2013-2104 INSTRUCTIONAL PROGRAM REVIEW & REPORTS
PROGRAM LEVEL OUTCOMES

ART

ASL

BUSINESS & PROFESSIONAL STUDIES

CHILD DEVELOPMENT

CONTINUING EDUCATION & WORKFORCE TRAINING

MATH

PSYCHOLOGY

TUTORING

UNIVERSITY STUDIES
CSU General Education & Institutional Outcomes
Survey Results: Humanities & Fine Arts
Survey Results: Business & Economics
Survey Results: Community & Language Arts
Survey Results: Science & Math
Survey Results: Science & Behavioral Sciences

WATER WASTERWATER TECHNOLOGY

ART

Art 100-Art Appreciation

SLO Description	Tool: Test	Tool: Paper	Continuous Improvement
Describe the relationship involving the art maker (arties), the making (creative process), the artwork (product), to the viewer (PLO 4,5)	X		
Identify the intentions of artists creating contemporary works of art and discuss the implications of those intentions (PLO 1,5)	X		
Articulate and analyze how society influences the interpretation and message of a work of art (PLO 1,3)	X		
Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.	X		
Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture. (PLO 3,4)	X		
Investigate and discuss universal concepts expressed in works of art from diverse. (PLO 5)	X		
Research the methods art historians use to determine the time, place, context, value and that produce a given work of art. (PLO 2)		X	
Describe and analyze, using correct vocabulary, both the physical form (medium, material) and the aesthetic form (visual elements and design principles) and its synthesis with subject matter and iconography to create meaning (the relationship of form and content) (PLO 4,5)	X		
Distinguish the historical progression of specific aesthetic advances represented by seminal work in the Fine Arts (PLO 3)	X		
Articulate a personal definition of art. (PLO 4)			X

Total Number of Students: 22
Pass/No Pass 22/2
Total Pass % 91
No Pass % 9

Art 124-Drawing I

SLO Description	Tool: Quiz	Tool: Journal	Tool: Critique	Continuous Improvement
Analyze, compare and contrast drawings, historical, theoretical and cultural relevance in a written format. (PLO 3)		X		
Analyze how the artist uses light and shadow to create depth of space by studying major works of art. (PLO 1,2,3,4)	X			
Describe the use of composition in major pieces of art and how it contributes to perception. (PLO 1,2,4)	X			
Explore conceptual and cultural developments to encourage independent and critical aesthetic perspectives. (PLO 1,2,3,4,5)				X
Practice observational drawing skills and techniques (hand-eye coordination, sight-measuring, value application, correct proportion). (PLO 2)	X			
Analyze and apply spatial relationships and fundamentals of composition to creative drawing. (PLO 1,2,4)	X			
Experiment with an implement various drawing media such as pencil, charcoal, conte crayon, ink and mixed media. (PLO 2)	X			
Create drawings that demonstrate control, insight and individual expression to visually communicate ideas. (PLO 2)		X		

SLO Description	Tool: Quiz	Tool: Journal	Tool: Critique	Continuous Improvement
Apply formal art vocabulary to evaluate and critique the artwork of peers in a constructive and insightful manner. (PLO4)			X	
Mat artwork for professional presentation. (PLO 2)				X

Total Number of Students: 63
Pass/No Pass 58/5
Total Pass % 92
No Pass % 8

Art 129-Three-Dimensional Design

SLO Description	Tool: Project	Continuous Improvement
Identify the use of design elements and principles in contemporary design. (PLO 4)		X
Compose designs that employ the fundamentals of basic three-dimensional composition. (PLO 2)	X	
Identify the material and equipment required to implement proposed designs. (PLO 5)	X	
Formulate and assemble design projects in a systematic manner that employs design concepts used in traditional and contemporary culture. (PLO 2)	X	
Appraise and revise composition through critical analysis and self-evaluation	X	
Evaluate all complete projects in a group critique with the instructor and fellow students. (PLO 1,4)		X
Apply safety techniques when using basic hand and power tools. (PLO		
Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined. (PLO 3)		X
Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture. (PLO 3)		X

Total Number of Students: 19
Pass/No Pass 19/0
Total Pass % 100
No Pass %

Art 235-Watercolor II

SLO Description	Tool: Project	Continuous Improvement
Demonstrate in their own original watercolor paintings a personal style and an increasing proficiency in communicating an idea, theme or emotion. (PLO 1,2,4,5)	X	
Use innovative visual metaphors in their original watercolor paintings. (PLO 2,4)	X	
Discuss a series of their original works of art, using the appropriate vocabulary of art. (PLO 4)	X	
Analyze their watercolor paintings as to personal direction and style. (PLO 4)	X	
Compare how distortion is used in photography or video with how the artist uses distortion in watercolor painting. (PLO 1,2,4,5)	X	
Describe the use of elements of art to express mood in one or more of their watercolor painting. (PLO 4)	X	
Select three works of art from their portfolio and discuss the intent of the work and the use of watercolor media. (PLO 4,5)	X	
Prepare portfolios of their original paintings. (PLO 5)	X	

SLO Description	Tool: Project	Continuous Improvement
Produce finished watercolor paintings demonstrating a variety of technical skills and utilizing number of art concepts with proficiency. (PLO 1,2,4,5)	X	

Total Number of Students: 9
Pass/No Pass 9/0
Total Pass % 100
No Pass %

ASL

With the approval of the Certificate of Achievement in American Sign Language, the Department has recognized a need to update the Program Level Outcomes. At the Spring 2013 Faculty and Teaching Assistant Retreat, updated Program Level Outcomes will be developed. Emphasis will be placed on stronger linkage to Institutional Learning Outcomes.

PROGRAM TITLE: American Sign Language / Certificate of Achievement	
Program Level Learning Outcome	**Institutional Learning Outcome**
Language Acquisition	PLO 1
PLO 1: Demonstrate the acquisition of expressive skills by translating and performing a five-minute song or story in American Sign Language. (ASL 120 and ASL 121)	1,3
PLO 2: Demonstrate the acquisition of receptive skills by <mark>answering comprehension questions based on</mark> a three minute signed presentation with 80 percent accuracy. (ASL 220 and 221)	PLO 2 1,3
Deaf Community and Deaf Culture	PLO 3
PLO 3: Compare and Contrast American Deaf cultural traditions with American hearing cultural traditions. (ASL 120 and ASL 121)	
PLO 4: Describe the evolution of medical technology on the Deaf community. (ASL 220 and ASL 221)	1,2,3,5,6
	PLO 4
Technology	
PLO 5: Demonstrate the use of current communication technology as used by the Deaf Community (example: Videophones). (ASL 120)	1,2,3,5
PLO 6: <mark>Debate controversial medical technology issues that exist in the Deaf Community. (Example: Cochlear Implants) (ASL 121)</mark>	PLO 5 1,2,3,5
	PLO 6 1,2,3,5

The Program Level Outcomes were written before the Institutional Learning Outcomes were written. Regardless, the ASL Program Learning Outcomes link well with the Institutional Learning Outcomes.

A student who is successful in the ASL program will demonstrate: (examples - but not limited to those listed)
Personal responsibility by:
- completing assignments and research
- studying for quizzes and exams
- participating in class
- setting goals and taking advantage of resources (tutoring, technology)

Critical & creative thinking/Innovation by:
- researching and discussing different cultures and communities
- debating controversial issues within the Deaf community
- using technology to present material
- studying art and literature within the Deaf community and comparing to the hearing community, as well as different cultures.
- studying the Deaf community, seeing them as a cultural linguistic minority, not as disabled, builds a respect for others with varying backgrounds.

Civic Responsibility by:
- engaging in community service opportunities provided by our student organization

Global Awareness/Cultural competence by:

- respecting the opinions of their classmates and discussing difficult topics with compassion
- the program places emphasis on world connections by comparing Deaf communities around the world.

