

Spring & Fall 2015

Humanities & Social Science

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
Academic (HSS) - Admin of Justice	AJ-010	Introduction to Administration of Justice	#1 History and Philosophy	Examine the history and philosophy of the administration of justice system including law enforcement, the courts, and corrections	2014-2015 (Spring 2015)	75%	No
			#1 History and Philosophy	Examine the history and philosophy of the administration of justice system including law enforcement, the courts, and corrections	2014-2015 (Spring 2015)	75%	Yes
			#2 Institutional objectives of CJS	Identify institutional objectives of the criminal justice system, and recognize the role and expectation of criminal justice personnel.	2014-2015 (Spring 2015)	75% passing	No
			#2 Institutional objectives of CJS	Identify institutional objectives of the criminal justice system, and recognize the role and expectation of criminal justice personnel.	2014-2015 (Spring 2015)	75% passing	Yes
			#3 Analyze the criminal justice system?s responsibilities	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.	2015-2016 (Fall 2015)	75%	No
			#3 Analyze the criminal justice system?s responsibilities	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.	2015-2016 (Fall 2015)	75%	Yes
			Components of the criminal justice system	Identify the various components of the criminal justice system and describe their organization structure and compare the role of each.	2015-2016 (Fall 2015)		
			History and Philosophy	Describe the evolution of the administration of justice system in the United States.	2015-2016 (Fall 2015)		Yes
			Identify the objectives of the criminal justice system	Identify the objectives of the system, describe the crime problem, and analyze the role expectation of criminal justice personnel.	2015-2016 (Fall 2015)	70% of students or more passed the assessments	Yes
			Responsibilities of the CJS to the community	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.	2015-2016 (Fall 2015)		

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	AJ-011	Criminal Law	Crime classification, and criminal elements	Analyze case and statutory law to determine legal and social relevance, crime classification, and criminal elements	2015-2016 (Fall 2015)	70% of students pass all assessment assignments	No
			Crime classification, and criminal elements	Analyze case and statutory law to determine legal and social relevance, crime classification, and criminal elements	2015-2016 (Fall 2015)	70% of students pass all assessment assignments	Yes
			Crime classification, and criminal elements	Analyze case and statutory law to determine legal and social relevance, crime classification, and criminal elements	2015-2016 (Fall 2015)	78%	No
			Crime classification, and criminal elements	Analyze case and statutory law to determine legal and social relevance, crime classification, and criminal elements	2015-2016 (Fall 2015)	78%	Yes
			Criminal intent, affirmative defenses, and standards of proof	Examine the legal framework related to criminal intent, affirmative defenses, and standards of proof	2015-2016 (Fall 2015)	75%	Yes
			Distinguish criminal and civil law	Distinguish between criminal and civil law in terms of legal structure, procedures, and remedies	2015-2016 (Fall 2015)		Yes
			Distinguish criminal and civil law	Distinguish between criminal and civil law in terms of legal structure, procedures, and remedies	2015-2016 (Fall 2015)	70% of students pass all assessment assignments	Yes
			Distinguish criminal and civil law	Distinguish between criminal and civil law in terms of legal structure, procedures, and remedies	2015-2016 (Fall 2015)	70% pass	Yes
			History and sources of law in the United States	Explain the history of law and identify sources of law in the United States and in the State of California.	2015-2016 (Fall 2015)	70% of students pass all the related assignments	No
			History and sources of law in the United States	Explain the history of law and identify sources of law in the United States and in the State of California.	2015-2016 (Fall 2015)	70% of students pass all the related assignments	Yes
			History and sources of law in the United States	Explain the history of law and identify sources of law in the United States and in the State of California.	2015-2016 (Fall 2015)	75%	No

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			History and sources of law in the United States	Explain the history of law and identify sources of law in the United States and in the State of California.	2015-2016 (Fall 2015)	75%	Yes
			Recognize the components of the dual court system	Recognize the components of the dual court system and its legal procedures, and the role and responsibility of state and federal court personnel	2015-2016 (Fall 2015)	70% of students pass all assessment assignments	No
			Recognize the components of the dual court system	Recognize the components of the dual court system and its legal procedures, and the role and responsibility of state and federal court personnel	2015-2016 (Fall 2015)	70% of students pass all assessment assignments	Yes
			Recognize the components of the dual court system	Recognize the components of the dual court system and its legal procedures, and the role and responsibility of state and federal court personnel	2015-2016 (Fall 2015)	75%	No
			Recognize the components of the dual court system	Recognize the components of the dual court system and its legal procedures, and the role and responsibility of state and federal court personnel	2015-2016 (Fall 2015)	75%	Yes
	AJ-013	Criminal Procedures	Application of the exclusionary rule	Relate the history and application of the exclusionary rule in shaping criminal procedure.	2015-2016 (Fall 2015)		
			Assistance of counsel	Discuss application of the right to counsel and jury trial in a criminal case.	2015-2016 (Fall 2015)		
			Development of law,	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.	2015-2016 (Fall 2015)	75%	Yes
			Due process	Identify concepts of due process as found in the 6th, 8th, and 14th amendments.	2015-2016 (Fall 2015)	70% pass	Yes
			Privilege against self-incrimination.	Summarize the application of the Miranda decision and the privilege against self-incrimination.	2015-2016 (Fall 2015)		
			Reasonable search and seizures	Explain what constitutes an unreasonable search and seizure.	2015-2016 (Fall 2015)	70% of students pass the assessments	Yes
			Recognize legal standards of searches and seizures	Recognize legal standards of searches and seizures, and distinguish between a contact, a detention, and an arrest.	2015-2016 (Fall 2015)		No

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			Recognize legal standards of searches and seizures	Recognize legal standards of searches and seizures, and distinguish between a contact, a detention, and an arrest.	2015-2016 (Fall 2015)		Yes
			Trial Process	Describe stages in the trial process	2015-2016 (Fall 2015)		
	AJ-014	Contemporary Police Issues	Alternatives to traditional policing	Compare and contrast traditional policing and alternative policing strategies with other strategies.	2015-2016 (Fall 2015)		
			Community policing strategies	Define the term "community policing" and identify specific aspects of this law enforcement strategy that may be responsible for the reduction of crime.	2015-2016 (Fall 2015)		
			Corruption and policing	Identify different forms of police corruption and summarize those internal and external processes that may be used to control abuses by law enforcement personnel.	2015-2016 (Fall 2015)		
			Identify different law enforcement styles	Identify different law enforcement styles and explain how styles may change according to environmental, social, and legal factors.	2015-2016 (Fall 2015)	75%	Yes
			Police corruption	Identify different forms of police corruption and summarize those internal and external processes that may be used to control abuses by law enforcement personnel	2015-2016 (Fall 2015)	75%	Yes
			Police recruitment	Identify hiring qualifications and explain the employment process through research of federal, state, and local police agencies.	2015-2016 (Fall 2015)		
			Policing responsibilities of various levels of government	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.	2015-2016 (Fall 2015)		
			USDOJ Agencies and responsibilities	List the law enforcement agencies within the U.S. Department of Justice and summarize their responsibilities.	2015-2016 (Fall 2015)	75%	Yes
	AJ-015	Introduction to Investigation	Crime scene processing	Identify common investigative search techniques, standard procedures, and evidence that might be found at a crime scene involving property and person crimes	2015-2016 (Fall 2015)	75%	Yes

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			Interviewing and interrogating	Recognize the difference between interviewing and interrogation as a means of obtaining information and intelligence.	2015-2016 (Fall 2015)	At least 70% of students pass the assessment	Yes
	AJ-016	Street Law	Benefits of Civic Engagement	Evaluate the benefits of civic engagement related to the political/legal arena.	2015-2016 (Spring 2016)	70% of the students receive a pass evaluation	No
			Civil Liberties	Identify and analyze contemporary civil liberties issues including search and seizure and right to privacy.	2015-2016 (Fall 2015)		
			Conduct legal research	Conduct legal research using the Lexis Nexis system.	2014-2015 (Spring 2015)	70% of students pass with "C" or better	Yes
			Constitution Balance	Describe how the Constitution strikes a balance between protecting citizens from crime while safeguarding the rights of individual citizens.	2015-2016 (Fall 2015)		
			Functions of Lawyers and Judges	Explain the functions that lawyers and judges play in ensuring justice in the United States.	2015-2016 (Fall 2015)	70% of the students receive a pass evaluation	No
	AJ-104	Report Writing	Chronological report	Construct a chronological report of the writer's investigative activities while incorporating in the report information	2014-2015 (Spring 2015)	75%	Yes
			Complete supplemental report	Write a concise and complete synopsis, follow-up, and supplemental report that includes all crime elements and events	2015-2016 (Fall 2015)	75%	
			Describing the physical attributes of individuals	Accurately describe the physical attributes of individuals with sufficient specificity to enable the person to be identified by others	2015-2016 (Fall 2015)	75%	Yes
			Field notes	Create field notes while interviewing multi-subjects for later use in the creation of a police report	2015-2016 (Fall 2015)	75%	Yes
			Field notes	Create field notes while interviewing multi-subjects for later use in the creation of a police report	2015-2016 (Fall 2015)	At least 70% of students pass the assessments	Yes
			UCR reporting	Complete a standard uniform crime report (UCR) face sheet quickly and accurately	2014-2015 (Spring 2015)		Yes
	AJ-110	Narcotics and Drug Abuse	Chronic and acute health ramifications	Identify chronic and acute health ramifications from using psychoactive drugs including physical consequences, dependence, tolerance, and addiction	2015-2016 (Fall 2015)	75%	
			Drug	Compare and contrast current prevention and	2015-2016	75%	

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			prevention and intervention programs	intervention programs within the primary, secondary and tertiary structure	(Fall 2015)		
			Effects psychoactive drugs have on the CNS	Identify the effects psychoactive drugs have on the central nervous system and recognize common symptoms of influence	2015-2016 (Fall 2015)	75%	
			Recognize common types of psychoactive drugs	Recognize common types of psychoactive drugs and classify them as stimulants, depressants, or hallucinogens	2015-2016 (Fall 2015)	75%	
			Relationship between drug use and crime	Examine the relationship between drug taking behavior and crime and violence	2015-2016 (Fall 2015)	75%	
			The mechanics of drug ingestion	Recognize common methods of use and routes of drug transmission in the body	2014-2015 (Spring 2015)	75%	Yes
			Treatment programs	Analyze response strategies to address drug use, abuse, and addiction including federal and state laws, incarceration, prison-based treatment, and drug diversion	2015-2016 (Fall 2015)	75%	
	AJ-111	Juvenile Law and Procedures	Common Crimes	Recognize common juvenile crimes, offenders, and victims in the United States.	2015-2016 (Fall 2015)		Yes
			Differences	Compare and contrast the fundamental differences between juveniles and adults related to adjudication, court processing, welfare, and confinement.	2015-2016 (Fall 2015)	70% of the class passes the assignment	Yes
			Historical periods in juvenile justice	Outline the three major historical periods in juvenile justice	2015-2016 (Fall 2015)	75%	
			History	Explain the history of the juvenile justice system and due process rights of juveniles.	2015-2016 (Fall 2015)	70% pass on all related work	Yes
			Juvenile court working group	Identify the major members of the juvenile courtroom workgroup.	2015-2016 (Fall 2015)	75%	
			Juvenile delinquency prevention programs	Identify the types of programs that generally work, and those which do not work, in delinquency prevention.	2015-2016 (Fall 2015)	75%	
			Major	Compare and contrast the major theories of	2015-2016	70% pass all of the assessments	Yes

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			Theories	juvenile crime causation and delinquency including choice, biology, psychology, and social learning explanations.	(Fall 2015)		Yes
			Waivers	Explain the process of waiving a juvenile to adult court and describe those crimes that make a juvenile eligible for transfer.	2015-2016 (Fall 2015)	75%	Yes
	AJ-112	Introduction to Evidence	Classification of evidence	Compare and contrast forms of evidence including real, testimonial, and documentary evidence.	2015-2016 (Fall 2015)	75%	Yes
			Classification of evidence	Compare and contrast forms of evidence including real, testimonial, and documentary evidence.	2015-2016 (Fall 2015)	At least 70% of students pass assessment	Yes
	AJ-113	Crime and Violence in America	Causes of crime	Compare and contrast common theories used to explain the causes of crime and violence	2015-2016 (Fall 2015)	75%	
			Cereal killers and rapists	Identify common characteristics associated with serial murderers and serial rapists and explain factors commonly considered in ?psychological profiling	2015-2016 (Fall 2015)	75%	
			Compensation available to victims	Identify federal and state laws that protect, assist, and compensate victims of crime and violence	2015-2016 (Fall 2015)	75%	
			Domestic violence and child/sexual abuse	Identify common types of child abuse, sexual assault crimes, and domestic violence crimes	2015-2016 (Fall 2015)	75%	
			Ethical and social considerations	Examine ethical and social considerations related to victimization and the reporting of crimes	2015-2016 (Fall 2015)	75%	
			Mandatory reporting	Identify California statutes related to mandatory reporting standards upon evidence of child abuse	2015-2016 (Fall 2015)	75%	
			Special victim populations	Explain the offender-victim relationship in violence involving special populations	2015-2016 (Fall 2015)	75%	
			The impact of crime on victims	Describe the physical, financial, and emotional consequences of being a victim (direct and indirect) of crime and violence	2015-2016 (Fall 2015)	75%	
			Victimology	Describe victimology and explain how victims have influenced the criminal justice system	2015-2016 (Fall 2015)	75%	
	AJ-118	Introduction to Homeland Security	Ethical and unethical conduct in	Differentiate between ethical and unethical actions regarding the execution of Homeland Security practices	2015-2016 (Fall 2015)	75%	

