

	A	B	C	D	F	H	I
1	COMPUTER INFORMATION SYSTEMS AS INDIVIDUAL COURSE SLO AND THEIR RELATIONSHIP TO PROGRAM LEARNING OUTCOMES	Course SLO Last Assessed (Enter date for each course)	Expectation for Satisfactory Student Performance (for each course)	PROGRAM LEARNING OUTCOME ONE: Demonstrate sufficient understanding and application of business and related information technology concepts for entry level employment and advancement in the field. This includes an understanding of the fundamentals of computers and computer nomenclature and why they are essential components in business and society	PROGRAM LEARNING OUTCOME TWO: Demonstrate an understanding of the global system in which computer information systems are practiced including the role of ethics and the impact on society as well as contemporary issues	PROGRAM LEARNING OUTCOME THREE: Demonstrate preparedness for entry level employment in the field of information technology. This includes areas of focus such as computer hardware, software, networks, and security, or programming	PROGRAM LEARNING OUTCOME FOUR: Demonstrate a basic understanding of relational databases and concepts, including design, creation, and data manipulation
2	Course Name and Student Learning Objectives			Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment
3	BSAD C100 Intro to Business						
4	Cite the various ways the U.S. government affects, restricts, and protects business	2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18					
5	Compare and contrast the advantages/disadvantages in each form of business ownership						
6	Define business ethics and explain the role of social responsibility in an organization						
7	Compare and contrast the primary economic systems						
8	Identify how business operates in an international/global environment including legal, social, cultural, and interdependence and integrated financial markets						
9	Define and describe the key management functions of planning organizing, leading, and controlling						
10	Identify current production & operations processes. Address sustainability.						
11	Identify key human resource management functions and laws						

1

All Program related courses are listed in the left hand column. Scroll down to view them and their SLO

2

Click on drop-down menu using your mouse. Select the appropriate response for each course

	A	B	C	D	F	H	I	J
1	ENGLISH AA-T INDIVIDUAL COURSE SLO AND RELATIONSHIP TO PROGRAM LEARNING OUTCOMES			PROGRAM LEARNING OUTCOME ONE: Read critically a variety of literary works in English, including diverse voices and cultures	PROGRAM LEARNING OUTCOME TWO: Identify key elements of literary genres in order to analyze and interpret texts	PROGRAM LEARNING OUTCOME THREE: Relate literary works to their historical, cultural, and aesthetic contexts	PROGRAM LEARNING OUTCOME FOUR: Define, identify, and analyze literary and dramatic techniques in a variety of works	PROGRAM LEARNING OUTCOME FIVE: Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis
2	Course Name and Student Learning Objectives	Course SLO Last Assessed (Enter date for each course)	Expectation for Satisfactory Student Performance (for each course)	Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment
3	ENGL C102 Critical Thinking Through Literature							
4	Critically read, analyze, compare, and evaluate complex literary texts							
5	Demonstrate understanding of fallacies in language and thought							
6	Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts							
7	Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos							
8	Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis							
9	Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism							
10	Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation							
11	Identify key elements of major genres in order to analyze and interpret texts							

3

Enter student expectation using drop-down menu.

	A	B	C	D	F	H
1	BUSINESS ADMINISTRATION AS-T INDIVIDUAL COURSE SLO AND THEIR RELATIONSHIP TO PROGRAM LEARNING OUTCOMES	Course SLO Last Assessed (Enter date for each course)	Expectation for Satisfactory Student Performance (for each course)	PROGRAM LEARNING OUTCOME ONE: Explain the nature of business, business operations, business organization, and business procedures.	PROGRAM LEARNING OUTCOME TWO: Apply critical thinking skills (analysis, synthesis, and evaluation) to technical and economic issues in a business environment	PROGRAM LEARNING OUTCOME THREE: Recognize and demonstrate skills necessary to function effectively in the global economy
2	Course Name and Student Learning Objectives			Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment
3	BSAD C101 Financial Accounting					
4	Explain the nature and purpose of generally accepted accounting principles (GAAP) and International Financial Reporting Standards (IFRS). Explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information					
5	Define and use accounting and business terminology					
6	Explain what a system is and how an accounting system is designed to satisfy the needs of specific businesses and					
7	Apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements					
8	Distinguish between cash basis and accrual basis accounting and their impact on the financial statements, including the revenue recognition and matching principles					
9	Identify and illustrate how the principles of internal control are used to manage and control the firm's resources and minimize risk					
10	Explain the content, form, and purpose of the basic financial statements (including footnotes) and the annual report, and how they satisfy the information needs of investors, creditors, and other users					
	Explain the nature of current assets and related issues, including the measurement and reporting of cash and cash equivalents, receivables and bad debts, and inventory and					

Examine each listed SLO and select which PLO they satisfy (could be more than one). Move your mouse to the corresponding cell and click on the arrow which will appear. Identify the primary method that was used to assess that particular SLO. Scroll down to view all fifteen choices. These are the assessment options which are used in SLO reporting in CurricUNET. Select your choice and the item should appear in the box.