Career and transfer readiness by:

The program requires formal writing, oral (signed - in our world) presentations at every level, research, analysis of complex information, as well as other requirements. All of these prepare students for career or transfer.

BUSINESS & PROFESSIONAL STUDIES

Accounting

Upon successful completion of the Accounting program, students will be able to:
1) Articulate economic and industry issues, and the role of accounting within that environment;
2) Apply accounting concepts, principles, standards, and processes;
3) Demonstrate information technology skills as they apply to today's business environment to solve business problems and to communicate those solutions;
4) Demonstrate analytical skills through finding, organizing, assessing and, analyzing data appropriate to a given situation;
5) Provide insightful advisory judgments and recommendations regarding the accounting for and the business implications of events, conditions, circumstances, and transactions that give rise to business opportunities or problems;
6) Interpret and analyze accounting information for internal control, planning, performance evaluation, and coordination to continuously improve business processes; and
7) Use personal and ethical frameworks to respond to ethical dilemmas.

Business Administration

Upon successful completion of the Business Administration program, students will be able to:
1) Recognize entrepreneurial opportunities for new business ventures, evaluate potential for business success, and consider implementation issues including financial, legal, operational and administrative procedures involved in starting new business ventures;
2) Communicate effectively and professionally in business situations through physical or virtual presence, writing, speaking, listening, and electronic media;
3) Work effectively, respectfully, ethically and professionally with people of diverse ethnic, cultural, gender and other backgrounds and with people with different organizational roles, social affiliations, and personalities;
4) Lead by using team building skills and facilitating collaborative behaviors in the accomplishment of group goals and objectives;
5) Assess how organizations create value in their global supply chains through the integrated production and distribution of goods, services and information; and
6) Recognize and appropriately respond to ethical and legal concerns relating to human resource and organizational management.

Business Data Management

Upon successful completion of the Business Data Management program, students will be able to:
1) Explain how a DBMS enforces security, recovery from failure, and concurrency control;
2) Identify the advances in networking, data communications and the Internet and how they affect the way business is conducted;
3) Identify which information technology tools are used to solve various business problems;
4) Develop proficiency solving business problems using modern productivity tools (e.g., spreadsheet, database) or creating custom programs;
5) Describe how relational databases store business data and provide desired information;

6) Analyze organizational information requirements using the entity-relationship approach and model them as Entity-Relationship Diagrams (conceptual database design);
7) Map an Entity-Relationship Diagram to a relational database (logical database design);
8) Use normal form theory to analyze and improve a database design; and
9) Create a database and process complex information using the SQL language.

Business General
Upon successful completion of the Business General program, students will be able to:
1) Be able to identify and analyze business problems and opportunities and formulate recommendations for courses of action;
2) Communicate effectively and professionally in business situations through physical or virtual presence, writing, speaking, listening, and electronic media;
3) Demonstrate awareness of economic, environmental, political, ethical, legal and regulatory contexts of global business practices;
4) Describe the concept of competitive advantage and how it may be achieved through strategic and tactical methods;
5) Define markets and apply marketing concepts and principles using a customer focus to effectively sell products and services;
6) Recognize and appropriately respond to ethical and legal concerns relating to human resource and organizational management; and
7) Apply accounting concepts and methods to interpret financial statements for evaluating the financial position and performance of organizations.

Entrepreneurship
Upon successful completion of the Entrepreneurship sequence of courses, students will be able to:
1) Demonstrate entrepreneurial thinking as it applies to their chosen discipline by successfully completing practicum in which they apply principles of innovation to a project *or* develop an idea for a new business outside of the practicum;
2) Understand what it takes to start a new venture, including the basics of finance, marketing and management for a new and growing business;
3) Learn how to identify their personal strengths as an entrepreneur and how to build an effective leadership team for a new business; and
4) Establish connections with the entrepreneur community within their profession.

Management
Upon successful completion of the Management program, students will be able to:
1) Examine the differences in leadership and management theories and how they can facilitate the overall effectiveness of domestic and multinational business operations.
2) Evaluate the importance of human capital and how it can be used for tactical and strategic initiatives.
3) Identify the skills needed and used to assess business related problems from a subordinate and managerial perspective.
4) Recognize the importance of ethical and socially responsible business practices
5) Differentiate between the various functions of groups and teams and how they interact from a cross-functional approach.

INSTITUTIONAL LEARNING OUTCOMES
The successful Cuyamaca College student will demonstrate the following competencies:

1. Personal Responsibility

- Apply essential academic skills, establish and monitor goals, and utilize campus resources
- Develop responsibility for one's own actions as it relates to achieving goals
- Exercise choices that enhances wellness and a healthy well-being

2. Critical & Creative Thinking/Innovation

- Apply thinking, quantitative, communication, and lifelong learning skills
- Demonstrate adaptability to change and enhancement of personal values
- Apply creativity to create knowledge and address challenges of a rapidly changing society

3. Career and /or Transfer Readiness

- Demonstrate proficiencies essential to employment, retention on the job, and for living a more productive and full life
- Demonstrate proficiencies essential to transfer to four-year colleges/universities

4. Environmental Stewardship

- Recognize the importance of environmental sustainability to balance economy, society, and environment
- Develop values and demonstrate behaviors that respect the natural environment

5. Civic Responsibility

- Engage in college and community service and other civic activities that promote community, democracy and civility
- Develop and apply honesty, empathy, interpersonal competence, and social responsibility

6. Global Awareness/Cultural Competence

- Recognize the interdependence of societies on world economies and political systems
- Act with sensitivity, respect and sensitivity in interactions with individuals of diverse backgrounds, perspectives and values.

In the following table, list each discipline program and the program level outcomes, and then link each program level outcome to the appropriate institutional learning outcome; Repeat the table for as many programs as necessary in your discipline, or delete tables if you have fewer than three programs.

PROGRAM TITLE: Accounting	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Articulate economic and industry issues, and the role of accounting within that environment	1, 2
2. Apply accounting concepts, principles, standards, and processes	2
3. Demonstrate information technology skills as they apply to today's business environment to solve business problems and to communicate those solutions	2
4. Demonstrate analytical skills through finding, organizing, assessing and, analyzing data appropriate to a given situation	2
5. Provide insightful advisory judgments and recommendations regarding the accounting for and the business implications of events, conditions, circumstances, and transactions that give rise to business opportunities or problems	2, 3
6. Interpret and analyze accounting information for internal control, planning, performance evaluation, and coordination to continuously improve business processes	2, 3
7. Use personal and ethical frameworks to respond to ethical dilemmas	1, 2

PROGRAM TITLE: Business Administration	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Recognize entrepreneurial opportunities for new business ventures, evaluate potential for business success, and consider implementation issues including financial, legal, operational and administrative procedures involved in starting new business ventures	1, 2
2. Communicate effectively and professionally in business situations through physical or virtual presence, writing, speaking, listening, and electronic media	1, 2, 3
3. Work effectively, respectfully, ethically and professionally with people of diverse ethnic, cultural, gender and other backgrounds and with people with different organizational roles, social affiliations, and personalities	5, 6
4. Lead by using team building skills and facilitating collaborative behaviors in the accomplishment of group goals and objectives	3
5. Assess how organizations create value in their global supply chains through the integrated production and distribution of goods, services and information	6
6. Recognize and appropriately respond to ethical and legal concerns relating to human resource and organizational management	5, 6

PROGRAM TITLE: Business Data Management	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Explain how a DBMS enforces security, recovery from failure, and concurrency control	2
2. Identify the advances in networking, data communications and the Internet and how they affect the way business is conducted	2
3. Identify which information technology tools are used to solve various business problems	2
4. Develop proficiency solving business problems using modern productivity tools (e.g., spreadsheet, database) or creating custom programs	2, 3
5. Describe how relational databases store business data and provide desired information	2
6. Analyze organizational information requirements using the entity-relationship approach and model them as Entity-Relationship Diagrams (conceptual database design)	2
7. Map an Entity-Relationship Diagram to a relational database (logical database design)	2
8. Use normal form theory to analyze and improve a database design	2
9. Create a database and process complex information using the SQL language	2

