<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Academic (HSS) - Admin of Justice</td>
<td>AJ-010</td>
<td>Introduction to Administration of Justice</td>
<td>#1 History and Philosophy</td>
<td>Examine the history and philosophy of the administration of justice system including law enforcement, the courts, and corrections</td>
<td>2014-2015 (Spring 2015)</td>
<td>75%</td>
<td>No</td>
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<td></td>
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<td>#1 History and Philosophy</td>
<td>Examine the history and philosophy of the administration of justice system including law enforcement, the courts, and corrections</td>
<td>2014-2015 (Spring 2015)</td>
<td>75%</td>
<td>Yes</td>
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<td></td>
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<td>#2 Institutional objectives of CJS</td>
<td>Identify institutional objectives of the criminal justice system, and recognize the role and expectation of criminal justice personnel.</td>
<td>2014-2015 (Spring 2015)</td>
<td>75% passing</td>
<td>No</td>
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<tr>
<td></td>
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<td></td>
<td>#2 Institutional objectives of CJS</td>
<td>Identify institutional objectives of the criminal justice system, and recognize the role and expectation of criminal justice personnel.</td>
<td>2014-2015 (Spring 2015)</td>
<td>75% passing</td>
<td>Yes</td>
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<tr>
<td></td>
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<td>#3 Analyze the criminal justice system?s responsibilities</td>
<td>Analyze the criminal justice system?s responsibilities, identify general concepts of crime causation, and evaluate social and legal implications of crime on individuals and society.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>No</td>
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<td></td>
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<td>#3 Analyze the criminal justice system?s responsibilities</td>
<td>Analyze the criminal justice system?s responsibilities, identify general concepts of crime causation, and evaluate social and legal implications of crime on individuals and society.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
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<tr>
<td></td>
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<td></td>
<td>Components of the criminal justice system</td>
<td>Identify the various components of the criminal justice system and describe their organization structure and compare the role of each.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<td></td>
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<td></td>
<td>History and Philosophy</td>
<td>Describe the evolution of the administration of justice system in the United States.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
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<td>Identify the objectives of the criminal justice system</td>
<td>Identify the objectives of the system, describe the crime problem, and analyze the role expectation of criminal justice personnel.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students or more passed the assessments</td>
<td>Yes</td>
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<td>Responsibilities of the CJS to the community</td>
<td>Determine the justice system's responsibilities to the community, identify general concepts of crime causations, and relate them to the social effects of crime on society.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
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<td>AJ-011</td>
<td>Criminal Law</td>
<td>Crime classification, and criminal elements</td>
<td>Analyze case and statutory law to determine legal and social relevance, crime classification, and criminal elements</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass all assessment assignments</td>
<td>No</td>
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<tr>
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<td>Crime classification, and criminal elements</td>
<td>Analyze case and statutory law to determine legal and social relevance, crime classification, and criminal elements</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass all assessment assignments</td>
<td>Yes</td>
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<td>Crime classification, and criminal elements</td>
<td>Analyze case and statutory law to determine legal and social relevance, crime classification, and criminal elements</td>
<td>2015-2016 (Fall 2015)</td>
<td>78%</td>
<td>No</td>
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<td></td>
<td>Crime classification, and criminal elements</td>
<td>Analyze case and statutory law to determine legal and social relevance, crime classification, and criminal elements</td>
<td>2015-2016 (Fall 2015)</td>
<td>78%</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Crime classification, and criminal elements</td>
<td>Examine the legal framework related to criminal intent, affirmative defenses, and standards of proof</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
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<td></td>
<td>Distinguish criminal and civil law</td>
<td>Distinguish between criminal and civil law in terms of legal structure, procedures, and remedies</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass all assessment assignments</td>
<td>Yes</td>
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<td>Distinguish criminal and civil law</td>
<td>Distinguish between criminal and civil law in terms of legal structure, procedures, and remedies</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass all assessment assignments</td>
<td>Yes</td>
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<td>Distinguish criminal and civil law</td>
<td>Distinguish between criminal and civil law in terms of legal structure, procedures, and remedies</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% pass</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>History and sources of law in the United States</td>
<td>Explain the history of law and identify sources of law in the United States and in the State of California.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass all the related assignments</td>
<td>No</td>
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<td>History and sources of law in the United States</td>
<td>Explain the history of law and identify sources of law in the United States and in the State of California.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass all the related assignments</td>
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<td>2015-2016 (Fall 2015)</td>
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<td>Explain the history of law and identify sources of law in the United States and in the State of California.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
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<tr>
<td>Recognize the components of the dual court system</td>
<td>Recognize the components of the dual court system and its legal procedures, and the role and responsibility of state and federal court personnel</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass all assessment assignments</td>
<td>No</td>
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<td>Recognize the components of the dual court system</td>
<td>Recognize the components of the dual court system and its legal procedures, and the role and responsibility of state and federal court personnel</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass all assessment assignments</td>
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<td>2015-2016 (Fall 2015)</td>
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<td>Recognize the components of the dual court system</td>
<td>Recognize the components of the dual court system and its legal procedures, and the role and responsibility of state and federal court personnel</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
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<tr>
<td>AJ-013 Criminal Procedures</td>
<td>Application of the exclusionary rule</td>
<td>2015-2016 (Fall 2015)</td>
<td>Relate the history and application of the exclusionary rule in shaping criminal procedure.</td>
<td>2015-2016 (Fall 2015)</td>
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<tr>
<td>Assistance of counsel</td>
<td>Discuss application of the right to counsel and jury trial in a criminal case.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% pass</td>
<td>Yes</td>
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<tr>
<td>Development of law,</td>
<td>Examine the development of law, legal interpretations of significant case law, and legal practices that helped shape the political and social climates in the United States.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
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<tr>
<td>Due process</td>
<td>Identify concepts of due process as found in the 6th, 8th, and 14th amendments.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% pass</td>
<td>Yes</td>
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<tr>
<td>Privilege against self-incrimination.</td>
<td>Summarize the application of the Miranda decision and the privilege against self-incrimination.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass the assessments</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Reasonable search and seizures</td>
<td>Explain what constitutes an unreasonable search and seizure.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass the assessments</td>
<td>Yes</td>
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<tr>
<td>Recognize legal standards of searches and seizures</td>
<td>Recognize legal standards of searches and seizures, and distinguish between a contact, a detention, and an arrest.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass the assessments</td>
<td>No</td>
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<tr>
<td>AJ-014</td>
<td></td>
<td>Contemporary Police Issues</td>
<td>Recognize legal standards of searches and seizures</td>
<td>Recognize legal standards of searches and seizures, and distinguish between a contact, a detention, and an arrest.</td>
<td>2015-2016 (Fall 2015)</td>
<td></td>
<td>Yes</td>
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<tr>
<td>AJ-015</td>
<td></td>
<td>Introduction to Investigation</td>
<td>Crime scene processing</td>
<td>Identify common investigative search techniques, standard procedures, and evidence that might be found at a crime scene involving property and person crimes</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
</tr>
<tr>
<td>AJ-014</td>
<td></td>
<td>Contemporary Police Issues</td>
<td>Alternatives to traditional policing</td>
<td>Compare and contrast traditional policing and alternative policing strategies with other strategies.</td>
<td>2015-2016 (Fall 2015)</td>
<td></td>
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<tr>
<td>AJ-014</td>
<td></td>
<td>Contemporary Police Issues</td>
<td>Community policing strategies</td>
<td>Define the term &quot;community policing&quot; and identify specific aspects of this law enforcement strategy that may be responsible for the reduction of crime.</td>
<td>2015-2016 (Fall 2015)</td>
<td></td>
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<tr>
<td>AJ-014</td>
<td></td>
<td>Contemporary Police Issues</td>
<td>Corruption and policing</td>
<td>Identify different forms of police corruption and summarize those internal and external processes that may be used to control abuses by law enforcement personnel.</td>
<td>2015-2016 (Fall 2015)</td>
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<tr>
<td>AJ-014</td>
<td></td>
<td>Contemporary Police Issues</td>
<td>Identify different law enforcement styles</td>
<td>Identify different law enforcement styles and explain how styles may change according to environmental, social, and legal factors.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
</tr>
<tr>
<td>AJ-014</td>
<td></td>
<td>Contemporary Police Issues</td>
<td>Police corruption</td>
<td>Identify different forms of police corruption and summarize those internal and external processes that may be used to control abuses by law enforcement personnel.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
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<td>AJ-014</td>
<td></td>
<td>Contemporary Police Issues</td>
<td>Police recruitment</td>
<td>Identify hiring qualifications and explain the employment process through research of federal, state, and local police agencies.</td>
<td>2015-2016 (Fall 2015)</td>
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<tr>
<td>AJ-014</td>
<td></td>
<td>Contemporary Police Issues</td>
<td>Policing responsibilities of various levels of government</td>
<td>Explain the difference in responsibilities among state police, state highway patrols, municipal police, special district police, sheriff's departments, and the federal law enforcement agencies.</td>
<td>2015-2016 (Fall 2015)</td>
<td></td>
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<tr>
<td>AJ-014</td>
<td></td>
<td>Contemporary Police Issues</td>
<td>USDOJ Agencies and responsibilities</td>
<td>List the law enforcement agencies within the U.S. Department of Justice and summarize their responsibilities.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
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<tr>
<td>AJ-016</td>
<td>Street Law</td>
<td>Benefits of Civic Engagement</td>
<td>Recognize the difference between interviewing and interrogation as a means of obtaining information and intelligence.</td>
<td>2015-2016 (Fall 2015)</td>
<td>At least 70% of students pass the assessment</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Civil Liberties</td>
<td>Identify and analyze contemporary civil liberties issues including search and seizure and right to privacy.</td>
<td>2015-2016 (Fall 2015)</td>
<td>No</td>
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<tr>
<td>Conduct legal research</td>
<td>Conduct legal research using the Lexis Nexis system.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students pass with &quot;C&quot; or better</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Constitution Balance</td>
<td>Describe how the Constitution strikes a balance between protecting citizens from crime while safeguarding the rights of individual citizens.</td>
<td>2015-2016 (Fall 2015)</td>
<td>No</td>
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<tr>
<td>Functions of Lawyers and Judges</td>
<td>Explain the functions that lawyers and judges play in ensuring justice in the United States.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of the students receive a pass evaluation</td>
<td>No</td>
<td></td>
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<tr>
<td>AJ-104</td>
<td>Report Writing</td>
<td>Chronological report</td>
<td>Construct a chronological report of the writer's investigative activities while incorporating in the report information</td>
<td>2014-2015 (Spring 2015)</td>
<td>75%</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Complete supplemental report</td>
<td>Write a concise and complete synopsis, follow-up, and supplemental report that includes all crime elements and events</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
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<tr>
<td>Describing the physical attributes of individuals</td>
<td>Accurately describe the physical attributes of individuals with sufficient specificity to enable the person to be identified by others</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
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<tr>
<td>Field notes</td>
<td>Create field notes while interviewing multi-subjects for later use in the creation of a police report</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
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<tr>
<td>Field notes</td>
<td>Create field notes while interviewing multi-subjects for later use in the creation of a police report</td>
<td>2015-2016 (Fall 2015)</td>
<td>At least 70% of students pass the assessments</td>
<td>Yes</td>
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<tr>
<td>UCR reporting</td>
<td>Complete a standard uniform crime report (UCR) face sheet quickly and accurately</td>
<td>2014-2015 (Spring 2015)</td>
<td>Yes</td>
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<tr>
<td>AJ-110</td>
<td>Narcotics and Drug Abuse</td>
<td>Chronic and acute health ramifications</td>
<td>Identify chronic and acute health ramifications from using psychoactive drugs including physical consequences, dependence, tolerance, and addition</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Drug</td>
<td>Compare and contrast current prevention and</td>
<td>2015-2016</td>
<td>75%</td>
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<td>AJ-111</td>
<td>Juvenile Law and Procedures</td>
<td>Common Crimes</td>
<td>Recognize common juvenile crimes, offenders, and victims in the United States.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
</tr>
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<td></td>
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<td>Differences</td>
<td>Compare and contrast the fundamental differences between juveniles and adults related to adjudication, court processing, welfare, and confinement.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of the class passes the assignment</td>
<td>Yes</td>
</tr>
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<td></td>
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<td>Historical periods in juvenile justice</td>
<td>Outline the three major historical periods in juvenile justice</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
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<tr>
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<td>History</td>
<td>Explain the history of the juvenile justice system and due process rights of juveniles.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% pass on all related work</td>
<td>Yes</td>
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<td></td>
<td>Juvenile court working group</td>
<td>Identify the major members of the juvenile courtroom workgroup.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
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<tr>
<td></td>
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<td>Juvenile delinquency prevention programs</td>
<td>Identify the types of programs that generally work, and those which do not work, in delinquency prevention.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<td></td>
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<td>Major</td>
<td>Compare and contrast the major theories of</td>
<td>2015-2016</td>
<td>70% pass all of the assessments</td>
<td>Yes</td>
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<td>Theories</td>
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<td>juvenile crime causation and delinquency including choice, biology, psychology, and social learning explanations.</td>
<td>(Fall 2015)</td>
<td></td>
<td>Yes</td>
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<tr>
<td>Waivers</td>
<td></td>
<td></td>
<td></td>
<td>Explain the process of waiving a juvenile to adult court and describe those crimes that make a juvenile eligible for transfer.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
</tr>
<tr>
<td>AJ-112</td>
<td></td>
<td>Introduction to Evidence</td>
<td>Classification of evidence</td>
<td>Compare and contrast forms of evidence including real, testimonial, and documentary evidence.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classification of evidence</td>
<td>Compare and contrast forms of evidence including real, testimonial, and documentary evidence.</td>
<td>2015-2016 (Fall 2015)</td>
<td>At least 70% of students pass assessment</td>
<td>Yes</td>
</tr>
<tr>
<td>AJ-113</td>
<td></td>
<td>Crime and Violence in America</td>
<td>Causes of crime</td>
<td>Compare and contrast common theories used to explain the causes of crime and violence</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cereal killers and rapists</td>
<td>Identify common characteristics associated with serial murderers and serial rapists and explain factors commonly considered in psychological profiling</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Compensation available to victims</td>
<td>Identify federal and state laws that protect, assist, and compensate victims of crime and violence</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Domestic violence and child/sexual abuse</td>
<td>Identify common types of child abuse, sexual assault crimes, and domestic violence crimes</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ethical and social considerations</td>
<td>Examine ethical and social considerations related to victimization and the reporting of crimes</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mandatory reporting</td>
<td>Identify California statutes related to mandatory reporting standards upon evidence of child abuse</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Special victim populations</td>
<td>Explain the offender-victim relationship in violence involving special populations</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The impact of crime on victims</td>
<td>Describe the physical, financial, and emotional consequences of being a victim (direct and indirect) of crime and violence</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Victimology</td>
<td>Describe victimology and explain how victims have influenced the criminal justice system</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>AJ-118</td>
<td></td>
<td>Introduction to Homeland Security</td>
<td>Ethical and unethical conduct in Homeland Security practices</td>
<td>Differentiate between ethical and unethical actions regarding the execution of Homeland Security practices</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
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<tr>
<td>Unit Name</td>
<td>Course ID</td>
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<tr>
<td>homeland security</td>
<td></td>
<td>Forensic evidence</td>
<td>Interpret forensic evidence to reconstruct crime and terrorism</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Historical timeline</td>
<td>Compose a historical timeline reflecting significant threats and events, the methods used, and outcomes by national and international law enforcement and military agencies to counter and combat terrorism</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Strategies for developing sources of information</td>
<td>Develop strategies to generate useful information for local, national and international law enforcement agencies</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Terrorist motivations</td>
<td>Identify the characteristics, ideologies, motives and behaviors of domestics and international extremist and terrorist groups that foster and support terrorist, criminal activities</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
<td></td>
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<tr>
<td>AJ-119</td>
<td></td>
<td>The interdependency of state, federal and international organizations</td>
<td>Analyze the roles, functions of, and interdependency among local, federal and international law enforcement and military agencies to counter and combat terrorism</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Basic intelligence policies</td>
<td>Define basic intelligence policies and functions of the United States Government</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Ethical and legal intelligence gathering techniques</td>
<td>Implement ethical and legal intelligence gathering techniques and analysis</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluating intelligence</td>
<td>Evaluate intelligence using critical judgment and evidentiary analysis</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Identify and evaluate methods and techniques for obtaining, synthesizing, and analyzing intelligence</td>
<td>Evaluate intelligence using critical judgment and evidentiary analysis</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Operational knowledge of intelligence gathering</td>
<td>Describe operational knowledge of intelligence gathering and analysis pertinent to homeland security and other threats facing government and the private sector</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Predicting and forecasting terrorist activities</td>
<td>Formulate predictions and forecast terrorist activities based on various forms of intelligence</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Threat assessment</td>
<td>Identify and analyze threats to national and international safety and security</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AJ-121</td>
<td></td>
<td>Advancement in Judicial Branch Careers</td>
<td>The judicial branch and Constitutional due process</td>
<td>Describe the role and importance of the judicial branch in providing constitutional due process</td>
<td>2015-2016 (Fall 2015)</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>AJ-125</td>
<td></td>
<td>Fundamentals of Court Operations I</td>
<td>Different case types handled in the California judicial system</td>
<td>Differentiate between the different case types handled in the California judicial system and between specialty courts</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students passed assessments</td>
<td>Yes</td>
</tr>
<tr>
<td>AJ-128</td>
<td></td>
<td>Public Trust and Confidence in the Judicial Branch</td>
<td>Court Performance</td>
<td>Discuss purposes and tools of court performance and court improvement</td>
<td>2014-2015 (Spring 2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Court Relationships</td>
<td>Identify the relationship among the court, the media, and the community</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of the students receive a grade of C or better</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical Responsibility</td>
<td>Describe the importance of court accountability, transparency, procedural fairness, and ethical responsibility to instill public trust and confidence in the courts.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of the students receive a grade of C or better</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>AJ-132</td>
<td></td>
<td>Introduction to Court Administration</td>
<td>Judicial Environment</td>
<td>Analyze the complex environment within which the judicial branch and judicial administration function.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass the assignment</td>
<td>Yes</td>
</tr>
<tr>
<td>AJ-133</td>
<td></td>
<td>Careers Readiness in the Justice System</td>
<td>SLO 1 Analyze and compare the factors</td>
<td>Analyze and compare the factors inherent in a successful career in the judicial branch or justice system.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students earn a &quot;C&quot; or better</td>
<td>Yes</td>
</tr>
<tr>
<td>AJ-139</td>
<td></td>
<td>Intro to Public Safety Community</td>
<td>Investigate and documentations</td>
<td>Investigate and document occurrences with no suspects and perform the duties of a recorder at crime scenes and command</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students pass</td>
<td>Yes</td>
</tr>
<tr>
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<tr>
<td>Service Officer</td>
<td>Cou</td>
<td>n of no-suspect crimes.</td>
<td>posts.</td>
<td>Investigate and document occurrences with no suspects and perform the duties of a recorder at crime scenes and command posts.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% pass</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic (HSS) - Alcohol and Drug Studies</td>
<td>ADS-070</td>
<td>Introduction to Chemical Dependency</td>
<td>community impact</td>
<td>Ascertain the impact of the disease concept of addiction on special target populations as well as the individual, family, and community.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Pass rate of 70%</td>
<td>Yes</td>
</tr>
<tr>
<td>Service Officer</td>
<td>Cou</td>
<td>n of no-suspect crimes.</td>
<td>posts.</td>
<td>Investigate and document occurrences with no suspects and perform the duties of a recorder at crime scenes and command posts.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% pass</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic (HSS) - Alcohol and Drug Studies</td>
<td>ADS-071</td>
<td>Pharmacology/Physiology of Addiction</td>
<td>Behavioral and Physical Effects</td>
<td>Describe the behavioral and physiological effects of alcohol and drugs on the body</td>
<td>2014-2015 (Spring 2015)</td>
<td>Grades above 70%</td>
<td>Yes</td>
</tr>
<tr>
<td>Service Officer</td>
<td>Cou</td>
<td>n of no-suspect crimes.</td>
<td>posts.</td>
<td>Investigate and document occurrences with no suspects and perform the duties of a recorder at crime scenes and command posts.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% pass</td>
<td>Yes</td>
</tr>
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</table>

