

Anthropology

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Identify and apply the key terminology, theories, theoretical orientations, methods and perspectives used in anthropology	The PSLOs are assessed via common multiple choice questions embedded in final exams or as quiz in all sections of physical and cultural anthropology courses. Criteria is pass/fail. Percentages should not be below 70%. Listed to the right are the specific questions assessed for each PSLO	Physical Anth 101 and Cultural Anth 102 are the core, required classes for our AA degree.  Physical Anth 101 CSLOA's- Q1=94%, Q2=94%, Q 6= 65%  Cultural Anth 102 CSLOA's-Q1=84%, Q2= 92%, Q5= 92%, Q6=83%	Results used in ongoing discussions between faculty about role of CSLOs and PSLOs in a cycle of continuous improvement for student retention and success. Analysis of our CSLOs, PSLOs, and assessments has led to ongoing re-appraisals and refinements of our CSLOS, CSLOAS, and PSLOs. A Best Practices document with guidelines and expectations for syllabi and pedagogy is under development as a means to distribute insights we've gained from the SLOAs to adjuncts.
2. Compare and contrast scientific knowledge with other ways of knowing and be able to apply scientific knowledge to the study of humans	The PSLOs are assessed via common multiple choice questions embedded in final exams or as quiz in all sections of physical and cultural anthropology courses. Criteria is pass/fail. Percentages should not be below 70%. Listed to the right are the specific questions assessed for each PSLO	Physical Anth 101 and Cultural Anth 102 are the core, required classes for our AA degree.  Physical Anth 101 CSLOA's= Q3=67%, Q4=99%  Cultural Anth 102 CSLOA's-Q2=92%	Results used in ongoing discussions between faculty about role of CSLOs and PSLOs in a cycle of continuous improvement for student retention and success. Analysis of our CSLOs, PSLOs, and assessments has led to ongoing re-appraisals and refinements of our CSLOS, CSLOAS, and PSLOs. A Best Practices document

			with guidelines and expectations for syllabi and pedagogy is under development as a means to distribute insights we've gained from the SLOAs to adjuncts.
3. Apply cultural relativism to an analysis of globalization and its affects on the general characteristics of culture in the modern world.	The PSLOs are assessed via common multiple choice questions embedded in final exams or as quiz in all sections of physical and cultural anthropology courses. Criteria is pass/fail. Percentages should not be below 70%. Listed to the right are the specific questions assessed for each PSLO	Physical Anth 101 and Cultural Anth 102 are the core, required classes for our AA degree.  Cultural Anth 102 CSLOA's- Q5=92%, Q6=83%	Results used in ongoing discussions between faculty about role of CSLOs and PSLOs in a cycle of continuous improvement for student retention and success. Analysis of our CSLOs, PSLOs, and assessments has led to ongoing re-appraisals and refinements of our CSLOS, CSLOAS, and PSLOs. A Best Practices document with guidelines and expectations for syllabi and pedagogy is under development as a means to distribute insights we've gained from the SLOAs to adjuncts.

Child Development and Educational Studies Department

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Student will be able to know and understand the established as well as recent theories of child development	Multiple Choice 10 point quiz imbedded in the final exam. We consider 70% of these 10 questions answered correctly to be success. We	Each semester tested has resulted in a different percentage of the class achieving success on this measure. For instance, in fall of 2011, it	While the results are satisfactory on this measure, it is agreed that a percentage closer to 80% be considered desirable. Discussion among the

	looked for 70% of the students to achieve this level of success.	showed 74.5% of the students earned 70%+ but in fall of 2012, 73.5% did.	teachers of this course will be completed before the next time it is administered to determine the best approach to this goal.
2. Student will be able to recognize and evaluate the interrelationships of the child, family, school and greater community.	Essay question imbedded in the first exam covers this SLO. We consider 70% of the points possible to be success. We looked for 70% of the students to achieve this level of success.	76.5 of the students in the class (pass and fail) earned 70% or above on this measure.	After analyzing these findings it was agreed that the testing for this part of the course content likely covers too much material. A reorganization of the structure of the testing on the material will be considered before the measure is next administered.
3. Student will be able to analyze and think critically about the teacher's comprehensive role in early learning and development settings.	Multiple Choice and True-False 10 point quiz imbedded into the final exam. We consider 70% of these 10 questions answered correctly to be success. We looked for 70% of the students to achieve this level of success	85% of the students in the class earned 70% or above on this measure in 2012 81% of the students in the class earned 70% or above on this measure in 2013. Analysis showed that there was a close correlation between the scores on the SLO assessment and the overall grade in the course in both semesters the measure was used.	Because the scores on the measure appeared to relate well to the overall grades in the course, no changes in the course were implemented. Consideration is being made to consider success in the course at a higher level; possibly 80% rather than 70%.
4. Student will be able to design quality early childhood programs and curriculum.	Multiple Choice and True-False 10 point quiz imbedded into the final exam. We consider 70% of these 10 questions answered correctly to be success. We looked for 70% of the students to achieve this level of success.	We have not been able to retrieve the results and findings of this study due to the death of the instructor who completed it.	0

