

Assessment: SSH PLO Assessments (4/24/2018)



Dept - (SSH) Administration of Justice

For 2017-18 Submitted by:: James Suits

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

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justice system.

PLO Status: Active

Year(s) to be Assessed: 2010-2011

Outcome Creation Date: 12/31/2010

Law Enforcement PLO_2 - Students will analyze the issues and theories of ethical standards and unethical conduct that are unique to the criminal justice field.

PLO Status: Active

Year(s) to be Assessed: 2010-2011

Outcome Creation Date: 12/31/2010

Law Enforcement PLO_3 - Students will construct a professional report of a crime utilizing report criteria.

PLO Status: Active

Year(s) to be Assessed: 2010-2011,
2011-2012

Outcome Creation Date: 12/31/2010

Private Security PLO_1 - Students will identify the components of the criminal justice system and how they are fundamental to the process.

PLO Status: Active

Year(s) to be Assessed: 2010-2011

Outcome Creation Date: 12/31/2010

Private Security PLO_2 - Students will identify the elements of a crime based on a factual situation.

PLO Status: Active

Outcome Creation Date: 12/31/2010

Private Security PLO_3 - Students will construct a professional report of a crime utilizing report criteria.

PLO Status: Active

Year(s) to be Assessed: 2010-2011,
2011-2012

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Outcome Creation Date: 12/31/2010

Administration of Justice PLO_1 -

Students will identify the responsibilities of each component of the criminal justice system.

PLO Status: Active

Year(s) to be Assessed: 2010-2011

Outcome Creation Date: 12/31/2010

Administration of Justice PLO_2 -

Students will analyze the issues and theories of ethical standards and unethical conduct that are unique to the criminal justice field.

PLO Status: Active

Year(s) to be Assessed: 2010-2011

Outcome Creation Date: 12/31/2010

Administration of Justice PLO_3 -

Students will construct a professional report of a crime utilizing report criteria.

PLO Status: Active

Year(s) to be Assessed: 2010-2011,
2011-2012

Outcome Creation Date: 12/31/2010

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Dept - (SSH) Anthropology

For 2017-18 Submitted by:: Ameeta Tiwana

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

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	<p>students can answer correctly</p> <p>Exam - Course Test/Quiz - Multiple choice question incorporated in weekly quiz. Students were assessed via three multiple choice questions integrated into a weekly quiz taken in-class during week 10 of the quarter. The quiz was administered using the Canvas MLS with students submitting their responses via a web interface or app. Each question was written so as to assess students mastery and integration of a specific PLO (1, 2, or 3). Students were not warned ahead of time that they would be assessed on these specific materials in this quiz which was otherwise focused on unit specific materials. PLO assessment questions were excluded from quiz's overall points evaluation – they did not count towards their quiz grade. Students were fully informed of the assessment conditions right before taking the quiz.</p>	<p>1. Anthropology's holistic approach (PLO 1) is a cornerstone of the discipline, as such, I take great care to integrate its practice into my weekly lesson plans. Given the results on the quiz I'm left wondering if perhaps there was a disconnect between the question I used to assess student understanding of this concept and how we have practiced it in class every week. (03/24/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I was able to meet my targets for PLOs 2 and 3, but not PLO 1. Anthropology's holistic approach (PLO 1) is a cornerstone of the discipline, as such, I take great care to integrate its practice into my weekly lesson plans. Given the results on the quiz I'm left wondering if perhaps there was a disconnect between the question I used to assess student understanding of this concept and how we have practiced it in class every week.</p>	<p>PLOs in Anthro 02 . Finding ways to communicate PLOs in ways that students find relatable ensures that key ideas and insights from our discipline are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that do a better job of reflecting how students learn complex concepts. (03/24/2018)</p>

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<p>Anthropology PLO_1 - Students will apply a scientific, evolutionary and a holistic approach to understand human variation. PLO Status: Active Year(s) to be Assessed: 2010-2011 Outcome Creation Date: 12/31/2010</p>	<p>Target for Success: 75% of students respond correctly</p> <p>Project - Students do an in class human variation study and then try their hands at racial classification. In the process of data collection and analysis they understand that variation exists but not races. A scientific and holistic approach is used to study human variation.</p> <p>Target for Success: 100% Comments/Notes: As students move from one group to another during the experiment, they realize that traits are dis-concordant and there is more variation within the group than between groups. This process dispels the myth of racial classification. Also, 90% of the students answered the test questions on racial classification correct on the exam. of the class</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met As students move from one group to another during the experiment, they realize that traits are dis-concordant and there is more variation within the group than between groups. This process dispels the myth of racial classification. Also, 90% of the students answered the test questions on racial classification correct on the exam. of the class (03/22/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The activity was successful in students exploring why biological races are not a reality</p>	<p>Enhancement: I would add more visible traits and continue the experiment in class (03/24/2018) Enhancement: Other human variation experiments should be added along the quarter to apply scientific, evolutionary and a holistic approach used to study humans. Hence more experiment-data-analysis (05/06/2013)</p>
<p>Anthropology PLO_3 - Students will analyze cultural diversity and explain how it arose and changes. They will also identify underlying similarities between cultures. PLO Status: Active Year(s) to be Assessed: 2011-2012 Outcome Creation Date: 12/31/2010</p>	<p>Exam - Course Test/Quiz - Which of the following statements made by an anthropologist represent a position of cultural relativism? a. "The eating of human flesh is wrong" b. "I endorse the eating of human flesh" c. "The members of this group believe that by eating their enemies, they ingest their courageous qualities" d. all of the above Incest prohibition is a cultural universal because</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Not Met 70% of the students were able to apply relativism when explaining cannibalism among a hypothetical cultural group. Also they were able to be non judgmental about incest and understand the reasons for its universal prohibition. (05/06/2013) Reflection (CLICK ON ? FOR INSTRUCTIONS): Cultural relativism is more easily said than internalized. Hence more in class discussion, readings, group projects and experience with diversity will develop the skill among all students.</p>	<p>Enhancement: Same concept will be enforced using other means of learning such as film, interviews, fieldwork, readings. (05/06/2013)</p>