07/22/2016 6:35 PM
<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Course ID</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>Characteristics of codependency</td>
<td></td>
<td></td>
<td>an attachment theory perspective.</td>
<td></td>
<td>2014-2015 (Spring 2015)</td>
<td>(8) 100 pts (1)</td>
<td>Yes</td>
</tr>
<tr>
<td>Dysfunctional family patterns</td>
<td></td>
<td></td>
<td>Analyze the characteristics of codependency in order to distinguish personal issues from those the client presents.</td>
<td></td>
<td>2014-2015 (Spring 2015)</td>
<td>Students must complete the assignment at 70% to meet the criterion</td>
<td>Yes</td>
</tr>
<tr>
<td>Dysfunctional family patterns</td>
<td></td>
<td></td>
<td>Evaluate dysfunctional family patterns which foster codependent behaviors</td>
<td></td>
<td>2014-2015 (Spring 2015)</td>
<td>70%</td>
<td>Yes</td>
</tr>
<tr>
<td>Impact on relationships</td>
<td></td>
<td></td>
<td>Describe the impact of codependent behaviors on relationships and self-perceptions</td>
<td></td>
<td>2014-2015 (Spring 2015)</td>
<td>70% pass rate on assessment tools</td>
<td>Yes</td>
</tr>
<tr>
<td>Recovery issues</td>
<td></td>
<td></td>
<td>Identify recovery issues such as grief surrounding childhood losses, anger management, relapse prevention, and intimacy concerns</td>
<td></td>
<td>2014-2015 (Spring 2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADS-073</td>
<td>Case Management: Chemical Dependency</td>
<td>agency policies</td>
<td>Provide client orientation services, which include the ability to translate agency rules and client’s rights to the client at time of admission.</td>
<td></td>
<td>2014-2015 (Spring 2015)</td>
<td>70% completion rate</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case preparation and presentation</td>
<td>Ascertaining the levels of participation and prepare client information for presentation to professional colleagues, which include clear reports and records.</td>
<td></td>
<td>2014-2015 (Spring 2015)</td>
<td>70% pass rate on assessment tools</td>
<td>Yes</td>
</tr>
<tr>
<td>Relapse assessment</td>
<td></td>
<td></td>
<td>Assess possibility for relapse and determine avenues for relapse prevention</td>
<td></td>
<td>2014-2015 (Spring 2015)</td>
<td>70%</td>
<td>Yes</td>
</tr>
<tr>
<td>Role of Aftercare</td>
<td></td>
<td></td>
<td>Describe the role of aftercare in the treatment process.</td>
<td></td>
<td>2014-2015 (Spring 2015)</td>
<td>70% passing.</td>
<td>Yes</td>
</tr>
<tr>
<td>Role of Aftercare</td>
<td></td>
<td></td>
<td>Describe the role of aftercare in the treatment process.</td>
<td></td>
<td>2014-2015 (Spring 2015)</td>
<td>Students must pass above the 70% rate</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>treatment plan</td>
<td>Formulate an appropriate treatment plan</td>
<td></td>
<td>2015-2016</td>
<td>70% Pass rate</td>
<td>Yes</td>
</tr>
<tr>
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<tr>
<td>ADS -074</td>
<td></td>
<td>Ethics, Personal and Professional Growth</td>
<td>Counselor Burnout</td>
<td>Assess the signs and symptoms of counselor burnout</td>
<td>2014-2015 (Spring 2015)</td>
<td>Pass rate of 70%</td>
<td>Yes</td>
</tr>
<tr>
<td>Impaired</td>
<td></td>
<td>counselors</td>
<td></td>
<td>Identify special needs of recovering counselors to avoid counselor impairment or working outside of scope of practice, and apply prevention techniques.</td>
<td>2014-2015 (Spring 2015)</td>
<td></td>
<td></td>
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<tr>
<td>Professional</td>
<td></td>
<td>Standards</td>
<td>Interpret and apply ethical and professional standards for conduct.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% completion</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td>Standards</td>
<td>Interpret and apply ethical and professional standards for conduct.</td>
<td>2015-2016 (Fall 2015)</td>
<td>705 PASS RATE ON ASSESSMENT TOOLS</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Resources for</td>
<td></td>
<td>Professional Growth</td>
<td>Identify professional associations and evaluate resources for support and professional growth.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students receive 25 points per completed event.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Scope of</td>
<td></td>
<td>Practice and 12 Core Functions</td>
<td>Apply the Scope of Practice and Twelve Core Functions in ethical situations.</td>
<td>2014-2015 (Spring 2015)</td>
<td></td>
<td></td>
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<tr>
<td>strengths and</td>
<td></td>
<td>limitations</td>
<td>Students will assess personal strengths and limitations</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% pass rate on assessment tools</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Individual,</td>
<td>ADS -075</td>
<td>Family, Group Counseling</td>
<td>Appropriate therapeutic approaches</td>
<td>Assess the value and appropriateness of various therapeutic approaches to better meet individual client needs</td>
<td>2015-2016 (Fall 2015)</td>
<td>70%</td>
<td>Yes</td>
</tr>
<tr>
<td>Appropriate</td>
<td></td>
<td>therapeutic approaches</td>
<td></td>
<td>Assess the value and appropriateness of various therapeutic approaches to better meet individual client needs</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students must pass above 70%</td>
<td>Yes</td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td>therapist referral</td>
<td>Determine the appropriate referral to a family therapist for ongoing family counseling</td>
<td>2014-2015 (Spring 2015)</td>
<td>pass rate of 70%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td>counseling techniques</td>
<td>Evaluate therapeutic factors in group counseling and determine client behaviors that may affect group outcomes.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% PASS RATE ON ASSESSMENT TOOLS</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Stages of</td>
<td></td>
<td>Group</td>
<td>Identify the role of the counselor at different stages of group development and facilitation</td>
<td>2014-2015 (Spring 2015)</td>
<td></td>
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<tr>
<td>Group</td>
<td></td>
<td>counseling techniques</td>
<td></td>
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<tr>
<td>Development</td>
<td></td>
<td>of group orientation process.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Techniques</td>
<td></td>
<td>Techniques for family motivation</td>
<td>Utilize techniques for motivating family involvement in the treatment process</td>
<td>2014-2015 (Spring 2015)</td>
<td>70 % pass rate</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Utilize</td>
<td></td>
<td>counseling skills</td>
<td>Demonstrate counseling skills such as listening, confrontation, empathy, feedback, etc.</td>
<td>2014-2015 (Spring 2015)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cultural</td>
<td></td>
<td>appropriateness</td>
<td>Assess the effectiveness of alternative prevention strategies within the parameters of cultural appropriateness.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70 % pass rate</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Current laws</td>
<td></td>
<td>and liabilities</td>
<td>Interpret current legal sanctions, and identify legal liabilities to liquor providers as well as identify changes in current traffic laws.</td>
<td>2014-2015 (Spring 2015)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>policy and addiction</td>
<td>Recognize special issues regarding employment problems associated with alcohol and drug abuse.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Pass rate of 70%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Legal and</td>
<td></td>
<td>regulatory restrictions</td>
<td>Identify legal and regulatory restrictions at state and federal levels and assess potential hazards resulting from non-compliance.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70 % pass rate</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ADS -077 A</td>
<td></td>
<td>Supervised Practicum A</td>
<td>!2 Core functions and Global criteria</td>
<td>2015-2016 (Fall 2015)</td>
<td>Grade above 70%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ADS -077 B</td>
<td></td>
<td>Supervised Practicum B</td>
<td>!2 Core functions and Global criteria</td>
<td>2015-2016 (Fall 2015)</td>
<td>Pass rate of 70%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Supervised</td>
<td></td>
<td>Agency function and structure</td>
<td>Assess agency function and determine agency structure.</td>
<td>2014-2015 (Spring 2015)</td>
<td></td>
<td></td>
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<tr>
<td>Practicum B</td>
<td></td>
<td>Case Management</td>
<td>Evaluate intake information to enact case management responsibilities utilizing written</td>
<td>2014-2015 (Spring 2015)</td>
<td></td>
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<tr>
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<td>responsibilities and oral communication skills.</td>
<td></td>
<td>所做的学生将获得41个点的范围：Excellent、Above Average、Average、Below Average和No Basis for Judgment的每个。每个等级的价值为：Excellent-4，Above Average-3，Average-2，Below Average-1。</td>
<td>Yes</td>
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<td></td>
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<td></td>
<td>Crisis intervention skills Assess crisis situations to determine appropriate intervention and apply counseling and intervention skills.</td>
<td>2014-2015 (Spring 2015)</td>
<td>The student is given a rating range of: Excellent, Above Average, Average, Below Average, and No Basis for Judgment for each of the 41 points. A value is given to each rating level: Excellent-4, Above Average-3, Average-2, Below Average-1。</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education and Consultation</td>
<td>Develop client education programs and seek appropriate professional consultation</td>
<td>2014-2015 (Spring 2015)</td>
<td>Meet between 2-4 evaluation scores</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Screening and intake</td>
<td>Implement screening, intake, and orientation procedures.</td>
<td>2014-2015 (Spring 2015)</td>
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<td></td>
<td></td>
<td>SupB treatment plan formation</td>
<td>Demonstrate effective assessment strategies and formulate an appropriate treatment plan utilizing individual treatment planning and referral skills.</td>
<td>2014-2015 (Spring 2015)</td>
<td>The student is given a rating range of: Excellent, Above Average, Average, Below Average, and No Basis for Judgment for each of the 41 points.</td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Utilizing supervision</td>
<td>Employ self-evaluation techniques in ongoing clinical growth including recognition of agency structure and politics</td>
<td>2014-2015 (Spring 2015)</td>
<td></td>
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<tr>
<td>ADS</td>
<td>-170</td>
<td>LAADC Introduction to Chemical Dependency</td>
<td>Compare historical and present attitudes and community response towards alcohol and drug abuse</td>
<td>Historical response</td>
<td>2014-2015 (Spring 2015)</td>
<td>Grade above 70%</td>
<td>Yes</td>
</tr>
<tr>
<td>ADS</td>
<td>-172</td>
<td>LAADC Codependency and Family Dynamics</td>
<td>Analyze codependent behavior and relationship patterns using current definitions and constructs of codependency</td>
<td>Constructs of codependency</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% completion</td>
<td>Yes</td>
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<td></td>
<td></td>
<td></td>
<td>Distinguish personal issues from</td>
<td>Personal issues</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students will receive 20 points per completed journal entry = 5</td>
<td>Yes</td>
</tr>
<tr>
<td>Unit Name</td>
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<tr>
<td>ADS-173</td>
<td>LAADC Case Management</td>
<td>Conduct thorough intake, screening and assessment of client entering treatment</td>
<td>Intake and assessment</td>
<td>2014-2015 (Spring 2015)</td>
<td>Completion above 70%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ADS-174</td>
<td>LAADC Ethic and Personal/Professional Development</td>
<td>Describe patient's rights and professional obligations as a Chemical Dependency Counselor</td>
<td>Patient rights</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students will receive 20 points per assigned vignette</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ADS-177</td>
<td>LAADC Supervised Practicum A</td>
<td>Recognize and discuss the importance of a professional commitment to the values and ethics of the LAADC counselor</td>
<td>Personal commitment</td>
<td>2015-2016 (Fall 2015)</td>
<td>Average or above ratings</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ADS-177</td>
<td>LAADC Supervised Practicum B</td>
<td>Demonstrate application of the Twelve Core functions with their Global criteria in their placement site as assessed by their placement supervisor</td>
<td>Supervisor assessment</td>
<td>2014-2015 (Spring 2015)</td>
<td>The student is given a rating range of: Excellent, Above Average, Average, Below Average, and No Basis for Judgment for each of the 41 points. A value is given to each rating level: Excellent-4, Above Average-3, Average-2, Below Average-1.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Academic (HSS) - Anthropology - Anthr-062</td>
<td>Intro to Physical Anthropology</td>
<td>Analyze the symbolic nature of culture and its origin in hominid evolution.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70%</td>
<td>Yes</td>
<td></td>
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</tr>
<tr>
<td>Academic (HSS) - Anthropology - Anthr-062</td>
<td>Intro to Physical Anthropology</td>
<td>Analyze the symbolic nature of culture and its origin in hominid evolution.</td>
<td>2014-2015 (Spring 2015)</td>
<td>80% of students pass the assessment</td>
<td>Yes</td>
<td></td>
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<tr>
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<tr>
<td>culture</td>
<td></td>
<td></td>
<td>Analyze the symbolic nature of culture and its</td>
<td>Analyze the symbolic nature of culture and its origin in hominid evolution.</td>
<td>2014-2015</td>
<td>80% of students responded to questions correctly.</td>
<td>Yes</td>
</tr>
<tr>
<td>Anth</td>
<td>Intro</td>
<td>Social and Cultural</td>
<td>Symbolic nature of culture</td>
<td>Analyze and evaluate the ethical issues anthropologist's encounter</td>
<td>2015-2016</td>
<td>Students earned an A when they discussed the topic and were able to show understanding of all concepts and were able to apply that and support it with examples from their field work or other anthropologists field work. Students who didn't submit this part of the final test earned an F. And those who partially answered the question, were not clear in their argument or didn't provide examples were evaluated and earned B, C or D.</td>
<td>Yes</td>
</tr>
<tr>
<td>r-063</td>
<td>Social</td>
<td>Anthropology</td>
<td>Analyze and evaluate the ethical issues</td>
<td>Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.</td>
<td>2015-2016</td>
<td>Students earned an A when they discussed the topic and were able to show understanding of all concepts and were able to apply that and support it with examples from their field work or other anthropologists field work. Students who didn't submit this part of the final test earned an F. And those who partially answered the question, were not clear in their argument or didn't provide examples were evaluated and earned B, C or D.</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic</td>
<td>ART</td>
<td>Ceramic</td>
<td>Critical Thinking</td>
<td>Critique, in oral and written form, a ceramic sculpture, evaluating the relationship among subject, form, and content.</td>
<td>2016-2017</td>
<td>70% of students pass the assessment</td>
<td></td>
</tr>
<tr>
<td>(HSS) -</td>
<td>40</td>
<td>Sculpture I</td>
<td>Participation</td>
<td>Explain proper use of materials and tools, observe recommended health and safety practices, and demonstrate the ability to work cooperatively with others in a studio setting.</td>
<td>2014-2015</td>
<td>70% of students pass the assessment</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td>Skills</td>
<td>Demonstrate proficiency in ceramic construction techniques and skillfully design, construct and present artwork such as figurative busts, bas-relief, large scale constructions, cast, and assembled artworks.</td>
<td>2015-2016</td>
<td>3 or higher</td>
<td>Yes</td>
</tr>
<tr>
<td>ART 42</td>
<td>Beginning</td>
<td>Sculpture</td>
<td>Participation</td>
<td>Observe health and safety practices, and demonstrate the ability to work cooperatively with others in a lab setting</td>
<td>2015-2016</td>
<td>3 or higher</td>
<td>Yes</td>
</tr>
<tr>
<td>ART 76B</td>
<td>Professional Practices &amp;</td>
<td>Portfolio Development</td>
<td>Skills</td>
<td>Apply sculptural methods and techniques.</td>
<td>2014-2015</td>
<td>3 or higher</td>
<td>Yes</td>
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<td>Creative Process</td>
<td>Facilitate the creative problem solving process to develop projects and exhibits.</td>
<td>2014-2015</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
</tr>
<tr>
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<tr>
<td>Participation</td>
<td>Produce a professional-level portfolio of their work.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Skills</td>
<td>Produce a professional-level portfolio of their work</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td>ART 95B</td>
<td>Watercolor 2</td>
<td>Participation</td>
<td>Work responsibly, collaboratively, and civilly in the studio setting.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>Produce watercolor paintings that expand the possibilities of the medium, explore the use of materials, and build upon basic techniques and theories.</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td>ART -012</td>
<td>Two Dimensional Design</td>
<td>Participation</td>
<td>Demonstrate responsible behavior through civility, care and maintenance of materials and studio space, and observation of health and safety standards.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Skills development</td>
<td>Apply the elements and principles of design utilizing a variety of materials and techniques</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Skills development</td>
<td>Apply the elements and principles of design utilizing a variety of materials and techniques</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td>ART -013</td>
<td>Three Dimensional Design</td>
<td>Participation</td>
<td>Observe recommended health and safety practices and demonstrate the ability to work cooperatively with others in a studio setting.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>Apply the elements and principles of three dimensional designs using a variety of materials and techniques</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or more</td>
<td>Yes</td>
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<tr>
<td>Skills</td>
<td>Apply the elements and principles of three dimensional designs using a variety of materials and techniques</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or more</td>
<td>Yes</td>
<td></td>
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<tr>
<td>ART -014</td>
<td>Color Historical/Cultural</td>
<td>Describe and explain the historical use of color.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
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</tr>
<tr>
<td>Skills - application of technique</td>
