

# Strategic Initiative Section Report

**English for Multilingual Stdts:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review EMLS

**Sorted by: Program**

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## English for Multilingual Stdts

### Assessment Report (Part 1 the Assessment Table) 2019-20

#### 2019-2020 Instructional Annual Update Program Review EMLS

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
EMLS B50	0%	71.43%	0%	28.57%	100%
EMLS B50NC	0%	0%	0%	0%	0%
EMLS B51	50%	10%	10%	30%	100%
EMLS B51NC	0%	0%	0%	0%	0%
EMLS B52	46.43%	42.86%	3.57%	7.14%	100%
EMLS B52NC	26.25%	23.75%	16.25%	33.75%	100%
EMLS B60	33.8%	30.99%	21.13%	14.08%	100%
EMLS B60NC	18.75%	25.00%	12.50%	43.75%	100%
EMLS B61	25%	55%	20%	0%	100%
EMLS B61NC	5.88%	76.47%	5.88%	11.76%	100%
EMLS B62	0%	0%	0%	0%	0%
EMLS B62NC	58.33%	25.00%	0%	16.67%	100%
EMLS B70	37.50%	43.75%	18.75%	0%	100%
EMLS B70NC	0%	100%	0%	0%	100%
EMLS B71	0%	75%	25%	0%	100%
EMLS B71NC	0%	61.54%	38.46%	0%	100%
EMLS B72	33.33%	66.67%	0%	0%	100%
EMLS B72NC					100%
Total	27.46%	43.01%	14.25%	15.28%	

- Overall, roughly 70% of students meet or exceed expectations.
- There were a total of 386 total assessments/students assessed.
- Some courses were not-assessed.

## Assessment Report (Part 2 Responses) 2019-20

### 2019-2020 Instructional Annual Update Program Review EMLS

#### **Plan-Describe the process used to assess the courses for this program:**

Prior to the release of eLumen, the EMLS department worked in teams to assess CSLOs. These teams were formed based on which faculty were teaching a given course. With the advent of eLumen, assessment has become a more solitary task. However, all full-time EMLS faculty are aware of the six-year CSLO assessment plan and how to access the specific CSLOs scheduled to be assessed each year. The EMLS department strives for consistent standards as evidenced by annual norming sessions and a department-wide rubric used for grading in-class/timed writing assignments.

#### **Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program**

Overall, approximately 70% of students assessed either met or exceeded target performance on CSLOs. This is a satisfactory result, although there is room for improvement. One potential area for improvement is the 15.28% of students who were unable to be assessed and the merely "satisfactory" nature of our results. Another weakness, more specific to assessment, is the number of courses that were not assessed in the 2018-2019 academic year. There are several reasons why courses might not be assessed. The course might have been taught by an adjunct faculty member, who was neither required nor compensated for reporting assessment data. Also, the course might have been offered simultaneously as credit and non-credit with zero students in one of the sections. In addition, the course might simply not have been offered.

#### **Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

Assessment is discussed at least twice a semester during department meetings. Additionally, assessment is discussed via email among the EMLS Department. One of the recent discussions was based on the linked article from *The Chronicle of Higher Education*.

# Strategic Initiative Section Report

**Food Service:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review Food Service

**Sorted by: Program**

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## Food Service

### Assessment Report (Part 1 the Assessment Table) 2019-20

#### 2019-2020 Instructional Annual Update Program Review Food Service

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
FDSV B51-Orientation		100			100
FDSV B50-Introduction	5	80	5	0	100
FDSV B52-Sanitation	10	75	15	0	100
FDSV B55a -Theory I	26	73	2	0	100
FDSV B55b-Theory II	26	73	2	0	100
FDSV B55c-Lab I	15	83	2	0	100
FDSV B55d-Lab II	25	74	1	0	100
FDSV B55e-Advanced Practicum	20	70	10	0	100
FDSV B55f-Fundamental of Baking	8	90	2	0	100
FDSV B59-Management	7	90	3	0	100

### Assessment Report (Part 2 Responses) 2019-20

#### 2019-2020 Instructional Annual Update Program Review Food Service

**Plan-Describe the process used to assess the courses for this program:**

FDSV B50- Introduction- B50 is assessed using two major graded projects for the semester. The first project is due at mid-term and the other is due at the end of the semester. We are able to assist the student with their first project by allowing them to turn it in for review prior to the due date. The second project is assesses their ability to complete a long range project and comply

with verbal instruction.