Economics

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>1. Upon successful completion of courses leading to the Economics Associate in Arts Degree, the student will be able to utilize the supply/demand model to analyze and evaluate individual market outcomes</p>	<p>The program-level student learning outcome is assessed via common multiple-choice questions embedded in the final exams of all students in all sections of microeconomics (Econ 101). Accuracy rates for each question are reported. The Department would like to see this number as high as possible and believes it should never fall below 70% accuracy.</p>	<p>The average accuracy was 72.4% in 2010, 77.9% in 2011, and 74.3% in 2012.</p>	<p>Discussions are held with all faculty members on student performance across all sections and by instructor after each assessment. Discussions are held on how to improve outcomes. Variations are to be expected from year to year but the Department is pleased to see there was a net gain in the accuracy rate over the collective period. Examination and experimentation with different teaching methods continues.</p>
<p>2. Upon successful completion of courses leading to the Economics Associate in Arts Degree, the student will be able to utilize the aggregate demand/aggregate supply model to predict likely changes in the overall macro economy.</p>	<p>The program-level student learning outcome is assessed via common multiple-choice questions embedded in the final exams of all students in all sections of macroeconomics (Econ 102). Accuracy rates for each question are reported. The Department would like to see this number as high as possible and</p>	<p>The average accuracy was 72.6% in 2010, 71.4% in 2011, and 78.9% in 2012.</p>	<p>Discussions are held with all faculty members on student performance across all sections and by instructor after each assessment. Discussions are held on how to improve outcomes. Variations are to be expected from year to year but the Department is pleased to see there was a net gain in the accuracy rate over the collective</p>

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Geography

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Increased understanding and success in applying basic elements of the world's physical mechanisms and systems.	Assessed at the course level. Yearly, evaluations through collective faculty discussions and shared collaborations of the means for improvements to program level outcomes	<u>Yearly Average</u> F 2011 82% S 2012 83% F 2013 86% S 2014 89% <b>One semester and one class with Supplemental Instruction (SI) student available 4 days/week</b>	To increase understanding of how physical world systems relate to human world systems. The geography faculty discuss, share and collaborate on how to improve this element of the program at the end of each academic year.
Increased explanation, understanding of, and empathy for uneven and unequal opportunities, impacts and, geographic realities of society and nature interrelations.	Assessed at the course level. Yearly, evaluations through collective faculty discussions and shared collaborations of the means for program level improvement in program level outcomes	<u>Yearly Average</u> F 2011 82% S 2012 80% F 2013 81% S 2014 <b>In progress</b>	To improve awareness, understanding and empathy for the locational inequalities and geographic realities of society and nature interrelationships. At the end of each academic year, the geography faculty meet to discuss, share and collaborate on how to improve this element of the program
Increased comprehension of the motivations for human movement over time and space, and the cultural impacts of these spatial interaction and cultural landscape changes that result as measured by course SLO assessments	Assessed at the course level. Yearly, evaluations through collective faculty discussions and shared collaborations of the means for improvement in program level outcomes	<u>Yearly Average</u> F 2011 82% S 2012 80% F 2013 81% S 2014 In Progress	To improve awareness and understanding of human-environmental impacts of spatial movement and change. At the end of each academic year, geography faculty

			meet to discuss, share and collaborate on how to improve this element of the program.										
To increase student abilities to identify, evaluate and critique human-environmental processes of globalization from a geo-spatial perspective.	Assessed at the course level. Yearly, evaluations through collective faculty discussions and shared collaborations of a means for improvement in program level outcomes	<table border="1"> <thead> <tr> <th>Yearly</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>S 2011</td> <td>80%</td> </tr> <tr> <td>S 2012</td> <td>85%</td> </tr> <tr> <td>F 2013</td> <td>88%</td> </tr> <tr> <td>S 2014</td> <td>In Progress</td> </tr> </tbody> </table>	Yearly	Average	S 2011	80%	S 2012	85%	F 2013	88%	S 2014	In Progress	To increase awareness and understanding of the geographic influences and intricacies affecting the processes and impacts of globalization and change from a geo-spatial perspective. At the end of each academic year geography faculty meet to discuss, share and collaborate on how to improve this element of the program
Yearly	Average												
S 2011	80%												
S 2012	85%												
F 2013	88%												
S 2014	In Progress												
* See preceding chart of PSLO's	*See note above												