<td>Demonstrate competence in color theory and use acquired skills to apply a variety of artistic materials, techniques and tools, observing studio safety.</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td>Skills - application of theory</td>
<td>Create aesthetically complete designs and images that demonstrate a working knowledge of: color systems and color organization, principles of color perception-light, vision, and the brain, value, hue,</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td>ART-024</td>
<td>Beginning Drawing</td>
<td>Participation</td>
<td>Demonstrate responsible behavior in a studio environment.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ART-025</td>
<td>Expressive Drawing</td>
<td>Creative Process</td>
<td>Establish and document a creative practice that includes creative problem solving.</td>
<td>2015-2016 (Spring 2016)</td>
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<tr>
<td></td>
<td></td>
<td>Critical Thinking</td>
<td>Evaluate and critique class projects using relevant terminology.</td>
<td>2015-2016 (Spring 2016)</td>
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<tr>
<td></td>
<td></td>
<td>Historical Context</td>
<td>Examine and describe historical and contemporary trends, materials, and approaches in expressive drawing utilizing the broader vocabulary of art and design as well as drawing terminology.</td>
<td>2015-2016 (Spring 2016)</td>
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<td></td>
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<td>Participation</td>
<td>Demonstrate the ability to work responsibly, collaboratively, and civilly in the studio setting.</td>
<td>2015-2016 (Spring 2016)</td>
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<tr>
<td></td>
<td></td>
<td>Skills</td>
<td>1. Produce drawings that creatively interpret and apply formal and symbolic design elements in a wide range of media, formats, and surfaces.</td>
<td>2015-2016 (Spring 2016)</td>
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<tr>
<td>ART-046</td>
<td>Beginning Ceramics I</td>
<td>Historical/Cultural</td>
<td>Identify and describe diverse cultural influences in the history of ceramic art.</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher</td>
<td></td>
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<tr>
<td>A</td>
<td></td>
<td>Participation</td>
<td>Use appropriate health and safety practices, and work cooperatively with others in a studio setting.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or better</td>
<td>Yes</td>
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<td></td>
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<td>Participation</td>
<td>Use appropriate health and safety practices, and work cooperatively with others in a studio setting.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Participation</td>
<td>Use appropriate health and safety practices, and work cooperatively with others in a studio setting.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Participation</td>
<td>Use appropriate health and safety practices, and work cooperatively with others in a studio setting.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
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<td>Participation</td>
<td>Use appropriate health and safety practices, and work cooperatively with others in a studio setting.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<td></td>
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<td>Skills</td>
<td>Demonstrate fundamental ceramic construction and surface decoration techniques.</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ART-046</td>
<td>B</td>
<td>Beginning Ceramics II</td>
<td>Historical/Cultural</td>
<td>Recognize and refer to historic motifs and influences expressed through the ceramic medium from diverse cultures and time periods.</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Participation</td>
<td>Identify and use appropriate health and safety practices in kiln and glaze room.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>Skills</td>
<td>Demonstrate intermediate level ceramic construction skills and surface applications.</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ART-055</td>
<td>A</td>
<td>Life Drawing I</td>
<td>Collaborate with others to maintain a cooperative, respectful, and safe working environment.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Scale of 5 to 1, 5 being highest rank. 8 students were assessed.</td>
<td>Yes</td>
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<tr>
<td></td>
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<td>Skills</td>
<td>Demonstrate the use of achromatic media and color as descriptive and expressive tools.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ART-060</td>
<td>B</td>
<td>Beginning Painting I</td>
<td>Historical/Cultural</td>
<td>Compare examples of two paintings made by acknowledged historical masters in order to evaluate differences in historical trends and techniques</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Participation</td>
<td>Use and care for traditional and experimental painting media, materials, and tools, while observing health and safety standards in a studio setting.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ART-061</td>
<td></td>
<td>Beginning Painting II</td>
<td>Communication/Critical Thinking</td>
<td>Support their aesthetic judgments using appropriate vocabulary, and consider possible alternative approaches.</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
</tr>
<tr>
<td>ART-071</td>
<td></td>
<td>Introduction to Multimedia</td>
<td>Creative Process</td>
<td>Apply techniques and problem solving skills to realize a personal interpretation of</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
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<td></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
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<tr>
<td>ART-072</td>
<td></td>
<td>Computer Graphics</td>
<td>Demonstrate proficiency in a variety of software packages and peripheral devices used in the production of multimedia projects.</td>
<td>2015-2016 (Fall 2015)</td>
<td>1= unsatisfactory, 5= outstanding, Criterion for success: 3</td>
<td>Yes</td>
<td></td>
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<tr>
<td>ART-074</td>
<td></td>
<td>Multimedia Design and Development</td>
<td>Skills</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td>ART-076</td>
<td></td>
<td>Portfolio Preparation and Professional Development</td>
<td>Creative Process Engage in the creative problem solving process to develop goals, project ideas, and action plans.</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Participation</td>
<td>Participation</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
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<tr>
<td>ART-078</td>
<td></td>
<td>Digital Video</td>
<td>Critical Thinking Analyze the objective and subjective qualities of digital video projects utilizing basic art vocabulary as well as discipline specific terminology.</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td></td>
<td>Web Design</td>
<td>2. Skills</td>
<td>Demonstrate proficiency in HTML editing and graphics software</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ART-079A</td>
<td></td>
<td>Web Design 1</td>
<td>2. Skills</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Participation</td>
<td>Demonstrate proficiency in HTML editing and graphics software</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Participation</td>
<td>Demonstrate the ability to manage time and resources effectively, responsibly, and ethically</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
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<td></td>
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<td>Participation</td>
<td>Demonstrate the ability to manage time and resources effectively, responsibly, and ethically</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td>ART-079A</td>
<td></td>
<td>Web Design 2</td>
<td>2. Skills</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
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<tr>
<td>-079</td>
<td></td>
<td>design techniques, utilizing new technologies and concepts to create highly functional and aesthetic web sites</td>
<td>(Spring 2015)</td>
<td>Yes</td>
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<tr>
<td>2</td>
<td>2. Skills</td>
<td>Demonstrate proficiency in advanced web design techniques, utilizing new technologies and concepts to create highly functional and aesthetic web sites</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td></td>
<td>Participation</td>
<td>Demonstrate the ability to manage time and resources effectively, responsibly, and ethically, and complete tasks independently.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
<td></td>
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<tr>
<td>ART-084 A</td>
<td>Flash 1</td>
<td>Demonstrate basic proficiency in web-based animation software</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher</td>
<td>No</td>
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<tr>
<td>2</td>
<td>2. Skills</td>
<td>Demonstrate basic proficiency in web-based animation software</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
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<td></td>
<td>Participation</td>
<td>Demonstrate the ability to manage time and resources effectively, responsibly, and legally, and to work independently.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<tr>
<td>ART-084 B</td>
<td>Flash 2</td>
<td>Participation</td>
<td>Demonstrate the ability to manage time and resources effectively, responsibly, and legally, and to work independently.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
<td></td>
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<tr>
<td>ART-089</td>
<td>Special Projects in Ceramics</td>
<td>Engagement in a creative practice using recommended health and safety guidelines and work cooperatively with others in a studio setting.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
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<td></td>
<td>Participation</td>
<td>Engagement in a creative practice using recommended health and safety guidelines and work cooperatively with others in a studio setting.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass assessment</td>
<td>Yes</td>
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<tr>
<td>ART-091</td>
<td>Communication</td>
<td>Communicate orally and in writing at a college level to describe objectively an art work using appropriate art vocabulary in terms of the elements and principles of design, materials, and techniques in order to interpret the subjective meaning which inspired the artist</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher</td>
<td>Yes</td>
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<td>ART-092</td>
<td>Survey of Art History: Renaissance to the Present</td>
<td>Historical/Cultural</td>
<td>Identify specific great Western and Non-Western art works created from the Renaissance through the present, and who created them; and analyze those attributes of form and content which link the piece to a stylistic movement belonging to a wider cultural and historical context</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<td>Communicate orally and in writing at a college level to describe objectively an art work using appropriate art vocabulary in terms of the elements and principles of design, materials, and techniques in order to interpret the subjective meaning which inspired the artist and compare differences in style and time period.</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
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<td>Identify specific great Western and Non-Western art works created from the Prehistoric through the Gothic period, and who created them; analyze those attributes of form and content which link the piece to a stylistic movement belonging to a wider cultural and historical context</td>
<td>2015-2016 (Fall 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>No</td>
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<td>Identify specific great Western and Non-Western art works created from the Prehistoric through the Gothic period, and who created them; analyze those attributes of form and content which link the piece to a stylistic movement belonging to a wider cultural and historical context</td>
<td>2015-2016 (Fall 2015)</td>
<td>Criterion for success: 3</td>
<td>Yes</td>
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<td>Identify specific great Western and Non-Western art works created from the Prehistoric through the Gothic period, and who created them; analyze those attributes of form and content which link the piece to a stylistic movement belonging to a wider cultural and historical context</td>
<td>2015-2016 (Fall 2015)</td>
<td>Criterion for success: 3</td>
<td>No</td>
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<td>Identify specific great Western and Non-Western art works created from the Prehistoric through the Gothic period, and who created them; analyze those attributes of form and content which link the piece to a stylistic movement belonging to a wider cultural and historical context</td>
<td>2015-2016 (Fall 2015)</td>
<td>Criterion for success: 3</td>
<td>Yes</td>
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<td>ART-095</td>
<td>Beginning Watercolor</td>
<td>Creative Process</td>
<td>Identify and document a creative process that includes problem solving.</td>
<td>2014-2015 (Spring 2015)</td>
<td>3 or higher on a 5 level scale</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>DAN-002</td>
<td>Dance Appreciation</td>
<td>Analyze contexts</td>
<td>1. Analyze and discuss the evolution of dance in historical, cultural, and artistic contexts.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should be able to achieve a 70% or higher as a guideline for successful comprehension of this SLO.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>DAN-009</td>
<td>Ballet, Fundamentals</td>
<td>Alignment</td>
<td>2. Demonstrate fundamental ballet posture and alignment.</td>
<td>2015-2016 (Fall 2015)</td>
<td>At the fundamental level, students are expected to achieve a fair posture level (2 or higher) to achieve success.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>DAN-010</td>
<td>Ballet, Beginning</td>
<td>Alignment</td>
<td>2. Demonstrate beginning ballet posture and alignment.</td>
<td>2015-2016 (Fall 2015)</td>
<td>At the beginning level, students are expected to achieve a moderate posture level (3 or higher) to achieve success.</td>
<td>Yes</td>
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<tr>
<td></td>
<td>DAN-011</td>
<td>Ballet, Intermediate</td>
<td>Alignment</td>
<td>2. Demonstrate an intermediate ability to maintain proper alignment while integrating the use of upper and lower body through barre, adagio, and allegro sequences.</td>
<td>2015-2016 (Fall 2015)</td>
<td>At the intermediate level, students are expected to achieve a &quot;good&quot; posture level (4 or higher) to achieve success.</td>
<td>Yes</td>
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<tr>
<td></td>
<td>DAN-011B</td>
<td>Ballet, High-Intermediate</td>
<td>Alignment</td>
<td>2. Demonstrate a high-intermediate ability to maintain proper alignment while integrating the use of upper and lower body through barre, adagio, and allegro sequences.</td>
<td>2015-2016 (Fall 2015)</td>
<td>At the high-intermediate level, students are expected to achieve excellent posture (level 5) to achieve success.</td>
<td>No</td>
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<tr>
<td>Unit Name</td>
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<td>Dan-013</td>
<td>Dancers’ Workshop-Student, Large Group Dance</td>
<td>Terminology</td>
<td>1.  Apply fluent understanding of classical French terminology as it pertains to high-intermediate ballet.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should score a 70% or better for success.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Dan-013</td>
<td>Dancers’ Workshop-Student, Small Group Dance</td>
<td>Terminology</td>
<td>3.  Discuss the stage space and terminology as a large group member.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students should score a 70% of better on the quiz.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dan-013</td>
<td>Dancers’ Workshop-Student, Solo/Duet Group</td>
<td>Terminology</td>
<td>3.  Discuss the stage space and terminology as a solo/duet performer.</td>
<td>2015-2016 (Fall 2015)</td>
<td>A student should score a 70% or better on the quiz.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Dan-014</td>
<td>Rehearsal and Performance-Modern Dance</td>
<td>Recollection</td>
<td>2.  Recall and reproduce choreography set from previous rehearsals.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should receive a moderate rating or better to be considered successful.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Dan-014</td>
<td>Rehearsal and Performance-Jazz Dance</td>
<td>Recollection</td>
<td>2.  Recall and reproduce choreography set from previous rehearsals.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should receive a moderate rating or better to be considered successful.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Dan-014</td>
<td>Rehearsal and Performance-Hip-Hop Dance</td>
<td>Recollection</td>
<td>2.  Recall and reproduce choreography set from previous rehearsals.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should receive a moderate rating or better to be considered successful.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Dan-014F</td>
<td>Rehearsal and performance-Ballet Dance</td>
<td>Recollection</td>
<td>2.  Recall and reproduce choreography set from previous rehearsals.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should receive a moderate rating or better to be considered successful.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Dan-019</td>
<td>Jazz Dance, Fundamentals</td>
<td>Alignment</td>
<td>2.  Demonstrate fundamental level jazz dance posture and alignment.</td>
<td>2015-2016 (Fall 2015)</td>
<td>At the fundamental level, students are expected to achieve a fair posture level (2 or higher) to achieve success.</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Terminology</td>
<td>1.  Apply terminology used in jazz dance to</td>
<td>2014-2015</td>
<td>Students should score a 70% or better for</td>
<td>Yes</td>
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<tr>
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<tr>
<td>Jazz Dance, Beginning</td>
<td>1. Describe positions, movements, efforts and space at the fundamental level.</td>
<td>(Spring 2015)</td>
<td>success.</td>
<td>Yes</td>
<td></td>
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</tr>
<tr>
<td>Jazz Dance, Beginning</td>
<td>2. Demonstrate beginning jazz dance posture and alignment.</td>
<td>(Fall 2015)</td>
<td>At the beginning level, students are expected to achieve a moderate posture level (3 or higher) to achieve success.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Jazz Dance, Intermediate</td>
<td>1. Apply terminology to describe positions, movements, efforts, and space used in beginning jazz dance.</td>
<td>(Spring 2015)</td>
<td>A score or 70% or better is considered successful. So anything above 17/25 is considered meeting the goal.</td>
<td>Yes</td>
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<tr>
<td>Jazz Dance, Intermediate</td>
<td>2. Demonstrate intermediate level ability to maintain proper posture and alignment while performing jazz dance sequences.</td>
<td>(Fall 2015)</td>
<td>At the intermediate level, students are expected to achieve a &quot;good&quot; posture level (4 or higher) to achieve success.</td>
<td>No</td>