FDSV B52- Sanitation- Sanitation is assessed using three major written test and their national Certification for food safety results.

FDSV B55a -Theory I: This assessment for Theory class is the students' participation in MyLaband Mastering component of the weekly homework and the end of the semester project of their notes taken during lecture and demonstrations.

FDSV B55b-Theory II: This assessment for Theory class is the students' participation in MyLaband Mastering component of the weekly homework and the end of the semester project of their notes taken during lecture and demonstrations.

FDSV B55c-Lab I: Weekly assessment of skills used during the preparation of foods for service are provide to each student at the end of every class meeting. These assessment help the student know what areas need improvement. A grading rubrics utilized for this assessment.

FDSV B55d-Lab II: Weekly assessment of skills used during the preparation of foods for service are provide to each student at the end of every class meeting. These assessment help the student know what areas need improvement. A grading rubrics is utilized for this assessment.

FDSV B55e-Advanced Practicum; Student create at menu using guidelines set by the instructor and are assessed on their ability to provide quality, varied and a readable menu.

FDSV B55f-Fundamental of Baking: Weekly assessment of skills used during the preparation of foods for service are provide to each student at the end of every class meeting. These assessment help the student know what areas need improvement. A grading rubrics is utilized for this assessment.

FDSV B59-Management: Students are assessed on a semester length project that takes them from the design stage, planning stage, inventory and pricing portions of managing a menu from concept to production. Each section of the project is assessed for thoroughness and accuracy.

### **Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program**

The strength of our program is the student is able to grow the skills and then transition from one class to the next higher skills attainment class. This method of instruction (building skills) prepares them better for the industry.

One weakness in the program has been a lack of advanced skills in Pastry and baking and catering.

### **Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

We meet on a weekly basis to review certain relevant aspects of each course. One of the blessings of having new faculty is our ability to discuss the areas of the program that work and why. And to have a fresh set of eyes to help evaluate that process.

# Strategic Initiative Section Report

**History:****Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review HISTORY

**Sorted by: Program**

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## History

### Assessment Report (Part 1 the Assessment Table) 2019-20

#### 2019-2020 Instructional Annual Update Program Review HISTORY

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
HISTORY 17B: HISTORY OF THE UNITED STATES SINCE 1870	23.21	55.71	6.43	14.64	100
HISTORY B18: CALIFORNIA HISTORY	31.96	48.71	10.05	9.28	100
HISTORY B2: HISTORY OF THE WORLD SINCE 1650	34.61	11.53	53.84	0	100
HISTORY B20A: AFRICAN AMERICAN HISTORY OF THE UNITED STATES	0	18.75	37.5	43.75	100
HISTORY B20B: AFRICAN AMERICAN HISTORY US	N/A	N/A	N/A	N/A	N/A
HISTORY B25: INTRODUCTION TO WOMEN IN AMERICAN HISTORY	34.48	13.79	N/A	51.72	100
HISTORY B20a: EARLY CHICANO HISTORY	33.02	29.25	14.15	23.58	100
HISTORY B30B: HISTORY OF CHICANOS IN THE SOUTHWEST	20.69	34.48	17.24	27.59	100
HISTORY B33: LATIN AMERICAN HISTORY	28	24	16	32	100
HISTORY B36:	N/A	N/A	N/A	N/A	N/A