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- a. it prevents social isolation
- b. it prevents role ambiguity
- c. it prevent social disruption
- d. all of the above

Target for Success: 100%
Comments/Notes: 70% of the students were able to apply relativism when explaining cannibalism among a hypothetical cultural group. Also they were able to be non judgmental about incest and understand the reasons for its universal prohibition.

Exam - Course Test/Quiz - Three questions on Quiz 10 were used to to assess the PLO

Target for Success: Target for Success: My aim was to achieve at least a 75% success rate among surveyed students. No study guide or prior warning was provided to students that they would be accessed on these concepts using multiple-choice questions in quiz #10.

Program Review Reporting Year: 2017-2018

Target : Target Met
: My aim was to achieve at least a 75% success rate among surveyed students. No study guide or prior warning was provided to students that they would be accessed on these concepts using multiple-choice questions in quiz #10. (03/24/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I was able to meet my targets for PLOs 2 and 3, but not PLO 1. Anthropology’s holistic approach (PLO 1) is a cornerstone of the discipline, as such, I take great care to integrate its practice into my weekly lesson plans. Given the results on the quiz I’m left wondering if perhaps there was a disconnect between the question I used to assess student understanding of this concept and how was have practiced it in class every week.

Enhancement: : I will continue to work to find ways to help my students achieve mastery of our PLOs in Anthro 02 . Finding ways to communicate PLOs in ways that students find relatable ensures that key ideas and insights from our discipline are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that do a better job of reflecting how students learn complex concept (03/24/2018)

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Dept - (SSH) Child Development

For 2017-18 Submitted by:: Li Wei Sun

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

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

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

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

Program Review Reporting Year: 2011-2012

Target : Target Met

In 2011-12, the method types used are: Research on selected topic and class presentation, observations, and completion of a curriculum binder. The data on 3 courses of the 5 selected was used to assess this PLO. 70-100% of the students met the target. The research on a topic and presentation and the completion of a curriculum binder yield 98-100% success. (12/14/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Faculty reflected on the curriculum binder and observation methods. As for the curriculum binder, introduce one to three developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent throughout the quarter as an extra feature in class assignments to encourage each student to design curriculum for all developmental domains. Direct observation help students learn the concepts and apply observational skills.

Other - In 2011-12, the method

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types used are: Research on selected topic and class presentation, observations, and completion of a curriculum binder.
Target for Success: 70-75% of students successfully complete the assignment.

Field Placement/Internship - Practicum Teaching Competencies rubric
Target for Success: 70%

Program Review Reporting Year: 2013-2014

Target : Target Met
The student Practicum data was used to analyze this program learning outcome. Student teaching is the capstone course. The data indicate that in fall at least 98% of students met or exceeded expectations regarding the student teaching competencies. More than the majority of students were able to demonstrate skills and knowledge of developmentally appropriate, as well as met the NAEYC standards at a proficient or mastery level. This means that the majority of students were able demonstrate the ability to "integrate developmentally appropriate knowledge and practice and their application to teaching young children".

There can be a number of interpretations for this data. However, we believe that student are entering this capstone class with certain prerequisite knowledge and skills and then are being given support to apply this information and these skills in high quality practicum settings. The data also indicates that a small minority of students continue to need additional support in order to gain proficiency regarding the standards. These are the students that we hope to focus on for one of our goals for program improvement. The context of our college is one of high diversity.

Based our most recent department survey, we find that the majority of students who are enrolled in our classes believe they have been prepared for and have the ability to "integrate developmentally appropriate knowledge and practice and their application to teaching all young children". 97% of students stated that the courses in Child Development at De Anza College prepared them to work in

Enhancement: We will be modifying the assignments to include more focus on parent and child interaction to increase the amount of experience that students currently have in classes. It would be beneficial for students if we add more observational questions regarding this on various assignments. Second, we intend to put more consistent focus on opportunities for first quarter students to better understand the diverse family and community characteristics through specific assignments that include some time meeting with their mentor teacher to discuss family background and dynamics. (04/17/2016)

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a high quality early childhood program. (04/17/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): This data has helped to inform teaching practice. After completing the analysis we realize several important things. First, as just mentioned in the summary, the data indicates that a small group of students continue to need additional support in order to gain proficiency regarding the NAEYC standards and developmentally appropriate knowledge and practice. These are the students that we hope to focus on for one of our goals for program improvement. English learners require additional support to succeed in the capstone course.

Child Development PLO_2 -
Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.
PLO Status: Active
Year(s) to be Assessed: 2010-2011, 2011-2012, 2012-2013, 2013-2014
Outcome Creation Date: 12/31/2010

Other - Naturalistic observation key assessment and rubric is the method used to evaluate this outcome. Research/topic presentation rubric is the additional method to assess.
Target for Success: 70% or C grade or above.