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<tr>
<td>Jazz Dance, High-Intermediate</td>
<td>1. Apply terminology used to describe positions, movements, efforts and space as it pertains to intermediate jazz dance.</td>
<td>(Spring 2015)</td>
<td>A score or 70% or better is considered successful. So anything above 17/25 is considered meeting the goal.</td>
<td>Yes</td>
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<tr>
<td>Hip-hop Dance, Fundamentals</td>
<td>1. Describe fundamental level hip-hop dance posture and alignment.</td>
<td>(Fall 2015)</td>
<td>At the fundamental level, students are expected to achieve a fair posture level (2 or higher) to achieve success.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Hip-hop Dance, Fundamentals</td>
<td>2. Demonstrate fundamental level hip-hop dance posture and alignment.</td>
<td>(Spring 2015)</td>
<td>Students should score a 70% or better for success.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Hip-hop Dance, Beginning</td>
<td>1. Apply terminology used in hip-hop dance to describe positions, movements, efforts, and space at the fundamental level.</td>
<td>(Fall 2015)</td>
<td>Students should score a 70% or better for success.</td>
<td>Yes</td>
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<tr>
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<tr>
<td>023 B</td>
<td>Beginning</td>
<td>Terminology</td>
<td>1. Apply terminology used to describe positions, movements, efforts, and space in beginning hip-hop dance.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should score a 70% or better for success</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Dan CE-023 C</td>
<td>Hip-hop Dance, Intermediate</td>
<td>Alignment</td>
<td>2. Demonstrate intermediate ability to maintain proper posture and alignment while performing hip-hop dance sequences.</td>
<td>2015-2016 (Fall 2015)</td>
<td>At the Intermediate level, students are expected to achieve a good posture level (4 or higher) to achieve success.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>DAN CE-032</td>
<td>Choreography</td>
<td>Construct compositions</td>
<td>1. Construct short dance compositions based on concepts of time, space, rhythm, and dynamics.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should achieve a C or better to be considered successful.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Dan CE-034 B</td>
<td>Choreography Workshop-Small Group Dance</td>
<td>Design elements</td>
<td>2. Integrate elements of design and production such as music, costumes, and lighting into a dance work.</td>
<td>2015-2016 (Fall 2015)</td>
<td>An assessment of moderate, good or excellent is considered successful.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Dan CE-049 B</td>
<td>Modern Dance, Fundamentals</td>
<td>Posture &amp; Alignment</td>
<td>2. Demonstrate fundamental modern dance posture and alignment.</td>
<td>2015-2016 (Fall 2015)</td>
<td>At the fundamental level, students are expected to achieve a fair posture level (2 or higher) to achieve success.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>DAN CE-050</td>
<td>Modern Dance, Beginning</td>
<td>Terminology</td>
<td>1. Apply terminology used to describe positions, movements, efforts, and space used in modern dance at the fundamental level.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should score a 70% or better for success.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>DAN CE-051</td>
<td>Modern Dance, Intermediate</td>
<td>Terminology</td>
<td>1. Apply intermediate level knowledge of the terminology used in modern dance to describe positions, movements, efforts, and space.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should score a 70% or better for success.</td>
<td>Yes</td>
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<tr>
<td>Terminology</td>
<td>1. Apply intermediate level knowledge of the terminology used in modern dance to describe positions, movements, efforts, and space.</td>
<td>2014-2015 (Spring 2015)</td>
<td>We were hoping at least 70% of the students rated themselves with a moderate to high level of confidence.</td>
<td>Yes</td>
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<tr>
<td>Unit Name</td>
<td>Course ID</td>
<td>Course Name</td>
<td>Course SLO Name</td>
<td>Course SLO</td>
<td>SLO Assessment Cycle</td>
<td>Criterion for Success</td>
<td>Criterion for Success Met</td>
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<tr>
<td>Dance</td>
<td>051B</td>
<td>Modern Dance, High-Intermediate</td>
<td>Terminology</td>
<td>1. Apply terminology used to describe positions, movements, efforts, and space as it pertains to high-intermediate modern dance.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should score a 70% or better for success.</td>
<td>Yes</td>
</tr>
<tr>
<td>Terminology</td>
<td></td>
<td></td>
<td>Terminology</td>
<td>1. Apply terminology used to describe positions, movements, efforts, and space as it pertains to high-intermediate modern dance.</td>
<td>2014-2015 (Spring 2015)</td>
<td>The instructor rated each student's performance on a scale of 1-5, 1 being poor and 5 being excellent. Students should achieve a 3 or better to be considered successful.</td>
<td>Yes</td>
</tr>
<tr>
<td>DANCE-064</td>
<td></td>
<td>Ballroom Dance</td>
<td>Posture &amp; alignment</td>
<td>2. Demonstrate basic principles of posture, alignment, and partnering skills as the apply to beginning ballroom dance.</td>
<td>2015-2016 (Fall 2015)</td>
<td>A rating of 3 or above is considered successful.</td>
<td>Yes</td>
</tr>
<tr>
<td>Posture &amp; alignment</td>
<td></td>
<td></td>
<td>Posture &amp; alignment</td>
<td>2. Demonstrate basic principles of posture, alignment, and partnering skills as the apply to beginning ballroom dance.</td>
<td>2015-2016 (Fall 2015)</td>
<td>At the beginning level, students are expected to achieve a moderate posture level (3 or higher) to achieve success.</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic (HSS) - Early Childhood/Early Education Family Studies</td>
<td>ECE-016</td>
<td>Storytelling for Children</td>
<td>SLO1</td>
<td>Identify and utilize methods, techniques, and tools of effective storytelling based on a child's physical, social, emotional, cognitive, and creative development.</td>
<td>2014-2015 (Spring 2015)</td>
<td>75% of students will be able to demonstrate the story telling technique.</td>
<td>Yes</td>
</tr>
<tr>
<td>ECE-017</td>
<td>Language Development and Early Literacy</td>
<td>SLO1</td>
<td>Plan activities to support and enhance the language development of infants and toddlers.</td>
<td>2014-2015 (Spring 2015)</td>
<td>All thirteen students were graded based on the: quality of the assignments group presentations exams</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE-018</td>
<td>Children's Literature and Early Literacy</td>
<td>SLO1</td>
<td>Plan activities to support and enhance the language development of infants and toddlers.</td>
<td>2014-2015 (Spring 2015)</td>
<td>In order to pass the class students must successfully demonstrate their understanding of the SLO.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>SLO1</td>
<td>Analyze the role of children's literature in the development of children.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students who received a score of 20 and higher (over 50 points) get a &quot;C&quot; grade and passes the exam. The grading scale is as follows: A = 36-43 points; B = 28-35 points; C = 20-27 points; D = 12-19 points; F = 11 points and below</td>
<td>Yes</td>
<td></td>
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<tr>
<td>SLO2</td>
<td>Conduct classroom based observations of children. (10, lab 1)</td>
<td>2014-2015 (Spring 2015)</td>
<td>90% of students will be able to identify the role of teachers and parents in the preschool classroom.</td>
<td>Yes</td>
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<tr>
<td>Unit Name</td>
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<td>SLO4</td>
<td>2015-2016 (Fall 2015)</td>
<td>85% will list five factors</td>
<td>Yes</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>SLO4</td>
<td>2014-2015 (Spring 2015)</td>
<td>90% of students will be able to write their teaching philosophy that relates to their teaching philosophy.</td>
<td>Yes</td>
<td></td>
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<td></td>
<td>SLO4</td>
<td>2015-2016 (Fall 2015)</td>
<td>90% of the students will complete the study accurately with a &quot;B&quot; or 80% or better.</td>
<td>Yes</td>
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<tr>
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<td>SLO4</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students receive the following ratings with the equivalent points: A+ = 10.0; A = 9.5; A- = 9.0; B+ = 8.5; B = 8.0; B- = 7.5; C+ = 7.0; C = 6.5; C- = 6.0</td>
<td>Yes</td>
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<td></td>
<td>SLO4</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students who receive a &quot;C+&quot; or higher grade demonstrate knowledge and understanding of their activity planning and implementing skills with children in their assigned classrooms.</td>
<td>Yes</td>
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<td>SLO1</td>
<td>2014-2015 (Spring 2015)</td>
<td>75% of the students will be able to present appropriate activity and write a curriculum plan.</td>
<td>Yes</td>
<td></td>
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<tr>
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<tr>
<td>ECE -105</td>
<td>Language Experiences for Children</td>
<td>SLO2</td>
<td>Describe and set up classroom environments that promote exploration, play, and individual expression.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% or more of the class passes with a C or better.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -105</td>
<td>Language Experiences for Children</td>
<td>SLO2</td>
<td>Describe and set up classroom environments that promote exploration, play, and individual expression.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students receive a score of 25 points and above getting a &quot;C&quot; or better grade.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -105</td>
<td>Language Experiences for Children</td>
<td>SLO3</td>
<td>Analyze current issues in education related to early literacy and language education</td>
<td>2014-2015 (Spring 2015)</td>
<td>80% of students will successful answers questions successfully.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -105</td>
<td>Language Experiences for Children</td>
<td>SLO3</td>
<td>Analyze current issues in education related to early literacy and language education</td>
<td>2014-2015 (Spring 2015)</td>
<td>85% of students can identify current issues related to early literacy and language</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -106</td>
<td>Administration and Supervision of Early Childhood Programs I</td>
<td>SLO3</td>
<td>Gain skills in planning, preparing, and presenting language-related activities.</td>
<td>2015-2016 (Fall 2015)</td>
<td>85% of students will present curriculum activities that are appropriate for preschool children.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -106</td>
<td>Administration and Supervision of Early Childhood Programs I</td>
<td>SLO3</td>
<td>Gain skills in planning, preparing, and presenting language-related activities.</td>
<td>2015-2016 (Fall 2015)</td>
<td>90% of students who took the quiz, will answer correctly.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -107</td>
<td>Child, Family and Community</td>
<td>SLO4</td>
<td>Compare the various types of early childhood education programs and analyze the administrative structure and program operations needs of each type of program.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75% students will demonstrate the knowledge of administrative structure of programs.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -108</td>
<td>Health and Safety in Child Care</td>
<td>SLO1</td>
<td>Compare philosophies of early childhood education, and describe their own philosophical approach and how it impacts program operation.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75% of the students will demonstrate knowledge of different philosophies.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -107</td>
<td>Child, Family and Community</td>
<td>SLO4</td>
<td>Evaluate the multiple (historical, socioeconomic and cultural) impacts on young children’s social identity as they develop within a system and are influenced by multiple agents of socialization.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students receive a &quot;C&quot; or better grade.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -107</td>
<td>Child, Family and Community</td>
<td>SLO4</td>
<td>Identify current issues and challenges facing contemporary families.</td>
<td>2014-2015 (Spring 2015)</td>
<td>85% of students complete assignment with a &quot;B&quot; or better.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -108</td>
<td>Health and Safety in Child Care</td>
<td>SLO1</td>
<td>Describe health and safety issues in child care programs.</td>
<td>2014-2015 (Spring 2015)</td>
<td>80% or more of the students will be able to complete all five parts of the care plan.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ECE -108</td>
<td>Health and Safety in Child Care</td>
<td>SLO1</td>
<td>Describe health and safety issues in child care programs.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Total of 36 students: 89% answered the question correctly</td>
<td>Yes</td>
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<tr>
<td>Unit Name</td>
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<td>SLO Number</td>
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<tr>
<td><strong>ECE -109</strong></td>
<td>Rhythm, Music, Movement Activities for Children</td>
<td>SLO2</td>
<td>Identify health, safety, and environmental risks in collaboration with staff, families, and appropriate legal regulations.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75% of the students will demonstrate knowledge of this SLO.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>ECE -110</strong></td>
<td>Administration and Supervision of Early Childhood Programs II</td>
<td>SLO1</td>
<td>Create a music and movement curriculum for infants, toddlers, preschoolers, and early elementary school-aged children based on developmental principles, observation, and assessment criteria.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Out of 23 students: one received a &quot;D&quot; grade nineteen received a &quot;B&quot; grade three received an &quot;A&quot; grade</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td>SLO1</td>
<td>Create a music and movement curriculum for infants, toddlers, preschoolers, and early elementary school-aged children based on developmental principles, observation, and assessment criteria.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students receive a score between 34 - 40 which is equivalent to an &quot;A&quot; grade.</td>
<td>Yes</td>
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<tr>
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<td>SLO3</td>
<td>Assess and critique a wide variety of rhythm, music and music lessons, activities, and programs using standards based on predominant theories of movement education.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students who received an &quot;A&quot;, &quot;B&quot;, &quot;C&quot; and &quot;D&quot; grades passed the exam.</td>
<td>No</td>
<td></td>
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<tr>
<td></td>
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<td>SLO3</td>
<td>Assess and critique a wide variety of rhythm, music and music lessons, activities, and programs using standards based on predominant theories of movement education.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students who received an &quot;A&quot;, &quot;B&quot;, &quot;C&quot; and &quot;D&quot; grades passed the exam.</td>
<td>Yes</td>
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<tr>
<td></td>
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<td>SLO3</td>
<td>Assess and critique a wide variety of rhythm, music and music lessons, activities, and programs using standards based on predominant theories of movement education.</td>
<td>2015-2016 (Fall 2015)</td>
<td>The students will demonstrate knowledge of how these activities are connected to the standards in movement education.</td>
<td>No</td>
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<tr>
<td></td>
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<td>SLO3</td>
<td>Assess and critique a wide variety of rhythm, music and music lessons, activities, and programs using standards based on predominant theories of movement education.</td>
<td>2015-2016 (Fall 2015)</td>
<td>The students will demonstrate knowledge of how these activities are connected to the standards in movement education.</td>
<td>Yes</td>
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<td></td>
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<td>Components of manager's role</td>
<td>Students are able to describe the components of the manager's role in providing for quality in centers for young children and are able to compare their own skills to those described.</td>
<td>2014-2015 (Spring 2015)</td>
<td>75 % of students will demonstrate in writing and verbally that they could identify the skills needed to maintain quality in the various components of the manager’s role in running</td>
<td>Yes</td>
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<table>
<thead>
<tr>
<th>Unit Name</th>
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<tbody>
<tr>
<td>ECE-142</td>
<td>Supervision of Adults-The Mentor Teacher</td>
<td>#3</td>
<td>Describe the role of mentor in leadership and advocacy in the field of early childhood education.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Expectations that 75% of students would answer correctly or complete activity sheet correctly to achieve this SLO.</td>
<td>Yes</td>
</tr>
<tr>
<td>ECE-145</td>
<td>Integrating Children With Special Needs</td>
<td>SLO1</td>
<td>Describe Federal, State, and local regulations that impact children with special needs and their families.</td>
<td>2014-2015 (Spring 2015)</td>
<td>75% students will show understanding of regulations.</td>
<td>Yes</td>
</tr>
<tr>
<td>ECE-146</td>
<td>Child Guidance and Discipline</td>
<td>3</td>
<td>Identify and apply guidance and discipline strategies to children’s anger and aggression.</td>
<td>2015-2016 (Fall 2015)</td>
<td>95% of students who complete quiz, receive a “B” or better.</td>
<td>Yes</td>
</tr>
<tr>
<td>ECE-191</td>
<td>Infant Toddler Development</td>
<td>#2</td>
<td>Describe the physical, emotional, cognitive and social development of infants/toddlers as well as identify current issues concerning infants/toddlers in group care.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of class earns grade of C or above.</td>
<td>No</td>
</tr>
<tr>
<td>ECE-195</td>
<td>The School Age Child: community resources</td>
<td>#2</td>
<td>Describe the physical, emotional, cognitive and social development of infants/toddlers as well as identify current issues concerning infants/toddlers in group care.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75% students will be able to observe children and then analyze their development.</td>
<td>No</td>
</tr>
<tr>
<td>ECE-195</td>
<td>The School Age Child: community resources</td>
<td>#2</td>
<td>Describe the physical, emotional, cognitive and social development of infants/toddlers as well as identify current issues concerning infants/toddlers in group care.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75% students will be able to observe children and then analyze their development.</td>