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
HISTORY OF NATIVE AMERICANS	N/A	N/A	N/A	N/A	N/A
HISTORY B4A: EUROPEAN CIVILIZATION	34.33	41.79	23.88	0	100
HISTORY B4B: EUROPEAN CIVILIZATION	32.35	38.24	29.41	0	100
HISTORY B1: WORLD HISTORY FROM THE ORIGINS OF CIVILIZATION TO	35.18	37.94	15.36	11.52	100
HISTORY B15: CIVILIZATIONS OF THE MIDDLE EAST	42.86	25	32.14	0	100
HISTORY B17A: HISTORY OF THE UNITED STATES	25.59	43.7	10.24	20.47	100

## Assessment Report (Part 2 Responses) 2019-20

### 2019-2020 Instructional Annual Update Program Review HISTORY

#### Plan-Describe the process used to assess the courses for this program:

Our department operates on a six-year plan, rotating which specific SLO we measure for each course at any given time. Each faculty member tracks, reports, and uploads the SLO assessment data for their selected SLO for each section taught. We stagger our assessment in order to be sure we cover all of the SLOs each 6 year cycle, often covering them more than once. We use an excel schedule of course SLOs and assigned years of analysis in order to ensure faculty are covering the correct SLOs in the cycle.

#### Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program

##### Strengths:

All courses indicate a significant number of students, roughly 31%, exceeding expectations. History faculty effectively enable both average and above students to grow and excel, ensuring large numbers of students perform at levels above average.

History faculty and their approach to the discipline effectively enable students submitting there

work to perform at increasingly higher writing and critical thinking levels.

Weaknesses:

A few courses are not reporting consistently with the reporting of other faculty, skewing our overall numbers. For example, most faculty only include assessments of submitted work and don't calculate the number of students who don't submit an assignment in "the fails to meet expectation" category. We need to address this again at our next meeting.

Some courses, like History B25, have particularly high level of students not completing specific assignments. This may relate to the nature of the course, as it entails significant, difficult theoretical readings, etc. This seems also to be the case for both African American History courses, some of the World Civ courses, as well as some of the Chicano History Courses.

All courses indicate a somewhat smaller-than-expected rate of students, roughly 34%, meeting expectations.

*Significant portions of students don't complete their work, which makes it impossible for them to meet expectations, as well as impossible for faculty to help them grow academically, as their is no work to assess and provide feedback.*

The strength of the department is the skills in critical thinking that is produced from those who meet [or exceed] our SLO standards. We develop individuals who should be able to recognize the difference between an objective statement and a subjective statement. We develop individuals who are able to develop their arguments and express them effectively in written fashion. Our students are able to compare diverse viewpoints and opinions about the past, and present, and evaluate the strengths/weaknesses of those views.

The weakness of the department is that we are working to foster such achievement, and we can't control all aspects of the learning environment.

The first element of the learning environment is comprised of the actual student- with their outlook, goals, and aptitude. We have no control over any of these elements. Neither BC nor the History Program have prerequisites on academic achievement/aptitude that must be met before students enter the college.

We are working to teach 'the students we have- and not the students we wish we had', but in doing so we are working to maintain the rigor of an undergraduate course at the CSU or UC system.

We have confidence in the ability of the overwhelming majority of our students to rise to this challenge, if they apply themselves. However, another aspect of that we cannot control is their willingness to actually attempt the assignments. There are students who skip questions on exams that have been set aside to measure SLO achievement. There are other students who fail to attempt the exam itself. There are students who fail to attempt the written assignments. And there are students who physically show up to the classroom, but who don't attempt any assignments at all.

As was previously alluded to, not all of our colleagues put the latter types of students into the 'n.a' category for SLO achievement. It is our contention that only those who actually attempt the assignment should have their performance count toward the score. Some of our department members put all of the students below 69.9% into the 'unsatisfactory' category, even if it is a result of the student failing to attempt the assignment.