PROGRAM TITLE: Business General	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Be able to identify and analyze business problems and opportunities and formulate recommendations for courses of action	1, 2, 3
2. Communicate effectively and professionally in business situations through physical or virtual presence, writing, speaking, listening, and electronic media	1, 2, 3
3. Demonstrate awareness of economic, environmental, political, ethical, legal and regulatory contexts of global business practices	6
4. Describe the concept of competitive advantage and how it may be achieved through strategic and tactical methods;	6
5. Define markets and apply marketing concepts and principles using a customer focus to effectively sell products and services	2
6. Recognize and appropriately respond to ethical and legal concerns relating to human resource and organizational management	1, 2
7. Apply accounting concepts and methods to interpret financial statements for evaluating the financial position and performance of organizations	2

PROGRAM TITLE: Entrepreneurship	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Demonstrate entrepreneurial thinking as it applies to their chosen discipline by successfully completing practicum in which they apply principles of innovation to a project *or* develop an idea for a new business outside of the practicum	1
2. Understand what it takes to start a new venture, including the basics of finance, marketing and management for a new and growing business	2
3. Learn how to identify their personal strengths as an entrepreneur and how to build an effective leadership team for a new business	1, 2
4. Establish connections with the entrepreneur community within their profession	1

PROGRAM TITLE: Management	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Examine the differences in leadership and management theories and how they can facilitate the overall effectiveness of domestic and multinational business operations.	1, 2, 3
2. Evaluate the importance of human capital and how it can be used for tactical and strategic initiatives.	1, 2, 4, 6
3. Identify the skills needed and used to assess business related problems from a subordinate and managerial perspective.	2, 3
4. Recognize the importance of ethical and socially responsible business practices	4, 5
5. Differentiate between the various functions of groups and teams and how they interact from a cross-functional approach.	2, 3

D3: Program Level Learning Outcomes Linkages with Institutional Learning Outcomes

In the space below, write a narrative describing how each set of program level learning outcomes meet the institutional learning outcomes.

Accounting:

The accounting discipline meets the institutional learning outcomes by addressing personal responsibility, critical and creative thinking, and preparing students for career and transfer readiness (Institutional Learning Outcome 1, 2, and 3).

Business Administration:

The Business Administration discipline meets the institutional learning outcomes by addressing personal responsibility, critical and creative thinking, career and transfer readiness, civic responsibility, and global awareness/cultural competence (Institutional Learning Outcome 1, 2, 3, 5, and 6).

Business Data Management:

The Business Data Management discipline meets the institutional learning outcomes by addressing critical and creative thinking and career and transfer readiness (Institutional Learning Outcome 2 and 3).

Business General:

The Business General discipline meets the institutional learning outcomes by addressing personal responsibility, critical and creative thinking, career and transfer readiness, and global awareness/cultural competence (Institutional Learning Outcome 1, 2, 3, and 6).

Accounting:

The accounting discipline meets the institutional learning outcomes by addressing personal responsibility, and critical and creative thinking (Institutional Learning Outcomes 1 and 2).

Management:

The Management discipline meets the institutional learning outcomes by addressing personal responsibility, critical and creative thinking, career and transfer readiness, environmental stewardship, civic responsibility, and global awareness/cultural competence (Institutional Learning Outcome 1, 2, 3, 4, 5, and 6).

CHILD DEVELOPMENT

INSTITUTIONAL LEARNING OUTCOMES
The successful Cuyamaca College student will demonstrate the following competencies:

7. Personal Responsibility

- Apply essential academic skills, establish and monitor goals, and utilize campus resources
- Develop responsibility for one's own actions as it relates to achieving goals
- Exercise choices that enhances wellness and a healthy well-being

8. Critical & Creative Thinking/Innovation

- Apply thinking, quantitative, communication, and lifelong learning skills
- Demonstrate adaptability to change and enhancement of personal values
- Apply creativity to create knowledge and address challenges of a rapidly changing society

9. Career and /or Transfer Readiness

- Demonstrate proficiencies essential to employment, retention on the job, and for living a more productive and full life
- Demonstrate proficiencies essential to transfer to four-year colleges/universities

10. Environmental Stewardship

- Recognize the importance of environmental sustainability to balance economy, society, and environment
- Develop values and demonstrate behaviors that respect the natural environment

11. Civic Responsibility

- Engage in college and community service and other civic activities that promote community, democracy and civility
- Develop and apply honesty, empathy, interpersonal competence, and social responsibility

12. Global Awareness/Cultural Competence

- Recognize the interdependence of societies on world economies and political systems
- Act with sensitivity, respect and sensitivity in interactions with individuals of diverse backgrounds, perspectives and values.

Program Title: Child Development

PROGRAM TITLE: Child Development	
Program Level Learning Outcome	**Institutional Learning Outcome**
8. Integrate the key developmental concepts and teaching strategies into a cogently articulated philosophy of early childhood education and care.	**1,2**
9. Employ appropriate classroom organizational and management techniques in a variety of early childhood education settings, including the implementation of curriculum that is well planned, developmentally appropriate, culturally and environmentally sensitive, and based on the interests and needs of the children.	**1,2,3,4, 5,6**
10. Survey, assemble, and expand curricula resources for use in specific early childhood classrooms and centers.	**3**
11. Apply and implement effective and sensitive discipline and guidance strategies directly with children including children with special needs.	**2,6**
12. Clearly demonstrate the ability to plan child development programs which deliberately intend to advance, stimulate or otherwise enhance children's physical, intellectual, emotional, and social development in ways which are appropriate to the children's developmental level.	**1,2,3**
13. Assess their own professional competence and progress and develop a plan for professional career steps and growth.	**1,2,3**

D3: Program Level Learning Outcomes Linkages with Institutional Learning Outcomes

1. Meets the intuitional goals as students utilize their academic skills and conceptualize their early childhood philosophy.

2. As students plan and implement curriculum for young children they are developing responsibility, demonstrating the adaptability to change, and effectively communicating. They are also demonstrating the proficiencies necessary for a career in early childhood education. The cultural and environmentally sensitivity curriculum planning demonstrates the student's respect for the natural environment ,the application of empathy and interpersonal competence, facilitates sensitive interactions with adults and children of diverse backgrounds.

3. Developing resources for use in specific early childhood classrooms is an essential workforce competency.

4. The ability to effectively and sensitively guide young children requires students to use critical thinking skills and respectful interaction with children of diverse backgrounds.

5. Supporting children's development in a variety of programs addresses the application of critical thinking skills and proficiencies in a career in early childhood education and care.

Discipline(s) or Dept(s)	Child Development	Date	10/3/11	Project Lead	Kristin Zink		Priority #	3
Question		**Method(s) & Date of Assessment**				**Assessment Criteria**		
Can students in the curriculum courses (CD 126, 127, 128, 129) write an effective lesson/activity plan?		During the Spring 2011 semester, CD Program SLO #5, which incorporates lesson/activity planning, will be assessed for students in two of the four curriculum classes, CD 126 and CD 128. A rubric will be developed by the course instructors and the Program Coordinator.				A "YES/NO" rubric for scoring each required component of the lesson/activity plans will be developed by the instructors. All "Child Presentation" activity plans will be scored using the rubric at the end of the semester. The criteria for success will be "no more than one NO on all components" for 75% of all students.		
Links to Discipline Goal(s) #		#5						
Date of Assessment Results Discussion		**Members Present for Discussion**						
A preliminary discussion was held between the CD Program Coordinator and the SLO Coordinator at the end of Spring 2011 semester.		SLO Coordinator and CD Program Coordinator1. Stud						

Summary of Assessment Data

Assessment of data by SLO Coordinator is still in progress.