<td>Yes</td>
</tr>
<tr>
<td>ECE-195</td>
<td>The School Age Child: community resources</td>
<td>#2</td>
<td>Identify Community Resources Available for School Age Programming</td>
<td>2014-2015 (Spring 2015)</td>
<td>90% of students will complete assignment with a &quot;B&quot; or better.</td>
<td>Yes</td>
</tr>
<tr>
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<tr>
<td>Development, Behavior, Curriculum Activities</td>
<td>community resources</td>
<td>Identify Community Resources Available for School Age Programming</td>
<td>2014-2015 (Spring 2015)</td>
<td>90% of students will complete the assignment with a B or better and demonstrate written and knowledge of the SLO.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Academic (HSS) - Economics</td>
<td>ECON-010A</td>
<td>Principles of Macroeconomic Theory</td>
<td>1</td>
<td>Identify and Interpret Macroeconomic Data</td>
<td>2015-2016 (Fall 2015)</td>
<td>Yes</td>
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<td>2014-2015 (Spring 2015)</td>
<td>82% of the students answer the question on the Exam correctly.</td>
<td>Yes</td>
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<td></td>
<td>ECON-010B</td>
<td>Introduction to Microeconomic Theory</td>
<td>1</td>
<td>Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Yes</td>
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<td>2015-2016 (Fall 2015)</td>
<td>I expected 60 percent of students will get the correct answer.</td>
<td>Yes</td>
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<td>2015-2016 (Spring 2016)</td>
<td>I expected 60 percent of students will pass this question.</td>
<td>Yes</td>
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<td>2014-2015 (Spring 2015)</td>
<td>72% of the students answered the question correctly.</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic (HSS) - Ethnic Studies</td>
<td>ETH-020A</td>
<td>African American Culture</td>
<td>#1</td>
<td>Summarize the key political movements and events of African Americans in the United States.</td>
<td>2015-2016 (Fall 2015)</td>
<td>The criterion for success lies mainly in the student's self reflection and from the comments (optional) that they were able to leave within the surveys.</td>
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<td>2014-2015 (Spring 2015)</td>
<td>Evaluate how the historical struggles, protests, and marches by African Americans have influenced the African American youth today and in the future.</td>
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<td>2014-2015 (Spring 2015)</td>
<td>Identify the principal political and socioeconomic barriers for African American advancement into mainstream American society.</td>
<td>Yes</td>
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<tr>
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<td>2014-2015 (Spring 2015)</td>
<td>Identify the principal political and socioeconomic barriers for African American advancement into mainstream American society.</td>
<td>Yes</td>
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<td>2015-2016</td>
<td>Compare and contrast historical patterns of</td>
<td>70% pass</td>
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<tr>
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<tr>
<td>ETH-027</td>
<td>to Race &amp; Ethnicity in American History</td>
<td>Patterns subordination that have shaped socio-political realities for major racial and ethnic groups in American society</td>
<td>(Fall 2015)</td>
<td>70% proficiency with SLO 1</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#1 Historical Patterns Compare and contrast historical patterns of subordination that have shaped socio-political realities for major racial and ethnic groups in American society</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% proficiency with SLO 1</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#1 Historical Patterns Compare and contrast historical patterns of subordination that have shaped socio-political realities for major racial and ethnic groups in American society</td>
<td>2015-2016 (Fall 2015)</td>
<td>The criterion for success, other than final grade, lies in the change in percentage from Pre- to Post-assessment of the SLO.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#2 Analyze social stratification in American society based on race, class, and gender.</td>
<td>2015-2016 (Fall 2015)</td>
<td>By doing the assignment, students receive credit. Students papers are graded: 1. 'Check plus' - A 2. 'Check' - B 3. 'Check Minus' - C</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#2 Analyze social stratification in American society based on race, class, and gender.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Successfully passing portfolio assessment with a &quot;C&quot; (70%) or better.</td>
<td>Yes</td>
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<td>#4 Explain historical origins of contemporary socio-political issues using sociological terminology.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students pass exam and paper</td>
<td>Yes</td>
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<td>#4 Explain historical origins of contemporary socio-political issues using sociological terminology.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Student research essays were assessed based on the extent to which they successfully integrated a sociological understanding of key concepts/theories from the course in their analysis. In addition, students' effective use of evidence to support their analysis was assessed.</td>
<td>Yes</td>
</tr>
<tr>
<td>ETH-030</td>
<td>Chicana/o Culture</td>
<td>#1 Eurocentrism Compare and contrast traditional eurocentric and alternative social science perspectives of Mexican/Chicana/o culture and history</td>
<td>2015-2016 (Fall 2015)</td>
<td>A score of 70%/C or better constituted successfully satisfying this SLO</td>
<td>Yes</td>
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<td>#3 Describe and evaluate the reliability of major Integration theories (Anglo conformity, cultural pluralism, and melting pot) for their interpretation of the Mexican cultural experiences.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students were assessed based on the depth of their analysis as well as the extent to which they demonstrated a command of understanding of each theory.</td>
<td>Yes</td>
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<td>#4 Compare and contrast the relationship between the dominant American culture and Chicana/o culture.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students that demonstrate the ability to compare and contrast at least 3 aspects of both cultures with specific examples will have met this SLO if they receive 70% or better.</td>
<td>Yes</td>
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<td></td>
<td>#5 Describe and define the historic &quot;cause and effect&quot; relationship of racism, stereotyping,</td>
<td>2015-2016 (Fall 2015)</td>
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<tr>
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<tr>
<td>ETH-031</td>
<td>Contemporary Issues in Mexican American Communities</td>
<td>Critically Reflect on Mexican American Social Issues</td>
<td>Critically reflect both orally and in writing on various social issues in Mexican American communities and attempts to address them in American society.</td>
<td>2014-2015 (Spring 2015)</td>
<td>75% of students pass the assessment</td>
</tr>
<tr>
<td>ETH-037A</td>
<td>Mexican American History I</td>
<td>1</td>
<td>Assess historical events and developments in the United States from the pre-Columbian era to Reconstruction as they influence contemporary issues of diverse identities.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70%/C or better as an average grade on Portfolio 1 and related quiz questions constituted successfully achieving Course SLO #1</td>
</tr>
<tr>
<td></td>
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<td>2</td>
<td>Evaluate historical information from primary and secondary sources drawing upon different points of view and describe their influence on social issues and political action.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% pass exam</td>
</tr>
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<td>3</td>
<td>Compare and contrast the Mexican American experience to other racial/ethnic groups in terms of their respective contributions to society of the United States.</td>
<td>2015-2016 (Fall 2015)</td>
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<td>4</td>
<td>Identify and examine the principal events, developments, ideas, political decisions (local, state, national), and international relations in all the territories now in the United States from the beginnings of this society through Reconstruction.</td>
<td>2015-2016 (Fall 2015)</td>
<td></td>
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<tr>
<td>ETH-041</td>
<td>Vietnamese American Culture</td>
<td>CSLO 1</td>
<td>1. Articulate the historical perspective of Vietnamese in the United States in relation to their experiences of immigration, acculturation, assimilation, adaptation, and cultural pluralism.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Able to articulate understanding of Confucian teachings in VietNam, knowledge and familiarity of the Vietnamese migration to the USA.</td>
</tr>
<tr>
<td>CSLO 3</td>
<td></td>
<td>3</td>
<td>Analyze the effects of domination, 2014-2015</td>
<td>70% pass exam</td>
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<td>Unit Name</td>
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<td>SLO Assessment Cycle</td>
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<tr>
<td>Academic (HSS) - Family and</td>
<td>FCS-019</td>
<td>Nutrition 4</td>
<td>Distinguish physiological and environmental factors influencing food choices and dietary behaviors.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75% of students will evaluate physiological and environmental factors affecting dietary behavior by writing a short essay included in their Diet Analysis project.</td>
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<tr>
<td>Consumer Studies</td>
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<td>colonization, and immigration of Vietnamese Americans and explain how these experiences influence the development of the Vietnamese community in the United States.</td>
<td>(Spring 2015)</td>
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<td></td>
<td>GEO-010</td>
<td>Introduction to Physical Geography</td>
<td>SLO1 Describe what makes Earth habitable using knowledge of its physical geographical characteristics.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% or more of the students answer 4/5 questions correctly.</td>
</tr>
<tr>
<td></td>
<td>GEO-011</td>
<td>Introduction to Cultural Geography</td>
<td>SLO1 Evaluate how cultural and geographical elements such as ethnicity, agriculture, religion, and politics shape cultural identity</td>
<td>2014-2015 (Spring 2015)</td>
<td>65% of the students received a 'Pass Evaluation'.</td>
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<td>SLO2 Recognize and discuss nutrient deficiency symptoms.</td>
<td>2014-2015 (Spring 2015)</td>
<td>75% students will be able to demonstrate knowledge of nutrient deficiencies.</td>
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<td>SLO2 Recognize and discuss nutrient deficiency symptoms.</td>
<td>2014-2015 (Spring 2015)</td>
<td>80% or more of the students will correctly answer two or more questions.</td>
</tr>
<tr>
<td>FCS-070 Child Development #1</td>
<td></td>
<td>#1 major milestones</td>
<td>Students will be able to identify the major milestones in child development from birth through adolescence in social, emotional, cognitive and physical development.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% overall score on Final Exam</td>
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<td>major milestones</td>
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<td>#1 major milestones Students will be able to identify the major milestones in child development from birth through adolescence in social, emotional, cognitive and physical development.</td>
<td>2014-2015 (Spring 2015)</td>
<td>at least 70% pass</td>
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<td>#2 observe, record, analyze and compare behaviors Students will be able to observe, record, analyze and compare children's behavior and relate it to course materials on development.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75% students will be able to meet this criterion.</td>
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<td>#2 observe, record, analyze and compare behaviors Students will be able to observe, record, analyze and compare children's behavior and relate it to course materials on development.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Criteria used for evaluation: record an objective observation, provide specific details in a descriptive manner, analyze the child’s developmental domains based on the observation and while answering some guiding questions. 75% of the students should be able to meet the above criterion.</td>
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<td>Academic (HSS) - Global Studies</td>
<td>GLO BL-001</td>
<td>Introduction to Global Studies</td>
<td>CSLO #1</td>
<td>Describe globalization and its relationship to national, regional, and cultural diversity</td>
<td>2015-2016 (Fall 2015)</td>
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<td>SLO 2</td>
<td>Develop an understanding of global economic and political systems and their interdependence</td>
<td>2015-2016 (Fall 2015)</td>
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<td>GLO BL-002</td>
<td>Global Issues</td>
<td>SLO 1 same as CSLO 1</td>
<td>Identify major recurring and emerging global issues.</td>
<td>2015-2016 (Fall 2015)</td>
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<td>SLO 4 same as CSLO 6</td>
<td>Critically examine and analyze issues from the interdisciplinary and international perspectives, models, and theories.</td>
<td>2015-2016 (Fall 2015)</td>
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<td>GLO BL-007</td>
<td>Global Citizenship/Civics</td>
<td>#2</td>
<td>Examine several key dimensions of individual identity such as gender, ethnicity, race, kinship, and nationality, and determine the significance of each in one's identification.</td>
<td>2014-2015 (Spring 2015)</td>
</tr>
<tr>
<td>Academic (HSS) - History</td>
<td>HIST-001</td>
<td>Survey of American History</td>
<td>#3</td>
<td>Assess the essential elements of the revolutionary issues in colonial America</td>
<td>2014-2015 (Spring 2015)</td>
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<td>#6</td>
<td>Describe and evaluate the expansion of American influence and control during the period known as Manifest Destiny</td>
<td>2015-2016 (Fall 2015)</td>
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<td>#9</td>
<td>Analyze and evaluate the effects of the New Deal upon U.S. economy and political power structure.</td>
<td>2015-2016 (Fall 2015)</td>
</tr>
<tr>
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<td>HIST-009</td>
<td>Women in American History</td>
<td>#1</td>
<td>Analyze the primary concepts, meanings, and questions in the study of American women's history.</td>
<td>2015-2016 (Spring 2016)</td>
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<td>#4</td>
<td>Evaluate slave and free black women's history</td>
<td>2015-2016 (Fall 2015)</td>
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<td>#5</td>
<td>Discuss women's laws, identities, ideals and realities.</td>
<td>2014-2015 (Spring 2015)</td>
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<td>#5</td>
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<td>2014-2015 (Spring 2015)</td>
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<td>HIST-010A</td>
<td>Development of Western Culture</td>
<td>#3</td>
<td>Relate and apply the ideas, views and beliefs of the past to contemporary ideas, views and beliefs.</td>
<td>2015-2016 (Fall 2015)</td>
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<tr>
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<tr>
<td>HIST - 010 B</td>
<td>Development of Western Culture</td>
<td>#4</td>
<td>Articulate and assess the influential ideas and from significant men and women of early modern and modern times.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students pass with a grade of C or better on the assessment</td>
</tr>
<tr>
<td>HIST - 011 A</td>
<td>World History to 1500</td>
<td>#5</td>
<td>Describe the influence of Christianity upon Europe, Africa, North and South America, and Asia.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students should adequately meet the learning objective goal.</td>
</tr>
<tr>
<td>HIST - 017 A</td>
<td>History of the United States A</td>
<td>#2</td>
<td>Apply historical knowledge of the past to understand contemporary issues.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students should demonstrate an understanding of the reading material and critical thinking skills in their answers/quiz/es/tests/papers.</td>
</tr>
<tr>
<td>HIST - 017 B</td>
<td>History of the United States B</td>
<td>#1</td>
<td>Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Demonstration of understanding.</td>
</tr>
<tr>
<td>HIST - 017 B</td>
<td>History of the United States B</td>
<td>#2</td>
<td>Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should demonstrate adequate understanding of the material and critical thinking skills.</td>
</tr>
<tr>
<td>HIST - 021 A</td>
<td>African American History</td>
<td>#7</td>
<td>Evaluate the similarities and differences among African American communities with respect to race, religion, and gender.</td>
<td>2015-2016 (Fall 2015)</td>
<td>The criterion for success is 70% success.</td>
</tr>
<tr>
<td>HIST - 024 A</td>
<td>History and Culture of the American Indian</td>
<td>#1</td>
<td>Identify and discuss the origins and diversity of early Indians in North America including cultural similarities and differences caused by geography.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Adequacy of understanding.</td>
</tr>
<tr>
<td>HIST - 024 A</td>
<td>History and Culture of the American Indian</td>
<td>#1</td>
<td>Identify and discuss the origins and diversity of early Indians in North America including cultural similarities and differences caused by geography.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should demonstrate adequate understanding of the required reading and critical thinking skills in the assessment method employed such as written answers, papers, tests and quizzes.</td>
</tr>
<tr>
<td>Academic (HSS) - Humanities</td>
<td>HUM NT-001</td>
<td>Introduction to Visual and Performing Arts A - HUM 001</td>
<td>Apply a basic interdisciplinary conceptual vocabulary to formulate his/her interpretations of visual and performing arts objects and events in the four fields of Visual Art, Music, Dance, Theatre.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Criterion for success was 75% of students received the equivalent of a C or higher.</td>
</tr>
<tr>
<td>Academic (HSS) - Humanities</td>
<td>HUM NT-001</td>
<td>Introduction to Visual and Performing Arts A - HUM 001</td>
<td>Apply a basic interdisciplinary conceptual vocabulary to formulate his/her interpretations of visual and performing arts objects and events in the four fields of Visual Art, Music, Dance, Theatre.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Student scores remain consistent for this learning outcome. 80% is well above minimum mastery level of 70%.</td>
</tr>
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</table>
events in the four fields of Visual Art, Music, Dance, Theatre.