This creates the uneven reporting that was referenced before. In addition, it helps to explain the course success rates- as success is defined by our department as achieving 70% or greater. When students decide to take a History course and do all the multiple-choice or true/false assignments,

but fail to [refuse to?] attempt some [or all] of the essays, book reports, research papers or other written assignments, this necessarily reduces their overall performance score in the class, and adversely affects their SLO achievement in those areas.

We have confidence in the students' ability to do this work, if they were to apply themselves, work hard at it, seek assistance, and turn it in. Yet, we have no control over those factors- and our program sees that at least half of the low scores are from those who don't apply themselves to completing these types of assignments.

**Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

Discipline faculty discuss the assessment process, including planning, data collection, and results numerous times per semester and over the summer, usually via group email discussions in addition to addressing planning and results two-to-four times throughout an academic year in department meetings.



# Strategic Initiative Section Report

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**Philosophy:**

**Date: 10-25-2019**

- 2019-20 Instructional Annual Update Philosophy

**Sorted by: Program**

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## Philosophy

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### Assessment Report (Part 1 the Assessment Table) 2019-20

#### 2019-20 Instructional Annual Update Philosophy

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total

1. see images below.

Bakersfield College

## 2018-2019 SLO Performance Report

Program: Philosophy

Date: 09/06/2019

Terms: Spring 2019, Fall 2018, Summer 2018

<b>PHILB100: Industry Ethics</b>											
<p><b>1. Upon successful completion of the course, the student will be able to</b> _____ <b>to elucidate and examine the moral issues within specific workplace, organizational, and global business and technological contexts that may arise in one's professional careers, whether as an employee or an Industry manager.</b></p> <p>CSLO not included in any Assessment Rubric</p>											
<p><b>2. Upon successful completion of the course, the student will be able to</b> _____ <b>to apply major ethical theories to real-world moral situations in the workplace to generate consistent, reasonable and rationale resolutions.</b></p> <p>CSLO not included in any Assessment Rubric</p>											
<p><b>3. Upon successful completion of the course, the student will be able to</b> _____ <b>to understand and explain the technological and ethical significance of emerging technologies, such as robotics and artificial intelligence, in industry settings and society.</b></p> <p>CSLO not included in any Assessment Rubric</p>											
<b>Totals for CSLOs</b>											
		<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
<b>PHILB9: Critical Thinking and Advanced Composition</b>											

<b>1. Upon completion of the course the student will be able to explain and apply the central views of traditional ethical theories and principles.</b>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	31	17.62%	73	41.95%	29	16.67%	41	23.56%	174	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>31</b>	<b>17.62%</b>	<b>73</b>	<b>41.95%</b>	<b>29</b>	<b>16.67%</b>	<b>41</b>	<b>23.56%</b>	<b>174</b>	<b>100.00%</b>
<b>2. Upon completion of the course the student will be able to demonstrate understanding of the nature of controversial issues concerning living and dying.</b>										
CSLO not included in any Assessment Rubric										
<b>3. Upon completion of the course the student will be able to provide examples of the emotional/psychological and the philosophical/spiritual aspects of dying as developed.</b>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
<b>Totals for CSLOs</b>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	31	17.62%	73	41.95%	29	16.67%	41	23.56%	174	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>31</b>	<b>17.62%</b>	<b>73</b>	<b>41.95%</b>	<b>29</b>	<b>16.67%</b>	<b>41</b>	<b>23.56%</b>	<b>174</b>	<b>100.00%</b>
<b>PHILB10: Introduction to Ethics</b>										

**1. Upon completion of the course the student will be able to demonstrate knowledge of the formal processes of deductive reasoning by applying methods of formal logic**

	N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2019	69	19.88%	103	29.68%	64	18.44%	111	31.99%	347	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>69</b>	<b>19.88%</b>	<b>103</b>	<b>29.68%</b>	<b>64</b>	<b>18.44%</b>	<b>111</b>	<b>31.99%</b>	<b>347</b>	<b>100.00%</b>