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			homeland security				
			Forensic evidence	Interpret forensic evidence to reconstruct crime and terrorism	2015-2016 (Fall 2015)	75%	
			Historical timeline	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	2015-2016 (Fall 2015)	75%	
			Strategies for developing sources of information	Develop strategies to generate useful information for local, national and international law enforcement agencies	2015-2016 (Fall 2015)	75%	
			Terrorist motivations	Identify the characteristics, ideologies, motives and behaviors of domestics and international extremist and terrorist groups that foster and support terrorist, criminal activities	2015-2016 (Fall 2015)	75%	
			The interdependency of state, federal and international organizations	Analyze the roles, functions of, and interdependency among local, federal and international law enforcement and military agencies to counter and combat terrorism	2015-2016 (Fall 2015)	75%	
	AJ-119	Introduction to Intelligence Analysis and Security Mgt.	Basic intelligence policies	Define basic intelligence policies and functions of the United States Government	2015-2016 (Fall 2015)	75%	
			Ethical and legal intelligence gathering techniques	Implement ethical and legal intelligence gathering techniques and analysis	2015-2016 (Fall 2015)	75%	
			Evaluating intelligence	Evaluate intelligence using critical judgment and evidentiary analysis	2015-2016 (Fall 2015)	75%	
			Identify and evaluate methods and techniques	Identify and evaluate methods and techniques for obtaining, synthesizing, and analyzing intelligence	2015-2016 (Fall 2015)	75%	
			Operational knowledge of intelligence gathering	Describe operational knowledge of intelligence gathering and analysis pertinent to homeland security and other threats facing government and the private sector	2015-2016 (Fall 2015)	75%	

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			Predicting and forecasting terrorist activities	Formulate predictions and forecast terrorist activities based on various forms of intelligence	2015-2016 (Fall 2015)	75%	
			Threat assessment	Identify and analyze threats to national and international safety and security	2015-2016 (Fall 2015)	75%	
	AJ-121	Advancement in Judicial Branch Careers	The judicial branch and Constitutional due process	Describe the role and importance of the judicial branch in providing constitutional due process	2015-2016 (Fall 2015)	75%	
	AJ-125	Fundamentals of Court Operations I	Different case types handled in the California judicial system	Differentiate between the different case types handled in the California judicial system and between specialty courts	2015-2016 (Fall 2015)	70% of students passed assessments	Yes
			Different case types handled in the California judicial system	Differentiate between the different case types handled in the California judicial system and between specialty courts	2015-2016 (Fall 2015)	75%	Yes
	AJ-128	Public Trust and Confidence in the Judicial Branch	Court Performance	Discuss purposes and tools of court performance and court improvement	2014-2015 (Spring 2015)		
			Court Relationships	Identify the relationship among the court, the media, and the community	2014-2015 (Spring 2015)	70% of the students receive a grade of C or better.	
			Ethical Responsibility	Describe the importance of court accountability, transparency, procedural fairness, and ethical responsibility to instill public trust and confidence in the courts.	2014-2015 (Spring 2015)	70% of the students receive a grade of C or better.	Yes
	AJ-132	Introduction to Court Administration	Judicial Environment	Analyze the complex environment within which the judicial branch and judicial administration function.	2015-2016 (Fall 2015)	70% of students pass the assignment	Yes
	AJ-133	Careers Readiness in the justice System	SLO 1 Analyze and compare the factors	Analyze and compare the factors inherent in a successful career in the judicial branch or justice system.	2014-2015 (Spring 2015)	70% of students earn a "C" or better	Yes
	AJ-139	Intro to Public Safety Community	Investigate and documentatio	Investigate and document occurrences with no suspects and perform the duties of a recorder at crime scenes and command	2014-2015 (Spring 2015)	70% of students pass	Yes

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		Service Officer	n of no-suspect crimes.	posts.			Yes
			Investigate and documentation of no-suspect crimes.	Investigate and document occurrences with no suspects and perform the duties of a recorder at crime scenes and command posts.	2014-2015 (Spring 2015)	70% pass	Yes
Academic (HSS) - Alcohol and Drug Studies	ADS -070	Introduction to Chemical Dependency	community impact	Ascertain the impact of the disease concept of addiction on special target populations as well as the individual, family, and community.	2014-2015 (Spring 2015)	Pass rate of 70%	Yes
			historical attitudes	Compare historical and present attitudes towards alcohol and drugs.	2015-2016 (Fall 2015)	Students needed to score above the 70% mark.	Yes
			target populations	Identify and correlate relevant issues with specific target population groups	2014-2015 (Summer 2015)	70% pass rate	
			Treatment Modalities	3.Classify types of treatment modalities to determine the most effective treatment program and treatment planning approach for each client.	2014-2015 (Spring 2015)	70% pass rate for assessment tools	
	ADS -071	Pharmacology /Physiology of Addiction	Behavioral and Physical Effects	Describe the behavioral and physiological effects of alcohol and drugs on the body	2014-2015 (Spring 2015)	Grades above 70%	Yes
			Signs and symptoms of addiction	Identify signs and symptoms of addiction, and then evaluate current medical research regarding the implications for treatment.	2015-2016 (Fall 2015)	70% pass rate	Yes
			Stages and assessment of addiction	Classify psychoactive drugs and their interactions, describe dependency/addiction stages and patterns, and interpret laboratory results at the level required for chemical dependency assessment.	2014-2015 (Spring 2015)	70 % Pass rate on assessment tools	
	ADS -072	Codependency & Family Dynamics	Attachment issues	1.Analyze the current definitions and theoretical constructs of codependency from an attachment theory perspective.	2015-2016 (Fall 2015)	Grade above 70%	Yes
			Attachment issues	1.Analyze the current definitions and theoretical constructs of codependency from	2015-2016 (Fall 2015)	They are to complete 70% or above. 50pts (2) 70pts (2) 80 pts(4) 90pts(7) 95pts	Yes

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				an attachment theory perspective.		(8) 100 pts (1)	Yes
			characteristics of codependency	Analyze the characteristics of codependency in order to distinguish personal issues from those the client presents.	2014-2015 (Spring 2015)	Students must complete the assignment at 70% to meet the criterion	Yes
			Dysfunctional family patterns	Evaluate dysfunctional family patterns which foster codependent behaviors	2014-2015 (Spring 2015)	70% All papers ranged between 80 and 100 points, with the mean at 90 points.	Yes
			Dysfunctional family patterns	Evaluate dysfunctional family patterns which foster codependent behaviors	2014-2015 (Spring 2015)	Students must pass above the 70% level	Yes
			Impact on relationships	Describe the impact of codependent behaviors on relationships and self-perceptions	2014-2015 (Spring 2015)	70 % pass rate on assesment tools	Yes
			Recovery issues	Identify recovery issues such as grief surrounding childhood losses, anger management, relapse prevention, and intimacy concerns	2014-2015 (Spring 2015)		
	ADS -073	Case Management: Chemical Dependency	agency policies	Provide client orientation services, which include the ability to translate agency rules and client?s rights to the client at time of admission.	2014-2015 (Spring 2015)	70% completion rate	Yes
			Case preparation and presentation	Ascertain the levels of participation and prepare client information for presentation to professional colleagues, which include clear reports and records.	2014-2015 (Spring 2015)	70% pass rate on assessment tools	Yes
			Relapse assessment	Assess possibility for relapse and determine avenues for relapse prevention	2014-2015 (Spring 2015)	70%	Yes
			Role of Aftercare	Describe the role of aftercare in the treatment process.	2014-2015 (Spring 2015)	70% passing.	Yes
			Role of Aftercare	Describe the role of aftercare in the treatment process.	2014-2015 (Spring 2015)	Students must pass above the 70% rate	Yes
			treatment plan	Formulate an appropriate treatment plan	2015-2016	70% Pass rate	Yes

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				based on evaluation of intake information	(Fall 2015)		Yes
	ADS-074	Ethics, Personal and Professional Growth	Counselor Burnout	Assess the signs and symptoms of counselor burnout	2014-2015 (Spring 2015)	Pass rate of 70%	Yes
			Impaired counselors	Identify special needs of recovering counselors to avoid counselor impairment or working outside of scope of practice, and apply prevention techniques.	2014-2015 (Spring 2015)		
			Professional Standards	Interpret and apply ethical and professional standards for conduct.	2015-2016 (Fall 2015)	70% completion	Yes
			Professional Standards	Interpret and apply ethical and professional standards for conduct.	2015-2016 (Fall 2015)	705 PASS RATE ON ASSESSMENT TOOLS	Yes
			Resources for Professional Growth	Identify professional associations and evaluate resources for support and professional growth.	2014-2015 (Spring 2015)	Students receive 25 points per completed event.	Yes
			Scope of Practice and 12 Core Functions	Apply the Scope of Practice and Twelve Core Functions in ethical situations.	2014-2015 (Spring 2015)		
			strengths and limitations	Students will assess personal strengths and limitations	2014-2015 (Spring 2015)	70% pass rate on assessment tools	Yes
	ADS-075	Individual, Family, Group Counseling	Appropriate therapeutic approaches	Assess the value and appropriateness of various therapeutic approaches to better meet individual client needs	2015-2016 (Fall 2015)	70%	Yes
			Appropriate therapeutic approaches	Assess the value and appropriateness of various therapeutic approaches to better meet individual client needs	2015-2016 (Fall 2015)	Students must pass above 70%	Yes
			Family therapist referral	Determine the appropriate referral to a family therapist for ongoing family counseling	2014-2015 (Spring 2015)	pass rate of 70%	Yes
			Group counseling techniques	Evaluate therapeutic factors in group counseling and determine client behaviors that may affect group outcomes.	2014-2015 (Spring 2015)	70% PASS RATE ON ASSESSMENT TOOLS	Yes
			Stages of Group	Identify the role of the counselor at different stages of group development and facilitation	2014-2015 (Spring 2015)		

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			Development	of group orientation process.			
			Techniques for family motivation	Utilize techniques for motivating family involvement in the treatment process	2014-2015 (Spring 2015)	70 % pass rate	Yes
			Utilize counseling skills	Demonstrate counseling skills such as listening, confrontation, empathy, feedback, etc.	2014-2015 (Spring 2015)		
ADS -076	Law and Prevention: Community Response	Crisis counseling	Identify crisis counseling techniques and theories; assess the signs and symptoms which indicate crisis reduction and ascertain ways to assist the client in making desired changes.	2014-2015 (Spring 2015)			
			Cultural appropriateness	Assess the effectiveness of alternative prevention strategies within the parameters of cultural appropriateness.	2015-2016 (Fall 2015)	70 % pass rate	Yes
			Current laws and liabilities	Interpret current legal sanctions, and identify legal liabilities to liquor providers as well as identify changes in current traffic laws.	2014-2015 (Spring 2015)		
			Employment policy and addiction	Recognize special issues regarding employment problems associated with alcohol and drug abuse.	2014-2015 (Spring 2015)	Pass rate of 70%	Yes
			Legal and regulatory restrictions	Identify legal and regulatory restrictions at state and federal levels and assess potential hazards resulting from non-compliance.	2014-2015 (Spring 2015)	70% pass rate	Yes
ADS -077 A	Supervised Practicum A	!2 Core functions and Global criteria	Recognize and effectively categorize the twelve core functions with their global criteria	2015-2016 (Fall 2015)	Grade above 70%		Yes
			!2 Core functions and Global criteria	Recognize and effectively categorize the twelve core functions with their global criteria	2015-2016 (Fall 2015)	Pass rate of 70%	Yes
ADS -077 B	Supervised Practicum B	Agency function and structure	Assess agency function and determine agency structure.	2014-2015 (Spring 2015)			
			Case Management	Evaluate intake information to enact case management responsibilities utilizing written	2014-2015 (Spring 2015)		