Program Review Reporting Year: 2010-2011
Target : Target Met
In the fall 2011, two sections of CD 10G Child Development : The early Years were evaluated. The student performance data was collected through evaluation of the Naturalistic Observation and use of the accompanying rubric. The rubric compliments the Naturalistic Observation and serves to aid both students and the instructor in clarifying the criteria by which the observation is measured. Of the classes listed above, a total of 87 students were evaluated. When analysis commenced, it was determined that 70 students understood and articulated the assessment successfully, receiving a grade of C or better. All 87 students received written feedback corroborating the accompanying letter grade. Using the assessment as an identification tool for areas of strength and weakness, it was determined that within the group who received a grade lower than C, a sub-categories emerged - that of second language students. Of the 17 students who did not pass, the number of non-native speakers numbered 12. The demonstrated area of deficiency for all 17 students corresponded to standard 3B. Of the 5 remaining students who received a lower than C grade, 4 were students who were taking their first community college class.
(04/26/2013)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Since the ultimate goal of this key assessment was to assist students

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

Program Review Reporting Year: 2011-2012

Target : Target Met

80-100% of the students met the target according to the method assessed. The review of a topic provides for student an opportunity to understand the scientific process and recognize the various methods to gather data, including observation. (12/14/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Faculty felt that it is important to provide opportunities for students to engage with each part of the scientific method process via class activities or other assignments. A high percentage of students were able to demonstrate the ability to link theory and research with direct observations and researching topics of relevance in Child Development.

**Other - Naturalistic Observation
Target for Success: 70%**

Program Review Reporting Year: 2014-2015

Target : Target Met

The CD10G course offers the opportunity for students to learn and practice observational skills.

Of the 45 students, 41 students completed the final naturalistic observations successfully.

80% of these students achieved a satisfactory score. The results reflect 1 section of CD-10G taught by one instructor. 80% students enrolled in this section met the course target.

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

In addition and according to the 2014 Student Survey results,

- 63% of the respondents are prepared to utilize qualitative analysis, naturalistic observation techniques, to assess child development, classroom experiences, and curriculum; 30% are somewhat prepared.
- 44% of the respondents are prepared to analyze research papers related to child development; 31% somewhat

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		<p>prepared; 11% not very much prepared; and 4% not at all prepared. (04/17/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Based on the data that has been submitted, students have demonstrated knowledge and skills in using the scientific process, developing observational skills essential in understanding child growth and development.</p> <p>The results of the student survey do reflect the need to continue fine tuning students skills in observation and further learn to analyze research papers related to Child Development.</p>	
<p>Child Development PLO_3 - Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.</p> <p>PLO Status: Active</p> <p>Year(s) to be Assessed: 2010-2011, 2011-2012, 2012-2013, 2013-2014</p> <p>Outcome Creation Date: 12/31/2010</p>	<p>Other - The criteria on the rubric for this portfolio- Students were expected to clearly construct their philosophy and practices in child development, specify their career plan in education, and systematically document their professional training and qualification in early education. In 2011-12, Video Clips and Reflective journals were use as methods.</p> <p>Target for Success: At least a 70-80 % will be successful meet the evaluation method requirements.</p> <p>In 10-11,the portfolio rubric is the method. The highest point for each criterion is 5. Since Principles and Practices (CD50) is a beginning class and students will continue to modify their portfolio in other classes later, I aimed for a target of 3 points or higher and the average score for all 35 students was 3. Four students missed the target for the fourth section and three students missed</p>	<p>Program Review Reporting Year: 2010-2011</p> <p>Target : Target Not Met</p> <p>In the Spring 2011, 24 students completed the portfolio assignment in the section of Principles and Practices (CD50). 53% of the students assessed at the highest levels, 16% assessed at mid-range and 29% at the lowest level. These results revealed the need to revisit this key assessment, integrate it better with standards, and review the course SLOs to directly relate with the key assessment.</p> <p>In the Fall 2011, 19 students completed the portfolio assignment in the section of Principles and Practices (CD050.01). 57% of the students assessed at the highest levels, 14% assessed at mid-range and 23% at the lowest level. These results revealed that students need more guidance in the development of this key assessment. Currently students are guided to complete one section of the portfolio per week. Additional attention is required to better integrate the key assessment with the standards. (04/26/2013)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Due to the detailed nature of the rubric, it should be clear which standards and supportive skills have been successfully addressed in the course and which have not. In discussion to establish the rubric instructors agree to weave each of the components through the 9 major topics of CD50 instruction. All instructors are required to offer suggestions and work with students in improving their portfolio. The</p>	

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

experiences and curriculum. 30% of the respondents are somewhat prepared.
*46% of the students responded that they are prepared to identify community resources for solving child, family and programmatic dilemmas. 36% of the respondents are somewhat prepared.
*59% of the students responded that they are prepared to adapt ideas and methods to new situations in early childhood setting. 30% of the respondents are somewhat prepared.
*57% of the students responded that they are prepared to create developmentally appropriate lesson plans for young children. 27% of the respondents are somewhat prepared.
*44% of the students responded that they are prepared to solve ethical dilemmas in the early childhood setting. 32% of the respondents are somewhat prepared.
*40% of the students responded that they are prepared to explore with parents different scenarios to addressing their child's developmental or behavioral challenges. 36% of the respondents are somewhat prepared.
*53% of the students responded that they are prepared to adjust curriculum to address children needs in the early childhood setting. 31% of the respondents are somewhat prepared.
*44% of the students responded that they are prepared to analyze research papers related to child development. 31% of the respondents are somewhat prepared.