Summary of group discussion of assessment data

The rubric was developed by the instructors teaching the curriculum courses in March 2011. The rubric was applied to the lessn/activity plans completed as the "Child Experience" to two of the curriculum courses, CD 126 and CD 128. The plans and completed rubrics were submitted to the SLO Coordinator for analysis in late May 2011. A preliminary discussion of the lesson/activity plans revealed the usefulness of the rubric and suggestions for greater refinement of the assessment tool. One result of the discussion among the faculty involved is the need to provide students with samples and practice opportunities in 1) writing objectives and 2) creating open ended questions.

Objective(s) (based on assessment/data review)	Action Planned (Activities)	Method(s) of Assessment of Planned Activities and Criteria for Success
1. Students enrolled in the CD curriculum courses (CD 126, 127, 128, 129) will be able to write effective objectives on	1. The instructors teaching the curriculum courses will create **a**) a handout of examples of effective objectives and **b**) a	1. Students activity/lesson plans will be scored using the revised rubric developed in Spring 2011 semester.

lesson/activity plans. 2. Students enrolled in the CD curriculum courses (CD 126, 127, 128, 129) will be able to write open ended questions on lesson/activity plan.	specific template for a class activity that involves writing sample objectives. 2. The instructors teaching the curriculum courses will create **a**) a handout of examples of effective open ended questions and **b**) a class activity that involves writing and evaluating open ended questions.	The criteria for success will continue to be "no more than one NO on all components" for 75% of all students.

Specific research question(s) to be submitted to Institutional Research (Discipline or Institutional level)

1. Evaluate the success rate for completing an effective lesson/activity plan for students with English as primary language and those whose first language is not English.	2.	3.

Resource Requirements: Describe any resources required to carry out this action plan. If no resources are required, state "None". If technology resources are required, please fill out the Technology Request form and append it to the completed Program Review.

Resource(s) Needed to Accomplish Action Plan	Estimated Cost ($)
NO resources required.	
Total cost of all resources required ($)	

Date of Activity Assessment Results Discussion	Members Present for Discussion
This should take place at the end of Spring 2012 semester.	The members present should be the instructors teaching the curriculum courses in Spring 2011, Fall 2011, and Spring 2012.

6. The ability to set goals, the ability to practice lifelong learning skills, and develop proficiencies essential for long term employment involves the ability to assess professional competence and develop a career plan.

CONTINUING EDUCATION & WORKFORCE TRAINING

INSTITUTIONAL LEARNING OUTCOMES
The successful Cuyamaca College student will demonstrate the following competencies:

13. Personal Responsibility
- Apply essential academic skills, establish and monitor goals, and utilize campus resources
- Develop responsibility for one's own actions as it relates to achieving goals
- Exercise choices that enhances wellness and a healthy well-being

14. Critical & Creative Thinking/Innovation
- Apply thinking, quantitative, communication, and lifelong learning skills
- Demonstrate adaptability to change and enhancement of personal values
- Apply creativity to create knowledge and address challenges of a rapidly changing society

15. Career and /or Transfer Readiness
- Demonstrate proficiencies essential to employment, retention on the job, and for living a more productive and full life
- Demonstrate proficiencies essential to transfer to four-year colleges/universities

16. Environmental Stewardship
- Recognize the importance of environmental sustainability to balance economy, society, and environment
- Develop values and demonstrate behaviors that respect the natural environment

17. Civic Responsibility
- Engage in college and community service and other civic activities that promote community, democracy and civility
- Develop and apply honesty, empathy, interpersonal competence, and social responsibility

18. Global Awareness/Cultural Competence
- Recognize the interdependence of societies on world economies and political systems
- Act with sensitivity, respect and sensitivity in interactions with individuals of diverse backgrounds, perspectives and values.

Continuing Education and Workforce Training has revisited Program Level Learning Outcomes and worked with faculty to identify the following three (3) programs for which program level SLOs have recently been developed: 1) ESL, 2) Enrichment, and 3) Career/Certificate or CTE.

PROGRAM TITLE: Noncredit and Not-for-Credit English-as-a-Second Language (ESL)	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Understand and articulate their individual educational plan.	1, 2
2. Matriculate to credit ESL programs at Cuyamaca and/or Grossmont Colleges.	1, 2
3. Demonstrate proficiencies essential for entry-level employment including use of technology.	1,2,3,5,6
4. Demonstrate familiarity with basic parts of speech, word order, word and sentence boundaries introduced at this level when producing written communication.	1,2,3,5
5. Locate, comprehend, and interpret information in simple text.	1,2,3,5
6. Write a basic paragraph that discusses one idea.	1,2,3,5
7. Demonstrate mastery of basic language structures when composing oral and written communications.	1,2,3,5
8. Demonstrate culturally appropriate social and civic behavior and interaction in the classroom and while in the workplace.	1,2,3,4,5,6

PROGRAM TITLE: Fee-Based Personal Enrichment	
Program Level Learning Outcome	**Institutional Learning Outcome**
7. Apply skills obtained to achieve a work-life balance.	1,2,3,6
8. Complete enrichment and/or health surveys that support personal development goals	1,2,6
9. Document an increased awareness of Cuyamaca College educational resources through survey responses.	1,2,5
10. Demonstrate increased skills and confidence including environmental stewardship and social responsibility.	1,2,4,5,6
11. Recognize the benefit of lifelong learning and continue development of acceptance of others.	1,2,3,5,6

PROGRAM TITLE: Noncredit or Not-for-Credit Career/Certificate Programs (CTE)	
Program Level Learning Outcome	**Institutional Learning Outcome**
12. Apply problem solving and critical thinking skills required to perform effectively in their field.	1,2,3,6
13. Communicate effectively to gather and convey information.	1,2,3,5,6
14. Effectively and professionally complete coursework in both self-directed and cooperative learning environments.	1,2,3,5,6
15. Function safely and professionally in a typical workplace environment.	1,3,4,5
16. Identify, select, and apply technology as appropriate.	1,2,3

D3: Program Level Learning Outcomes Linkages with Institutional Learning Outcomes

In the space below, write a narrative describing how each set of program level learning outcomes meet the institutional learning outcomes.

Noncredit and Not-for-Credit English-as-a-Second Language
The delivery of noncredit (FTES-generating) and not-for-credit (typically contract education) English-as-a-Second Language programs serve the ever-changing language development needs of immigrant and refugee populations in East County. CEWT has focused its ESL programs on preparing non-native speakers (intermediate level) for entry level employment and/or matriculation into credit ESL. Program level learning outcomes have been developed by credit and noncredit faculty and comprehensively align with all six institutional learning outcomes with a focus on personal responsibility, critical and creative thinking, and career readiness. Upon review, it appears curriculum could be improved with an infusion of concepts that support environmental stewardship.

Fee-Based Personal Enrichment
The delivery of not-for-credit or fee-based personal enrichment classes contribute to the health, welfare and economics of the community. When students are actively involved in educational activities, they have higher self-esteem, engage in their communities and are typically mentally and physically healthier. CEWT offers a wide variety of enrichment classes including dance, fitness, wellness, food and entertaining, computer basics and financial planning and investing, and much more. Program level learning outcomes have been developed by not-for-credit faculty and comprehensively align with all six institutional learning outcomes with a focus on personal responsibility, critical and creative thinking and cultural competence. Upon review, it appears curriculum and offerings could be augmented with an infusion of attention to environmental stewardship, civic responsibility and global awareness that include community service and other civic activities.