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			responsibilities	and oral communication skills.			
			Crisis intervention skills	Assess crisis situations to determine appropriate intervention and apply counseling and intervention skills.	2014-2015 (Spring 2015)	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.	Yes
			Education and Consultation	Develop client education programs and seek appropriate professional consultation	2014-2015 (Spring 2015)	Meet between 2-4 evaluation scores	Yes
			Screening and intake	Implement screening, intake, and orientation procedures.	2014-2015 (Spring 2015)		
			SupB treatment plan formation	Demonstrate effective assessment strategies and formulate an appropriate treatment plan utilizing individual treatment planning and referral skills.	2014-2015 (Spring 2015)	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.	Yes
			Utilizing supervision	Employ self-evaluation techniques in ongoing clinical growth including recognition of agency structure and politics	2014-2015 (Spring 2015)		
	ADS-170	LAADC Introduction to Chemical Dependency	Compare historical and present attitudes and community response towards alcohol and drug abuse	Historical response	2014-2015 (Spring 2015)	Grade above 70%	Yes
	ADS-172	LAADC Codependency and Family Dynamics	Analyze codependent behavior and relationship patterns using current definitions and constructs of codependency	Constructs of codependency	2015-2016 (Fall 2015)	70% completion	Yes
			Distinguish personal issues from	Personal issues	2015-2016 (Fall 2015)	Students will receive 20 points per completed journal entry = 5	Yes

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			those the client presents				Yes
	ADS-173	LAADC Case Management	Conduct thorough intake, screening and assessment of client entering treatment	Intake and assessment	2014-2015 (Spring 2015)	Completion above 70%	Yes
	ADS-174	LAADC Ethic and Personal/Professional Development	Describe patient's rights and professional obligations as a Chemical Dependency Counselors	Patient rights	2015-2016 (Fall 2015)	Students will receive 20 points per assigned vignette	Yes
	ADS-177A	LAADC Supervised Practicum A	Recognize and discuss the importance of a professional commitment to the values and ethics of the LAADC counselor	Personal commitment	2015-2016 (Fall 2015)	Average or above ratings	Yes
	ADS-177B	LAADC Supervised Practicum B	Demonstrate application of the Twelve Core functions with their Global criteria in their placement site as assessed by their placement supervisor	Supervisor assessment	2014-2015 (Spring 2015)	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.	Yes
Academic (HSS) - Anthropology	Anthr-062	Intro to Physical Anthropology	Symbolic nature of culture	Analyze the symbolic nature of culture and its origin in hominid evolution.	2014-2015 (Spring 2015)	70%	Yes
			Symbolic nature of	Analyze the symbolic nature of culture and its origin in hominid evolution.	2014-2015 (Spring 2015)	80% of students pass the assessment	Yes

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			culture				Yes
			Symbolic nature of culture	Analyze the symbolic nature of culture and its origin in hominid evolution.	2014-2015 (Spring 2015)	80% of students responded to questions correctly.	Yes
	Anth r-063	Intro Social and Cultural Anthropology	Analyze and evaluate the ethical issues anthropologists encounter	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.	2015-2016 (Fall 2015)	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.	Yes
Academic (HSS) - Art	ART 40	Ceramic Sculpture I	Critical Thinking	Critique, in oral and written form, a ceramic sculpture, evaluating the relationship among subject, form, and content.	2016-2017 (Fall 2016)		
			Participation	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.	2014-2015 (Spring 2015)	70% of students pass the assessment	
			skills	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.	2015-2016 (Fall 2015)	3 or higher	Yes
	ART 42	Beginning Sculpture	participation	Observe health and safety practices, and demonstrate the ability to work cooperatively with others in a lab setting	2015-2016 (Fall 2015)	3 or higher	Yes
			Skills	Apply sculptural methods and techniques.	2014-2015 (Spring 2015)	3 or higher	Yes
	ART 76B	Professional Practices & Portfolio Development 2	Communication/Critical Thinking	Write and refine artist statements, resumes and other related materials, and presentation proposals using expanded art vocabulary and terminology.	2014-2015 (Spring 2015)		
			Creative Process	Facilitate the creative problem solving process to develop projects and exhibits.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
			Participation	Produce a professional-level portfolio of their work.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
			Skills	Produce a professional-level portfolio of their work	2014-2015 (Spring 2015)		
	ART 95B	Watercolor 2	Participation	Work responsibly, collaboratively, and civilly in the studio setting.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
			Skills	Produce watercolor paintings that expand the possibilities of the medium, explore the use of materials, and build upon basic techniques and theories.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
	ART -012	Two Dimensional Design	Participation	Demonstrate responsible behavior through civility, care and maintenance of materials and studio space, and observation of health and safety standards.	2015-2016 (Fall 2015)	3 or higher	Yes
			Participation	Demonstrate responsible behavior through civility, care and maintenance of materials and studio space, and observation of health and safety standards.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
			Skills development	Apply the elements and principles of design utilizing a variety of materials and techniques	2014-2015 (Spring 2015)	3 or higher	Yes
			Skills development	Apply the elements and principles of design utilizing a variety of materials and techniques	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
	ART -013	Three Dimensional Design	Participation	Observe recommended health and safety practices and demonstrate the ability to work cooperatively with others in a studio setting.	2015-2016 (Fall 2015)	3 or higher	Yes
			Skills	Apply the elements and principles of three dimensional designs using a variety of materials and techniques	2015-2016 (Fall 2015)		Yes
			Skills	Apply the elements and principles of three dimensional designs using a variety of materials and techniques	2015-2016 (Fall 2015)	3 or more	Yes
	ART -014	Color	Historical/Cultural	Describe and explain the historical use of color.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
			Skills - application of technique	Demonstrate competence in color theory and use acquired skills to apply a variety of artistic materials, techniques and tools, observing studio safety.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	
			Skills - application of theory	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,	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				intensity (chroma), and color temperature, relationships between color and composition, and color usage in contemporary art and design.			Yes
	ART-024	Beginning Drawing	Participation	Demonstrate responsible behavior in a studio environment.	2015-2016 (Fall 2015)	3 or higher	Yes
			Participation	Demonstrate responsible behavior in a studio environment.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
			Skills	Employ the elements and principles of design in the creation of drawings using a variety of materials and techniques	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
	ART-025	Expressive Drawing	Creative Process	Establish and document a creative practice that includes creative problem solving.	2015-2016 (Spring 2016)		
			Critical Thinking	Evaluate and critique class projects using relevant terminology.	2015-2016 (Spring 2016)		
			Historical Context	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.	2015-2016 (Spring 2016)		
			Participation	Demonstrate the ability to work responsibly, collaboratively, and civilly in the studio setting.	2015-2016 (Spring 2016)		
			Skills	1. Produce drawings that creatively interpret and apply formal and symbolic design elements in a wide range of media, formats, and surfaces.	2015-2016 (Spring 2016)		
	ART-046 A	Beginning Ceramics I	Historical/Cultural	Identify and describe diverse cultural influences in the history of ceramic art.	2014-2015 (Spring 2015)	3 or higher	
			Participation	Use appropriate health and safety practices, and work cooperatively with others in a studio setting.	2015-2016 (Fall 2015)	3 or better	Yes
			Participation	Use appropriate health and safety practices, and work cooperatively with others in a studio setting.	2015-2016 (Fall 2015)	3 or higher	Yes
			Participation	Use appropriate health and safety practices, and work cooperatively with others in a studio setting.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
			Participation	Use appropriate health and safety practices, and work cooperatively with others in a studio setting.	2015-2016 (Fall 2015)	3 or higher	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
			Participation	Use appropriate health and safety practices, and work cooperatively with others in a studio setting.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
			Skills	Demonstrate fundamental ceramic construction and surface decoration techniques.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
	ART - 046 B	Beginning Ceramics II	Historical/Cultural	Recognize and refer to historic motifs and influences expressed through the ceramic medium from diverse cultures and time periods.	2014-2015 (Spring 2015)	3 or higher	Yes
			Historical/Cultural	Recognize and refer to historic motifs and influences expressed through the ceramic medium from diverse cultures and time periods.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
			participation	Identify and use appropriate health and safety practices in kiln and glaze room	2015-2016 (Fall 2015)	3 or higher	Yes
			Participation1	Identify and use appropriate health and safety practices in kiln and glaze room.	2014-2015 (Spring 2015)	3 or higher	Yes
			Skills	Demonstrate intermediate level ceramic construction skills and surface applications.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
	ART - 055 A	Life Drawing I	Participation	Collaborate with others to maintain a cooperative, respectful, and safe working environment.	2015-2016 (Fall 2015)	Scale of 5 to 1, 5 being highest rank. 8 students were assessed.	Yes
	ART - 055 B	Life Drawing II	Skills	Demonstrate the use of achromatic media and color as descriptive and expressive tools.	2015-2016 (Fall 2015)	3 or higher	Yes
	ART -060	Beginning Painting I	Historical/Cultural	Compare examples of two paintings made by acknowledged historical masters in order to evaluate differences in historical trends and techniques	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
			Participation	Use and care for traditional and experimental painting media, materials, and tools, while observing health and safety standards in a studio setting.	2015-2016 (Fall 2015)	3 or higher	Yes
	ART -061	Beginning Painting II	Communication/Critical Thinking	Support their aesthetic judgments using appropriate vocabulary, and consider possible alternative approaches.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
	ART -071	Introduction to Multimedia	Creative Process	Apply techniques and problem solving skills to realize a personal interpretation of	2014-2015 (Spring 2015)		

