

Department	Course Number	SLO Name	SLO	Assessment Method	Result Date	Result	Result Type
Biological & Health Sciences	CAN BIOL 100	genetics	Explain the role of DNA and genes in the inheritance of traits and the role that such traits have in natural selection and evolution.	specific problem solving questions on activity/homework or exam assessments	03/18/2018	Students were instructed to complete a variety of questions to assess their understanding of the role of chromosomes in inheritance. Topics included and the average student scores are as follows: homologous chromosomes and sister chromatids (91%), somatic cells and gametes (72%), crossing over and diversity (85%), autosomes and sex chromosomes (78%), genotypes and phenotypes (79%), autosomal inheritance problems (75-83%), incomplete and codominance inheritance problems (81%), sex inheritance problems and intersex conditions and gender identity issues (69-81%).	Criterion met
Biological & Health Sciences	CAN BIOL 240	metabolic enzymes	Describe and explain how enzymes function in metabolic pathways during the transformation of energy and organic matter (especially carbon) by cells.	specific questions on exams in multiple choice format or short essay	03/19/2018	86% of students were able to answer the question at a B-level or above (earning 80% of available points or better) for the question: "Describe AND diagram when and how six carbons in glucose are all transferred and released, and in what form (molecule), from glycolysis through the Krebs (TCA) cycle. What else happens each time carbons are released?" This question assesses their knowledge of when and where carbons and electrons are processed during cellular metabolism. 93% passed at a C-level or better, scoring equal to or more than the 70% of points available. Students have been doing VERY well on questions about enzymes and metabolism in BIOL 240. We employ many methods: multiple review, diagrams, drawings, homework/study questions, quizzes, videos, question-answer sessions, small group work, and constructing tables of detailed information to help them. Also, this is the time of the semester when students realize how demanding and difficult the rest of the semester's information will be, so they start taking studies more seriously and start investing more focused time as instructors have told them from the beginning. -)  We will not assess this Learning Outcome again for a few years, as students are proving very successful with current teaching and evaluation methods. More attention will be given to Microbial Diversity, Disease, and Immunology/Body defenses in 2018 and beyond.	Criterion met
Biological & Health Sciences	CAN BIOL 260	homeostatic control systems	Describe the coordinated responses of physiologic systems to maintain homeostasis and to regulate change and growth.	written exams (including multiple choice, short answer and essay questions) or written lab reports	10/28/2018	<ul style="list-style-type: none"> <li>•84-87% of students were able to correctly identify how energy is stored in the liver and skeletal muscles. Virtually no students (n=1) in the course skipped this question.</li> <li>•94-95% of students were able to correctly identify ketones as part of fat metabolism. 7-18% of the students in the course skipped this question.</li> <li>•77% of students were able to correctly identify that gluconeogenesis increases during the fasted state. Virtually no students (n=1) skipped this question.</li> <li>•When given the definition, 89% of students were able to correctly that it described gluconeogenesis. Virtually no student (n=1) skipped this question. However, when given the term gluconeogenesis, only 57% of students were able to correctly identify the correct description of this process. 23% of students incorrectly matched the term with the catabolism of glycogen. 9% of students skipped this question.</li> </ul>	Criterion met
Biological & Health Sciences	CAN BIOL 310	Informational Competency.	Differentiate between scientific, evidence-based nutrition information and nutrition fads.	Quiz on methods of evidence based nutrition data	10/15/2018	100% of students achieved 70% or more on this quiz	Criterion met
Biological & Health Sciences					10/15/2018	100% of students scored 70% or above on this quiz	Criterion met
Biological & Health Sciences		Knowledge of Guidelines	Apply to their own diets the knowledge of Dietary Guidelines for Americans/MyPlate, including the major nutrients, recommended servings and quantities of servings.	Students will analyze a nutrition case study.	10/15/2018	100% of students scored 70% or greater in the case study	Criterion met
Biological & Health Sciences					10/15/2018	81% of students successfully completed this project	Criterion met
Biological & Health Sciences		Nutrient classes	Identify the classes of nutrients (including alcohol) by structure, function and food sources.	Exam/Quiz regarding structure and function of nutrient classes.	10/15/2018	79% of students scored 70% or higher in this Exam	Criterion met
Biological & Health Sciences					10/15/2018	87% of students scored 70% or higher in this test	Criterion met
Biological & Health Sciences		Nutrition Calculations	Calculate an individual's basal metabolic rate and total energy requirement.	Nutrition Dietary Analysis	10/15/2018	96% of students scored 70% or higher on this project	Criterion met
Biological & Health Sciences		Read Nutrition labels	Students will be able to accurately analyze the nutrition labeling of food products and interpret the information.	Students will be assigned a worksheet in which they will be required interpret the nutritional terms and values on a food label.	10/15/2018	94% of students completed this project successfully.	Criterion met