Noncredit or Not-for-Credit Career/Certificate Programs
The delivery of noncredit (FTES-generating) and not-for-credit (typically fee-based and grant funded) career and certificate programs serve the workforce development needs of local employers. Innovative public/private partnerships enable CEWT to help close the skills gap of our region's labor force beginning with working together to create solutions. Many of these courses were developed with grant funds and have become sustainable through integration into noncredit and fee-based offerings. This is an area of CEWT that is flexible, innovative and responsive. CEWT offers a variety of vocational courses that either provide industry certification or prepare individuals for industry recognized certification exams. Classes in the areas of solar, automotive, paralegal, water technology, green building, food safety, hazardous materials, occupational safety, cyber-security and many more are available.

Program level learning outcomes have been developed by credit and not-for-credit faculty and comprehensively align with all six institutional learning outcomes with a focus on personal responsibility, critical and creative thinking and career readiness. Upon review, it appears curriculum and offerings could be augmented to include environmental stewardship, civic responsibility and global awareness.

MATH

MATH Basic Skills Program and College-level SLO Report (Spring 2010 through Spring 2012)

This report consists of two parts. The first part provides the program-level SLO success rates. Additionally, if courses within this program were used to run a college-level SLO evaluation, the second part provides the relevant college-level SLO success rates and a few comparisons.

Program-level SLO

Basic Skills Mathematics Program SLO 2
Employ the prerequisite mathematics concepts and skills required to succeed in a college-level math course.
Mean success rate: 63.4%
Lowest course success rate: 2.9% (MATH 88 Spring 2012)
Highest course success rate: 88% (MATH 90 Spring 2012)
Out of 40 classes assessed the number of classes with success rates between:
0% and 24.9% = 3
0% and 24.9% = 3
50% and 74.9% = 31
75% and 100% = 3
The following course(s) assessed this program-level SLO: MATH 90 Spring 2012, MATH 88 Spring 2012, MATH 90 Fall 2010, MATH 88 Fall 2010, MATH 90 Spring 2010, and MATH 88 Spring 2010

Basic Skills Mathematics Program SLO 3
Formulate algebraic equations using variables to represent relations.
Mean success rate: 54.4%
Lowest course success rate: 5.9% (MATH 88 Spring 2012)
Highest course success rate: 88% (MATH 90 Spring 2012)
Out of 13 classes assessed the number of classes with success rates between:
0% and 24.9% = 2
0% and 24.9% = 3
50% and 74.9% = 5
75% and 100% = 3
The following course(s) assessed this program-level SLO: MATH 90 Spring 2012 and MATH 88 Spring 2012

Basic Skills Mathematics Program SLO 4a
Apply basic mathematics skills to solve application problems involving linear relationships.
Mean success rate: 43.2%

Lowest course success rate: 2.9% (MATH 88 Spring 2012)
Highest course success rate: 73% (MATH 88 Spring 2010)
Out of 34 classes assessed the number of classes with success rates between:
0% and 24.9% = 4
0% and 24.9% = 20
50% and 74.9% = 10
75% and 100% = 0
The following course(s) assessed this program-level SLO:MATH 88 Spring 2012, MATH 90 Fall 2010, MATH 88 Fall 2010, MATH 90 Spring 2010, and MATH 88 Spring 2010

Basic Skills Mathematics Program SLO 4b
Apply basic mathematics skills to solve application problems involving the quadratic relationships.
Mean success rate: 43.7%
Lowest course success rate: 25% (MATH 90 Fall 2010)
Highest course success rate: 61.5% (MATH 90 Fall 2010)
Out of 18 classes assessed the number of classes with success rates between:
0% and 24.9% = 0
0% and 24.9% = 13
50% and 74.9% = 5
75% and 100% = 0
The following course(s) assessed this program-level SLO: MATH 90 Fall 2010 and MATH 90 Spring 2010

Basic Skills Mathematics Program SLO 4c
Apply basic mathematics skills to solve application problems involving the proportional relationships.
Mean success rate: 34.4%
Lowest course success rate: 8.3% (MATH 90 Spring 2010)
Highest course success rate: 66.7% (MATH 90 Spring 2010)
Out of 18 classes assessed the number of classes with success rates between:
0% and 24.9% = 5
0% and 24.9% = 12
50% and 74.9% = 1
75% and 100% = 0
The following course(s) assessed this program-level SLO: MATH 90 Fall 2010 and MATH 90 Spring 2010

College-level SLO (Basic Skills Grid)

College Basic Skills SLO 3f
Apply requisite problem-solving skills used in college-degree level courses (understand the problem, devise & execute a strategy, check back, repeat if necessary).

Overall success rate: 36.5%
Lowest course success rate: 0% (MATH 88 Spring 2012)
Highest course success rate: 59.3% (MATH 88 Spring 2012)
Out of 25 classes assessed the number of classes with success rates between:
0% and 24.9% = 5
0% and 24.9% = 17
50% and 74.9% = 3
75% and 100% = 0
The following course(s) assessed this college-level SLO: MATH 88 Spring 2012, MATH 90 Fall 2010, and MATH 90 Spring 2010

College Basic Skills SLO 3g
Create models to predict outcomes
Overall success rate: 38.2%
Lowest course success rate: 3.4% (MATH 90 Spring 2010)
Highest course success rate: 92% (MATH 90 Spring 2012)
Out of 31 classes assessed the number of classes with success rates between:
0% and 24.9% = 9
0% and 24.9% = 14
50% and 74.9% = 2
75% and 100% = 6
The following course(s) assessed this college-level SLO: MATH 90 Spring 2012, MATH 88 Spring 2012, MATH 90 Fall 2010, and MATH 90 Spring 2010

College Basic Skills SLO 3h
Apply requisite skills necessary to perform mathematical computations used in college-degree level courses.
Overall success rate: 65.9%
Lowest course success rate: 14.4% (MATH 90 Spring 2012)
Highest course success rate: 88% (MATH 90 Spring 2012)
Out of 33 classes assessed the number of classes with success rates between:
0% and 24.9% = 1
0% and 24.9% = 0
50% and 74.9% = 29
75% and 100% = 3
The following course(s) assessed this college-level SLO: MATH 90 Spring 2012, MATH 90 Fall 2010, MATH 88 Fall 2010, MATH 90 Spring 2010, and MATH 88 Spring 2010

College Basic Skills SLO 3k
Recognize and correct errors.

Overall success rate: 41.7%
Lowest course success rate: 0% (MATH 88 Spring 2012)
Highest course success rate: 78.4% (MATH 88 Spring 2010)
Out of 16 classes assessed the number of classes with success rates between:
0% and 24.9% = 2
0% and 24.9% = 9
50% and 74.9% = 4
75% and 100% = 1
The following course(s) assessed this college-level SLO: MATH 88 Spring 2012, MATH 88 Fall 2010, and MATH 88 Spring 2010

Summary of group discussion of assessment data for Activities

Program and College-level SLO

After briefly reviewing this data during the January 17, 2012 meeting, Department members decided to focus more closely on reviewing the 2010/11 course-level SLO assessments (see below) and the basic skills math pipeline data from the Basic Skills Progress Tracker at the State Chancellor's Office (see the DDOS Worksheet). Department members agreed to review the program-level and college-level SLO assessments annually, but some feel that the data would be more meaningful if it were contextualized at the institutional-level along with the other basic skills programs.

PSYCHOLOGY

PSYCHOLOGY 120

Narrative

We have been collecting data from our introduction courses for the last 3 years. Based on the monumental analysis and changing SLO reporting standards we have used different assessments each cycle attempting to comply with assessment coordinators requests as well as learn about how our students are doing on their course objectives.

In 2011 the American Psychological association developed a set of program level outcomes as general outcome for the Psychology major. We adopted those in place of the outcomes that we had in place.

During this cycle I am revising all of the Learning outcomes for the psychology classes to make them more assessable. In the initial development of the SLO's we reflected the course content in each SLO witch produced ~13 outcomes for each class. Many of the outcomes were assessed using the same measure so we were able to generalize the outcomes down to 4 common outcomes for each class that reflected the department objective as well as the program level outcomes.