## History

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. History AA and AA-T	Hist 170 and Hist 171	Students need more instruction on writing skills.	Writing assignments are now a more explicit feature of course curricula.
2. Women's Studies	Hist 270	Students need more instruction on writing skills.	Writing assignments are now a more explicit feature of course curricula.
3. Latin American Studies	Hist 162A and Hist 162B	Students need more instruction on writing skills.	Writing assignments are now a more explicit feature of course curricula.

Ethnic Studies

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Accurately define/explain and appropriately apply concepts, theories and paradigms prominently used in the field of Ethnic Studies.	Assessment is carried out via essays exams (such as research papers, position papers, critical reflections) objective exams, and individual and group projects. Success is measured by a final course grade of 70% or above.	Our success rates are as follows: 73% in 2010, 73% in 2011 and 77% in 2012. We are pleased to report that the course success rate increased by 4% in 2012.	The Ethnic Studies Department meets once per term to discuss collective student performance. We address weaknesses and best practices in order to investigate improvements that need to be individually and collectively made.
2. Critically analyze and interpret race/ethnic/cultural relations in American political society, past and present.	As above assessment is constantly carried out via examinations and discussions. Success is measured by a final course grade of 70% or above.	Our success rates are as follows: 73% in 2010, 73% in 2011 and 77% in 2012.	Once again the department meets once per term to discuss overall student performance. We address weaknesses and best practices in order to investigate improvements that need to be made individually and collectively.
3. Develop and/or enhance “higher-order thinking skills” and apply them to research and all form of communication (intra/interpersonal, written and oral, and the internet).	This outcome is measured through diverse means in the various sections taught by different faculty. These measurements include research papers, oral presentations, debates, and critiques (position papers, both individual and collective).	Individual faculty assesses their student’s performance based on the PSLOs and the individual course SLOs.	Ethnic Studies faculty share best practices to improve course content and delivery for the following semester.
4. Explore a comparative and contrastive examination of “self” within the context of	Assessment occurs via reflective and introspective questions	Individual faculty assesses their student’s performance based on the	Faculty share best practices to improve course

U.S. society and the world.	imbedded in written assignments and discussions.	PSLOs as well as the individual course SLOs.	content and delivery for the following semester.
5. Develop an informed appreciation of other cultures.	Faculty assigns participation in diverse co-curricular cultural activities. Students are assessed by their level of participation in terms of planning, organizing and implementation of the events.	Retention rates for the last three years are 87% in 2010, 88% in 2011 and 91% in 2012. High levels of participation in co-curricular cultural events such as Day of the Dead, Kwanzaa, World Fest and others. Students are measured through peer and self-assessment.	The results are used to plan future events which require student involvement and participation. We believe that high levels of student involvement are a direct link to high retention rates. High retention rates over the last three years reflect successful department events for the campus community.

Philosophy and Religious Studies

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to identify and explain major philosophical terms and concepts.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to compare and contrast the principles of at least two of the following ethical approaches: Utilitarianism, Kantian ethics, Natural Law, Virtue ethics, Feminist ethics.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts	Course level data obtained by multiple-choice questions and	As described in section 4.1, as of now, no program level data has	N/A