Communicate such formulations through:
  a. Writing
  b. Oral discussion

2014-2015
(Spring 2015)
Above 70% demonstrated competency
Yes

Balance objective analysis with subjective response in formulating such interpretations through:
  a. Recognition of form
  b. Expression of feeling
  c. Description of structure
  d. Examination of contexts
  e. Synthesis of content
  f. Interpretation of meaning

2015-2016
(Spring 2016)
Above 70% mastery level
Yes

Balance objective analysis with subjective response in formulating such interpretations through:
  a. Recognition of form
  b. Expression of feeling
  c. Description of structure
  d. Examination of contexts
  e. Synthesis of content
  f. Interpretation of meaning

2015-2016
(Spring 2016)
Completeness and accuracy while demonstrating understanding of each artistic concept for each of 12-15 total worksheets. A total score of 70% or better demonstrates mastery of subject matter.
Yes

1. Identify major authors and works in world literature from antiquity to the 21st century.

2015-2016
(Fall 2015)
70%
No

1. Identify major authors and works in world literature from antiquity to the 21st century.

2015-2016
(Fall 2015)
70%
Yes

2. Analyze recurring or disparate themes and tropes in world literature from antiquity to the 21st century.

2015-2016
(Fall 2015)
70%
No

2. Analyze recurring or disparate themes and tropes in world literature from antiquity to the 21st century.

2015-2016
(Fall 2015)
70%
Yes

3. Define and apply literary terms necessary for reading, discussing, comprehending, analyzing, and writing about multiple genres in world literature.

2015-2016
(Fall 2015)
70%
No

3. Define and apply literary terms necessary for reading, discussing, comprehending, analyzing, and writing about multiple genres in world literature.