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				assignments.			
			Skills	Demonstrate proficiency in a variety of software packages and peripheral devices used in the production of multimedia projects.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
	ART-072	Computer Graphics	2. Skills	Demonstrate proficiency in a variety of software packages and peripheral devices used in the production of multimedia projects	2015-2016 (Fall 2015)	1= unsatisfactory, 5= outstanding, Criterion for success: 3	Yes
			2. Skills	Demonstrate proficiency in a variety of software packages and peripheral devices used in the production of multimedia projects	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
	ART-074	Multimedia Design and Development	Skills	Identify missing or underdeveloped skills and create a plan to acquire those skills.	2014-2015 (Spring 2015)		
	ART-076	Portfolio Preparation and Professional Development	Creative Process	Engage in the creative problem solving process to develop goals, project ideas, and action plans.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
			Participation	Organize and design a basic portfolio that includes visual documentation of their work.	2015-2016 (Fall 2015)	3 or higher	Yes
			Participation	Organize and design a basic portfolio that includes visual documentation of their work.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
	ART-078	Digital Video	Critical Thinking	Analyze the objective and subjective qualities of digital video projects utilizing basic art vocabulary as well as discipline specific terminology.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
			Skills	Select and employ the appropriate software and peripheral devices for the production of digital video projects	2014-2015 (Spring 2015)	3 or higher	Yes
	ART-079A	Web Design 1	2. Skills	Demonstrate proficiency in HTML editing and graphics software	2014-2015 (Spring 2015)	3 or higher	Yes
			2. Skills	Demonstrate proficiency in HTML editing and graphics software	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
			Participation	Demonstrate the ability to manage time and resources effectively, responsibly, and ethically	2015-2016 (Fall 2015)	3 or higher	Yes
			Participation	Demonstrate the ability to manage time and resources effectively, responsibly, and ethically	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
	ART	Web Design	2. Skills	Demonstrate proficiency in advanced web	2014-2015	3 or higher	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
	-079 B	2		design techniques, utilizing new technologies and concepts to create highly functional and aesthetic web sites	(Spring 2015)		Yes
			2. Skills	Demonstrate proficiency in advanced web design techniques, utilizing new technologies and concepts to create highly functional and aesthetic web sites	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
			Participation	Demonstrate the ability to manage time and resources effectively, responsibly, and ethically, and complete tasks independently.	2015-2016 (Fall 2015)	3 or higher	Yes
			Participation	Demonstrate the ability to manage time and resources effectively, responsibly, and ethically, and complete tasks independently.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
	ART -084 A	Flash 1	2. Skills	Demonstrate basic proficiency in web-based animation software	2014-2015 (Spring 2015)	3 or higher	No
			2. Skills	Demonstrate basic proficiency in web-based animation software	2014-2015 (Spring 2015)	3 or higher	Yes
			2. Skills	Demonstrate basic proficiency in web-based animation software	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	No
			2. Skills	Demonstrate basic proficiency in web-based animation software	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
			Participation	Demonstrate the ability to manage time and resources effectively, responsibly, and legally.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
	ART -084 B	Flash 2	Participation	Demonstrate the ability to manage time and resources effectively, responsibly, and legally, and to work independently.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
	ART -089	Special Projects in Ceramics	Participation	Engage in a creative practice using recommended health and safety guidelines and work cooperatively with others in a studio setting.	2015-2016 (Fall 2015)	3 or higher	Yes
			Participation	Engage in a creative practice using recommended health and safety guidelines and work cooperatively with others in a studio setting.	2015-2016 (Fall 2015)	70% of students pass assessment	Yes
	ART -091	Survey of Art History: Prehistoric Through Gothic	Communication	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	2015-2016 (Fall 2015)	3 or higher	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				and compare differences in style and time period.			Yes
			Communication	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.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
			Historical/Cultural	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	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	No
			Historical/Cultural	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	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
			Historical/Cultural	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	2015-2016 (Fall 2015)	Criterion for success: 3	No
			Historical/Cultural	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	2015-2016 (Fall 2015)	Criterion for success: 3	Yes
	ART-092	Survey of Art History: Renaissance to the Present	Historical/Cultural	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	2015-2016 (Fall 2015)	3 or higher	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				cultural and historical context			Yes
			Historical/Cultural	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	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
	ART-095	Beginning Watercolor	Creative Process	Identify and document a creative process that includes problem solving.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
			Participation	Work responsibly, collaboratively, and civilly in the studio setting.	2015-2016 (Fall 2015)	3 or higher on a 5 level scale	Yes
			Skills	Apply formal design elements, principles, and techniques to create a watercolor painting.	2014-2015 (Spring 2015)	3 or higher on a 5 level scale	Yes
Academic (HSS) - Dance	DAN CE-002	Dance Appreciation	Analyze contexts	1. Analyze and discuss the evolution of dance in historical, cultural, and artistic contexts.	2014-2015 (Spring 2015)	Students should be able to achieve a 70% or higher as a guideline for successful comprehension of this SLO.	Yes
			Vocabulary	2. Apply proper use of dance and theater vocabulary to analyze and describe quality of movement.	2015-2016 (Fall 2015)	An average score of 70% or better is required to succeed.	Yes
	Dance-009	Ballet, Fundamentals	Alignment	2. Demonstrate fundamental ballet posture and alignment.	2015-2016 (Fall 2015)	At the fundamental level, students are expected to achieve a fair posture level (2 or higher) to achieve success.	Yes
			Terminology	1. Apply rudimentary knowledge of classical French terminology as it pertains to ballet fundamentals.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
	DAN CE-010	Ballet, Beginning	Alignment	2. Demonstrate beginning ballet posture and alignment.	2015-2016 (Fall 2015)	At the beginning level, students are expected to achieve a moderate posture level (3 or higher) to achieve success.	Yes
			Terminology	1. Apply classical French terminology as it pertains to beginning ballet.	2014-2015 (Spring 2015)	A student succeeds if they give the proper translation at least 70% of the time.	No
			Terminology	1. Apply classical French terminology as it pertains to beginning ballet.	2014-2015 (Spring 2015)	A student succeeds if they give the proper translation at least 70% of the time.	Yes
	DAN CE-011	Ballet, Intermediate	Alignment	2. Demonstrate an intermediate ability to maintain proper alignment while integrating the use of upper and lower body through barre, adagio, and allegro sequences.	2015-2016 (Fall 2015)	At the intermediate level, students are expected to achieve a "good" posture level (4 or higher) to achieve success.	Yes
	Dance-011 B	Ballet, High-Intermediate	Alignment	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.	2015-2016 (Fall 2015)	At the high-intermediate level, students are expected to achieve excellent posture (level 5) to achieve success.	No
			Alignment	2. Demonstrate a high-intermediate ability to	2015-2016	At the high-intermediate level, students are	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				maintain proper alignment while integrating the use of upper and lower body through barre, adagio, and allegro sequences.	(Fall 2015)	expected to achieve excellent posture (level 5) to achieve success.	Yes
			Terminology	1. Apply fluent understanding of classical French terminology as it pertains to high-intermediate ballet.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
	Dance-013 A	Dancers' Workshop-Student, Large Group Dance	Terminology	3. Discuss the stage space and terminology as a large group member.	2015-2016 (Fall 2015)	Students should score a 70% of better on the quiz.	No
	Dance-013 B	Dancers' Workshop-Student, Small Group Dance	Terminology	3. Discuss the stage space and terminology as a small group performance member.	2015-2016 (Fall 2015)	Student should score a 70% or better on the quiz.	Yes
	Dance-013 C	Dancers' Workshop-Student, Solo/Duet Group	Terminology	3. Discuss the stage space and terminology as a solo/duet performer.	2015-2016 (Fall 2015)	A student should score a 70% or better on the quiz.	Yes
	Dance-014 A	Rehearsal and Performance-Modern Dance	Recollection	2. Recall and reproduce choreography set from previous rehearsals.	2014-2015 (Spring 2015)	Students should receive a moderate rating or better to be considered successful.	Yes
	Dance-014 B	Rehearsal and Performance-Jazz Dance	Recollection	2. Recall and reproduce choreography set from previous rehearsals.	2014-2015 (Spring 2015)	Students should receive a moderate rating or better to be considered successful.	Yes
	Dance-014 C	Rehearsal and Performance-Hip-Hop Dance	Recollection	2. Recall and reproduce choreography set from previous rehearsals.	2014-2015 (Spring 2015)	Students should receive a moderate rating or better to be considered successful.	Yes
	Dance-014F	Rehearsal and performance-Ballet Dance	Recollection	2. Recall and reproduce choreography set from previous rehearsals.	2014-2015 (Spring 2015)	Students should receive a moderate rating or better to be considered successful.	Yes
	Dance-019	Jazz Dance, Fundamentals	Alignment	2. Demonstrate fundamental level jazz dance posture and alignment.	2015-2016 (Fall 2015)	At the fundamental level, students are expected to achieve a fair posture level (2 or higher) to achieve success.	Yes
			Terminology	1. Apply terminology used in jazz dance to	2014-2015	Students should score a 70% or better for	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				describe positions, movements, efforts and space at the fundamental level.	(Spring 2015)	success.	Yes
	DAN CE-020	Jazz Dance, Beginning	Alignment	2. Demonstrate beginning jazz dance posture and alignment.	2015-2016 (Fall 2015)	At the beginning level, students are expected to achieve a moderate posture level (3 or higher) to achieve success.	Yes
			Terminology	1. Apply terminology to describe positions, movements, efforts, and space used in beginning jazz dance.	2014-2015 (Spring 2015)	A score or 70% or better is considered successful. So anything above 17/25 is considered meeting the goal.	Yes
			Terminology	1. Apply terminology to describe positions, movements, efforts, and space used in beginning jazz dance.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
	DAN CE-021	Jazz Dance, Intermediate	Alignment	2. Demonstrate intermediate level ability to maintain proper posture and alignment while performing jazz dance sequences.	2015-2016 (Fall 2015)		No
			Alignment	2. Demonstrate intermediate level ability to maintain proper posture and alignment while performing jazz dance sequences.	2015-2016 (Fall 2015)		Yes
			Alignment	2. Demonstrate intermediate level ability to maintain proper posture and alignment while performing jazz dance sequences.	2015-2016 (Fall 2015)	At the intermediate level, students are expected to achieve a "good" posture level (4 or higher) to achieve success.	No
			Alignment	2. Demonstrate intermediate level ability to maintain proper posture and alignment while performing jazz dance sequences.	2015-2016 (Fall 2015)	At the intermediate level, students are expected to achieve a "good" posture level (4 or higher) to achieve success.	Yes
			Terminology	1. Apply terminology used to describe positions, movements, efforts and space as it pertains to intermediate jazz dance.	2014-2015 (Spring 2015)	A score or 70% or better is considered successful. So anything above 17/25 is considered meeting the goal.	Yes
			Terminology	1. Apply terminology used to describe positions, movements, efforts and space as it pertains to intermediate jazz dance.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
	Dan ce-021 B	Jazz Dance, High-Intermediate	Terminology	1. Apply terminology used to describe positions, movements, efforts and space as it pertains to high-intermediate jazz dance.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
	Dan ce-023 A	Hip-hop Dance, Fundamentals	Alignment	2. Demonstrate fundamental level hip-hop dance posture and alignment.	2015-2016 (Fall 2015)	At the fundamental level, students are expected to achieve a fair posture level (2 or higher) to achieve success.	Yes
			Terminology	1. Apply terminology used in hip-hop dance to describe positions, movements, efforts, and space at the fundamental level.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
	Dan ce-	Hip-hop Dance,	Alignment	2. Demonstrate beginning hip-hop dance posture and alignment.	2015-2016 (Fall 2015)	At the beginning level, students are expected to achieve a fair posture level (3 or higher) to	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
	023 B	Beginning				achieve success.	Yes
			Terminology	1. Apply terminology used to describe positions, movements, efforts, and space in beginning hip-hop dance.	2014-2015 (Spring 2015)	Students should score a 70% or better for success	Yes
	Dance-023 C	Hip-hop Dance, Intermediate	Alignment	2. Demonstrate intermediate ability to maintain proper posture and alignment while performing hip-hop dance sequences.	2015-2016 (Fall 2015)	At the Intermediate level, students are expected to achieve a good posture level (4 or higher) to achieve success.	Yes
			Terminology	1. Apply terminology used to describe positions, movements, efforts, and space as it pertains to intermediate hip-hop dance.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
	DANCE-032	Choreography	Construct compositions	1. Construct short dance compositions based on concepts of time, space, rhythm, and dynamics.	2014-2015 (Spring 2015)	Students should achieve a C or better to be considered successful.	Yes
			Terminology	Use appropriate dance terminology to describe movement and performance quality.	2014-2015 (Spring 2015)		
	Dance-034 B	Choreography Workshop-Small Group Dance	Design elements	2. Integrate elements of design and production such as music, costumes, and lighting into a dance work.	2015-2016 (Fall 2015)	An assessment of moderate, good or excellent is considered successful.	Yes
	Dance-049	Modern Dance, Fundamentals	Posture & Alignment	2. Demonstrate fundamental modern dance posture and alignment.	2015-2016 (Fall 2015)	At the fundamental level, students are expected to achieve a fair posture level (2 or higher) to achieve success.	Yes
			Terminology	1. Apply terminology used to describe positions, movements, efforts, and space used in modern dance at the fundamental level.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
	DANCE-050	Modern Dance, Beginning	Terminology	1. Apply terminology to describe positions, movements, efforts, and space used in beginning modern dance.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
			Terminology	1. Apply terminology to describe positions, movements, efforts, and space used in beginning modern dance.	2014-2015 (Spring 2015)	We were hoping to see at least 70% of the student in the moderate to high confidence area.	Yes
	DANCE-051	Modern Dance, Intermediate	Terminology	1. Apply intermediate level knowledge of the terminology used in modern dance to describe positions, movements, efforts, and space.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
			Terminology	1. Apply intermediate level knowledge of the terminology used in modern dance to describe positions, movements, efforts, and space.	2014-2015 (Spring 2015)	We were hoping at least 70% of the students rated themselves with a moderate to high level of confidence.	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
	Dance-051 B	Modern Dance, High-Intermediate	Terminology	1. Apply terminology used to describe positions, movements, efforts, and space as it pertains to high-intermediate modern dance.	2014-2015 (Spring 2015)	Students should score a 70% or better for success.	Yes
			Terminology	1. Apply terminology used to describe positions, movements, efforts, and space as it pertains to high-intermediate modern dance.	2014-2015 (Spring 2015)	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.	Yes
	DANCE-064	Ballroom Dance	Posture & alignment	2. Demonstrate basic principles of posture, alignment, and partnering skills as they apply to beginning ballroom dance.	2015-2016 (Fall 2015)	A rating of 3 or above is considered successful.	Yes
			Posture & alignment	2. Demonstrate basic principles of posture, alignment, and partnering skills as they apply to beginning ballroom dance.	2015-2016 (Fall 2015)	At the beginning level, students are expected to achieve a moderate posture level (3 or higher) to achieve success.	Yes
Academic (HSS) - Early Childhood/Education Family Studies	ECE-016	Storytelling for Children	SLO1	Identify and utilize methods, techniques, and tools of effective storytelling based on a child's physical, social, emotional, cognitive, and creative development.	2014-2015 (Spring 2015)	75% of students will be able to demonstrate the story telling technique.	Yes
	ECE-017	Language Development and Early Literacy	SLO1	Plan activities to support and enhance the language development of infants and toddlers.	2014-2015 (Spring 2015)	All thirteen students were graded based on the: quality of the assignments group presentations exams	Yes
			SLO1	Plan activities to support and enhance the language development of infants and toddlers.	2014-2015 (Spring 2015)	In order to pass the class students must successfully demonstrate their understanding of the SLO.	Yes
	ECE-018	Children's Literature and Early Literacy	SLO1	Analyze the role of children's literature in the development of children.	2015-2016 (Fall 2015)	Students who received a score of 20 and higher (over 50 points) get a "C" 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	Yes
	ECE-101	Introduction to Curriculum	2.	Explain aspects of the teacher's role in early childhood programs.	2014-2015 (Spring 2015)		
			SLO1	Describe the role(s) of adults in the preschool classroom. (1, 2)	2014-2015 (Spring 2015)	90% of students will be able to identify the role of teachers and parents in the preschool classroom.	Yes
			SLO2	Conduct classroom based observations of children. (10, lab 1)	2014-2015 (Spring 2015)		