Total of awards: 49 (Certificates & Degrees)
(04/17/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Faculty will continue working with students to develop skills and competencies. We will like to have a special emphasis 3 skill areas: solving ethical dilemmas, working with parents in understanding development and behavioral changes, and analyzing research papers.

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Dept - (SSH) Economics

For 2017-18 Submitted by:: Ravjeet Singh

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

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Analysis with Opportunity Cost.

Related Documents:

[Econ 1PLO1.docx](#)

[ECON2PLO1.docx](#)

Program Review Reporting Year: 2011-2012

Target : Target Met

There was lot of constructive feedback provided by all the participants in this venture. For some questions, students' performance was quite unsatisfactory and several explanations were offered. These ranged from either some of the topics partially covered/not covered at unfamiliar terminology. In one of the sections, outcome was adversely affected when students were informed that particular assessment will not be part of their grade. (07/12/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): It was realized that some questions needed to be worded differently. Some other concepts were covered before the midterm and so for non comprehensive finals, the performance of the students was not a well as expected.

Enhancement: Suggestions for changing the questions were put forward and accepted. An in-depth look at these questions on the opening day for fall 2012 is proposed. More practice questions were also suggested to improve the performance of the students. Students will be asked to treat these assessment as part of their grade so that students do not rush thru the process. (07/12/2012)

Principles and Issues In Economics

PLO_2 - Demonstrate the ability to analyze and understand the current economic situation using diverse economic theories and how they impact society's well being.

PLO Status: Active

Year(s) to be Assessed: 2011-2012, 2012-2013, 2013-2014

Outcome Creation Date: 05/02/2013

Exam - Course Test/Quiz - Pre Test and Post Test Multiple choice exam.

Target for Success: Target for Success was defined as 75% of students getting 80% of the questions correct. (16 sections: 8 for ECON1 and 8 for ECON2) were part of the sample analysis. ECON1: For 5 out of 8 sections, the success target was met. For other 2 sections, target was met partially. ECON2: For 5 out of 8 sections, the success target was met while for 3 sections, target was not met satisfactorily.

Program Review Reporting Year: 2016-2017

Target : Target Not Met

Assessment for 3 sections of ECON1 for PLO2 was carried out. Pre Test and Post Test analysis consisted of 5 questions for all 3 sections. Pre Test results showed the percentage of correct responses ranged between 5% and 50% across 3 sections. In Post Test analysis of the same questions, percentage of correct responses ranged between 30% to 82%. (01/04/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Based on our discussion, we realized that there were atleast 2 questions where students had uniformly performed unsatisfactorily. Deeper analysis revealed that the wording of the questions was inconsistent with the way the topics were discussed in all sections.

Related Documents:

[PLO#2ECON1.docx](#)

[RevisedQuestionsPLO#2ECON1.docx](#)

Program Review Reporting Year: 2012-2013

Enhancement: We have decided to revise the questions to be consistent with the way the material is approached in our in class discussions. We will be running another cycle of this PLO in Spring 2017. (01/31/2017)

Enhancement: Protocol for data

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Target : Target Met

Target for Success was defined as 70% of students getting 70% of the students correct (13 sections: 8 for ECON1 and 5 for ECON2) were part of the sample analysis.

ECON1: Target was met for all sections in ECON1. For 2 sections, a couple of questions, the target was not met (67-69%). For another 2 sections, a couple of questions (2/9) were answered correctly by a very low percentage of students.

ECON2: Target was met for 4 out of 5 sections. The success ranged from 70% to 90.3%. Need to discuss with the faculty during Fall opening day (2013-14) to analyze what worked/needs improvement and figure out ways to address the relevant issues.
(05/02/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Even though target was met at the Department level, several important ideas emerged:

Some instructors chose a slightly smaller dataset of questions.

Method of data reporting also varied across instructors requiring lot of effort to establish uniform interpretation across different sections.

Matching of PLO's with specific questions was not clearly stated and again required effort and time to interpret the results.

Related Documents:

[ECON1PLO2.docx](#)

Program Review Reporting Year: 2011-2012

Target : Target Met

There was lot of constructive feedback provided by all the participants in this venture. For some questions, students' performance was quite unsatisfactory and several explanations were offered. These ranged from either some of the topics partially covered/not covered at unfamiliar terminology. In one of the sections, outcome was adversely affected when students were informed that particular assessment will not be part of their grade. (07/12/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): It was realized

reporting will be communicated to all faculty members in the department so there is uniformity in reporting and collection of the data as well as facilitate a more efficient interpretation of the data. These suggestions include reporting the data in terms of %age for each question.

(05/02/2013)

Enhancement: Arrange the questions in a specific order, eg; all questions matching PLO1 followed by all questions matching PLO2. (05/02/2013)

Enhancement: Suggestions for changing the questions were put forward and accepted. An in-depth look at these questions on the opening day for fall 2012 is proposed. More practice questions were also suggested to improve the performance of the students. (07/12/2012)

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

Assessment: SSH PLO Assessments (4/24/2018))