**2. Upon completion of the course the student will be able to demonstrate understanding of the processes of inductive reasoning by applying methods of informal logic**

CSLO not included in any Assessment Rubric

**Totals for CSLOs**

	N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2019	69	19.88%	103	29.68%	64	18.44%	111	31.99%	347	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>69</b>	<b>19.88%</b>	<b>103</b>	<b>29.68%</b>	<b>64</b>	<b>18.44%</b>	<b>111</b>	<b>31.99%</b>	<b>347</b>	<b>100.00%</b>

**PHILB19: History of Modern Philosophy**

<b>Report Totals:</b>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
<b>Spring 2019</b>	176	19.62%	307	34.23%	163	18.17%	251	27.98%	897	100.00%
<b>Fall 2018</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Summer 2018</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>176</b>	<b>19.62%</b>	<b>307</b>	<b>34.23%</b>	<b>163</b>	<b>18.17%</b>	<b>251</b>	<b>27.98%</b>	<b>897</b>	<b>100.00%</b>

<p><b>1. Upon completion of the course the student will be able to Demonstrate an understanding of worldviews, issues, practices, and beliefs in Western and Eastern religious traditions.</b></p>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
<p><b>2. Upon completion of the course the student will be able to Examine world religions using an informed cross-cultural lens.</b></p>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
<p><b>3. Upon completion of the course the student will be able to Explain in depth at least one sacred dimension of a Western and Eastern religious tradition using academic methods of analysis.</b></p> <p>CSLO not included in any Assessment Rubric</p>										
<p><b>Totals for CSLOs</b></p>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
<p><b>PHILB12: Ethics of Living and Dying</b></p>										

<p><b>1. Upon completion of the course the student will be able to Demonstrate an understanding of worldviews, issues, practices, and beliefs in Western and Eastern religious traditions.</b></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">N/A</th> <th colspan="2">Exceeds expectations</th> <th colspan="2">Meets expectations</th> <th colspan="2">Does not meet expectations</th> <th colspan="2">Total</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Fall 2018</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Summer 2018</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td><b>Totals</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> </tr> </tbody> </table>											N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total		Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	<b>Totals</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
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<p><b>2. Upon completion of the course the student will be able to Examine world religions using an informed cross-cultural lens.</b></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">N/A</th> <th colspan="2">Exceeds expectations</th> <th colspan="2">Meets expectations</th> <th colspan="2">Does not meet expectations</th> <th colspan="2">Total</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Fall 2018</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Summer 2018</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td><b>Totals</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> </tr> </tbody> </table>											N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total		Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	<b>Totals</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
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<p><b>3. Upon completion of the course the student will be able to Explain in depth at least one sacred dimension of a Western and Eastern religious tradition using academic methods of analysis.</b>                      CSLO not included in any Assessment Rubric</p>																																																																
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<p><b>PHILB12: Ethics of Living and Dying</b></p>																																																																

<p><b>1. Upon completion of the course the student will be able to read, summarize, analyze, and evaluate key philosophical texts between the 16th and 19th century.</b>                  CSLO not included in any Assessment Rubric</p>																																																																
<p><b>2. Upon completion of the course the student will be able to distinguish between major philosophical positions in the Modern period and explain the way these positions interrelate</b>                  CSLO not included in any Assessment Rubric</p>																																																																
<p><b>3. Upon completion of the course the student will be able to critically analyze and evaluate arguments, assumptions, principles, and methods of 16th through 18th century philosophers</b>                  CSLO not included in any Assessment Rubric</p>																																																																
<p><b>Totals for CSLOs</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th colspan="2">N/A</th> <th colspan="2">Exceeds expectations</th> <th colspan="2">Meets expectations</th> <th colspan="2">Does not meet expectations</th> <th colspan="2">Total</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Fall 2018</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Summer 2018</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td><b>Totals</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> <td><b>0</b></td> <td><b>0.00%</b></td> </tr> </tbody> </table>											N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total		Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	<b>Totals</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
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<p><b>PHILB6A: Introduction to Philosophy</b></p>																																																																



