, aesthetic or literary approaches. **SLO Status:** Active **Outcome Creation Date:** 09/13/2013			

SOC 97B:Schooling and Inequality

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOC97B_SLO_1 - The student will apply a sociological perspective to the study of schooling. **SLO Status:** Active **Outcome Creation Date:** 09/13/2013	**Survey -** Students will be surveyed about their ability to think soicologically as a result of taking the class. **Target for Success:** At least 50% of the students will indicate that they are more likely to adopt a sociological perspective as a result of taking the course.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met 43 students enrolled in two different sections of SOC97B responded to an online survey. 88% strongly agreed that as a result of the class, they were more likely to analyze social systems and more likely to look under the surface for explanations of social behavior. 81% strongly agreed that people do not have control over many of the social factors that influence their lives, although on the other hand 63% still strongly agreed that *individuals* are largely in control of their own lives. (04/08/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We have found repeatedly that while students are willing to adopt a sociological perspective to analyze certain dynamics, such as schooling in this case, they tend not to internalize the perspective in terms of making sense of their own life. We can see this tension in the finding that students agree both that social factors influence people in many ways AND that individuals are largely in control of their own lives. Perhaps adoption of the sociological perspective is the best we can hope for.	

Assessment: Course/Service Four Column

Dept - (SSH) Social Science

SOSC 80, W-Z:Community Based Learning in Social Sciences

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOSC80_SLO_1 - Understand the social forces that impact their communities communities. **SLO Status:** Active **Outcome Creation Date:** 09/01/2012			
SOSC80_SLO_2 - Be able to analyze complex real world situations **SLO Status:** Active **Outcome Creation Date:** 09/01/2012			
SOSC80_SLO_3 - Have the skills to make a difference in their communities. **SLO Status:** Active **Outcome Creation Date:** 09/01/2012			

SOSC 82 W-Z:Community Based Learning in Social Sciences - Intermediate

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOSC82_SLO_1 - Understand at an intermediate level the cultural and social forces that impact their communities. **SLO Status:** Active **Outcome Creation Date:** 09/13/2013			
SOSC82_SLO_2 - Be able to analyze at an intermediate level real world situations that involve Social Sciences. **SLO Status:** Active **Outcome Creation Date:** 09/13/2013			
SOSC82_SLO_3 - Have the skills at an intermediate level to to make a difference in their communities. **SLO Status:** Active **Outcome Creation Date:** 09/13/2013			

SOSC 83 W-Z:Community Based Learning in Social Sciences - Advanced

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SOSC83_SLO_1 - Understand at an advanced level the cultural and social forces that impact their communities. **SLO Status:** Active **Outcome Creation Date:** 09/13/2013			
SOSC83_SLO_2 - Be able to analyze at an advanced level real world situations that involve social sciences. **SLO Status:** Active **Outcome Creation Date:** 09/13/2013			
SOSC83_SLO_3 - Have the skills at an advanced level to make a difference in their communities. **SLO Status:** Active **Outcome Creation Date:** 09/13/2013			