Dept - (SSH) Geography

For 2017-18 Submitted by:: Purba Fernandez

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

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Exam - Course Test/Quiz - For GEO 4, the assessment tool was an essay question on diffusion of a major world religion on the 2nd mid-term exam.</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Met 92% of the students earned a passing grade; the average score for this question for the class of 39 students was 82% or a B- grade. A third (33%) of the class scored an A- grade or higher. (03/20/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): Most students take one or two courses in Geography during the time they are at De Anza College. It is therefore difficult to assess the impact of the Geography department (in its totality) on student learning; and to assess ?Program level outcomes.? In this context, it is perhaps more concrete and useful to discuss student learning in individual courses.</p>	<p>Enhancement: Some of the department faculty are using online surveys (Survey Monkey and Catalyst) to get additional feedback from students and to supplement formal assignments and exam based assessments. (01/10/2014)</p>
<p>Geography PLO_2 - Critically analyze geographic issues at various spatial scales; global, regional and local. PLO Status: Active Year(s) to be Assessed: 2017-2018 Outcome Creation Date: 12/31/2010</p>	<p>Survey - We conducted a questionnaire survey comprising of multiple choice questions in 10 sections of Geography in the Fall of 2017. A total of 225 students completed the survey. The composition of classes in the Geography program in Fall 2017 were as follows: 5 sections of Physical Geography (GEO 1), 1 section of Cultural Geography (GEO 4) and 4 sections of World Regional Geography (GEO 10). The same survey was administered by one full-time faculty member and 2 adjunct faculty members in the department, and included 7 on campus classes and 3 online classes. Target for Success: Majority of students surveyed should be able to correctly answer the survey questions.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 80% of students were able to identify correctly the fundamental themes of geography as related to global, regional and local scales. (12/21/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The purpose of the survey questions was to find out to what extent students had grasped the fundamental themes in Geography. We conducted the survey during Week 9-10 in the quarter. By this time, students had studied most of the themes, completed oral and written assignments, taken exams and completed projects and papers in their respective classes. So they were better prepared to answer the questions since they had been exposed to the ideas and had time to practice and work on the content.</p>	<p>Enhancement: We will continue to use informal surveys (both online and on-campus formats) and essay questions on exams and assignments to assess students in a more qualitative fashion; some faculty are inviting student comments and reflections to gauge student awareness about current events that relate to geography at the global, regional and local scales. (12/21/2017)</p>
<p>Geography PLO_3 - Interpret maps; synthesize, analyze and use geographic data and graphics to</p>	<p>Survey - We conducted a questionnaire survey comprising of multiple choice questions in 10</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 65% of the students were correctly able to describe</p>	<p>Enhancement: Department members will continue to explore and experiment with ways to</p>

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<p>propose solutions to problems.</p> <p>PLO Status: Active Year(s) to be Assessed: 2017-2018 Outcome Creation Date: 12/31/2010</p>	<p>sections of Geography in the Fall of 2017. A total of 225 students completed the survey. The composition of classes in the Geography program in Fall 2017 were as follows: 5 sections of Physical Geography (GEO 1), 1 section of Cultural Geography (GEO 4) and 4 sections of World Regional Geography (GEO 10). The same survey was administered by one full-time faculty member and 2 adjunct faculty members in the department, and included 7 on campus classes and 3 online classes.</p> <p>Target for Success: Majority of the students record correct responses to the survey questions.</p>	<p>Cartography as the art and science of map making. But 92% understood the function and uses of latitudes and longitudes, while 76% were able to correctly identify the factors responsible for the earth-sun relationship. In Physical Geography, students describe, analyze and interpret weather variables and patterns; synthesize and analyze climate change maps and data; earthquake occurrences and plate tectonics through visuals such as maps, graphics and data sets. In Cultural Geography, they work with population data, migration flows, language and religion diffusion maps, globalization and trade maps and development indicator data, to name a few. (12/21/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Most students are able to grasp and work with geographic data, maps and graphics. We use these throughout the quarter so students develop the skills to read and interpret the information. Most students are able to describe trends and patterns but some struggle with the application part where they have to propose solutions for particular problems.</p>	<p>assess our students using surveys (online and in-class), assignments, exams, projects, papers and reflections. (12/21/2017)</p>

Assessment: SSH PLO Assessments (4/24/2018))



Dept - (SSH) History

For 2017-18 Submitted by:: Carol Cini

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

correlation shift to answers especially to question #3. 92% correctly answered question #3 in 2012 and in 2014 the percentage of correct answers dropped to 78%. This seems to show that when students take more history classes, the more able they are to recognize the difference between primary and secondary sources. Outcomes are tied to how many classes students complete in the history department.

Program Review Reporting Year: 2012-2013

Target : Target Met

Assessment Data Summary Box:

___ was the average number of history classes taken by student respondents.

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

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

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

(06/26/2012)

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

To try to ascertain the impact on students' performance of having taken more or fewer history, we compared individual answers in 5 of the sections to see if those reporting having taken more classes scored higher than

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those having had fewer of our courses. There was a definite but slight correlation.

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

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

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

Program Review Reporting Year: 2012-2013

Target : Target Met

2.1 was the average number of history classes taken by student respondents.

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

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

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

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

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

having taken fewer course.

In the cohort averaging 1.56 courses, the percentage who answered questions 2, 3 and 4 correctly were respectively: 82%, 55% and 91%. In the cohort averaging 3.7 courses, the percentage who answered questions 2, 3 and 4 correctly were respectively: 95%, 82% and 94%. This indicates that students with more courses answered questions 2, 3 and 4 correctly 13%, 28% and 3% more often than students did who took fewer courses.

(07/13/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Results on Questions 2-4 suggest that students DO leave De Anza's History program able to perform significant aspects of our Program Learning Objective.