<b>1. Upon completion of the course the student will be able to analyze and evaluate philosophical texts, arguments, and method</b>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	46	22.44%	72	35.12%	38	18.54%	49	23.90%	205	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	46	22.44%	72	35.12%	38	18.54%	49	23.90%	205	100.00%
<b>2. Upon completion of the course the student will be able to identify and distinguish between major philosophical positions, methods, and assumptions</b>										
CSLO not included in any Assessment Rubric										
<b>3. Upon completion of the course the student will be able to identify, explain, and evaluate a specific philosophical problem or issue using philosophical methods</b>										
CSLO not included in any Assessment Rubric										
<b>Totals for CSLOs</b>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	46	22.44%	72	35.12%	38	18.54%	49	23.90%	205	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	46	22.44%	72	35.12%	38	18.54%	49	23.90%	205	100.00%
<b>PHILB18: History of Ancient Philosophy</b>										

<p><b>1. Upon completion of the course the student will be able to employ critical philosophical skills</b>                  CSLO not included in any Assessment Rubric</p>																																																																
<p><b>2. Upon completion of the course the student will be able to explicate philosophical texts of the ancient past</b>                  CSLO not included in any Assessment Rubric</p>																																																																
<p><b>3. Upon completion of the course the student will be able to analyze primary theories and standpoints with special emphasis on Plato and Aristotle</b>                  CSLO not included in any Assessment Rubric</p>																																																																
<p><b>4. Upon completion of the course the student will be able to critically analyze and evaluate arguments, assumptions, principles, and methods of the philosophers under consideration</b>                  CSLO not included in any Assessment Rubric</p>																																																																
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**PHILB37: Introduction to the World Religions**

<p><b>1. Upon completion of the course the student will be able to 1.</b> <span style="float: right;"><b>Outline, analyze, and evaluate an argument presented in an essay, showing how the supporting points contribute to the main point and considering factors which bear on the cogency and soundness of the argument.</b></span></p>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	13	25.49%	16	31.37%	8	15.69%	14	27.45%	51	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>13</b>	<b>25.49%</b>	<b>16</b>	<b>31.37%</b>	<b>8</b>	<b>15.69%</b>	<b>14</b>	<b>27.45%</b>	<b>51</b>	<b>100.00%</b>
<p><b>2. Upon completion of the course the student will be able to 2.</b> <span style="float: right;"><b>Write an extended argumentative essay which outlines clear expectations, contains a sufficiently reasonable and explicit train of thought, effectively weaves together multiple strands of inquiry, uses style, diction, and tone appropriate for the academic community, and comes to a rationally supported conclusion.</b></span></p> <p>CSLO not included in any Assessment Rubric</p>										
<p><b>3. Upon completion of the course the student will be able to 3.</b> <span style="float: right;"><b>Demonstrate an understanding of and sensitivity to diverse perspectives</b></span></p> <p>CSLO not included in any Assessment Rubric</p>										
<p><b>Totals for CSLOs</b></p>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	13	25.49%	16	31.37%	8	15.69%	14	27.45%	51	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>13</b>	<b>25.49%</b>	<b>16</b>	<b>31.37%</b>	<b>8</b>	<b>15.69%</b>	<b>14</b>	<b>27.45%</b>	<b>51</b>	<b>100.00%</b>
<p><b>PHILB7: Introduction to Logic</b></p>										