<p>Degree, the student will be able to evaluate patterns of deductive and inductive reasoning.</p>	<p>essays.</p>	<p>been obtained.</p>	
<p>Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to compare and contrast the epistemological and metaphysical systems of Plato, Aristotle, and at least one medieval philosopher.</p>	<p>Course level data obtained by multiple-choice questions and essays.</p>	<p>As described in section 4.1, as of now, no program level data has been obtained.</p>	<p>N/A</p>
<p>Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to compare and contrast the epistemological systems of Rationalism, Empiricism, Kantianism, and at least one nineteenth century and one contemporary philosopher.</p>	<p>Course level data obtained by multiple-choice questions and essays.</p>	<p>As described in section 4.1, as of now, no program level data has been obtained.</p>	<p>N/A</p>
<p>Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to compare and contrast at least two methods used to study religion.</p>	<p>Course level data obtained by multiple-choice questions and essays.</p>	<p>As described in section 4.1, as of now, no program level data has been obtained.</p>	<p>N/A</p>
<p>Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to compare and contrast at least two of the major religious traditions, focusing on an ethical aspect and on an aspect of worship.</p>	<p>Course level data obtained by multiple-choice questions and essays.</p>	<p>As described in section 4.1, as of now, no program level data has been obtained.</p>	<p>N/A</p>
<p>Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to identify and explain at least two major theological issues dividing Protestantism, Roman Catholicism, and Eastern Orthodoxy.</p>	<p>Course level data obtained by multiple-choice questions and essays.</p>	<p>As described in section 4.1, as of now, no program level data has been obtained.</p>	<p>N/A</p>

Upon successful completion of courses leading to the Religious Studies Associate in Arts Degree, the student will be able to identify and explain at least two aspects of the world-views held by at least two of the major Asian religious traditions.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree for Transfer, the student will be able to identify and explain major philosophical terms and concepts.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree, the student will be able to compare and contrast the principles of at least two of the following ethical approaches: Utilitarianism, Kantian ethics, Natural Law, Virtue ethics, Feminist ethics.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree for Transfer, the student will be able to evaluate patterns of deductive and inductive reasoning.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A
Upon successful completion of courses leading to the Philosophy Associate in Arts Degree for Transfer, the student will be able to compare and contrast the philosophical systems of at least two philosophers from each of the ancient, modern, and contemporary eras.	Course level data obtained by multiple-choice questions and essays.	As described in section 4.1, as of now, no program level data has been obtained.	N/A

**Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College**

<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>1. POSC 100 (American Government): Upon reviewing the data involving Retention Rates &amp; Success Rates along with the newly created assessment tool, the POSC Dept made a concerted effort to improve the results. We expected the numbers to improve.</p>	<p>A series of questions were created that are fundamental to the study of American Government. They were then given to students twice in the semester. Success meant that the student completed the course with a "C" grade or better.</p>	<p>PSLOs were introduced 2 years ago. Using both "Key Performance Indicator Report 2013-14" &amp; "Political Science Success &amp; Retention Rates by Course 2011 to 2014, overall retention rates increased from 73% (2009-10) to 81% (2013-14). Overall Success Rates increased from 50% (2009-10) to 64% (2013-14). Breaking the data down further by courses (Retention Rate went from 77%, 2011-2012 to 80% from 2013-14 &amp; Success Rate went from 57%, 2011-12 to 63%, 2013-14) gave the program a more precise measure of where retention &amp; success were positive &amp; where there needed to be additional adjustments adapted.</p>	<p>Individual instructors are better aware of the strengths &amp; shortcomings of the POSC Program. Department faculty would then analyze &amp; brainstorm, addressing the areas cited (Retention &amp; Success Rates). The Curriculum is constantly being adjusted to try &amp; improve the delivery of courses with conflicting results. Contacts with individual students have improved. External services are being utilized (i.e., Skills, Tutorial, Writing centers).</p>
<p>2. POSC 110 (Contemporary American Politics): Upon reviewing the data involving Retention Rates &amp; Success Rates along with the newly created assessment tool, the POSC Dept made a concerted effort to improve the results. We expected the numbers to improve.</p>	<p>A series of questions were created that are fundamental to the study of American Government. They were then given to students twice in the semester. Success meant that the student completed the course with a "C" grade or better.</p>	<p>PSLOs were introduced 2 years ago. Using aggregate data by Political Science Course from Spr. 2012 to Spr. 2014, overall retention rates increased from 86% (Spr. 2012) to 88% (2013-14). Overall Success Rates increased from 63% (Spr. 2012) to 70% (2013-14). Breaking</p>	<p>Using PSLOs data &amp; specific course data, efforts are being made to refine &amp; improve the delivery methods (e.g., study guides, chapter breakdowns, curriculum). External services are being utilized (i.e., Skills, Tutorial, Writing Centers). The numbers speak for</p>