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

Assessment: SSH PLO Assessments (4/24/2018))



Dept - (SSH) Humanities

For 2017-18 Submitted by:: Lori Clinchard

<i>Program Level Outcomes (PLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>Humanities PLO_1 - Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change. PLO Status: Active Year(s) to be Assessed: 2010-2011 Outcome Creation Date: 12/31/2010</p>	<p>Other - Students were asked to write a course embedded in-class essay during the last week of class exploring how the course met the program level outcome. Essays from all sections were read by faculty to look for trends and themes, strengths and weaknesses in a students ability to articulate their individual understanding of the learning outcome and to explain their own growth in this regard. Target for Success: It is our departments goal that every student leave our courses with a firm grasp of their individual potential and possibility for fostering change. We want them to perceive an increase in their ability to understand problems and work for change. We encourage them to feel more like participants in their communities and the world.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met During the Spring '17 quarter, 9 Humanities instructors performed a Program Level Outcomes assessment of 475 students enrolled in 13 Humanities courses. The aggregate data shows that 40% of students mastered the competency described in PLO #1. An additional 39% exceeded average competency. A total of 15% attained average competency, while 4% approached attainment of the competency, and 2% clearly did not attain competency.</p> <p>In expressing their competency, students described an increase of self-awareness, self-empowerment, and engagement with their communities.</p> <p>Some representative student voices:</p> <ol style="list-style-type: none"> 1. "It helped me understand my inner passion to stand against oppression...." 2. "We are able to see and learn to empathize with those different than us." 3. "Our capacity for change was encouraged by a deconstruction of how to perceive the world and how many of our previously held ideas can constrain us." 4. "I believe this class helped empower me to develop my own opinions, for giving me a deeper insight that gives me more confidence." 5. "I enjoyed the fact that I was being more involved with others as well as helping out those in need in my 	<p>Enhancement: In their reflection on the assessment process, faculty discussed how this time around, they spent more time at the beginning of the quarter discussing the program level learning outcomes, and also bringing them to students' attention throughout the quarter. Articulating the PLO's earlier in the quarter appeared to give students clearer language with which to talk about their experiences. Many faculty still felt that they could have spent more time contextualizing and introducing the question on the day of the assessment so that students would better understand what was being asked of them. (07/15/2017)</p>

community.”

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

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

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

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

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

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

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

(07/15/2017)

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

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department's goal that every student leave our courses with a firm grasp of their individual potential and possibility for fostering change. We want them to perceive an increase in their ability to understand problems and work for change. We encourage them to feel more like participants in their communities and the world.

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

Program Review Reporting Year: 2010-2011

Target : Target Met

Assessment Data Summary: A vast majority of students agreed that they had experienced growth in their understanding of and skills for creating change. A few students did not fully understand the question but felt generally positive about the course and wanted their answer to reflect this but their responses did not follow the prompt well. A few students felt that they already had the capacities for social change and understood freedom before taking their current Humanities course. A number even mentioned other courses in the Humanities that they had

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

<i>Program Level Outcomes (PLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
		<p>taken at De Anza. The following trends/themes emerged:</p> <ul style="list-style-type: none"> * Students indicated that they had an increased awareness of the human capacity for progress. * Students discussed a growth in their awareness of diversity and expressed that they felt more open-minded, were able to think more freely, that they had broader views and that they were less judgmental. * Students commented on their increased understanding of the dynamics of inequality and the need for social change. * Students felt more confident and able to learn/recover from mistakes. * Students argued that diversity is good and that it leads to a healthy environment/ecosystem ? both in physical and philosophical terms. They identified the diversity of their fellow students as positive evidence of their ability to utilize difference as a tool to find solutions to problems. * Students exhibited a complex understanding of conflict. Many mentioned that they had previously avoided conflict but that they now saw it as an essential element of change, with specific roles and purposes. * Students intently connected the historical context to contemporary problems as key elements in understand how to confront them. They also cited historical successes in fighting for change as relevant to their current interests. (06/04/2012) <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): It is difficult to discern whether students were offering the answer that was expected of them because they believed it to be the ?correct? answer OR if they had internalized the learning objectives as applied skills. Many of the responses expressed enthusiasm but did not discuss specific examples. Students connected the question to both the content of their Humanities courses and the pedagogical</p>	<p>they should spend more time contextualizing and introducing the question on the day of the assessment so that students would better understand what was being asked of them. (06/04/2012)</p>

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approach of their teachers. Many felt that their assignments reinforced the learning outcome in both the nature of the learning prompt or question and in the rubric/method of the assignment. Many students mentioned that their assignments asked them to become more socially aware and engaged. They mentioned that their teachers expected them to become active and to exercise their freedom of thought. They indicated that they felt a sense of empowerment in choosing their own topics of inquiry.

Humanities PLO_2 - Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.
PLO Status: Active
Year(s) to be Assessed: 2010-2011
Outcome Creation Date: 12/31/2010

Other - Students were asked to write a course embedded in-class essay during the last week of class exploring how the course met the program level outcome. Essays from all sections were read by faculty to look for trends and themes, strengths and weaknesses in a student's ability to articulate their individual understanding of the learning outcome and to explain their own growth in this regard.
Target for Success: It is our departments goal that every student leave our courses with a firm grasp of their individual potential and possibility for fostering freedom. We want them to develop a deeper understanding of political issues and a broader vision of the possibilities for change/growth. We want to assist students in identifying the value of diversity of belief systems as a demonstration of human capacity for innovation and problem solving.

Program Review Reporting Year: 2016-2017
Target : Target Met
During the Spring '17 quarter, 9 Humanities instructors performed a Program Level Outcomes assessment of 475 students enrolled in 13 Humanities courses. The aggregate data shows that 37% of students mastered the competency described in PLO #2. An additional 38% exceeded average competency. A total of 15% attained average competency, while 5% approached attainment of the competency, and 5% clearly did not attain competency.