2015-2016
(Fall 2015)
70%
Yes
<table>
<thead>
<tr>
<th>Unit Name</th>
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<th>Criterion for Success</th>
<th>Criterion for Success Met</th>
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<tbody>
<tr>
<td>HUM NT-003 Introduction to Women's Studies</td>
<td>#1</td>
<td>Assess gender from a historical perspective</td>
<td>2015-2016 (Spring 2016)</td>
<td>Students should adequately meet the learning objective goal.</td>
<td>Yes</td>
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<td>#2</td>
<td>Analyze how gender and conceptions of gender shape individual identities, social institutions, personal relationships, and the distribution of power</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students demonstrate understanding of the author's viewpoint and then give their own viewpoints supported by facts.</td>
<td>Yes</td>
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<td>#3</td>
<td>Articulate issues of race, gender, sexuality and class</td>
<td>2015-2016 (Spring 2015)</td>
<td>Students should adequately meet the learning objective goal.</td>
<td>Yes</td>
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<td>#4</td>
<td>Analyze women's roles and experiences across the globe</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students should demonstrate critical/analytical writing and thinking skills.</td>
<td>Yes</td>
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<tr>
<td>Academic (HSS) - Labor Studies</td>
<td>LAB OR-023 Labor in American Society</td>
<td>Labor Organizational</td>
<td>Compare and contrast the organizing foci of labor organizations during the late 19th and early 20th centuries</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students pass assessment</td>
<td>Yes</td>
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<td>Labor Organizational</td>
<td>Compare and contrast the organizing foci of labor organizations during the late 19th and early 20th centuries</td>
<td>2014-2015 (Summer 2015)</td>
<td>70% of students pass assessment</td>
<td>Yes</td>
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<tr>
<td>New Deal</td>
<td>Labor Organizational</td>
<td>Analyze specific results of the New Deal era legislation on the welfare state, and labor issues pertaining to pay equity and the subsequent conservative backlash.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students pass assessment</td>
<td>Yes</td>
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<tr>
<td>New Deal</td>
<td>Labor Organizational</td>
<td>Analyze specific results of the New Deal era legislation on the welfare state, and labor issues pertaining to pay equity and the subsequent conservative backlash.</td>
<td>2014-2015 (Summer 2015)</td>
<td>70% of students pass assessment</td>
<td>Yes</td>
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<td>LAB OR-025 Labor Organizing and Political Action</td>
<td>Discuss Political Ethics</td>
<td>Discuss political ethics, campaigning strategies, and strategies for candidate selection from a union perspective</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of the students receive a pass</td>
<td>Yes</td>
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<tr>
<td>(HSS) - Music</td>
<td>IC-020</td>
<td></td>
<td>repertoire and composition</td>
<td>(Spring 2015)</td>
<td>evaluation</td>
<td>Yes</td>
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<td>2. Chords</td>
<td>B. Demonstrate and apply inversions chords in repertoire and composition</td>
<td>2014-2015 (Spring 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>Yes</td>
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<td></td>
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<td>3. Chord Progression</td>
<td>C. Construct chord progressions including usage of secondary triads</td>
<td>2015-2016 (Fall 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>Yes</td>
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<td>5. Pedaling</td>
<td>E. Correctly use the damper pedal as it relates to the 4 stylistic periods</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% or more of students pass</td>
<td>Yes</td>
</tr>
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<td></td>
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<td></td>
<td>5. Pedaling</td>
<td>E. Correctly use the damper pedal as it relates to the 4 stylistic periods</td>
<td>2015-2016 (Fall 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>Yes</td>
</tr>
<tr>
<td>MUS IC-028</td>
<td></td>
<td>Class Guitar</td>
<td>1. Mechanics</td>
<td>1. Use correct arm, hand, and sitting positions.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of the students receive a pass evaluation</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Mechanics</td>
<td>1. Use correct arm, hand, and sitting positions.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% or more of students pass assessment</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Mechanics</td>
<td>1. Use correct arm, hand, and sitting positions.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>Yes</td>
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<td></td>
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<td></td>
<td>2. Intermediate Etudes. Exercises</td>
<td>2. Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of the students receive a pass evaluation</td>
<td>No</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>2. Intermediate Etudes. Exercises</td>
<td>2. Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of the students receive a pass evaluation</td>
<td>Yes</td>
</tr>
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<td></td>
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<td>2. Intermediate Etudes. Exercises</td>
<td>2. Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Above 70% competency</td>
<td>No</td>
</tr>
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<td>2. Intermediate Etudes. Exercises</td>
<td>2. Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Above 70% competency</td>
<td>Yes</td>
</tr>
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<td>2. Intermediate Etudes. Exercises</td>
<td>2. Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>No</td>
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<td>Unit Name</td>
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<tr>
<td>MUSIC-050 A</td>
<td>Beginning Piano</td>
<td>2. Intermediate Etudes. Exercises</td>
<td>2. Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>Yes</td>
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<tr>
<td>MUSIC-050 A</td>
<td>Beginning Piano</td>
<td>2. Chords</td>
<td>B. Demonstrate knowledge of chords and their construction. Primarily I and V</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of the students receive a pass evaluation</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>MUSIC-050 A</td>
<td>Beginning Piano</td>
<td>2. Chords</td>
<td>B. Demonstrate knowledge of chords and their construction. Primarily I and V</td>
<td>2014-2015 (Spring 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>Yes</td>
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<tr>
<td>MUSIC-050 A</td>
<td>Beginning Piano</td>
<td>3. Chord Progression</td>
<td>C. Construct simple and common chord progressions (e.g. I-IV-V(7)-I, I-IV-I, I-IV-V(7)-I)</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% or higher</td>
<td>Yes</td>
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</tr>
<tr>
<td>MUSIC-050 A</td>
<td>Beginning Piano</td>
<td>3. Chord Progression</td>
<td>C. Construct simple and common chord progressions (e.g. I-IV-V(7)-I, I-IV-I, I-IV-V(7)-I)</td>
<td>2015-2016 (Fall 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>Yes</td>
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<tr>
<td>MUSIC-058 A</td>
<td>Beginning Guitar</td>
<td>3. First Position</td>
<td>3. Play basic technical and rhythmical exercises and studies in first position.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of the students receive a pass evaluation</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>MUSIC-058 A</td>
<td>Beginning Guitar</td>
<td>3. First Position</td>
<td>3. Play basic technical and rhythmical exercises and studies in first position.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>Yes</td>
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<tr>
<td>MUSIC-058 A</td>
<td>Beginning Guitar</td>
<td>4. Fingerboard</td>
<td>4. Identify notes on the fingerboard.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass</td>
<td>Yes</td>
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<tr>
<td>Unit Name</td>
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<td>MUS IC- 058 B</td>
<td>Beginning Guitar</td>
<td>4. Fingerboard</td>
<td>4. Identify notes on the fingerboard.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% or higher</td>
<td>Yes</td>
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<td>4. Fingerboard</td>
<td>4. Identify notes on the fingerboard.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>Yes</td>
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<td>3. Etudes.Exercises</td>
<td>3. Play basic technical and rhythmical exercises, studies, and simple pieces appropriate to this level, using correct, relaxed playing position.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of the students receive a pass evaluation</td>
<td>Yes</td>
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<td></td>
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<td></td>
<td>4. Tuning</td>
<td>4. Tune the guitar.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70 or higher</td>
<td>Yes</td>
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<td></td>
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<td>4. Tuning</td>
<td>4. Tune the guitar.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of the students receive a pass evaluation</td>
<td>Yes</td>
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<td>4. Tuning</td>
<td>4. Tune the guitar.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F</td>
<td>Yes</td>
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<tr>
<td></td>
<td>MUS IC- 083 B</td>
<td>Exploring The World of Music</td>
<td>SLO Mus 83 B</td>
<td>examine music-making within its cultural context and describe how music is created and used to: 1. inspire feeling 2. help people work 3. enhance games and play 4. create community.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Above 70% competency</td>
<td>Yes</td>
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<td>SLO Mus 83 C</td>
<td>Recognize the elements of music: (e.g. Rhythm, timbre) from a cross-cultural experience</td>
<td>2014-2015 (Spring 2015)</td>
<td>Above 70% competency</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>MUS IC- 091</td>
<td>Music Appreciation: Western Civilization</td>
<td>A. Listening</td>
<td>A. Aurally identify particular pieces of repertoire by title/composer, musical form, musical instruments, and modality.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Above 70% competency</td>
<td>Yes</td>
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<td>B. Style Elements</td>
<td>B. Describe how the various elements of music are combined to create what is called style.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Above 70% competency</td>
<td>Yes</td>
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<tr>
<td></td>
<td>MUS IC- 095 B</td>
<td>Music Appreciation: Jazz</td>
<td>SLO Mus 95 B</td>
<td>2. Analyze and evaluate a jazz performance through description of features of jazz</td>
<td>2014-2015 (Spring 2015)</td>
<td>Above 70% competency</td>
<td>Yes</td>
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<td>SLO Mus 95 E</td>
<td>5. Distinguish similarities and differences of stylistic periods in jazz music</td>
<td>2015-2016 (Fall 2015)</td>
<td>Above 70% competency</td>
<td>Yes</td>
</tr>
<tr>
<td>Unit Name</td>
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<tr>
<td>MUS</td>
<td>IC-099</td>
<td>Introductory Music</td>
<td>1. Symbols</td>
<td>1. Define, classify, and write the basic symbols of notation of pitch, duration, meter, volume, and timbre.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% and above.</td>
<td>Yes</td>
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<td>70% or more of students answer the questions correctly.</td>
<td>Yes</td>
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<td>Above 70% competency</td>
<td>Yes</td>
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<td></td>
<td></td>
<td></td>
<td>1. Symbols</td>
<td>1. Define, classify, and write the basic symbols of notation of pitch, duration, meter, volume, and timbre.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Above 70% competency</td>
<td>Yes</td>
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<td>4. Keyboard</td>
<td>4. Read simple compositions and play them at the keyboard, demonstrating skills of basic musicianship.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Above 70% competency</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic (HSS) - Philosophy</td>
<td>PHIL-010</td>
<td>Introduction to Philosophy: Metaphysics and Epistemology</td>
<td>#1</td>
<td>Explain the basic history, philosophers and the ideas of western philosophy</td>
<td>2014-2015 (Spring 2015)</td>
<td>65% is Pass with C; 75% is B; 85% is A.</td>
<td>Yes</td>
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<td></td>
<td>#1</td>
<td></td>
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<td>Passing requires a 65% or higher. 86% or higher is A; 76% or higher is B; 65% or higher is C. Below 65% is F.</td>
<td>Yes</td>
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<td>#2</td>
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<td>#3</td>
<td></td>
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<td></td>
<td>65%/100% or higher is passing grade. Historically the passing rate has been more than 80% which is more than the target aimed for.</td>
<td>Yes</td>
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<td>#3</td>
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<td></td>
<td>75% or higher of students who took the course and completed it with passing grades</td>
<td>Yes</td>
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<td>#4</td>
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<td>0-10; 6.5 being pass. See Actual Results Breakdown below (in Notes)</td>
<td>Yes</td>
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<td>#4</td>
<td></td>
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<td></td>
<td>6.5 being pass</td>
<td>Yes</td>
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<tr>
<td>PHIL-012</td>
<td></td>
<td>Introduction to Philosophy: Existentialism: Past, Present, and Future</td>
<td>#2</td>
<td>Construct a general outline of the history of existentialist philosophy.</td>
<td>2014-2015 (Spring 2015)</td>
<td>0-10, ten being the best: 6 is passing scale</td>
<td>Yes</td>
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<td>#1</td>
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<td>6.5 or higher to pass the SLO. 90% is A;</td>
<td>Yes</td>
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<tr>
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<tr>
<td>-051</td>
<td>PHIL</td>
<td>Logic and Critical Thinking</td>
<td>#3</td>
<td>Articulate the basic types of informal and formal logical fallacies.</td>
<td>2015-2016 (Spring 2015)</td>
<td>60% or higher is pass. 60-70%: C; 71-84: B; 85-100: A. See Results below (in Notes)</td>
<td>Yes</td>
</tr>
<tr>
<td>-060</td>
<td>PHIL</td>
<td>Religion: The Live Hypothesis</td>
<td>#3</td>
<td>Articulate the basic types of informal and formal logical fallacies.</td>
<td>2015-2016 (Fall 2015)</td>
<td>An 85% and higher of students who took and completed the course is considered a success</td>
<td>Yes</td>
</tr>
<tr>
<td>-070</td>
<td>PHIL</td>
<td>Religion: The Live Hypothesis</td>
<td>#4</td>
<td>Perform the basic operations of formal, sentential and symbolic logic.</td>
<td>2014-2015 (Spring 2015)</td>
<td>65% being passed. 90% = A; 75% = B; 65% = C; below 65% Failed. Breakdown of actual results are in Notes below.</td>
<td>Yes</td>
</tr>
<tr>
<td>-070</td>
<td>PHIL</td>
<td>Religion: The Live Hypothesis</td>
<td>#6</td>
<td>Articulate the basic forms of scientific, casual and statistical fallacies.</td>
<td>2015-2016 (Fall 2015)</td>
<td>65% -75% is passing with C; 76-85% is B; 86-100% is A.</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic (HSS) - Photography</td>
<td>PHO</td>
<td>Beginning Photography</td>
<td>#3</td>
<td>Create compositions using subject placement, lighting, tonal range and principles of design.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students need achieve Grade 'C' or better. Numerically this would equate to a '3' on a five level scale as follows: Grading on a 5 level scale as follows: 1 = not satisfactory 2 = below average 3 = average 4 = above average 5 = outstanding</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic (HSS) - Photography</td>
<td>PHO</td>
<td>Beginning Photography</td>
<td>#3</td>
<td>Create compositions using subject placement, lighting, tonal range and principles of design.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Students need achieve Grade 'C' or better. Numerically this would equate to a '3' on a five level scale as follows: Grading on a 5 level scale as follows: 1 = not satisfactory 2 = below average 3 = average 4 = above average 5 = outstanding</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic (HSS) - Photography</td>
<td>PHO</td>
<td>Beginning Photography</td>
<td>#5</td>
<td>Discuss and write knowledgeably of the history of the medium, and its use by established photographers (past or present) to communicate within commerce, social justice, environmental awareness or art.</td>
<td>2014-2015 (Spring 2015)</td>
<td>The topics as mentioned above are given 20 points each amounting to 100 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic (HSS) - Photography</td>
<td>PHO</td>
<td>Beginning Photography</td>
<td>#5</td>
<td>Discuss and write knowledgeably of the history of the medium, and its use by established photographers (past or present) to communicate within commerce, social justice, environmental awareness or art.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students need achieve Grade 'C' or better. Numerically this would equate to a '3' on a five level scale as follows: Grading on a 5 level scale as follows: 1 = not satisfactory 2 = below average 3 = average 4 = above average 5 = outstanding. In terms of 100% (marks given out of 100) this is 1 (not satisfactory) = 50% or less, 2 (below average)</td>
<td>Yes</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Unit Name</th>
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</thead>
<tbody>
<tr>
<td>PHO 062</td>
<td>Intermediate Photography</td>
<td>#1 Evaluate ways digital imaging can manipulate the public's perception of the news and advertising</td>
<td>2014-2015 (Spring 2015)</td>
<td>60% - 69%, 3 (average) = 70% - 79%, 4 (above average) = 80% - 89%, and 5 (outstanding) = 90% - 100%.</td>
<td>Yes</td>
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<td>#2 Describe relevance of image making over time and its importance in American culture</td>
<td>2015-2016 (Fall 2015)</td>
<td></td>
<td>Yes</td>
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<td>#7 Demonstrate archival presentation methods and their importance</td>
<td>2015-2016 (Fall 2015)</td>
<td>The practical requires 6 matted archival prints for each of which 10 points are awarded, 4 points for use of correct materials, 3 points for precision of centered placement, 3 points for correct use of temperature (evidenced by flatness of board) and 3 points for precise gluing (no overspill). This 'practical' total is 60 points. The quiz of 10 questions (requiring short written answers) is awarded 4 points per correctly expressed answer. The 'quiz' total is 40 points. The full total is 100 points and a letter grade is given as usual for the normal A&gt;90, B&gt;80, C&gt;70, D&gt;60 percentiles.</td>
<td>Yes</td>
</tr>
<tr>
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<td>Course SLO</td>
<td>Course SLO Description</td>
<td>SLO Assessment Cycle</td>
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<tr>
<td>PHOT076</td>
<td>Photoshop 1</td>
<td>#4</td>
<td>Discuss and employ color theory.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Students must score a 'C' or better to be considered as 'passing'. The before and after images should show a marked difference with the 'corrected' image not only looking correct but with a grey card reading of neutral. Grading on a 5 level scale as follows: 1 = not satisfactory 2 = below average 3 = average 4 = above average 5 = outstanding</td>
</tr>
<tr>
<td>#5</td>
<td>Apply basic 'digital darkroom' techniques.</td>
<td>2015-2016 (Fall 2015)</td>
<td>The before and after images should show an appropriate difference with the 'corrected' image not only looking correct but with 'densitometry' readings showing preserved detail in both shadows and highlights and correct exposure in the 'mid-tones'. Grading on a 5 level scale as follows: 1 = not satisfactory 2 = below average 3 = average 4 = above average 5 = outstanding</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>PHOT077</td>
<td>Photoshop 2</td>
<td>#4</td>
<td>Create hard copy and soft copy photographic images for portfolio presentation</td>
<td>2014-2015 (Spring 2015)</td>
<td>The prints are given 10 points each. 5 for content (on a scale of 1 to 5 from poor to excellent) and another scale of 5 for print quality (exposure, contrast, retention of detail, color balance and correct positioning on paper). Total print score: 100 points. Similarly the slide photographs are scored for content and projected image quality. Total slide show score: 100 points. The addition of the two scores is divided by 2 to give a final score out of 100 and hence a percentage grade. Students need achieve Grade 'C' or better. Numerically this would equate to a '3' on a five level scale as follows: Grading on a 5 level scale as follows: 1 = not satisfactory 2 = below average 3 = average 4 = above average 5 = outstanding. In terms of 100%</td>
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<tr>
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<tr>
<td>PHO</td>
<td>TO-079</td>
<td>Digital Photography</td>
<td>#1</td>
<td>Utilize camera settings and shooting techniques to effectively communicate intent and vision.</td>
<td>2015-2016 (Fall 2015)</td>
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**Digital Photography**

- **#1** Utilize camera settings and shooting techniques to effectively communicate intent and vision.

**Politics and Government in America**

- **#1** Evaluate government based on headship, possession and distribution of authority, and organic structure and operation of government.

### Criterion for Success

(marks given out of 100) this is 1 (not satisfactory) = 50% or less, 2 (below average) = 60% - 69%, 3 (average) = 70% - 79%, 4 (above average) = 80% - 89%, and 5 (outstanding) = 90% - 100%.