<p><b>1. Upon completion of the course the student will be able to 1.</b> <span style="float: right;"><b>Outline, analyze, and evaluate an argument presented in an essay, showing how the supporting points contribute to the main point and considering factors which bear on the cogency and soundness of the argument.</b></span></p>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	13	25.49%	16	31.37%	8	15.69%	14	27.45%	51	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>13</b>	<b>25.49%</b>	<b>16</b>	<b>31.37%</b>	<b>8</b>	<b>15.69%</b>	<b>14</b>	<b>27.45%</b>	<b>51</b>	<b>100.00%</b>
<p><b>2. Upon completion of the course the student will be able to 2.</b> <span style="float: right;"><b>Write an extended argumentative essay which outlines clear expectations, contains a sufficiently reasonable and explicit train of thought, effectively weaves together multiple strands of inquiry, uses style, diction, and tone appropriate for the academic community, and comes to a rationally supported conclusion.</b></span></p> <p>CSLO not included in any Assessment Rubric</p>										
<p><b>3. Upon completion of the course the student will be able to 3.</b> <span style="float: right;"><b>Demonstrate an understanding of and sensitivity to diverse perspectives</b></span></p> <p>CSLO not included in any Assessment Rubric</p>										
<p><b>Totals for CSLOs</b></p>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	13	25.49%	16	31.37%	8	15.69%	14	27.45%	51	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>13</b>	<b>25.49%</b>	<b>16</b>	<b>31.37%</b>	<b>8</b>	<b>15.69%</b>	<b>14</b>	<b>27.45%</b>	<b>51</b>	<b>100.00%</b>
<p><b>PHILB7: Introduction to Logic</b></p>										

<b>1. Upon completion of the course the student will be able to demonstrate understanding of major ethical theories</b>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	17	14.17%	43	35.83%	24	20.00%	36	30.00%	120	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>17</b>	<b>14.17%</b>	<b>43</b>	<b>35.83%</b>	<b>24</b>	<b>20.00%</b>	<b>36</b>	<b>30.00%</b>	<b>120</b>	<b>100.00%</b>
<b>2. Upon completion of the course the student will be able to establish applicability of major ethical theories to moral problems</b>										
CSLO not included in any Assessment Rubric										
<b>3. Upon completion of the course the student will be able to critically analyze ethical theories by distinguishing competing ethical theories</b>										
CSLO not included in any Assessment Rubric										
<b>4. Upon completion of the course the student will be able to analyze ethical issues like the nature of goodness and the sort of life that is worth living</b>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
<b>Totals for CSLOs</b>										
	<b>N/A</b>		<b>Exceeds expectations</b>		<b>Meets expectations</b>		<b>Does not meet expectations</b>		<b>Total</b>	
Spring 2019	17	14.17%	43	35.83%	24	20.00%	36	30.00%	120	100.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Totals</b>	<b>17</b>	<b>14.17%</b>	<b>43</b>	<b>35.83%</b>	<b>24</b>	<b>20.00%</b>	<b>36</b>	<b>30.00%</b>	<b>120</b>	<b>100.00%</b>

2. Required and Elective Courses:

- Phil B6a
- Phil B7
- Phil B9
- Phil B10
- Phil B12
- Phil B18
- Phil B19
- Phil B37

Every course meets the CSU-BREADTH and UC IGETC (except Phil B7 which only meets CSU\_BREADTH)

**Assessment Report (Part 2 Responses) 2019-20**

**2019-20 Instructional Annual Update Philosophy**

**Plan-Describe the process used to assess the courses for this program:**

For assessment, the philosophy meets every spring of a given year in a room with a set of computers that accomodates all of us. Once settled in, we embardk on a discussion of the results we brought forth on a particular mutally-agreed upon SLO. We then make recommendations and enter the data into the computer to support our department wide analysis.

**Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program**

After hours of discussion, we concluded that we offer the right type of assessments that are designed to meet our SLOs. The strengths of this process is in coming together mutally to communicate openly and honestly about our results and collaborative efforts to seeks solutions, rather than blame. We look forward to another successful year.

**Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

As stated, we meet every spring to communicate, debate, share and dialogue about our assessments and results. We reserve one department meeting to do so, which amounts to 2-3 hours.

# Strategic Initiative Section Report

**Physical Education:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review Physical Education

**Sorted by: Program**

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## Physical Education

### Assessment Report (Part 1 the Assessment Table) 2019-20

#### 2019-2020 Instructional Annual Update Program Review Physical Education

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
PHED B 6 Jazz Dance	0	96	4		
PHED B 6 SC	90	4.88	1.633		
PHED B 6 T	75.1				
PHED B 6 V	95		1		
PHED B 6 WT	26.8	63.2	5.8	4.04	
PHED B 2SB	63.83	13.68	17.95		
PHED B 32		73.9	17.39	8.7	
PHED B 36	33.66	60.75	3.85	1.74	
PHED B 39 A		67.24	22.4	10.34	
PHED B 3ADP	66.67	22.22	11.11		
PHED B 42		83.29	11.05	6.6	
PHED B 6 A					
PHED B 6 BB	84.62	11.54	3.8		
PHED B 6 BLB		94.29	5.71		
PHED B 6 FCX	25.7	59.80	13.61	.89	
PHED B 12	48.21	43.21	8.57		
PHED B 28	84.62	15.38			
PHED B 29	68.33	31.67			
PHED B 33	60.61	39.39			
PHED B 34 C	43.17	56.83			
PHED B 34 WT	37.14	45.17		17.14	
PHED B 6 A					

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
PHED B 6 G					
PHED B 10					
PHED B 11					
PHED B 13					
PHED B 14					
PHED B 15					
PHED B 16					
PHED B 17					
PHED B 20					
PHED B 23 M					
PHED B 24					
PHED 25 B					
PHED B 28					

## Assessment Report (Part 2 Responses) 2019-20

### 2019-2020 Instructional Annual Update Program Review Physical Education

This section has no content



# Strategic Initiative Section Report

## Physics:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review PHYSICS

Sorted by: Program

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## Physics

### Assessment Report (Part 1 the Assessment Table) 2019-20

#### 2019-2020 Instructional Annual Update Program Review PHYSICS

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
PHYS B4A	37.38	35.76	16.34	10.52	100
PHYS B4B	41.29	40.06	18.03	0.62	100
PHYS B4C	48.06	31.94	19.10	0.90	100
MATH B6A	31.65	25.32	20.89	22.15	100.01
MATH B6B	36.61	25.89	29.46	8.04	100
MATH B6C	0	71.43	16.88	11.69	100

### Assessment Report (Part 2 Responses) 2019-20

#### 2019-2020 Instructional Annual Update Program Review PHYSICS

#### Plan-Describe the process used to assess the courses for this program:

Physics faculty utilize the assessment plan to schedule their SLO assessments. Physics faculty use exams (unit and/or final) and/or quizzes as the assessment tool for lecture-based SLOs and lab reports are used for lab-based SLOs.

#### Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program

Approximately 60% of student assessments of mathematics student learning outcomes resulted in a satisfactory meeting of math SLOs needed for success in all physics courses. This can lead to below average student performance on calculus-based problems in our physics courses. Over 75% of student assessments met or exceeded physics SLOs. Physics faculty have adjusted their class content to directly demonstrate how concepts from the mathematics B6 series apply to the physics content.

**REFINE - Summarize the changes that discipline faculty plan to implement based on the**

**program's strengths and weaknesses listed above.**

Physics faculty have adjusted the assessment cycle towards evaluating 1-2 SLOs per semester so that data tracking of outcomes is more current and reliable. This has allowed us to more clearly observe trends over time. There is interest in looking into how well math aptitude fits into success for PHYS B4 series students.

**Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

Discipline faculty informally discuss course assessment processes during office hours and between classes. Discipline faculty formally discuss course and program assessment processes during the physics faculty meeting for Program Review.