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

Some representative student voices:
1. "The world is not just black and white, but every color of the rainbow."
2. "It allowed me to understand other peoples' view while knowing my own opinion."
3. "I feel anyone who can think for themselves is a 'free' person, and the class is centered on how one thinks."
4. "Each individual has their own thoughts, so I will abandon stereotypes of other people."
5. "In this class, I'm always reminded to be myself. The sense of freedom is based on being myself."
6. "The truth only exists in the light of multiple perspectives."

Enhancement: In their reflection on the assessment process, faculty discussed how this time around, they spent more time at the beginning of the quarter discussing the program level learning outcomes, and also bringing them to students' attention throughout the quarter. Articulating the PLO's earlier in the quarter appeared to give students clearer language with which to talk about their experiences. Many faculty still felt that they could have spent more time contextualizing and introducing the question on the day of the assessment so that students would better understand what was being asked of them. (07/15/2017)

7. "It helped me to understand the world around me by discussing controversial topics with my classmates, which I haven't done in a very long time or maybe forever."
8. "There is never only one story."
9. "I know that I have the freedom to make my own changes that can affect the people and world around me."
10. "This class contributed to my mental freedom. When I'm being negative, now I question whether I think an idea is not plausible because of what society says, or if I really think that the natural world does not allow us to complete the goal stemming from the idea."
11. "I like the freedom that came along with this project . . . it allowed my creative juices to flow smoothly".
12. "In the story of "The Blind Men and the Elephant", all the blind men argue their experience about what the elephant is because each of them doesn't appreciate multiple different aspects of the elephant. It is not because the blind men are right or wrong, it is just because theyelephant from different point of views."

(07/15/2017)

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

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

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

Program Review Reporting Year: 2010-2011

Target : Target Met

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

- * Students expressed a deeper understanding of political issues and a broader vision of the possibilities for change/growth.
- * Students identified the value of diversity of belief systems as a demonstration of human capacity for innovation and problem solving.
- * A few students wanted more politicized and anti-totalitarian reading assignments.

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

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- * Students discussed the concept of courage, both in overcoming self-doubt and in expressing their ideas. They argued that the unique characteristics of each individual play an important role in the value of the whole. Student talked pointedly about overcoming personal and social obstacles, both in practice and in theory. They cited class assignments that required them to become more aware of both the restrictions/limitations/boundaries that they face and their ability to overcome them.
- * Students indicated that they had a broader understanding of equality and many mentioned that they were determined to no longer participate in oppression. Empathy and compassion, an open mind, and deep active listening were consistent themes.
- * Students expressed the need to stand up for what is rightfully ours.
- * A number of students argued that the freedom of one person is tied to the freedom of all?
- * Students explored the balance between their own personal freedom and ability to express their ideas and their respect for same for others.
- * Notably, many students connected the practice of freedom to the assignments in their Humanities classes. They felt that the assignments modeled the intentions of the learning outcomes. Part of this had to do with their ability to self select topics that interested them and part had to do with their strong sense of safety in being honest. A number also mentioned that a strong organizational structure with very clear expectations and grading criteria helped them to feel that they could spend more time and energy developing the quality of their ideas without having to second guess their teachers expectations.
- * In addition, many students also mentioned the content of their courses as offering incredibly relevant and inspiring

examples of the work of freedom.

(06/04/2012)

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

Assessment: SSH PLO Assessments (4/24/2018)



Dept - (SSH) Paralegal Studies

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

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

*Program Level Outcomes
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Year(s) to be Assessed: 2012-2013

Outcome Creation Date: 12/31/2010

Paralegal PLO_5 - Students shall be able to assess whether given information is sufficient or insufficient to evaluate a legal issue and utilize appropriate resources to obtain relevant needed information.

PLO Status: Active

Year(s) to be Assessed: 2013-2014

Outcome Creation Date: 12/31/2010

Assessment: SSH PLO Assessments (4/24/2018)



Dept - (SSH) Philosophy

For 2017-18 Submitted by:: Toño Ramirez

<i>Program Level Outcomes (PLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ILO Critical Thinking - State criteria assessed in method and assessment data summary:</p> <ul style="list-style-type: none"> Analyze Arguments Evaluate Ideas Empathize With Different Perspectives Utilize Symbols Interpret Literary, Artistic, and Scientific Works <p>PLO Status: Active Outcome Creation Date: 08/11/2013</p>	<p>Exam - Course Test/Quiz - I chose to focus on the "Utilize Symbols" criterion, as the Deductive Logic course features several assignments that focus closely on translating ordinary-language claims into a symbolic language, and then using symbolic notation to construct proofs. For this exercise, I focused on a particular question from a section of my final exam, in which students are asked to translate sentences into the language of predicate logic. The question is labeled #2 on the attached page.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met Of 30 students assessed, my findings were:</p> <p>"Above Level" 16 "At Level" 1 "Below Level" 13 (04/14/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I was initially surprised by the discrepancy between my expected and actual results. It seems to me that there is a wide gap between students who have mastered the material at a high level and students who could benefit from a more thorough understanding.</p>	<p>Enhancement: I suspect that my teaching methods may be working well for my most motivated students, but that I would do well to look for ways to ensure that students performing 'below level' are taking advantage of course resources. Perhaps unsurprisingly, the students who perform best tend to be those who make most frequent use of extra-curricular practice. I might make extra practice required for students who are underperforming at the mid-term... (04/14/2014)</p>

Assessment: SSH PLO Assessments (4/24/2018))



Dept - (SSH) Political Science

For 2017-18 Submitted by:: James Nguyen

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

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

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

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

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

with this claim, nearly one-quarter "somewhat agreed," and only one student "somewhat disagreed." What is needed is a finer analysis of responses in terms of the courses individual respondents completed.