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
			SLO4	Demonstrate awareness of the classroom atmosphere and environment, and respond, as needed, to improve classroom climate and avoid potential problems.(4, 6, lab 3)	2015-2016 (Fall 2015)	85% will list five factors	Yes
	ECE -102	Principles and Practices of Teaching Young Children	2	2.Develop and articulate a teaching philosophy which relates to one's professional goals in early childhood education.	2014-2015 (Spring 2015)	90% of students will be able to write their teaching philosophy that relates to their teaching philosophy.	Yes
			5	5.Articulate a variety of guidance, discipline, classroom management, and interaction strategies to increase children's social competence and promote a caring classroom community.	2015-2016 (Fall 2015)	90% of the students will complete the study accurately with a "B" or 80% or better.	Yes
	ECE -103	Child Studies Student Teaching	SLO4	Analyze one's own teaching behavior and their effects on learners.	2015-2016 (Fall 2015)	A score between 34 - 40 receives an "A" grade A score between 27 - 33 receives a "B" grade A score between 20 - 26 receives a "C" grade A score between 13 - 19 receives a "D" grade A score below 12 receives an "F" grade	Yes
			SLO4	Analyze one's own teaching behavior and their effects on learners.	2015-2016 (Fall 2015)	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	Yes
			SLO4	Analyze one's own teaching behavior and their effects on learners.	2015-2016 (Fall 2015)	Students who receive a "C+" or higher grade demonstrate knowledge and understanding of their activity planning and implementing skills with children in their assigned classrooms.	Yes
	ECE -104	Art, Crafts, Creative Activities	SLO1	Demonstrate skills in planning, preparing, and carrying out a variety of creative experiences that promote children's physical, cognitive, emotional, social, and creative development.	2014-2015 (Spring 2015)	75% of the students will be able to present appropriate activity and write a curriculum plan.	Yes
			SLO1	Demonstrate skills in planning, preparing, and carrying out a variety of creative experiences that promote children's physical, cognitive, emotional, social, and creative development.	2014-2015 (Spring 2015)	Group presentations that received an "A" grade successfully demonstrate knowledge of their art media topic. The group of students are able to present a variety of developmentally-age appropriate creative art activities for toddlers, preschoolers and	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
						schoolage children.	Yes
			SLO2	Describe and set up classroom environments that promote exploration, play, and individual expression.	2015-2016 (Fall 2015)	70% or more of the class passes with a C or better.	Yes
			SLO2	Describe and set up classroom environments that promote exploration, play, and individual expression.	2015-2016 (Fall 2015)	Students receive a score of 25 points and above getting a "C" or better grade.	Yes
	ECE -105	Language Experiences for Children	issues	Analyze current issues in education related to early literacy and language education	2014-2015 (Spring 2015)	80% of students will successful answers questions successfully.	Yes
			issues	Analyze current issues in education related to early literacy and language education	2014-2015 (Spring 2015)	85% of students can identify current issues related to early literacy and language	Yes
			skills in planning	Gain skills in planning, preparing, and presenting language-related activities.	2015-2016 (Fall 2015)	85% of students will present curriculum activities that are appropriate for preschool children.	Yes
			skills in planning	Gain skills in planning, preparing, and presenting language-related activities.	2015-2016 (Fall 2015)	90% of students who took the quiz, will answer correctly.	Yes
	ECE -106	Administration and Supervision of Early Childhood Programs I	SLO3	Compare the various types of early childhood education programs and analyze the administrative structure and program operations needs of each type of program.	2015-2016 (Fall 2015)	75% students will demonstrate the knowledge of administrative structure of programs.	Yes
			SLO4	Compare philosophies of early childhood education, and describe their own philosophical approach and how it impacts program operation.	2015-2016 (Fall 2015)	75% of the students will demonstrate knowledge of different philosophies.	Yes
	ECE -107	Child, Family and Community	2	2.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.	2015-2016 (Fall 2015)	Students receive a "C" or better grade.	Yes
			issues with families	Identify current issues and challenges facing contemporary families.	2014-2015 (Spring 2015)	85% of students complete assignment with a "B" or better.	Yes
	ECE -108	Health and Safety in Child Care	SLO1	Describe health and safety issues in child care programs.	2014-2015 (Spring 2015)	80% or more of the students will be able to complete all five parts of the care plan.	Yes
			SLO1	Describe health and safety issues in child care programs.	2014-2015 (Spring 2015)	Total of 36 students: 89% answered the question correctly 5 A 90-100% 10 students 4 B 80-89% 15 students	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
						3 C 70-79% 9 students 2 D 60-69% 2 students 1 F 0-59% 0 students	Yes
			SLO2	Identify health, safety, and environmental risks in collaboration with staff, families, and appropriate legal regulations.	2015-2016 (Fall 2015)	75% of the students will demonstrate knowledge of this SLO.	Yes
	ECE -109	Rhythm, Music, Movement Activities for Children	SLO1	Create a music and movement curriculum for infants, toddlers, preschoolers, and early elementary school-aged children based on developmental principles, observation, and assessment criteria.	2014-2015 (Spring 2015)	Out of 23 students: one received a "D" grade nineteen received a "B" grade three received an "A" grade	Yes
			SLO1	Create a music and movement curriculum for infants, toddlers, preschoolers, and early elementary school-aged children based on developmental principles, observation, and assessment criteria.	2014-2015 (Spring 2015)	Students receive a score between 34 - 40 which is equivalent to an "A" grade.	Yes
			SLO3	Assess and critique a wide variety of rhythm, music and music lessons, activities, and programs using standards based on predominant theories of movement education.	2015-2016 (Fall 2015)	Students who received an "A", "B", "C" and "D" grades passed the exam.	No
			SLO3	Assess and critique a wide variety of rhythm, music and music lessons, activities, and programs using standards based on predominant theories of movement education.	2015-2016 (Fall 2015)	Students who received an "A", "B", "C" and "D" grades passed the exam.	Yes
			SLO3	Assess and critique a wide variety of rhythm, music and music lessons, activities, and programs using standards based on predominant theories of movement education.	2015-2016 (Fall 2015)	The students will demonstrate knowledge of how these activities are connected to the standards in movement education.	No
			SLO3	Assess and critique a wide variety of rhythm, music and music lessons, activities, and programs using standards based on predominant theories of movement education.	2015-2016 (Fall 2015)	The students will demonstrate knowledge of how these activities are connected to the standards in movement education.	Yes
	ECE -110	Administration and Supervision of Early Childhood Programs II	Components of manager's role	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.	2014-2015 (Spring 2015)		Yes
			Components of manager's role	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	2014-2015 (Spring 2015)	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	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				skills to those described.		centers.	Yes
			Evaluation	3.Examine and assess overall program quality using an evaluation instrument and advocate for program quality in one's own and other's programs. Spring 15	2014-2015 (Spring 2015)	75% of students will be able to identify appropriate instruments to use to measure program quality and were able to describe what results each of these tools provide about program quality.	Yes
	ECE -142	Supervision of Adults-The Mentor Teacher	#3	Describe the role of mentor in leadership and advocacy in the field of early childhood education.	2014-2015 (Spring 2015)	Expectations that 75% of students would answer correctly or complete activity sheet correctly to achieve this SLO.	Yes
			#4	Conduct a clinical supervision process.	2014-2015 (Spring 2015)	Students received at least 75% success in demonstrating they understood and could demonstrate what goes into a clinical supervision process.	Yes
	ECE -145	Integrating Children With Special Needs	SLO1	Describe Federal, State, and local regulations that impact children with special needs and their families.	2014-2015 (Spring 2015)	75% students will show understanding of regulations.	Yes
			SLO1	Describe Federal, State, and local regulations that impact children with special needs and their families.	2014-2015 (Spring 2015)	Success would be reflected by an average class score of at least 75%.	Yes
	ECE -146	Child Guidance and Discipline	3	3.Identify and apply guidance and discipline strategies to children's anger and aggression.	2015-2016 (Fall 2015)	95% of students who complete quiz, receive a "B" or better.	Yes
	ECE -191	Infant Toddler Development	#2	Describe the physical, emotional, cognitive and social development of infants/toddlers as well as identify current issues concerning infants/toddlers in group care.	2015-2016 (Fall 2015)	70% of class earns grade of C or above.	No
			#2	Describe the physical, emotional, cognitive and social development of infants/toddlers as well as identify current issues concerning infants/toddlers in group care.	2015-2016 (Fall 2015)	70% of class earns grade of C or above.	Yes
			#2	Describe the physical, emotional, cognitive and social development of infants/toddlers as well as identify current issues concerning infants/toddlers in group care.	2015-2016 (Fall 2015)	75% students will be able to observe children and then analyze their development.	No
			#2	Describe the physical, emotional, cognitive and social development of infants/toddlers as well as identify current issues concerning infants/toddlers in group care.	2015-2016 (Fall 2015)	75% students will be able to observe children and then analyze their development.	Yes
	ECE -195	The School Age Child:	community resources	Identify Community Resources Available for School Age Programming	2014-2015 (Spring 2015)	90% of students will complete assignment with a "B" or better.	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
		Development, Behavior, Curriculum Activities					Yes
			community resources	Identify Community Resources Available for School Age Programming	2014-2015 (Spring 2015)	90% of students will complete the assignment with a B or better and demonstrate written and knowledge of the SLO.	Yes
Academic (HSS) - Economics	ECO N-010 A	Principles of Macroeconomic Theory	1	Identify and Interpret Macroeconomic Data	2015-2016 (Fall 2015)		Yes
			4.	Explain the function of the central bank and the banking system.	2014-2015 (Spring 2015)	82% of the students answer the question on the Exam correctly.	Yes
	ECO N-010 B	Introduction to Microeconomic Theory	1	Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.	2015-2016 (Fall 2015)		Yes
			1	Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.	2015-2016 (Fall 2015)	I expected 60 percent of student will get the correct answer.	Yes
			2	Calculate and interpret measures of elasticity.	2015-2016 (Spring 2016)	I expected 60 percent of students will pass this question.	
			4	Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run.	2014-2015 (Spring 2015)	72% of the students answered the question correctly.	Yes
Academic (HSS) - Ethnic Studies	ETH -020	African American Culture	#1	Summarize the key political movements and events of African Americans in the United States.	2015-2016 (Fall 2015)	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.	Yes
			#3	Evaluate how the historical struggles, protests, and marches by African Americans have influenced the African American youth today and in the future.	2014-2015 (Spring 2015)		
			#7	Identify the principal political and socio-economic barriers for African American advancement into mainstream American society.	2014-2015 (Spring 2015)	70% of students pass	Yes
			#7	Identify the principal political and socio-economic barriers for African American advancement into mainstream American society.	2014-2015 (Spring 2015)	70% pass	Yes
	ETH	Introduction	#1 Historical	Compare and contrast historical patterns of	2015-2016		Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
	-027	to Race & Ethnicity in American History	Patterns	subordination that have shaped socio-political realities for major racial and ethnic groups in American society	(Fall 2015)		Yes
			#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	2015-2016 (Fall 2015)	70% proficiency with SLO 1	Yes
			#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	2015-2016 (Fall 2015)	The criterion for success, other than final grade, lies in the change in percentage from Pre- to Post- assessment of the SLO.	Yes
			#2	Analyze social stratification in American society based on race, class, and gender.	2015-2016 (Fall 2015)	By doing the assignment, students receive credit. Students papers are graded: 1. 'Check plus' - A 2. 'Check' - B 3. 'Check Minus' - C	Yes
			#2	Analyze social stratification in American society based on race, class, and gender.	2015-2016 (Fall 2015)	Successfully passing portfolio assessment with a "C" (70%) or better.	Yes
			#4	Explain historical origins of contemporary socio-political issues using sociological terminology.	2014-2015 (Spring 2015)	70% of students pass exam and paper	Yes
			#4	Explain historical origins of contemporary socio-political issues using sociological terminology.	2014-2015 (Spring 2015)	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.	Yes
	ETH -030	Chicana/o Culture	#1 Eurocentrism	Compare and contrast traditional eurocentric and alternative social science perspectives of Mexican/Chicana/o culture and history	2015-2016 (Fall 2015)	A score of 70%/C or better constituted successfully satisfying this SLO	Yes
			#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.	2015-2016 (Fall 2015)	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.	Yes
			#4	Compare and contrast the relationship between the dominant American culture and Chicana/o culture.	2015-2016 (Fall 2015)	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.	Yes
			#5	Describe and define the historic "cause and effect" relationship of racism, stereotyping,	2015-2016 (Fall 2015)		