Assessment:

To assess the department level outcomes and program level outcomes – we provided students with a research abstract and asked them to identify the variables and the conclusions presented (see PDF). A few classes assess through their own method but reported results to the department chair.

Each SLO in the class was assessed by selecting questions from exams which addressed each SLO.

Conclusions:

We have increased the emphasis in teaching the scientific method in the beginning of the class which now include a take home assignment as well as a group quiz and class activity.

This semester I am seeing an increase in the ability to identify variables in an experiment – and the confusion between IV and DV has been reduced.

As a department we are working on critical thinking/ higher order taxonomy assessment this semester. It was the focus of our department meetings this year – and we are working to teach students how to apply questions.

Psychology 205

PLO	Assessment	Tool:	% Correct
Knowledge Base of Psychology	Which of the following is the BEST example of psychology's goal of describing behavior? A) Videotaping an intersection with four-way stop signs and measuring the ratio of complete to incomplete stops made by drivers* B) Conducting an experiment to determine if watching violent cartoons increases aggressive behavior in preschoolers C) Giving an interest-inventory (test) at a college counseling center to determine what career or college choices would best suit a student D) Sending first-time drug offenders to an inpatient treatment program rather than to jail	Exam 1	75%
	A researcher designs a study to examine the relationship between gender and time spent talking in a group. The researcher states, "In a balanced mixed gender group, males will talk more than females." This is an example of a(n) A) hypothesis. B) prediction. * C) empirical study. D) moral judgment.	Exam 1	82%
	Which of the following statements best represents a hypothesis? A) "Attractive defendants will receive lower ratings of guilt than unattractive defendants." B) "Grocery stores sell more ice cream during the summer than during the winter." C) "Amount of time spent studying is related to test performance." * D) "Extraverts are more successful as sales people than are introverts."	Exam 1	62%
	A theory A) helps organize and explain specific facts. B) guides our observations of the world. C) is used to generate research hypotheses. D) All of these*	Exam 1	100%
Research Methods in Psychology	Students are spending the semester planning, designing, and analyzing their own research study.	Project	
	When personal interviews are conducted as part of a research study, the identity of the participant might be known. In cases such as these, the researcher must A) carefully plan ways of coding the data. B) carefully store the data. C) explain the procedures to the participants so there is no question concerning the confidentiality of the results. D) All of these*	Exam 1	82%
	Participants read an account of a crime in which the perpetrator was described as either an attractive or unattractive woman. They then assigned the length of prison sentence they felt the woman deserved. The _____ would be the _____ variable. A) woman's attractiveness; dependent B) account of the crime; independent C) woman's attractiveness; independent* D) account of the crime; dependent	Exam 1	75%
	Dr. Sears observes that the more time a person spends in a department store, the more purchases they tend to make. The research method used in this study can best be described as A) experimental. B) non-experimental.* C) operational. D) departmental.	Exam 1	62%
	When a researcher can make a strong inference that one variable caused another, the study is said to have _____validity. A) inferential B) external C) internal D) reliable	Exam 1	75%

PLO	Assessment	Tool:	% Correct
Critical Thinking Skills In Psychology	Students have critically reviewed several research articles related to their research topic and will adopt the scientific approach to analyze predictions of behavior or mental processes.	Project	
	A researcher finds that people who own more than two cars have bigger homes, more garage space, and make more money than people who own only one or two cars. The researcher's inference that having more than two cars causes people to have homes with bigger garages is lacking which type of causal evidence? A) Temporal precedence B) Covariation of cause and effect C) Elimination of alternative explanations* D) Economic instability	Exam 1	62%
	Accepting the information in a researcher's presentation without question is a reliance on _____. A) skepticism B) authority* C) intuition D) scientific evidence	Exam 1	100%
	When you accept unquestionably what your own personal judgment tells you about the world, you are relying on _____. A) skepticism B) authority C) intuition* D) pseudoscientific information	Exam 1	100%
	Students completed an assignment that required them to read an article and identify: 1) Research question, 2) Hypotheses, 3) Dependent and Independent Variables, 4) Methodology, and 5) Major Findings	Take Home Assignment	Min Score 80%

Other Notes...

The students came into the course with a good foundation of psychological principles including major terms, theoretical perspectives, and classic experiments. Some students seem comfortable with several statistical concepts. Like we saw in our last SLO assessment, students have trouble identifying variables and general conclusions from research articles. I have made this both an in-class and take-home activity this semester and it seems to have helped students quite a bit (as seen in Exam 1 scores - we had an 83% class average!) . It is evident that students are very comfortable in this section of PSY205 - we are a small class so there has been lots of group discussion and student questions.
Another approach that has received great student feedback:

At each class meeting following an exam, students are put into teams of three or four. They are given a list of all commonly missed exam questions. Students spend about 20 minutes discussing and debating correct answers. It is in the teams best interest to make sure each student has a good understanding of the material as students will be randomly called on to answer the question for the team. Students have the opportunity to teach each other what they've learned, hear the material put into student's words, and work together as a team. I have recieved a lot of positive feedback from students on this activity. They are surprised to learn how much "teaching" other students improves their own understanding of the material.

TUTORING

INSTITUTIONAL LEARNING OUTCOMES

The successful Cuyamaca College student will demonstrate the following competencies:

19. Personal Responsibility
- Apply essential academic skills, establish and monitor goals, and utilize campus resources
- Develop responsibility for one's own actions as it relates to achieving goals
- Exercise choices that enhances wellness and a healthy well-being

20. Critical & Creative Thinking/Innovation
- Apply thinking, quantitative, communication, and lifelong learning skills
- Demonstrate adaptability to change and enhancement of personal values
- Apply creativity to create knowledge and address challenges of a rapidly changing society

21. Career and /or Transfer Readiness
- Demonstrate proficiencies essential to employment, retention on the job, and for living a more productive and full life
- Demonstrate proficiencies essential to transfer to four-year colleges/universities

22. Environmental Stewardship
- Recognize the importance of environmental sustainability to balance economy, society, and environment
- Develop values and demonstrate behaviors that respect the natural environment

23. Civic Responsibility
- Engage in college and community service and other civic activities that promote community, democracy and civility
- Develop and apply honesty, empathy, interpersonal competence, and social responsibility

24. Global Awareness/Cultural Competence
- Recognize the interdependence of societies on world economies and political systems
- Act with sensitivity, respect and sensitivity in interactions with individuals of diverse backgrounds, perspectives and values.

PROGRAM TITLE: Tutoring	
Program Level Learning Outcome	**Institutional Learning Outcome**
14. Through tutoring the student will be able to summarize concepts they have learned	1,2,
15. The student will be able to break down the steps necessary to complete specific problems or assignments	1,2,3
16. The student will be able to articulate study habits they have learned	1,2,3
17. Enhance student success, retention and persistence	1,2,3

D3: Program Level Learning Outcomes Linkages with Institutional Learning Outcomes

SLO #1: Many students struggle with the ability to summarize concepts they have learned. One of the goals of tutoring is to assist students in learning this valuable tool. This SLO links directly to the institutional learning outcome #1 because it helps students apply essential academic skills and helps develop responsibility. This SLO also links to the institutional learning outcome #2 because it helps students master critical thinking.

SLO #2: Being able to break down the steps necessary to complete specific problems or assignments is important to being able to master new projects and tasks. Once this skill set is mastered, students will have the confidence and tools necessary to approach new problems and assignments without the aid of a tutor. This likes to institutional learning outcomes #1 because students will develop responsibility for one's own actions as it relates to achieving their goals. It asks the student to apply thinking and quantitative skills thus linking this to institutional learning outcome #2 and it links to institutional learning outcome #3 because students will be more proficient.