Program Review Reporting Year: 2012-2013

Target : Target Met

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

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

Related Documents:

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

Program Review Reporting Year: 2015-2016

Target : Target Met

Students were asked: Are some people rich because some government policies or practices tilted the scales in their favor? Students were given the following options: Strongly

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

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

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

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

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

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

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

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

this claim, more than a third "somewhat agreed," and two students "somewhat disagreed." What is needed is a finer analysis of responses in terms of the courses individual respondents completed.

Program Review Reporting Year: 2012-2013

Target : Target Met

54% of Political Science students volunteered compared to 36% of all other students.

19% of Political Science students worked on a local, state or national campaign, a much higher percentage compared to 8% of all other students.

57% of Political Science students voted in a student election at De Anza compared to 32% of all other students.

76% of Political Science students discussed politics compared to 59% of all other students.

67% of Political Science students strongly agree or agree that their ability to have an impact on social change or political change increased compared to 51% of all other students.

77% of Political Science students stated they strongly agree or agree that they believe more now than before that they are able to affect social or political change compared to 59% of all other students. (10/02/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Political Science courses are improving the capacity of students to participate effectively in the political process.

Related Documents:

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

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

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

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

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>questions pertaining to the Program Level Outcomes (PLOs). Target for Success: A majority of students should be able to provide the correct responses.</p>	<p>Neutral, Disagree, and Strongly Disagree. (04/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): In the pre-class survey, the responses were as follows: 129 (Strongly Agree), 272 (Agree), 2 (Neutral), 30 (Disagree), and 6 (Strongly Disagree). In the post-class survey, the responses were: 215 (Strongly Agree), 291 (Agree), unknown (Neutral), 6 (Disagree), and 1 (Strongly Disagree). The courses/program increased the students' sense of efficacy.</p>	
<p>ILO Critical Thinking - State criteria assessed in method and assessment data summary:</p> <ul style="list-style-type: none"> Analyze Arguments Evaluate Ideas Empathize With Different Perspectives Utilize Symbols Interpret Literary, Artistic, and Scientific Works <p>PLO Status: Active Year(s) to be Assessed: 2012-2013 Outcome Creation Date: 08/11/2013</p>	<p>Exam - Course Test/Quiz - I chose to assess the "Evaluate Ideas" criterion of the Critical Thinking Interdisciplinary Rubric in my International Relations class through an essay question on the final exam. The course introduces students to the major theoretical paradigms of the field and expects them to be able to critically interpret and analyze world events in light of them. The question assessed has to do with international law and various forms of power.</p> <p>The question assessed is as follows: "There are no significant reasons for states to obey international law, and without enforcement mechanisms, such law has little effect on international relations." (a) Develop an argument for or against this position. (b) Explain why you are taking this position, and provide at least 3 concrete, specific examples to support your view. Target for Success: I estimated before the assessment that 50% of students would perform "Above Level," 30% "At Level," and 20%</p>	<p>Program Review Reporting Year: 2012-2013 Target : Target Met 70% performed "Above Level," 22% "At Level," and 8% "Below Level." (10/17/2013) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was pleasantly surprised by the high percentage of students who performed "At Level" or "Above Level." The vast majority of students were able to critically evaluate the claim and develop an argument for or against with specific examples. This suggests we did sufficient work to promote a nuanced understanding through discussions and writing assignments. Related Documents: ICC Task Force Summer 2012 Criteria Assignment for Critical Thinking Rubric Critical Thinking Assessment Rubric ICC Assessment Worksheet</p>	<p>Enhancement: With 8% at "Below Level," it is clear more discussion and assignments focusing on the intricacies of international law and forms of power could be useful in promoting critical thinking among all students in the class. It may be useful to organize these assignments around events or incidents as students who performed "Below Level" displayed an inability to maintain a coherent position and to support their views with specific examples. (10/17/2013) Follow-Up: In future international relations classes, more time should be devoted to the topic of international law and its relations to power. Moreover, concrete specific examples should be more consciously employed to make these connections clearer to all students. (10/17/2013)</p>

*Program Level Outcomes
(PLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

"Below Level" of proficiency.

Assessment: SSH PLO Assessments (4/24/2018))



Dept - (SSH) Psychology

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

No data found for the selected criteria.

Assessment: SSH PLO Assessments (4/24/2018))



Dept - (SSH) Social Science

No data found for the selected criteria.

Assessment: SSH PLO Assessments (4/24/2018))



Dept - (SSH) Sociology

For 2017-18 Submitted by:: Jennifer Myhre

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

*Program Level Outcomes
(PLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

their written assignments.

Sociology PLO_2 - Demonstrate the above capacity (outcome 1) in written or oral communication.

PLO Status: Active

Year(s) to be Assessed: 2011-2012, 2013-2014

Outcome Creation Date: 12/31/2010

Project - A written or oral assignment

Target for Success: Over 50% successfully demonstrate the sociological imagination in written or oral communication.

Program Review Reporting Year: 2013-2014

Target : Target Met

Between Winter 2013 and Fall 2014, four faculty assessed the written or oral assignments of 232 students in sections of SOC1, SOC20 and SOC28. Of these students 86% (200) demonstrated the sociological imagination in these assignments. (04/20/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): We are satisfied by the finding that most of our students can demonstrate a sociological imagination by the end of a course.