4

- Exam, scored by rubric
- Pre-and post-test
- Paper, scored by rubric
- Project, scored by rubric
- Lab report, scored by rubric
- Performance, scored by rubric
- Demonstration, scored by rubric

	A	B	C	D	F	H	I
1	GENERAL SCIENCES AA (CHEMISTRY) INDIVIDUAL COURSE SLO AND RELATIONSHIP TO PROGRAM LEARNING OUTCOMES	Course SLO Last Assessed (Enter date for each course)	Expectation for Satisfactory Student Performance (for each course)	PROGRAM LEARNING OUTCOME ONE: Demonstrate proficient preparation for upper division science courses at the appropriate transfer institution in the chosen emphasis: biology, chemistry, or physical science	PROGRAM LEARNING OUTCOME TWO: Perform hands-on laboratory and/or field experiments of all science classes safely	PROGRAM LEARNING OUTCOME THREE: Demonstrate mastery of the Scientific Method, including the experimental and empirical methodologies characteristic of science and the modern methods and tools used in scientific inquiry	PROGRAM LEARNING OUTCOME FOUR: Demonstrate an ability to communicate scientific results, including as appropriate graphically, verbally and in writing
34	Provide the correct structures of organic chemicals from the respective Mass Spectrometry results, Infrared Spectrum, Ultraviolet Spectrum and Nuclear Magnetic Resonance Spectrum, as well as provide the key attributes of the respective spectra from the chemical structures of all the organic functional groups		5			6	
35	Safely perform supervised laboratory experiments that involve analysis, purification and synthesis of organic compounds and to critically analyze and report the results of these experiments.						
36	Demonstrate advanced proficiency in the Scientific Method including the modern experimental and empirical methodologies characteristic of Science						
37	Effectively communicate and analyze scientific results in writing, verbally and graphically						
39	PLEASE NOTE:	<p>If a PLO has multiple classes satisfying its Learning Outcome, briefly describe how the assessments are aggregated into one score at the time of program review in the box provided. →</p>					

Once you fill in all the appropriate information for the program, go back and examine the results. If a PLO has multiple classes satisfying its outcome, then follow the instructions for each of those PLO.

After you and your department colleagues have completed this chart, "save" it to your hard drive and forward a copy to Dr. Marvin at cmarvin@cerrocoso.edu with a "cc" to Bill Locke at blocke@cerrocoso.edu

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

ADMINISTRATION OF JUSTICE AS-T INDIVIDUAL COURSE SLO AND THEIR RELATIONSHIP TO PROGRAM LEARNING OUTCOMES			PROGRAM LEARNING OUTCOME ONE: Describe the individual functions and integrations of the components of the criminal justice system: police, courts, and corrections	PROGRAM LEARNING OUTCOME TWO: Use legal research skills to locate, analyze, and discuss the content of statutory and case law	PROGRAM LEARNING OUTCOME THREE: Examine criminal justice and/or social science data and explain their significance	PROGRAM LEARNING OUTCOME FOUR: Explain the underlying causes of antisocial and criminal behavior	PROGRAM LEARNING OUTCOME FIVE: Apply Constitutional principles to the practice of criminal justice
Course Name and Student Learning Objectives	Course SLO Last Assessed (Enter date for each course)	Expectation for Satisfactory Student Performance (for each course)	Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment
ADMJ C101 Intro to Admin. Of Justice	2013-14	>75%					
Compare and contrast criminological theories used to explain crime and criminality.					Exam	Exam	
Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime.					Exam	Exam	
Describe the history, development, and structure, and function of American police, courts, and corrections			Exam				
Discuss the history, structure, and function of the police			Exam				
Explain the process of adjudication							Discussion, scored by rubric
Recognize the functions of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails			Exam				

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Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, multiculturalism, and the future development							
Critically analyze and discuss issues of crime and justice from varying perspectives					Discussion, scored by rubric		
Interpret conclusions from scholarly research to create informed positions on controversial issues in criminal justice				Paper, scored by rubric			
Compose critically relevant questions based on independent reading of criminal justice literature					Discussion, scored by rubric		
Employ the appropriate writing style practiced in the social sciences							
Explain the definitions of crime; and understand the extent of the crime problem in America							
Discuss the legal aspects of prisoners' rights and explain the consequences of precedent setting U.S. Supreme Court cases in the area of prisoners' rights				Exam			Exam
ADMJ C105 Concepts of Criminal Law	2013-14	>75%					
Evaluate the historical perspective, cultural evolution and origin of criminal law							Exam
Compare and contrast the basic legal definitions and concepts of criminal law.							Exam
Describe how to locate and analyze appropriate criminal law statutes and cases				Exam			Discussion, scored by rubric
Compare and contrast the different types of legal defenses and justifications for those defenses				Exam			Exam