SLO #3: Study habits are extremely important to the success of our students, and transcends across all disciplines. This SLO links to instructional learning outcomes 1,2, and 3 because ultimately having good study habits and being able to articulate them will help our students develop responsibility for one's own actions as it relates to achieving goals, apply lifelong learning skills, and demonstrates proficiencies essential to living a more productive and full life.

SLO #4: By enhancing student success, retention, and persistence our students will be one step closer to their educational goals of being career and/or transfer ready. This SLO also links directly to institutional learning outcomes 1,2,3.

WATER WASTERWATER TECHNOLOGY

Are there changes in the Program Level SLO's since last year? Yes. Program Level SLO's for the new Water Resources Management have been added since last year.

INSTITUTIONAL LEARNING OUTCOMES
The successful Cuyamaca College student will demonstrate the following competencies:

25. Personal Responsibility
- Apply essential academic skills, establish and monitor goals, and utilize campus resources
- Develop responsibility for one's own actions as it relates to achieving goals
- Exercise choices that enhances wellness and a healthy well-being

26. Critical & Creative Thinking/Innovation
- Apply thinking, quantitative, communication, and lifelong learning skills
- Demonstrate adaptability to change and enhancement of personal values
- Apply creativity to create knowledge and address challenges of a rapidly changing society

27. Career and /or Transfer Readiness
- Demonstrate proficiencies essential to employment, retention on the job, and for living a more productive and full life
- Demonstrate proficiencies essential to transfer to four-year colleges/universities

28. Environmental Stewardship
- Recognize the importance of environmental sustainability to balance economy, society, and environment
- Develop values and demonstrate behaviors that respect the natural environment

29. Civic Responsibility
- Engage in college and community service and other civic activities that promote community, democracy and civility
- Develop and apply honesty, empathy, interpersonal competence, and social responsibility

30. Global Awareness/Cultural Competence
- Recognize the interdependence of societies on world economies and political systems
- Act with sensitivity, respect and sensitivity in interactions with individuals of diverse backgrounds, perspectives and values.

Program Title: Water & Wastewater Technology Program

PROGRAM TITLE: Water Resources Management – New Program effective Fall 2012	
Program Level Learning Outcome	**Institutional Learning Outcome**
18. Identify the importance of water to our society and explain the challenges we face providing a safe and reliable supply of water for our region. (WWTR 101, 103, 105, 112.)	1, 2, 3
19. Describe the concepts and key components of water portfolio diversification. (WWTR 103, 105, 115, 284)	1, 2, 3, 4
20. Identify the major regulatory agencies that monitor and regulate the water and wastewater industry. (WWTR 101, 103, 105, 112, 114, 282, 284)	1, 2, 3, 4
21. Identify and classify best management practices for reducing and controlling outdoor water usage. (WWTR 103, 105, OH 102, OH 120, OH 250, OH 255)	1, 2, 3, 4

Program Title: Water & Wastewater Technology Program

PROGRAM TITLE: Water Treatment Plant Operator	
Program Level Learning Outcome	**Institutional Learning Outcome**
17. Explain the major processes used to treat, disinfect, and safeguard the public water supply. (WWTR 110, 112, 117. 280, 282)	1, 2, 3, 4
18. Identify the major regulatory agencies that monitor and regulate the water industry. (WWTR 101, 112, 117, 280, 282)	1, 2, 3, 4
19. Use appropriate methods and/or equations needed to solve problems relating to hydraulics, dilutions rates, and chemical analysis of water treatment and distribution systems (WWTR 102, 110, 112, 114,130)	1, 2, 3, 4
20. Identify and classify water distribution system components and explain their use. (WWTR 104, 130, 134, 265)	1, 2, 3, 4
21. Identify the safety precautions required in the water industry (WWTR 101, 106, 134, 270.)	1, 2, 3, 4

Program Title: Water & Wastewater Technology Program

PROGRAM TITLE: Water Distribution System Operations	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Identify the safety precautions required in the Water & Wastewater Technology y industry (WWTR 106, 134, 270.)	1, 2, 3, 4
2. Identify the major regulatory agencies that monitor and regulate the water/wastewater industry. (WWTR 101, 280, 282)	1, 2, 3, 4
3. Use appropriate methods and/or equations needed to solve problems relating to hydraulics, dilutions rates, and chemical analysis of water/wastewater treatment systems (WWTR 102, 112, 114,130)	1, 2, 3, 4
4. Identify and classify water distribution and wastewater collections system components and explain their use. (WWTR 104, 130, 265)	1, 2, 3, 4

Program Title: Water & Wastewater Technology Program

PROGRAM TITLE: Wastewater Treatment Plant Operator	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Name and explain the major steps involved in the treatment and disposal of wastewater. (WWTR 101, 114, 120)	1, 2, 3, 4
2. Identify the major regulatory agencies that monitor and regulate the wastewater industry. (WWTR 101, 114, 120, 280, 282	1, 2, 3, 4
3. Use appropriate methods and/or equations needed to solve problems relating to hydraulics, dilutions rates, pathogens, and chemical analysis of wastewater treatment systems (WWTR 102, 104, 110, 114, 120)	1, 2, 3, 4
4. Identify and classify wastewater collections system components and explain their use. (WWTR 104, 106, 130, 132, 267)	1, 2, 3, 4
5. Identify the safety precautions required in the water & wastewater industry (WWTR 101, 106, 110, 134, 270.)	1, 2, 3, 4

PROGRAM TITLE: Wastewater Collection Systems Operations	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Use appropriate methods and/or equations needed to solve problems relating to hydraulics, dilutions rates, and chemical analysis of water/wastewater treatment systems (WWTR 102, 104, 114,130)	1, 2, 3, 4
2. Identify and classify wastewater collections and water distribution system components and explain their use. (WWTR 104, 130, 132, 267)	1, 2, 3, 4
3. Identify and classify water distribution and wastewater collections system components and explain their use. (WWTR 104, 130, 132, 267)	1, 2, 3, 4
4. Identify the major regulatory agencies that monitor and regulate the water/wastewater industry. (WWTR 101, 280, 282)	1, 2, 3, 4

Program Title: Water & Wastewater Technology Program

PROGRAM TITLE: Backflow & Cross-Connection Control	
Program Level Learning Outcome	**Institutional Learning Outcome**
1. Identify and classify the major types of backflow prevention and cross-connection control devices and procedures. (WWTR 130, 132, 134, 280, 282, 284)	1, 2, 3, 4
2. Identify and classify water distribution and wastewater collections system components and explain their use. (WWTR 104, 130)	1, 2, 3, 4
3. Identify the major regulatory agencies that monitor and regulate the water/wastewater industry. (WWTR 101, 280, 282, 284)	1, 2, 3, 4
4. Use appropriate methods to solve problems relating to cross connection control and backflow prevention. (WWTR 280, 282, 284)	1, 2, 3, 4
5. Use appropriate methods and/or equations needed to solve problems relating to hydraulics, dilutions rates, and chemical analysis of water/wastewater treatment systems (WWTR 102, 104, 110, 130)	1, 2, 3, 4

UNIVERSITY STUDIES

CSU GENERAL EDUCATION OUTCOMES
and
INSTITUTIONAL OUTCOMES
Fall 2011, Spring 2012, Summer 2012 Graduates

Degrees:	Total Surveyed	Total Respondents	Survey Rate
University Studies with an Emphasis in Science and Mathematics	29	9	31%
University Studies with an Emphasis in Business and Economics	19	2	11%
University Studies with an Emphasis in Communication and Language Arts	9	4	44%
University Studies with an Emphasis in Humanities and Fine Arts	13	3	23%
University Studies with an Emphasis in Social and Behavioral Sciences	24	6	25%
Total	94	24	25%

The University Studies Degree is comprised of two parts:
1) CSU General Education Courses
2) Courses required for the major

CSU General Education Certificate Outcomes (Pages 57-58 of catalog)
Upon completion of this certificate, students will be able to:
• Exhibit proficiency in written communication in English.
• Exhibit proficiency in oral communication in English.
• Analyze, criticize and advocate ideas and reach well-supported conclusions.
• Show skills and understanding beyond the level of intermediate algebra, and apply mathematical concepts to solve problems.
• Analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance.
• Reveal an historical understanding of major civilizations and cultures, both Western and non-Western.
• Recognize the contributions to knowledge, civilization, and society that have been made by various ethnic or cultural groups.
• Evaluate the basic concepts of physical and biological sciences.
• Use the scientific method of inquiry and techniques to answer questions about physical and biological processes.
• Cultivate a lifelong understanding and development as an integrated physiological, social, and psychological being.