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Early Childhood Education / Child Development	CAN ECE. 191	Analytical writing	Write coherent, analytical and original responses to course content.	Describe key literacy elements within children's literature and how children's comprehension of content changes with age	06/01/2018	95% of the students demonstrated understanding and earned an A. 5% earned a B.  The students had group discussions reflecting lecture content plus instructor prepared handouts guiding success in journal entries.	Criterion met
Early Childhood Education / Child Development		Analyze/Evaluate	Students will be able to analyze and evaluate works of children's literature for their roles in the development of children's language skills and appreciation of literature	Define several genres (types) of children's literature including the distinguishing characteristics, historical significance, and criteria for selecting quality books within each genre.	06/01/2018	95% of the students were motivated by love of course content to put forth much effort to create a presentation relating literature and development and also relating to curriculum based on Preschool Learning Foundations and also the California Common Core Standards. 5% earned a B.	Criterion met
Early Childhood Education / Child Development		IND Critical Responses	Students will critically read, discuss and interpret texts of children's literature while formulating and developing independent critical responses	Discuss the value of children's literature and how it contributes to the development of children's literacy skills from infancy to adolescence.	08/01/2018	88% of the students demonstrated understanding and earned a B or higher and 12% earned a B.  It will be valuable to have the students turn in a draft as part of points awarded in terms of the essay. A pretest will be helpful for the exam.	Criterion met
Early Childhood Education / Child Development	CAN ECE. 211	DAP	Describe the principles of Developmentally Appropriate Practice (DAP) and explain their influence on early childhood curriculum development and teaching strategies.	Students will answer the question: Identify three of the twelve principles of DAP and describe in detail how the principle influences early childhood curriculum development.	07/31/2018	12 out of 17 (71%) students completed the assignment with a C or higher.	Criterion met
Early Childhood Education / Child Development		Evidence based practice	Describe the importance of observation and documentation in the curriculum development process.	Student will describe the importance of observation and documentation in the curriculum development process.	07/31/2018	15 out of 17 (88%) students completed the midterm with a C or higher.  11 out of 16 (69%) students completed the final with a C or higher.  Met: more than half the class completed and passed the midterm and final with a C or higher.  Final was done online through turn it in originally was going to be in-class.	Criterion met
Early Childhood Education / Child Development		Play-based curriculum	Demonstrate a working understanding of a play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.	Exam on play-based curriculum	07/31/2018	15 out of 17 (88%) students completed the curriculum final project with a C or higher.  16 out of 17 (94%) completed the themed-webbing activity with a C or higher.  Met: more than half the class completed and passed the curriculum final project and themed-webbing activity with a C or higher.	Criterion met
Early Childhood Education / Child Development				In small groups, students will deliver a group presentation demonstrating a developmentally appropriate curriculum plan that emphasizes the value and importance of play.	07/31/2018	15 out of 17 (88%) students completed the curriculum final project with a C or higher.  16 out of 17 (94%) completed the themed-webbing activity with a C or higher.  Met: more than half the class completed and passed the curriculum final project and themed-webbing activity with a C or higher.	Criterion met
Early Childhood Education / Child Development	CAN ECE. 242	Appropriate Practices	Demonstrate knowledge of Appropriate Practice and Quality Indicators for ECE and Care settings and implications for Supervision	An exam will be given which tests the student's understanding of DAP and its implications for supervision	08/01/2018	90% of students answered this question correctly	Criterion met
Early Childhood Education / Child Development		Context and Culture	Define the Supervisory Context and Culture of Early Childhood Settings	in small groups, students will make presentations on topics related to supervision including issues such as culture and team building.	08/01/2018	88% of students received a grade of 75% or more on this assignment	Criterion met
Early Childhood Education / Child Development	CAN ECE. 263	B.	Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.	Case Studies - application assignments	09/29/2018	Final Case Study (Observation) = 82% earned a C or higher  Note: ONLINE course	Criterion met
Early Childhood Education / Child Development				Observation Paper	09/29/2018	Final Case Study (Observation) = 82% earned a C or higher  Note: ONLINE course	Criterion met

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Early Childhood Education / Child Development		C.	Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.	Reflective Discussion. Students required to respond analytically to specific prompts. (Active)	09/29/2018	82% earned a C or higher. Those who scored below passing grade failed to participate and submit assignments.  Note: ONLINE course	Criterion met
Early Childhood Education / Child Development				Reflective journals	09/29/2018	82% earned a C or higher. Those who scored below passing grade failed to participate and submit assignments.  Note: ONLINE course	Criterion met
English	CAN ENGL 100	Thesis composition	Students will write a compelling thesis statement that controls the argument of the essay.	On a scale of 1 (poor) to 4 (excellent), professor assesses the thesis statement in a final writing assignment.	05/16/2018	4- 10 students 3-8 students 2-2 students 1-6 students	Criterion met
English	CAN ENGL 847	1. focused essay	1. Students will create an essay with a thesis that has a clear point of view and claim.	On a scale of 1 (needing improvement) to 4 (excellent), professor assesses the thesis of the student essay.	12/17/2018	4- 9 students 3-4 students 2-1 student 1-4 students	Criterion met
English	CAN LIT. 441	Creative aspects	SLO 2: Students analyze how the creative aspects of filmmaking including screenwriting, directing, and performance contribute to the artistry of the whole film.	Assessment: On a scale of 1 (poor) to 4 (excellent), professor assesses students' ability to analyze creative aspects of filmmaking in an essay.	05/16/2018	no results	Inconclusive
English					05/25/2018	4-11 3-14 2-9 1-3  Class generally did an excellent job of analyzing the creative aspects of film, particularly as it relates to acting, directing, and the general techniques of filmmaking, such as sound, cinematography, and plot. This assessment was done primarily through two essay exams, as well as film critiques that were delivered orally in class.	Criterion met
Kinesiology, Athletics, & Dance	CAN DANC 125.1 - 4	Partner Position I	Demonstrate and maintain proper partner closed position, body placement, lead and follow technique	Checklist of specific patterns including basic step, cross body lead, hook turn, etc. Example: cross body lead: a. 1 point, proper number of steps b. 1 point, proper direction c. 1 point proper lead/follow technique d. 1 point, proper timing	05/24/2018	82% of the students received 3 or more points	Criterion met
Kinesiology, Athletics, & Dance	CAN TEAM 132.1 - 3	Football Skill set	A. Perform the necessary skills to participate in flag football, running, passing, catching, and defending.	In game evaluation of plays retention and execution of technical skills	01/11/2018	9 of the 12 showed successful execution	Criterion met