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				prejudice as well as structural barriers to socio-economic advancement into mainstream society.			
			#6	Analyze the significance of major contributions in oral literature, art, murals, music, dance and theatre in the transmission of Mexican customs, traditions, values, and group identity.	2015-2016 (Fall 2015)	75% of students earned passing marks	Yes
			#6	Analyze the significance of major contributions in oral literature, art, murals, music, dance and theatre in the transmission of Mexican customs, traditions, values, and group identity.	2015-2016 (Fall 2015)	75% of students pass	Yes
	ETH -031	Contemporary Issues in Mexican American Communities	Critically Reflect on Mexican American Social Issues	Critically reflect both orally and in writing on various social issues in Mexican American communities and attempts to address them in American society.	2014-2015 (Spring 2015)	75% of students pass the assessment	Yes
	ETH -037 A	Mexican American History I	1	Assess historical events and developments in the United States from the pre-Columbian era to Reconstruction as they influence contemporary issues of diverse identities.	2015-2016 (Fall 2015)	70%/C or better as an average grade on Portfolio 1 and related quiz questions constituted successfully achieving Course SLO #1	Yes
			2	Evaluate historical information from primary and secondary sources drawing upon different points of view and describe their influence on social issues and political action.	2015-2016 (Fall 2015)		
			3	Compare and contrast the Mexican American experience to other racial/ethnic groups in terms of their respective contributions to society of the United States.	2015-2016 (Fall 2015)		
			4	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.	2015-2016 (Fall 2015)		
	ETH -041	Vietnamese American Culture	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.	2015-2016 (Fall 2015)	Able to articulate understanding of Confucian teachings in VietNam, knowledge and familiarity of the Vietnamese migration to the USA.	Yes
			CSLO 3	3. Analyze the effects of domination,	2014-2015	70% pass exam	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				colonization, and immigration of Vietnamese Americans and explain how these experiences influence the development of the Vietnamese community in the United States.	(Spring 2015)		Yes
Academic (HSS) - Family and Consumer Studies	FCS -019	Nutrition	4	Distinguish physiological and environmental factors influencing food choices and dietary behaviors.	2015-2016 (Fall 2015)	75% of students will evaluate physiological and environmental factors affecting dietary behavior by writing a short essay included in their Diet Analysis project.	Yes
			4	Distinguish physiological and environmental factors influencing food choices and dietary behaviors.	2015-2016 (Fall 2015)	75% students will be able to demonstrate knowledge of this SLO	Yes
			SLO2	Recognize and discuss nutrient deficiency symptoms.	2014-2015 (Spring 2015)	75% students will be able to demonstrate knowledge of nutrient deficiencies.	Yes
			SLO2	Recognize and discuss nutrient deficiency symptoms.	2014-2015 (Spring 2015)	80% or more of the students will correctly answer two or more questions.	Yes
	FCS -070	Child Development	#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.	2014-2015 (Spring 2015)	70% overall score on Final Exam	Yes
			#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.	2014-2015 (Spring 2015)	at least 70% pass	Yes
			#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.	2015-2016 (Fall 2015)	75% students will be able to meet this criterion.	Yes
			#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.	2015-2016 (Fall 2015)	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.	Yes
Academic (HSS) - Geography	GEO G 010	Introduction to Physical Geography	SLO1	Describe what makes Earth habitable using knowledge of its physical geographical characteristics.	2015-2016 (Fall 2015)	70% or more of the students answer 4/5 questions correctly.	No
	GEO G 011	Introduction to Cultural Geography	SLO1	Evaluate how cultural and geographical elements such as ethnicity, agriculture, religion, and politics shape cultural identity	2014-2015 (Spring 2015)	65% of the students received a 'Pass Evaluation'.	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
Academic (HSS) - Global Studies	GLO BL-001	Introduction to Global Studies	CSLO #1	Describe globalization and its relationship to national, regional, and cultural diversity	2015-2016 (Fall 2015)	Question was scored out of 4 possible points. A score of 3 out of 4 or higher was considered the criterion for success.	Yes
			SLO 2	Develop an understanding of global economic and political systems and their interdependence	2015-2016 (Fall 2015)	75% of student completing the reflection assignment scored 7 or more on a 10 point scale.	Yes
	GLO BL-002	Global Issues	SLO 1 same as CSLO 1	Identify major recurring and emerging global issues. .	2015-2016 (Fall 2015)	75% of students receive a score of 7 (out of 10) or higher on the reflection assignment.	No
			SLO 4 same as CSLO 6	Critically examine and analyze issues from the interdisciplinary and international perspectives, models, and theories.	2015-2016 (Fall 2015)	75% of students complete this assignment and achieved a score of 15/20 or higher.	
			#2	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.	2014-2015 (Spring 2015)	Students clearly identify one of more dimensions of individual identity.	Yes
Academic (HSS) - History	HIST -001	Survey of American History	#3	Assess the essential elements of the revolutionary issues in colonial America	2014-2015 (Spring 2015)	Students should demonstrate their understanding of the reading material and their critical thinking skills.	Yes
			#6	Describe and evaluate the expansion of American influence and control during the period known as Manifest Destiny	2015-2016 (Fall 2015)		
			#9	Analyze and evaluate the effects of the New Deal upon U.S. economy and political power structure.	2015-2016 (Fall 2015)		
	HIST -009	Women in American History	#1	Analyze the primary concepts, meanings, and questions in the study of American women's history.	2015-2016 (Spring 2016)	Instructor will assess if students meet the SLO based on assigned readings and students' responses	Yes
			#4	Evaluate slave and free black women's history	2015-2016 (Fall 2015)	Adequacy of answer.	Yes
			#5	Discuss women's laws, identities, ideals and realities.	2014-2015 (Spring 2015)	Adequacy of answers demonstrating a knowledge of the reading materials and critical thinking skills.	Yes
			#5	Discuss women's laws, identities, ideals and realities.	2014-2015 (Spring 2015)	Criterion for Success: Adequacy of answers demonstrating a knowledge of the reading materials and critical thinking skills.	Yes
	HIST -010 A	Development of Western Culture	#3	Relate and apply the ideas, views and beliefs of the past to contemporary ideas, views and beliefs.	2015-2016 (Fall 2015)	Adequacy of answer.	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
	HIST-010B	Development of Western Culture	#4	Articulate and assess the influential ideas and from significant men and women of early modern and modern times.	2014-2015 (Spring 2015)	70% of students pass with a grade of C or better on the assessment	Yes
	HIST-011A	World History to 1500	#5	Describe the influence of Christianity upon Europe, Africa, North and South America, and Asia.	2015-2016 (Fall 2015)	Students should adequately meet the learning objective goal.	Yes
	HIST-017A	History of the United States	#2	Apply historical knowledge of the past to understand contemporary issues.	2015-2016 (Fall 2015)	Students should demonstrate an understanding of the reading material and critical thinking skills in their answers/quizzes/tests/papers.	Yes
	HIST-017B	History of the United States	#1	Critically evaluate the cultural, economic, diplomatic, political, and constitutional history of the United States.	2015-2016 (Fall 2015)	Demonstration of understanding.	Yes
			#2	Apply historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. Constitutions.	2014-2015 (Spring 2015)	Students should demonstrate adequate understanding of the material and critical thinking skills.	Yes
	HIST-021	African American History	#7	Evaluate the similarities and differences among African American communities with respect to race, religion, and gender.	2015-2016 (Fall 2015)	The criterion for success is 70% success.	Yes
	HIST-024	History and Culture of the American Indian	#1	Identify and discuss the origins and diversity of early Indians in North America including cultural similarities and differences caused by geography.	2014-2015 (Spring 2015)	Adequacy of understanding.	Yes
			#1	Identify and discuss the origins and diversity of early Indians in North America including cultural similarities and differences caused by geography.	2014-2015 (Spring 2015)	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.	Yes
			#6	Examine contemporary American Indian movements and issues in relation to social justice.	2015-2016 (Spring 2016)		Yes
Academic (HSS) - Humanities	HUMNT-001	Introduction to Visual and Performing Arts	A - HUM 001	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.	2015-2016 (Fall 2015)	Criterion for success was 75% of students received the equivalent of a C or higher.	Yes
			A - HUM 001	Apply a basic interdisciplinary conceptual vocabulary to formulate his/her interpretations of visual and performing arts objects and	2015-2016 (Fall 2015)	Student scores remain consistent for this learning outcome. 80% is well above minimum mastery level of 70%.	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				events in the four fields of Visual Art, Music, Dance, Theatre.			Yes
			B - HUM 001	Communicate such formulations through: a. Writing b. Oral discussion	2014-2015 (Spring 2015)	Above 70% demonstrated competency	Yes
			C - HUM 001	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
			C - HUM 001	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
	HUM NT-002	Introduction to World Literature	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,	2015-2016 (Fall 2015)	70%	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				analyzing, and writing about multiple genres in world literature.			Yes
			4.	Support an interpretation using textual evidence.	2015-2016 (Fall 2015)		No
			4.	Support an interpretation using textual evidence.	2015-2016 (Fall 2015)		Yes
			4.	Support an interpretation using textual evidence.	2015-2016 (Fall 2015)	70%	No
			4.	Support an interpretation using textual evidence.	2015-2016 (Fall 2015)	70%	Yes
	HUM NT-003	Introduction to Women's Studies	#1	Assess gender from a historical perspective	2015-2016 (Spring 2016)	Students should adequately meet the learning objective goal.	Yes
			#2	Analyze how gender and conceptions of gender shape individual identities, social institutions, personal relationships, and the distribution of power	2014-2015 (Spring 2015)	Students demonstrate understanding of the author's viewpoint and then give their own view points supported by facts.	Yes
			#3	Articulate issues of race, gender, sexuality and class	2015-2016 (Fall 2015)	Students should adequately meet the learning objective goal.	Yes
			#4	Analyze women's roles and experiences across the globe	2014-2015 (Spring 2015)	Students should demonstrate critical/analytical writing and thinking skills.	Yes
			#5	Assess issues of women's sexuality, reproduction and health	2014-2015 (Spring 2015)		
Academic (HSS) - Labor Studies	LAB OR-023	Labor in American Society	Labor Orgainzation	Compare and contrast the organizing foci of labor organizations during the late 19th and early 20th centuries	2014-2015 (Spring 2015)		
			Labor Orgainzation	Compare and contrast the organizing foci of labor organizations during the late 19th and early 20th centuries	2014-2015 (Summer 2015)		
			New Deal	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.	2014-2015 (Spring 2015)	70% of students pass assessment	Yes
			New Deal	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.	2014-2015 (Summer 2015)	70% of students pass assessment	Yes
	LAB OR-025	Labor Organizing and Political Action	Discuss Political Ethics	Discuss political ethics, campaigning strategies, and strategies for candidate selection from a union perspective	2014-2015 (Spring 2015)		
Academic	MUS	Class Piano	2. Chords	B.Demonstrate and apply inversions chords in	2014-2015	70% of the students receive a pass	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
(HSS) - Music	IC-020			repertoire and composition	(Spring 2015)	evaluation	Yes
			2. Chords	B.Demonstrate and apply inversions chords in repertoire and composition	2014-2015 (Spring 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
			3. Chord Progression	C.Construct chord progressions including usage of secondary triads	2015-2016 (Fall 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	
			5. Pedaling	E.Correctly use the damper pedal as it relates to the 4 stylistic periods	2015-2016 (Fall 2015)	70% or more of students pass	Yes
			5. Pedaling	E.Correctly use the damper pedal as it relates to the 4 stylistic periods	2015-2016 (Fall 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
	MUS IC-028	Class Guitar	1. Mechanics	1.Use correct arm, hand, and sitting positions.	2015-2016 (Fall 2015)	70% of the students receive a pass evaluation	Yes
			1. Mechanics	1.Use correct arm, hand, and sitting positions.	2015-2016 (Fall 2015)	70% or more of students pass assessment	Yes
			1. Mechanics	1.Use correct arm, hand, and sitting positions.	2015-2016 (Fall 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
			2. Intermediate Etudes.Exercises	2.Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.	2014-2015 (Spring 2015)	70% of the students receive a pass evaluation	No
			2. Intermediate Etudes.Exercises	2.Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.	2014-2015 (Spring 2015)	70% of the students receive a pass evaluation	Yes
			2. Intermediate Etudes.Exercises	2.Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.	2014-2015 (Spring 2015)	Above 70% competency	No
			2. Intermediate Etudes.Exercises	2.Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.	2014-2015 (Spring 2015)	Above 70% competency	Yes
			2. Intermediate Etudes.Exercises	2.Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.	2014-2015 (Spring 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	No