4. As a result of earning my degree, I am able to exhibit proficiency in written and oral communication in the English language.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number
Science & Math	44.4% (4)	33.3% (3)	22.2% (2)	0	0	9
Social & Behavioral	33.3% (2)	66.7% (4)	0	0	0	6
Communication & Language Arts	0	75% (3)	25% (1)	0	0	4
Humanities & Fine Arts	33.3% (1)	66.7% (2)	0	0	0	3
Business & Economics		100% (2)	0	0	0	2

5. As a result of earning my degree, I am able to use critical thinking skills to solve problems.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number
Science & Math	55.6% (5)	33.3% (3)	11.1% (1)	0	0	9
Social and Behavioral	16.7% (1)	83.3% (5)	0	0	0	6
Communication & Language Arts	0	75% (3)	25% (1)	0	0	4
Humanities & Fine Arts	33.3% (1)	66.7% (2)	0	0	0	3
Business & Economics	0	100% (2)	0	0	0	2

6. As a result of earning my degree, I am able to evaluate the basic concepts of physical and biological sciences.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number
Science and Math	55.6% (5)	44.4% (4)	0	0	0	9
Social and Behavioral	0	83.3% (5)	16.7% (1)	0	0	6
Communication & Language Arts	0	50% (2)	50% (2)	0	0	4
Humanities & Fine Arts	33.3% (1)	33.3% (1)	33.3% (1)	0	0	3
Business & Economics	0	100% (2)	0	0	0	2

7. As a result of earning my degree, I am able to solve mathematical problems beyond the level of intermediate algebra.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number
Science & Math	66.7% (6)	22.2% (2)	11.1% (1)	0	0	9
Social and Behavioral	16.7% (1)	66.7% (4)	16.7% (1)	0	0	6
Communication & Language Arts	0	75% (3)	25% (1)	0	0	4
Humanities & Fine Arts	33.3% (1)	66.7% (2)	0	0	0	3
Business & Economics	0	100% (2)	0	0	0	2

8. As a result of earning my degree, I am able to analyze works of philosophic, literary, artistic, cultural or other humanistic traditions.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number
Science & Math	0	66.7% (6)	22.2% (2)	0	11.1% (1)	9
Social and Behavioral	100% (6)	0	0	0	0	6
Communication & Language Arts	0	75% (3)	25% (1)	0	0	4
Humanities & Fine Arts	66.7% (2)	33.3% (1)	0	0	0	3
Business & Economics	0	100% (2)	0	0	0	2

9. As a result of earning my degree, I am able to reveal an understanding of major civilizations, cultures, and or societies.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number
Science & Math	66.7% (6)	22.2% (2)	11.1% (1)	0	0	9
Social and Behavioral	100% (6)	0	0	0	0	6
Communication & Arts	0	50% (2)	50% (2)	0	0	4
Humanities & Fine Arts	33.3% (1)	66.7% (2)	0	0	0	3
Business & Economics	0	100% (2)	0	0	0	2

Institutional Learning Outcomes:
- Personal Responsibility
- Critical& Creative Thinking/Innovation
- Career or Transfer Readiness
- Environmental Stewardship
- Civic Responsibility
- Global Awareness & Cultural Competence

(listed in Program Review Documents)

10. As a result of attending Cuyamaca College, my life has been most impacted in the following area (choose one):

	Response Count	Percent
Personal Responsibility	4	?
Critical and Creative Thinking/Innovation	4	
Career or Transfer Ready	14	
Environmental Stewardship	1	
Civic Responsibility	0	
Global Awareness and Cultural Competence	1	
	_____	
	24	

HUMANITIES & FINE ARTS
SURVEY RESULTS*

Q1: As a result of earning my degree, I am able to analyze the principle elements of representative examples of art, architecture, literature, theater, philosophy, music, dance, film or other areas of cultural and/or intellectual creativity.						
					Number Answering Question: 3	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
66.7 (2)	33.3% (1)	0%	0%	0%	1.33	3

Q2: As a result of earning my degree, I am able to demonstrate an awareness of the historical and philosophical contexts of representative areas, movements, media, works, or styles of cultural and/or intellectual creativity.						
					Number Answering Question: 3	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
66.7	33.3%	0%	0%	0%	1.33	3

Q3: As a result of earning my degree, I am able to apply artistic processes and skills as a creative expression, using a variety of media to communicate meaning and intent in original works of art.						
					Number Answering Question: 3	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
66.7	33.3%	0%	0%	0%	1.33	3

*Source: Survey Monkey from Spring 2012, Summer 2012 & Fall 2012
Note: Continuous, Sustainable, Quality, Improvement dialogue is evidenced in *Student Learning Outcomes & Assessment* Committee meeting agenda & minutes for 3/11/2013.

BUSINESS & ECONOMICS

Q1: As a result of earning my degree, I am able to contribute to an effective and ethical organization.						
						Number Answering Question: 2
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
50% (1)	50.0% (1)	0%	0%	0%	1.50	2

Q2: As a result of earning my degree, I am able to prepare and analyze financial statements.						
						Number Answering Question: 2
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
50%	50%	0%	0%	0%	1.50	2

Q3: As a result of earning my degree, I am able to use information technology to support effective decision making in the business organization.						
						Number Answering Question: 2
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
50%	50%	0%	0%	0%	1.50	2

COMMUNICATION & LANGUAGE ARTS

Q1: As a result of earning my degree, I am able to write effectively.						
						Number Answering Question: 4
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
0%	75% (3)	25% (1)	0%	0%	2.25	4

Q2: As a result of earning my degree, I am able to locate relevant, reliable information and read it effectively.						
						Number Answering Question: 4
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
0%	75%	25%	0%	0%	2.25	4

Q3: As a result of earning my degree, I am able to communicate effectively with diverse audiences.						
						Number Answering Question: 4
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
0%	75%	25%	0%	0%	2.25	4

SCIENCE & MATH

Q1: As a result of earning my degree, I am able to use arithmetical, algebraic, geometric and statistical methods to solve problems.						
						Number Answering Question: 9
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
55.6% (5)	44.4% (4)	0%	0%	0%	1.44	9

Q2: As a result of earning my degree, I am able to interpret mathematical models such as formulas, graphs, table and schematics, and draw inference from them.						
						Number Answering Question: 9
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
66.7%	33.3%	0%	0%	0%	1.33	9

Q3: As a result of earning my degree, I am able to use the scientific method of inquiry and techniques to answer questions about physical and biological processes.						
						Number Answering Question: 9
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
55.6%	44.4%	0%	0%	0%	1.44	9

SCIENCE & BEHAVIORAL SCIENCES

Q1: As a result of earning my degree, I am able to describe general principles of the political institution as and government of the United States.						
						Number Answering Question: 6
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
0%	60% (4)	20% (1)	20% (1)	0%	2.60	5

Q2: As a result of earning my degree, I am able to demonstrate an understanding and appreciation of social, political, and economic institutions within a historical perspective.						
						Number Answering Question: 6
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
0%	80%	20%	0%	0%	2.20	5

Q3: As a result of earning my degree, I am able to assess how social issues are influenced by geographical and historical processes.						
						Number Answering Question: 5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
0%	83.3%	16.7%	0%	0%	2.17	6