		<p>down the data further, POSC 110 students did better than aggregate scores from the “Key Performance Indicator Report 2013-14” (Overall Retention Rates were at 81%. There was a 7% higher Retention Rate in POSC 110. Overall Success Rates was at 64%. There was a 6% higher Success Rate in POSC 110.</p>	<p>themselves which are exemplary. Yet there is always room for improvement and the instructor is constantly evaluating and refining the course.</p>
<p>3. POSC 120 (Intro to Political Theory): Upon reviewing the data involving Retention Rates &amp; Success Rates along with the newly created assessment tool, the POSC Dept made a concerted effort to improve the results. We expected the numbers to improve.</p>	<p>A series of questions were created that are fundamental to the study of Political Theory. They were then given to students twice in the semester. Success meant that the student completed the course with a “C” grade or better.</p>	<p>PSLOs were introduced 2 years ago. From Spring 2012 to Spring 2014, Retention Rates went from 81% to 63% &amp; Success Rates went from 63% to 54%. Reasons for the drop may be attributed to several factors; first, the drop in the number of majors in Political Science; second, the shift from an 18 week schedule to a 16 week schedule; third, the economic downturn may have created greater volatility among some students; and finally, POSC theory is one of the most difficult areas to master in the field.</p>	<p>This course was first introduced in 2011 &amp; has been evolving ever since. Using PSLOs data &amp; specific course data, efforts are being made to refine &amp; improve the delivery methods (e.g., study guides, chapter breakdowns, curriculum). External services are being utilized (i.e., Skills, Tutorial, Writing Centers). Obviously, the instructor is disappointed in the negative, downward spiral of Retention &amp; Success Rates and plans to continue to make changes to the course to change direction.</p>
<p>4. POSC 215 (Comparative Political Systems): Upon reviewing the data involving Retention Rates &amp; Success Rates along with the newly created assessment tool, the POSC Dept made a concerted effort to improve the results. We expected</p>	<p>A series of questions were created that are fundamental to the study of Comparative Political Systems. They were then given to students twice in the semester. Success meant that the student</p>	<p>PSLOs were introduced were introduced 2 years ago in the fall 2011 where Retention Rates were at 80%. In 2013 there was a slight drop to 79%. In the similar period, Success Rates went from 64%</p>	<p>Using a combination of PSLOs data and specific course data, efforts are being made to refine &amp; improve the delivery methods (e.g., study guides, chapter breakdowns,</p>

the numbers to improve.	completed the course with a "C" grade or better.	to 63%. These numbers are commensurate with the department's aggregate numbers— In 2013-14, Retention Rates were at 81% and Success Rates were at 64%.	curriculum). External services are being utilized (i.e., Skills, Tutorial, Writing Centers).
5. POSC 230 (Introduction to International Relations): Upon reviewing the data involving Retention Rates & Success Rates along with the newly created assessment tool, the POSC Dept made a concerted effort to improve the results. We expected the numbers to improve.	A series of questions were created that are fundamental to the study of Introduction to International Relations. They were then given to students twice in the semester. Success meant that the student completed the course with a "C" grade or better.	PSLOs were introduced were introduced 2 years ago in the spring 2012 where Retention Rates were at 85%. By the spring of 2014 these rates had increased to 91%. In the similar period, Success Rates went from 76% to 66%, a significant drop. These numbers still surpass the department's aggregate numbers— In 2013-14 where Retention Rates were at 81% and Success Rates were at 64%.	Using a combination of PSLOs data and specific course data, efforts are being made to refine & improve the delivery methods (e.g., study guides, chapter breakdowns, curriculum). External services are being utilized (i.e., Skills, Tutorial, Writing Centers).

Psychology

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>The current PSLO's meet have been deemed adequate measures for success in the three core courses: Psy 101, Psy 161, and Psy 202.</p> <p>As we have added a 4<sup>th</sup> core course to the AA-T degree, we will be discussing the creation of an additional PSLO to reflect learning outcomes from that course (Psy 221). However, not all students seek the AA-T. Some continue to seek the AA which does not include this course and some</p>	<p>A success rate of 70% has been our criteria and we feel no need to change that. It is a reasonable expectation, especially given that many of our students come to us under-prepared for college level work.</p>	<p>Some but not all instructors teaching the courses included in the PSLOs have reported their success rates for departmental discussion.</p>	<p>Psy 161 (Statistics) is now a prerequisite for Psy 202 (Research Methods).</p> <p>Supplemental Instruction for Psy 161 and Psy 202 has begun and will be expanded. At least one instructor also offers supplemental instruction in Psy 101.</p>