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
			2. Intermediate Etudes.Exercises	2.Play intermediate to advanced level études, exercises, and pieces from the standard guitar repertoire applying appropriate technical and musical skills.	2014-2015 (Spring 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
	MUS IC-050 A	Beginning Piano	2. Chords	B.Demonstrate knowledge of chords and their construction. Primarily I and V (C)	2014-2015 (Spring 2015)	70% of the students receive a pass evaluation	Yes
			2. Chords	B.Demonstrate knowledge of chords and their construction. Primarily I and V (C)	2014-2015 (Spring 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
			3. Chord Progression	C.Construct simple chord progressions (I - V(7) - I) (C)	2015-2016 (Fall 2015)	70% or higher	Yes
			3. Chord Progression	C.Construct simple chord progressions (I - V(7) - I) (C)	2015-2016 (Fall 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
	MUS IC-050 B	Beginning Piano	2. Chords	B.Demonstrate knowledge of chords, inversions and their construction (B)	2014-2015 (Spring 2015)	70% of the students receive a pass evaluation	Yes
			2. Chords	B.Demonstrate knowledge of chords, inversions and their construction (B)	2014-2015 (Spring 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
			3. Chord Progression	C.Construct simple and common chord progressions (e.g. I-IV-V(7)-I, I-IV-I, I-IV-V7-I) (C)	2015-2016 (Fall 2015)	70% or higher	Yes
			3. Chord Progression	C.Construct simple and common chord progressions (e.g. I-IV-V(7)-I, I-IV-I, I-IV-V7-I) (C)	2015-2016 (Fall 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
	MUS IC-058 A	Beginning Guitar	3. First Position	3.Play basic technical and rhythmical exercises and studies in first position.	2014-2015 (Spring 2015)	70% of the students receive a pass evaluation	Yes
			3. First Position	3.Play basic technical and rhythmical exercises and studies in first position.	2014-2015 (Spring 2015)	Above 70% competency	Yes
			3. First Position	3.Play basic technical and rhythmical exercises and studies in first position.	2014-2015 (Spring 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
			4. Fingerboard	4.Identify notes on the fingerboard.	2015-2016 (Fall 2015)	70% of students pass	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
			4. Fingerboard	4. Identify notes on the fingerboard.	2015-2016 (Fall 2015)	70% or higher	Yes
			4. Fingerboard	4. Identify notes on the fingerboard.	2015-2016 (Fall 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
	MUS IC-058 B	Beginning Guitar	3. Etudes.Exercises	3. Play basic technical and rhythmical exercises, studies, and simple pieces appropriate to this level, using correct, relaxed playing position.	2014-2015 (Spring 2015)	70% of the students receive a pass evaluation	Yes
			3. Etudes.Exercises	3. Play basic technical and rhythmical exercises, studies, and simple pieces appropriate to this level, using correct, relaxed playing position.	2014-2015 (Spring 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
			4. Tuning	4. Tune the guitar.	2015-2016 (Fall 2015)	70 or higher	Yes
			4. Tuning	4. Tune the guitar.	2015-2016 (Fall 2015)	70% of the students receive a pass evaluation	Yes
			4. Tuning	4. Tune the guitar.	2015-2016 (Fall 2015)	Excellent=A; Good=B; Satisfactory=C; Poor=D; Unsatisfactory=F	Yes
	MUS IC-083	Exploring The World of Music	SLO Mus 83 B	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	2015-2016 (Fall 2015)	Above 70% competency	Yes
			SLO Mus 83 C	Recognize the elements of music: (e.g. Rhythm, timbre) from a cross-cultural experience	2014-2015 (Spring 2015)	Above 70% competency	Yes
	MUS IC-091	Music Appreciation: Western Civilization	A. Listening	A. Aurally identify particular pieces of repertoire by title/composer, musical form, musical instruments, and modality.	2014-2015 (Spring 2015)	Above 70% competency	Yes
			B. Style Elements	B. Describe how the various elements of music are combined to create what is called style.	2015-2016 (Fall 2015)	Above 70% competency	Yes
	MUS IC-095	Music Appreciation: Jazz	SLO Mus 95 B	2. Analyze and evaluate a jazz performance through description of features of jazz	2014-2015 (Spring 2015)	Above 70% competency	Yes
			SLO Mus 95 E	5. Distinguish similarities and differences of stylistic periods in jazz music	2015-2016 (Fall 2015)	Above 70% competency	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
	MUS IC-099	Introductory Music	1. Symbols	1. Define, classify, and write the basic symbols of notation of pitch, duration, meter, volume, and timbre.	2015-2016 (Fall 2015)	70% and above.	Yes
			1. Symbols	1. Define, classify, and write the basic symbols of notation of pitch, duration, meter, volume, and timbre.	2015-2016 (Fall 2015)	70% or more of students answer the questions correctly.	Yes
			1. Symbols	1. Define, classify, and write the basic symbols of notation of pitch, duration, meter, volume, and timbre.	2015-2016 (Fall 2015)	Above 70% competency	Yes
			4. Keyboard	4. Read simple compositions and play them at the keyboard, demonstrating skills of basic musicianship.	2014-2015 (Spring 2015)	Above 70% competency	Yes
			4. Keyboard	4. Read simple compositions and play them at the keyboard, demonstrating skills of basic musicianship.	2014-2015 (Spring 2015)	Above 70% competency	Yes
Academic (HSS) - Philosophy	PHIL -010	Introduction to Philosophy: Metaphysics and Epistemology	#1	Explain the basic history, philosophers and the ideas of western philosophy	2014-2015 (Spring 2015)	65% is Pass with C; 75% is B; 85% is A.	Yes
			#1	Explain the basic history, philosophers and the ideas of western philosophy	2014-2015 (Spring 2015)	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.	Yes
			#2	Compare and contrast between main currents of western philosophical traditions	2014-2015 (Spring 2015)		
			#3	Assess the basic doctrines of major philosophers regarding the basic issues of western philosophy	2015-2016 (Fall 2015)	65%/100% or higher is passing grade. Historically the passing rate has been more than 80% which is more than the target aimed for.	Yes
			#3	Assess the basic doctrines of major philosophers regarding the basic issues of western philosophy	2015-2016 (Fall 2015)	75% or higher of students who took the course and completed it with passing grades	Yes
			#4	Articulate the differences between various basic philosophical conceptions and issues	2014-2015 (Spring 2015)	0-10; 6.5 being pass. See Actual Results Breakdown below (in Notes)	Yes
			#4	Articulate the differences between various basic philosophical conceptions and issues	2014-2015 (Spring 2015)	6.5 being pass	Yes
	PHIL -012	Introduction to Philosophy: Existentialism: Past, Present, and Future	#2	Construct a general outline of the history of existentialist philosophy.	2014-2015 (Spring 2015)	0-10, ten being the best: 6 is passing scale	Yes
	PHIL	Introduction	#1	Articulate the basic ideas and conceptions of	2014-2015	6.5 or higher to pass the SLO. 90% is A;	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
	-051	to Asian Philosophy		Asian philosophies	(Spring 2015)	75% is B; 60% is C; below 60% failed. (Break down of actual results in Notes below)	Yes
	PHIL -060	Logic and Critical Thinking	#3	Articulate the basic types of informal and formal logical fallacies.	2015-2016 (Fall 2015)	60% or higher is pass. 60-70%: C; 71-84: B; 85-100: A. See Results below (in Notes)	Yes
			#3	Articulate the basic types of informal and formal logical fallacies.	2015-2016 (Fall 2015)	An 85% and higher of students who took and completed the course is considered a success	Yes
			#4	Perform the basic operations of formal, sentential and symbolic logic.	2014-2015 (Spring 2015)	65% being passed. 90% = A; 75% = B; 65% = C; below 65% Failed. Breakdown of actual results are in Notes below.	Yes
			#6	Articulate the basic forms of scientific, casual and statistical fallacies.	2015-2016 (Fall 2015)	65% -75% is passing with C; 76-85% is B; 86-100% is A.	Yes
	PHIL -070	Religion: The Live Hypothesis	Basic knowledge of the world's religions	Compare and contrast between the basic doctrines of world's major religions	2015-2016 (Fall 2015)	A 80% or higher out of 100% of the students passing the class.	Yes
Academic (HSS) - Photography	PHO TO-022	Beginning Photography	#3	Create compositions using subject placement, lighting, tonal range and principles of design.	2015-2016 (Fall 2015)	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	Yes
			#3	Create compositions using subject placement, lighting, tonal range and principles of design.	2015-2016 (Fall 2015)	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	Yes
			#5	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.	2014-2015 (Spring 2015)	The topics as mentioned above are given 20 points each amounting to 100 points. 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)	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
						= 60% - 69%, 3 (average) = 70% - 79%, 4 (above average) = 80% - 89%, and 5 (outstanding) = 90% - 100%.	Yes
PHO TO-062	Intermediate	#1 Photography		Evaluate ways digital imaging can manipulate the public's perception of the news and advertising	2014-2015 (Spring 2015)	<p>Groups must present at least 5 different examples of digital tampering from a wide range of subjects as described above. The class as a whole are given scoring cards on which to track their individual opinions of the examples - this encourages thought and discussion. The instructor meanwhile keeps an independent scoring card of their own. The class scoring system is tallied and in the case dispute or poor judgement the instructor relies of course on his or her own judgement - which is final.</p> <p>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) = 60% - 69%, 3 (average) = 70% - 79%, 4 (above average) = 80% - 89%, and 5 (outstanding) = 90% - 100%.</p>	Yes
			#2	Describe relevance of image making over time and its importance in American culture	2015-2016 (Fall 2015)		
			#7	Demonstrate archival presentation methods and their importance	2015-2016 (Fall 2015)	<p>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>90, B>80, C>70, D>60 percentiles.</p>	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
						Students must score a 'C' or better to be considered as 'passing'.	Yes
	PHO TO-076	Photoshop 1	#4	Discuss and employ color theory.	2014-2015 (Spring 2015)	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	Yes
			#5	Apply basic 'digital darkroom' techniques.	2015-2016 (Fall 2015)	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	Yes
	PHO TO-077	Photoshop 2	#4	Create hard copy and soft copy photographic images for portfolio presentation	2014-2015 (Spring 2015)	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%	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
						(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
	PHO TO-079	Digital Photography 1	#1	Utilize camera settings and shooting techniques to effectively communicate intent and vision.	2015-2016 (Fall 2015)	Using above 4 assessments, submissions are assessed 25% for each part. Total grade given out of 100%. Passing Grade of 75% or more.	Yes
			#1	Utilize camera settings and shooting techniques to effectively communicate intent and vision.	2015-2016 (Fall 2015)	Using above 4 assessments, submissions are assessed 25% for each part. Total grade given out of 100%. Passing Grade of 75% or more.	Yes
			#5	Discuss the history of the medium and its place in commerce, social justice, environmental awareness, and art.	2014-2015 (Spring 2015)	The topics as mentioned above are given 20 points each amounting to 100 points. 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) = 60% - 69%, 3 (average) = 70% - 79%, 4 (above average) = 80% - 89%, and 5 (outstanding) = 90% - 100%.	Yes
Academic (HSS) - Political Science	POL SC-001	Politics and Government in America	#1	Evaluate government based on headship, possession and distribution of authority, and organic structure and operation of government.	2014-2015 (Spring 2015)	68,75% of the students had passed	Yes
			#1	Evaluate government based on headship, possession and distribution of authority, and organic structure and operation of government.	2014-2015 (Spring 2015)	70% of the students receive a pass evaluation	Yes
			#1	Evaluate government based on headship, possession and distribution of authority, and organic structure and operation of government.	2014-2015 (Spring 2015)	Passing was determined to be 80%. 92% of the students completed the assignment successfully and I used the results to deepen my understanding of their perceptions and how the material can be better understood and delivered in the future.	Yes
			#1	Evaluate government based on headship, possession and distribution of authority, and organic structure and operation of	2014-2015 (Spring 2015)	Students are successful in fulfilling the assignments assigned to them and will demonstrate an ability to evaluate the major	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				government.		concepts. 78.27% (C+) students met the criterion established for this purpose.	Yes
			#2	Identify and analyze the purposes for government in the U.S. as determined by the Constitution.	2015-2016 (Fall 2015)	84% of the class passed this assignment.	Yes
			#3	Evaluate the essentials of democratic government and compare and contrast the differences between democracy and authoritarianism.	2014-2015 (Spring 2015)		
			#4	Describe and assess the philosophies that inspired the Constitution, the people who wrote it, the events that led up to the writing of it, and the contents of the Constitution.	2014-2015 (Spring 2015)		
			#6	Compare the relationships and constitutional authorities of the three branches of California Government.	2014-2015 (Summer 2015)		
	POL SC-002	Comparative Politics	#1	Analyze the major historical forces in various nations' pasts and describe their implications for the political present.	2015-2016 (Fall 2015)	70% or more of the students pass with a "C" or higher	Yes
			#3	Contrast party systems and the strengths and weaknesses of executive systems in relation to party systems.	2014-2015 (Spring 2015)		
			#4	Articulate how political beliefs and ideologies result in national policies.	2014-2015 (Spring 2015)	70% of students earned a passing score	Yes
	POL SC-004	International Relations	#2	Articulate the major concepts of globalization and transnationalism in the area of international relations.	2014-2015 (Spring 2015)	70% of students ear a composite grade of "C" or better	Yes
Academic (HSS) - Psychology	PSY CH-010	General Psychology	SLO #1	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.	2014-2015 (Spring 2015)	70% of students' responses to writing prompt are scored average(7 out of 10) or higher.	Yes
			SLO #2	Compare and contrast the major theoretical perspectives of psychology noting the major focus of each and its limitation	2014-2015 (Spring 2015)	70% of students' responses to writing prompt are scored average(7 out of 10) or higher.	Yes
			SLO #3	Explain the major domains of psychological inquiry including the biological bases of behavior, learning and cognition, motivation and emotion, and personality.	2015-2016 (Fall 2015)	75 % of students responses demonstrate and average or higher ability to identify the major domains of psychological inquiry	Yes
			SLO #4	Describe the major areas of applied psychology and analyze how psychological principles are applied in real world settings. Previously CSLO4)	2014-2015 (Spring 2015)	70% of students will score 7 or more out of 10 in response to this prompt.	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
							Yes
			SLO #4	Describe the major areas of applied psychology and analyze how psychological principles are applied in real world settings. Previously CSLO4)	2014-2015 (Spring 2015)	75% of students score 7 or higher on prompt.	Yes
			SLO #4	Describe the major areas of applied psychology and analyze how psychological principles are applied in real world settings. Previously CSLO4)	2014-2015 (Spring 2015)	Arbitrary criterion for success is 75% of the grades C or higher. Actual Results=74%	Yes
			SLO #5	Discuss the contribution of individual differences and social contexts such as culture, disability and gender to human diversity, and explain its impact on psychological research, theory and application.	2015-2016 (Fall 2015)	75% of students' responses demonstrate an average or higher ability to discuss the contributions of individual difference or cultural contexts on human development.	Yes
	PSY CH-012	Social Psychology	CSLO#2	Explain the implications of social psychological research and theories for individuals and society.	2014-2015 (Spring 2015)	75% of students receive a grade of C or higher on these questions.	Yes
			CSLO#2	Explain the implications of social psychological research and theories for individuals and society.	2014-2015 (Spring 2015)	95% of the students receive a grade of C or higher evaluation on this question	Yes
			CSLO#5	Understand and apply social psychological principles to personal, social, and organizational issues.	2015-2016 (Fall 2015)	70% of students earn a grade of C or better on the assessment.	Yes
			CSLO#5	Understand and apply social psychological principles to personal, social, and organizational issues.	2015-2016 (Fall 2015)	75 % of students demonstrate average or high levels of understanding	Yes
			CSLO#6	Discuss the generalizability of the research findings across time and cultures.	2014-2015 (Spring 2015)	70% of students pass	Yes
	PSY CH-020	The Psychology of Stress Reduction	CSLO#1	Describe stress as a physiological, psychological, and social phenomenon.	2014-2015 (Spring 2015)	70% of students rated high or medium levels of understanding.	Yes
			CSLO#1	Describe stress as a physiological, psychological, and social phenomenon.	2014-2015 (Spring 2015)	75% of students receive a grade of C or higher score on these questions	Yes
			CSLO#2	Examine the impact of stress on human performance.	2014-2015 (Spring 2015)	70% of students pass	Yes
			CSLO#3	Appraise the mind-body interplay in maintaining physical and psychological health.	2014-2015 (Spring 2015)		