**Yes**
<table>
<thead>
<tr>
<th>Course Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Comparative Politics #1</td>
<td>Analyze the major historical forces in various nations’ pasts and describe their implications for the political present.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% or more of the students pass with a “C” or higher</td>
<td>Yes</td>
</tr>
<tr>
<td>Comparative Politics #3</td>
<td>Contrast party systems and the strengths and weaknesses of executive systems in relation to party systems.</td>
<td>2014-2015 (Spring 2015)</td>
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<tr>
<td>Comparative Politics #4</td>
<td>Articulate how political beliefs and ideologies result in national policies.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students earned a passing score</td>
<td>Yes</td>
</tr>
<tr>
<td>International Relations #2</td>
<td>Articulate the major concepts of globalization and transnationalism in the area of international relations.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students earn a composite grade of “C” or better</td>
<td>Yes</td>
</tr>
<tr>
<td>General Psychology SLO #1</td>
<td>Illustrate how the scientific approach is used in psychology to study human nature, and explain the necessity for ethical behavior in the conduct of psychological studies and the practice of psychology.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students’ responses to writing prompt are scored average (7 out of 10) or higher.</td>
<td>Yes</td>
</tr>
<tr>
<td>SLO #2</td>
<td>Compare and contrast the major theoretical perspectives of psychology noting the major focus of each and its limitation</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students’ responses to writing prompt are scored average (7 out of 10) or higher.</td>
<td>Yes</td>
</tr>
<tr>
<td>SLO #3</td>
<td>Explain the major domains of psychological inquiry including the biological bases of behavior, learning and cognition, motivation and emotion, and personality.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75% of students responses demonstrate and average or higher ability to identify the major domains of psychological inquiry</td>
<td>Yes</td>
</tr>
<tr>
<td>SLO #4</td>
<td>Describe the major areas of applied psychology and analyze how psychological principles are applied in real world settings. (Previously CSLO4)</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students will score 7 or more out of 10 in response to this prompt.</td>
<td>Yes</td>
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<td></td>
<td>PSY CH-012</td>
<td>Social</td>
<td>CSLO#2</td>
<td>Describe the major areas of applied psychology and analyze how psychological principles are applied in real world settings. (Previously CSLO4)</td>
</tr>
<tr>
<td></td>
<td>PSY CH-020</td>
<td>The Psychology of Stress Reduction</td>
<td>CSLO#1</td>
<td>Describe stress as a physiological, psychological, and social phenomenon.</td>
</tr>
<tr>
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<td>PSY CH-020</td>
<td>The Psychology of Stress Reduction</td>
<td>CSLO#1</td>
<td>Describe stress as a physiological, psychological, and social phenomenon.</td>
</tr>
<tr>
<td></td>
<td>PSY CH-020</td>
<td>The Psychology of Stress Reduction</td>
<td>CSLO#2</td>
<td>Examine the impact of stress on human performance.</td>
</tr>
<tr>
<td></td>
<td>PSY CH-020</td>
<td>The Psychology of Stress Reduction</td>
<td>CSLO#3</td>
<td>Appraise the mind-body interplay in maintaining physical and psychological health.</td>
</tr>
<tr>
<td></td>
<td>PSY CH-012</td>
<td>Social</td>
<td>CSLO#5</td>
<td>Understand and apply social psychological principles to personal, social, and organizational issues.</td>
</tr>
<tr>
<td></td>
<td>PSY CH-012</td>
<td>Social</td>
<td>CSLO#5</td>
<td>Understand and apply social psychological principles to personal, social, and organizational issues.</td>
</tr>
<tr>
<td></td>
<td>PSY CH-012</td>
<td>Social</td>
<td>CSLO#6</td>
<td>Discuss the generalizability of the research findings across time and cultures.</td>
</tr>
<tr>
<td></td>
<td>PSY CH-012</td>
<td>Social</td>
<td>CSLO#2</td>
<td>Explain the implications of social psychological research and theories for individuals and society.</td>
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<tr>
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<td>PSY CH-012</td>
<td>Social</td>
<td>CSLO#2</td>
<td>Explain the implications of social psychological research and theories for individuals and society.</td>
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<tr>
<td></td>
<td>PSY CH-012</td>
<td>Social</td>
<td>CSLO#5</td>
<td>Understand and apply social psychological principles to personal, social, and organizational issues.</td>
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<tr>
<td>PSY CH-022</td>
<td>Research Methods in Psychology</td>
<td>CSLO #3</td>
<td>Synthesize a body of research findings.</td>
<td>2015-2016 (Fall 2015)</td>
<td>On a scale of 1 to 10, students' final research project/paper were rated on how well they had synthesized the related body of research. The criteria for success was a score of 7 out of 10.</td>
<td>Yes</td>
</tr>
<tr>
<td>PSY CH-031</td>
<td>Biological Psychology</td>
<td>CSLO #1</td>
<td>Compare and contrast research methodologies used in the scientific study of the brain's structure and function.</td>
<td>2014-2015 (Spring 2015)</td>
<td>Using a scale of 1 to 10, students' final research project/paper were rated on how well they had synthesized the related body of research. The criteria for success was a score of 7 out of 10.</td>
<td>Yes</td>
</tr>
<tr>
<td>CSLO #2</td>
<td>Summarize the major contemporary issues in human evolution, genetics, and behavioral development that underlie the biology of behavior.</td>
<td>2014-2015 (Spring 2015)</td>
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<tr>
<td>CSLO #3</td>
<td>Explain the general anatomy and physiology of the nervous system, and the interrelated systems, structures, and cells that constitute the nervous system.</td>
<td>2014-2015 (Spring 2015)</td>
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<tr>
<td>CSLO #4</td>
<td>Explain the general anatomy and physiology of the nervous system, and the interrelated systems, structures, and cells that constitute the nervous system.</td>
<td>2014-2015 (Spring 2015)</td>
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<tr>
<td>CSLO #5</td>
<td>Explain the biological basis of several behavioral or mental processes, such as perception, sensation, emotion, or motivation.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students rated at medium or high levels of understanding.</td>
<td>Yes</td>
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<tr>
<td>CSLO #6</td>
<td>Analyze the effects of compromised neurological functions on behavior and</td>
<td>2014-2015 (Spring 2015)</td>
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70% of students rated at medium or high levels of understanding.
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<tr>
<td>PSY CH-035</td>
<td>Introduction to the Psychology of Women</td>
<td>1)</td>
<td>Describe concepts of female psychological development throughout the life cycle.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of the students will pass.</td>
<td>Yes</td>
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<tr>
<td>PSY CH-035</td>
<td>PSY CH-060</td>
<td>Personal Growth and Adjustment</td>
<td>CSLO#3</td>
<td>Differentiate one's own and others? personality patterns and defensive reactions.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students earn a grade of C or better</td>
<td>Yes</td>
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<tr>
<td>PSY CH-092</td>
<td>Developmental Psychology</td>
<td>SLO #1</td>
<td>Identify the basic similarities in human development and the nature and origin of individual differences (Formerly CSLO 1)</td>
<td>2015-2016 (Fall 2015)</td>
<td>75% of students will achieve ratings of 7 or higher on their responses to the writing prompt.</td>
<td>Yes</td>
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<tr>
<td>PSY CH-092</td>
<td>PSY CH-092</td>
<td>Developmental Psychology</td>
<td>SLO #2</td>
<td>Describe the major milestones of cognitive, biological, emotional and social development and the research methods used to study the resulting changes across the lifespan.</td>
<td>2014-2015 (Spring 2015)</td>
<td>75% of student responses to the prompt are scored 7(out of 10) or higher.</td>
<td>Yes</td>
</tr>
<tr>
<td>PSY CH-092</td>
<td>Developmental Psychology</td>
<td>SLO #3</td>
<td>Compare and contrast the major contemporary theoretical approaches used to explain development over the lifespan and the research and applications that arise from them</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students' responses to writing prompt are scored average(7 out of 10) or higher.</td>
<td>Yes</td>
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<tr>
<td>PSY CH-092</td>
<td>Developmental Psychology</td>
<td>SLO #4</td>
<td>Evaluate the impact or significance of social contexts such as historical time, socioeconomic status, and culture on</td>
<td>2014-2015 (Spring 2015)</td>
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<td>Yes</td>
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<tr>
<td>PSY</td>
<td>CH-099</td>
<td>Abnormal Psychology</td>
<td>CSLO#1: Summarize the major diagnostic categories in the current DSM and the processes used in making psychiatric diagnoses.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of the students received a &quot;C&quot; or higher evaluation on the questions and essay.</td>
<td>Yes</td>
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<td>CSLO#2: Distinguish among the major diagnostic categories when applied to specific case examples.</td>
<td>2015-2016 (Fall 2015)</td>
<td>75% of students respond to the vignette with a complete and correct response.</td>
<td>Yes</td>
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<td>CSLO#3: Develop awareness of co-occurring disorders (Mental Illness/Substance Addiction) and the impact on assessment and treatment planning</td>
<td>2015-2016 (Spring 2016)</td>
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<td>CSLO#5: Identify, compare, and contrast major treatment approaches.</td>
<td>2015-2016 (Spring 2016)</td>
<td>70% of students pass the assessment</td>
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<tr>
<td>PSY</td>
<td>CH-100</td>
<td>Human Sexuality</td>
<td>#1. 1. Explain sexual diversity and values of various cultures.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students pass the assessment</td>
<td>Yes</td>
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<td>#2. Evaluate how media influences and reflects sexuality.</td>
<td>2015-2016 (Fall 2015)</td>
<td>of the 56 students enrolled, 35 of the students successfully completed this research and powerpoint presentation.</td>
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<td>#3. Discuss different types of sexual orientation in relation to culture, political and legal research, and choice.</td>
<td>2015-2016 (Fall 2015)</td>
<td>A=26,B=26,C=30,D=6,F=38 (many students dropped after the allowed “W” date).</td>
<td>Yes</td>
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<td>#4. Describe how various cultural influences may contribute to sexual problems.</td>
<td>2015-2016 (Spring 2016)</td>
<td>of the 123 students enrolled, for this particular quiz 54 students were in the 80% for the class. 20 students scored in the 70% and the remainder either did not take the test, did not purchase the text, did not study, or had stopped attending class.</td>
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<tr>
<td>Academic</td>
<td>ETH-041</td>
<td>Vietnamese American Culture</td>
<td>CSLO 1: 1. Articulate the historical perspective of Vietnamese in the United States in relation to their experiences of immigration, acculturation, assimilation, adaptation, and cultural pluralism.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Able to articulate understanding of Confucian teachings in VietNam, knowledge and familiarity of the Vietnamese migration to the USA.</td>
<td>Yes</td>
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<td>(HSS) -</td>
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<td>CSLO 3: 3. Analyze the effects of domination, colonization, and immigration of Vietnamese Americans and explain how these</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% pass exam</td>
<td>Yes</td>
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<tr>
<td>Academic (HSS) - Sociology</td>
<td>SOC-010</td>
<td>Introduction to Sociology</td>
<td>#1 Appraise sociology as an empirical discipline and illustrate the sociological perspectives.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students pass the assessment</td>
<td>Yes</td>
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<td>#2 Compare the major tools and methods sociologists use to gather data and assess the ethical considerations involved in sociological research and the guidelines sociologists follow.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Meet performance lesson plan standards</td>
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<td>#3 Define culture and identify its major elements.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Meet lesson plan expectations</td>
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<td>#4 Differentiate among the major elements of culture as they relate to sociological perspectives within a diverse culture.</td>
<td>2015-2016 (Fall 2015)</td>
<td>meet lesson plan expectations</td>
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<td>#5 Define socialization and evaluate the consequences of global stratification.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Meet course plan objectives</td>
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<td>#9 Examine the theoretical and political changes manifested within a global economy that derive from social changes.</td>
<td>2015-2016 (Fall 2015)</td>
<td>The criterion for success lies in the number of students self reporting their knowledge of SLO #9 content prior to taking this course. They self assessed their knowledge, understanding of and thoughts toward SLO #9 at the culmination of the Spring 2014 semester. Overwhelmingly, students responded that their personal knowledge had grown over the semester regarding the SLO.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Social Problems</td>
<td>SOC-011</td>
<td></td>
<td>#1 Assess &quot;What constitutes a social problem?&quot;</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of the students receive a pass evaluation</td>
<td>Yes</td>
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<td>#2 Analyze the role social movements play in creating social problems and social change.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Meet course plan expectations</td>
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<td>#3 Appraise the sociological perspectives that are used to analyze social problems.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Meet course plan expectations</td>
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<td>#9 Compare and contrast socialism and capitalism and hybrid forms such as social democracies and evaluate each system's impact on their respective populations, specific to a particular social problem.</td>
<td>2015-2016 (Fall 2015)</td>
<td>Meet expectations as set by course lesson plan</td>
<td></td>
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</tr>
<tr>
<td>Academic (HSS) - Theater Arts</td>
<td>THE-002</td>
<td>Beginning Acting</td>
<td>Performance Anxiety Control tension and performance anxiety when performing in public</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students have made observable progress in controlling performance anxiety from the beginning of the class to the final</td>
<td>Yes</td>
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<td>Performance Anxiety</td>
<td>Control tension and performance anxiety when performing in public</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students have made progress in controlling anxiety when performing in public from the beginning of the class to the final performance.</td>
<td>Yes</td>
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<td></td>
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<td>Terminology</td>
<td>Utilize and respond to theatrical terminology and jargon.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students score 70% or higher on the test.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>THE-003</td>
<td>Intermediate Acting</td>
<td>Range and Flexibility</td>
<td>Develop an expanded range and flexibility as an actor.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students demonstrate an expanded range and flexibility as an actor.</td>
<td>Yes</td>
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<td></td>
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<td>Text Analysis</td>
<td>Demonstrate the ability to create a character using textual analysis.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of students can explain how their character's given circumstances, backstory, actions, and words reveal their character's objectives, emotions, and physical behavior, and can demonstrate these qualities in a performance.</td>
<td>Yes</td>
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</tr>
<tr>
<td>THE-020</td>
<td>Introduction to Theatre Arts</td>
<td>Playwright</td>
<td>Evaluate the playwright's use of conflict, plot structure, through-line of action, thought, dialog, characterization, and spectacle.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students complete a written script analysis with a grade of B or better.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>THE-030</td>
<td>Studio Production Workshop</td>
<td>Script Analysis for Performance</td>
<td>Evaluate and analyze a role for rehearsal and performance.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of the students attending rehearsals, completing entries in a production journal, and participating in discussions with the director and cast members demonstrate effective evaluation and analysis of their roles in preparation for performance 70% of the time.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>THE-031</td>
<td>Play Production Workshop</td>
<td>Discipline</td>
<td>Demonstrate the personal discipline and behavior required of a performer by meeting call times, memorizing lines and blocking efficiently, and showing respect and support for all members of the production.</td>
<td>2014-2015 (Spring 2015)</td>
<td>70% of students attend rehearsals on time, meet memorization deadlines, and work cooperative with cast and crew members.</td>
<td>Yes</td>
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<tr>
<td>THE-033</td>
<td>Technical Theatre Workshop</td>
<td>Responsibilities</td>
<td>Recognize the responsibilities of a crew member as part of the organizational hierarchy of a theatrical production during construction, rigging, and running a show.</td>
<td>2014-2015 (Spring 2015)</td>
<td>After receiving instructions from the director, managers, and crew heads, 70% of the students recognize their responsibilities as a crew member at least 70% of the time.</td>
<td>Yes</td>
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<td>Terminology</td>
<td>Respond to and use theatre terminology pertaining to a technical or management crew.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of the student technicians use technical theatre terminology appropriately at least 70% of the time.</td>
<td>Yes</td>
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<tr>
<td>THE-040</td>
<td>Introduction to Film</td>
<td>Content and Form</td>
<td>Evaluate the relationship between content and form (cinematography, editing, visual design, sound design, and special effects) in films and electronic media.</td>
<td>2015-2016 (Fall 2015)</td>
<td>70% of the students completing the essay assignments earn at least 70% of the points for the assignments.</td>
<td>Yes</td>
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<td>Historical and</td>
<td>Recognize and discuss how films and</td>
<td>2014-2015</td>
<td>70% of students who complete the paper earn</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Unit Name</td>
<td>Course Name</td>
<td>Course SLO Name</td>
<td>Course SLO</td>
<td>SLO Assessment Cycle</td>
<td>Criterion for Success</td>
<td>Criterion for Success Met</td>
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<tr>
<td>Cultural Contexts</td>
<td>electronic media are affected by historical and cultural contexts.</td>
<td>(Spring 2015)</td>
<td>at least 70% of the points for the assignment.</td>
<td>Yes</td>
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</tbody>
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