<p>simply follow the IGETC program for entry into the UCs and also do not take this course.</p> <p>There remains the question of adjunct participation in SLOs. Their contract requires them to administer the SLOAs but not to analyze their data. Full-time faculty are facing the possibility of being handed stacks of Scantrons from adjuncts (who teach more than 50% of our sections) with a hearty "here ya go." Without data from all or even most of our sections, how are we to determine an accurate sense of student success in our program?</p>			<p>We are hopeful that the e-Lumen software will allow for 100% of faculty to easily share their data with the department so tht we can get a more complete view of student success rates.</p> <p>We recommend that the college pay adjuncts to attend SLOA training and to complete data entry into the E-Lumen software due to be implemented in Spring 2015. Our peers at Mt. San Jacinto have done just that.</p>
<p>4. Methods</p>	<p>Multiple measures are used and every instructor is free to create their own measure. Among those used are multiple choice items, statistical problems, individual and group papers.</p>	<p>Students would be better served if they had access to computers with SPSS software for every Research Methods lab meeting. Statistics students need more access to SPSS software on campus both during class time and for homework completion.</p>	<p>We continue to urge the administration to support our request to make the SPSS software more readily available and to a larger number of students; our current site license is too limited. We have also requested that our Research Methods lab be outfitted with laptops connected to the campus server. The VPI supports our request but funds have not yet been allocated.</p>

Sociology

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Upon successful completion of courses leading to the Sociology Associate in Arts Degree or the Sociology Associate in Arts Degree for Transfer, the student will be able to define the "sociological imagination" and identify how the discipline of sociology is relevant to the study of contemporary society.	The program-level student learning outcome is assessed via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment; and/or essay or other writing assignment assessed against a department standard; and/or research paper assessed against a department standard. This outcome is assessed in the "core" required course, Introduction to Sociology (SOC 101 F).	The average accuracy was 75.0% in 2011, and 75.4% in 2013.	Discussions are held with all faculty members on student performance across all sections after each assessment. Any assessment items with average scores below 70% are highlighted, and faculty discuss methods by which to improve assessment scores for these items.
Upon successful completion of courses leading to the Sociology Associate in Arts Degree or the Sociology Associate in Arts Degree for Transfer, the student will be able to identify the steps in the research process and how the scientific method is used in the field of sociology, as well as demonstrate reasonable knowledge of descriptive and inferential statistics.	The program-level student learning outcome is assessed via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment; and/or essay or other writing assignment assessed against a department standard; and/or research paper assessed against a department standard. This outcome is assessed in the "core" required course, Introduction to Probability and Statistics (SOSC 120 F).	The average score was 85.0% in 2010, and 87.3% in 2013.	Discussions are held with all faculty members on student performance across all sections after each assessment. Any assessment items with average scores below 70% are highlighted, and faculty discuss methods by which to improve assessment scores for these items.
Upon successful completion of courses leading to the Sociology Associate in Arts Degree or the Sociology Associate in Arts Degree for Transfer, the student will be able to differentiate	The program-level student learning outcome is assessed via common multiple-choice or other objective questions embedded in	The average accuracy was 75.0% in 2011, and 75.4% in 2013.	Discussions are held with all faculty members on student performance across all sections after each assessment. Any

<p>between the major sociological theoretical perspectives - structural functionalism (functionalist), social conflict (conflict) and symbolic interactionism (interactionist).</p>	<p>an exam or as a stand-alone assessment; and/or essay or other writing assignment assessed against a department standard; and/or research paper assessed against a department standard. This outcome is assessed in the “core” required course, Introduction to Sociology (SOC 101 F).</p>		<p>assessment items with average scores below 70% are highlighted, and faculty discuss methods by which to improve assessment scores for these items.</p>
<p>Upon successful completion of courses leading to the Sociology Associate in Arts Degree or the Sociology Associate in Arts Degree for Transfer, the student will be able to demonstrate a reasonable knowledge of current social problems, including the ability to describe their effects on individuals as well as society at large.</p>	<p>The program-level student learning outcome is assessed via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment; and/or essay or other writing assignment assessed against a department standard; and/or research paper assessed against a department standard. This outcome is assessed in the “core” required course, Social Problems (SOC 102 F).</p>	<p>The average accuracy was 69.0% in 2011, and 71.2% in 2013.</p>	<p>Discussions are held with all faculty members on student performance across all sections after each assessment. Any assessment items with average scores below 70% are highlighted, and faculty discuss methods by which to improve assessment scores for these items.</p>