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
			CSLO#4	Critically evaluate one's life in terms of the causes and effects of stress	2014-2015 (Spring 2015)		
			CSLO#5	Analyze the effects of a variety of stress reduction techniques applied to contemporary life	2014-2015 (Spring 2015)		
			CSLO#6	Develop, apply, and evaluate a personal stress-reduction plan.	2014-2015 (Spring 2015)		
	PSY CH-022	Research Methods in Psychology	CSLO #3	Synthesize a body of research findings.	2015-2016 (Fall 2015)	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.	Yes
			CSLO #7	Assess the generalizability of study results.	2015-2016 (Fall 2015)	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.	Yes
	PSY CH-031	Biological Psychology	CSLO #1	Compare and contrast research methodologies used in the scientific study of the brain's structure and function.	2014-2015 (Spring 2015)		
			CSLO #2	Summarize the major contemporary issues in human evolution, genetics, and behavioral development that underlie the biology of behavior.	2014-2015 (Spring 2015)		
			CSLO #3	Explain the general anatomy and physiology of the nervous system, and the interrelated systems, structures, and cells that constitute the nervous system.	2014-2015 (Spring 2015)		
			CSLO #4	Explain the general anatomy and physiology of the nervous system, and the interrelated systems, structures, and cells that constitute the nervous system.	2014-2015 (Spring 2015)		
			CSLO #5	Explain the biological basis of several behavioral or mental processes, such as perception, sensation, emotion, or motivation.	2014-2015 (Spring 2015)	70% of students rated at medium or high levels of understanding.	Yes
			CSLO #6	Analyze the effects of compromised neurological functions on behavior and	2014-2015 (Spring 2015)		

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				describe several behavioral and neurological disorders.			
	PSY CH-035	Introduction to the Psychology of Women	1)	1.Describe concepts of female psychological development throughout the life cycle.	2014-2015 (Spring 2015)	70% of the students will pass.	Yes
			1)	1.Describe concepts of female psychological development throughout the life cycle.	2014-2015 (Spring 2015)	Of the 43 students in class, 38 students successfully completed the assignment.	Yes
			2)	Identify historical, societal, familial, and cultural influences that shape the female gender role.	2014-2015 (Spring 2015)	Access a minimum of 2 credible resource sites, of which one must be an Internet site, document with in text referencing and submit your paper on the due date with all the criteria being met as outlined in the handout.	
			3)	Examine the prevalent mental and physical health problems of women as a global phenomenon.	2015-2016 (Fall 2015)	53 students enrolled; 42 of those students successfully answered the question(s) mental health and physical health.	Yes
			5)	Analyze the promotion and maintenance of women's gender equality for all groups of women.	2015-2016 (Spring 2016)	25 students received an "A", 11 received a "B", 9 received a "C", 10 received a "D" or "F".	
	PSY CH-060	Personal Growth and Adjustment	CSLO#3	Differentiate one's own and others? personality patterns and defensive reactions.	2015-2016 (Fall 2015)	70% of students earn a grade of C or better	Yes
			CSLO#7	Compare and contrast the utility of various time management strategies	2015-2016 (Fall 2015)		
	PSY CH-092	Developmental Psychology	SLO #1	Identify the basic similarities in human development and the nature and origin of individual differences (Formerly CSLO 1)	2015-2016 (Fall 2015)	75% of students will achieve ratings of 7 or higher on their responses to the writing prompt.	Yes
			SLO #2	Describe the major milestones of cognitive, biological, emotional and social development and the research methods used to study the resulting changes across the lifespan.	2014-2015 (Spring 2015)	75% of student responses to the prompt are scored 7(out of 10) or higher.	Yes
			SLO #3	Compare and contrast the major contemporary theoretical approaches used to explain development over the lifespan and the research and applications that arise from them	2014-2015 (Spring 2015)	70% of students' responses to writing prompt are scored average(7 out of 10) or higher.	Yes
			SLO #4	Evaluate the impact or significance of social contexts such as historical time, socioeconomic status, and culture on	2014-2015 (Spring 2015)		Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				development.			Yes
			SLO #5	Analyze how course information applies to aspects of his or her life and/or the lives of other individuals (Formerly CSLO #6)	2014-2015 (Spring 2015)	70% of students score 7 or higher on writing prompt.	Yes
	PSY CH-099	Abnormal Psychology	CSLO#1	Summarize the major diagnostic categories in the current DSM (Diagnostic and Statistical Manual of Mental Disorders) and the processes used in making psychiatric diagnoses.	2014-2015 (Spring 2015)	70% of the students received a "C" or higher evaluation on the questions and essay.	Yes
			CSLO#2	Distinguish among the major diagnostic categories when applied to specific case examples.	2015-2016 (Fall 2015)	75% of students respond to the vignette with a complete and correct response.	Yes
			CSLO#3	Develop awareness of co-occurring disorders (Mental Illness/Substance Addiction) and the impact on assessment and treatment planning	2015-2016 (Spring 2016)		
			CSLO#5	Identify, compare, and contrast major treatment approaches.	2015-2016 (Spring 2016)		
	PSY CH-100	Human Sexuality	#1.	1.Explain sexual diversity and values of various cultures.	2014-2015 (Spring 2015)	70% of students pass the assessment	Yes
			#2.	Evaluate how media influences and reflects sexuality.	2015-2016 (Fall 2015)	of the 56 students enrolle, 35 of the students successfully completed this research and powerpoint presentation.	
			#3.	Discuss different types of sexual orientation in relation to culture, political and legal research, and choice.	2015-2016 (Fall 2015)	A=26,B=26,C=30,D=6,F=38(many students dropped after the allowed "W" date).	Yes
			#4.	Describe how various cultural influences may contribute to sexual problems.	2015-2016 (Spring 2016)	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.	
Academic (HSS) - Social Science	ETH -041	Vietnamese American Culture	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.	2015-2016 (Fall 2015)	Able to articulate understanding of Confucian teachings in VietNam, knowledge and familiarity of the Vietnamese migration to the USA.	Yes
			CSLO 3	3. Analyze the effects of domination, colonization, and immigration of Vietnamese Americans and explain how these	2014-2015 (Spring 2015)	70% pass exam	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
				experiences influence the development of the Vietnamese community in the United States.			Yes
Academic (HSS) - Sociology	SOC -010	Introduction to Sociology	#1	Appraise sociology as an empirical discipline and illustrate the sociological perspectives.	2015-2016 (Fall 2015)	70% of students pass the assessment	Yes
			#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.	2015-2016 (Fall 2015)	Meet performance lesson plan standards	
			#3	Define culture and identify its major elements.	2015-2016 (Fall 2015)	Meet lesson plan expectations	
			#4	Differentiate among the major elements of culture as they relate to sociological perspectives within a diverse culture.	2015-2016 (Fall 2015)	meet lesson plan expectations	
			#5	Define socialization and evaluate the consequences of global stratification.	2015-2016 (Fall 2015)	Meet course plan objectives	
			#9	Examine the theoretical and political changes manifested within a global economy that derive from social changes.	2015-2016 (Fall 2015)	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.	Yes
	SOC -011	Social Problems	#1	Assess "What constitutes a social problem?"	2015-2016 (Fall 2015)	70% of the students receive a pass evaluation	Yes
			#1	Assess "What constitutes a social problem?"	2015-2016 (Fall 2015)	Meet course plan expectations	Yes
			#2	Analyze the role social movements play in creating social problems and social change.	2015-2016 (Fall 2015)	Meet course plan expectations	
			#3	Appraise the sociological perspectives that are used to analyze social problems.	2015-2016 (Fall 2015)	Meet course plan expectations	Yes
			#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.	2015-2016 (Fall 2015)	Meet expectations as set by course lesson plan	Yes
Academic (HSS) - Theater Arts	THE AT-002	Beginning Acting	Performance Anxiety	Control tension and performance anxiety when performing in public	2015-2016 (Fall 2015)	70% of students have made observable progress in controlling performance anxiety from the beginning of the class to the final	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
			Performance Anxiety	Control tension and performance anxiety when performing in public	2015-2016 (Fall 2015)	performance. 70% of students have made progress in controlling anxiety when performing in public from the beginning of the class to the final performance.	Yes
			Terminology	Utilize and respond to theatrical terminology and jargon.	2014-2015 (Spring 2015)	70% of students score 70% or higher on the test.	Yes
	THE AT-003	Intermediate Acting	Range and Flexibility	Develop an expanded range and flexibility as an actor.	2014-2015 (Spring 2015)	70% of students demonstrate an expanded range and flexibility as an actor.	Yes
			Text Analysis	Demonstrate the ability to create a character using textual analysis.	2015-2016 (Fall 2015)	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.	Yes
	THE AT-020	Introduction to Theatre Arts	Playwright	Evaluate the playwright's use of conflict, plot structure, through-line of action, thought, dialog, characterization, and spectacle.	2014-2015 (Spring 2015)	70% of students complete a written script analysis with a grade of B or better.	Yes
	THE AT-030	Studio Production Workshop	Script Analysis for Performance	Evaluate and analyze a role for rehearsal and performance.	2015-2016 (Fall 2015)	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.	Yes
	THE AT-031	Play Production Workshop	Discipline	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.	2014-2015 (Spring 2015)	70% of students attend rehearsals on time, meet memorization deadlines, and work cooperative with cast and crew members.	Yes
	THE AT-033	Technical Theatre Workshop	Responsibilities	Recognize the responsibilities of a crew member as part of the organizational hierarchy of a theatrical production during construction, rigging, and running a show.	2014-2015 (Spring 2015)	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.	Yes
			Terminology	Respond to and use theatre terminology pertaining to a technical or management crew.	2015-2016 (Fall 2015)	70% of the student technicians use technical theatre terminology appropriately at least 70% of the time.	Yes
	THE AT-040	Introduction to Film	Content and Form	Evaluate the relationship between content and form (cinematography, editing, visual design, sound design, and special effects) in films and electronic media.	2015-2016 (Fall 2015)	70% of the students completing the essay assignments earn at least 70% of the points for the assignments.	Yes
			Historical and	Recognize and discuss how films and	2014-2015	70% of students who complete the paper earn	Yes

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	SLO Assessment Cycle	Criterion for Success	Criterion for Success Met
			Cultural Contexts	electronic media are affected by historical and cultural contexts.	(Spring 2015)	at least 70% of the points for the assignment.	Yes