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Debate constitutional issues surrounding criminal case law decisions				Exam			Paper, scored by rubric
Compare and contrast differences between property crimes and crimes against persons							
ADMJ C115 Legal Aspects of Evidence	2014-15	>75%					
Explain and discuss the affect the U.S. Constitution and state constitution, Supreme Court, federal and state courts have on the admissibility of evidence				Exam			Discussion, scored by rubric
Analyze the impact the court system has on the trial process				Paper, scored by rubric			
Compare and contrast the different types of evidence against their respective admissibility in the trial process							
List and discuss the concept of witness competency							
Identify the various types of real evidence and access the importance of each type in the trial process							
Compare and contrast the process of authentication of evidence items presented during the trial process							Discussion, scored by rubric
Evaluate the use of hearsay evidence during the trial process and discuss the exceptions to the hearsay rule				Exam			
Compare and contrast the commonly cited privileged communications and how they are invoked during the trial process							
Evaluate the steps that constitute a legal search and seizure of persons or property				Exam			Exam

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Define when the detention of a person is lawful							Exam
Analyze and evaluate the issue of plain view and Open Fields Doctrine as they relate to the subsequent seizure of evidence				Exam			Exam
Evaluate the scope of privilege against self-incrimination and how the Miranda warning impacts this privilege				Exam			Exam
Compare and contrast the identification procedures and their ties to the 4th, 5th , and 6th Amendments to the U.S. Constitution				Exam			Exam
Discuss the preparation that must occur prior to testifying in a court proceeding							
ADMJ C121 Community Relations	2013-14	>75%					
List and discuss the four essential elements of community policing							
Compare and contrast the concept of police discretion and the potential ethical problems it might produce				Exam			
Discuss the "broken window theory" and its relationship to the concept of community policing					Paper, scored by rubric	Exam	
Discuss the SARA Model for problem solving and how to utilize the four-step process.					Exam		
Analyze the concept of partnership building which allows the police and community to develop collaborative efforts toward crime prevention							
Discuss the various ways to better understand and prevent violence					Exam	Exam	
ADMJ C125 Principles of Investigation	2014-15	>75%					
Identify the steps investigators take in processing a major crime scene							

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Identify the various types of fingerprints found at crime scenes and demonstrate methods used to recover these items of evidence							
Define the process for obtaining a search warrant and the information required in the warrant application							Discussion, scored by rubric
List the types of information that is included in the preliminary investigation report and demonstrate the writing of a report using the information collected							
Compare and contrast the use of confidential informants against their motivation for supplying information to the investigator							
Explain the competency and credibility issues involved with interviewing of victims and witnesses							
Identify the legal procedural safeguards established by the Miranda v. Arizona decision and how and when these safeguards apply during an interrogation				Exam			Exam
Explain the various public sources of information that are available to investigators in their search for wanted persons							
Discuss and identify the basic patterns of a criminal homicide							
Describe and discuss the major obstacle in prosecuting child molestation cases and how investigators deal with this challenge							
Compare and contrast the different crimes associated with "crimes against persons" offenses and what elements elevate the crime classification							
Compare and contrast the different crimes associated with "crimes against property" offenses and what elements elevate the crime classification							

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Describe and discuss how unethical conduct by law enforcement officers has impacted criminal investigations			Exam	Exam			
ADMJ C131 Juvenile Procedures	2013-14	>75%					
Identify the doctrine of Parens Patriae and explain how it is still affects juveniles today				Exam			
Compare and contrast the crime reporting methodologies used by the Uniform Crime Report and the National Crime Victimization Survey and discuss the strengths and weaknesses of both							
Discuss the different theories concerning juvenile justice and their respective importance to the study of juvenile crime and delinquency					Exam	Exam	
List and discuss the various categories of theoretical approaches used to explain crime and identify two emerging theories of crime causation						Exam	
Compare and contrast the different types of juvenile court dispositions, including nominal, conditional, and custodial sanctions			Paper, scored by rubric				
Debate and write a paper on the use of the death penalty as a method of punishment in certain circumstances where the juvenile has committed capital murder				Paper, scored by rubric			
Discuss the discretion available to those imposing punishment within the juvenile justice system and the important procedural safeguards to protect the privacy of juveniles				Exam			
Discuss the get-tough movement and the policies advocated toward violent juveniles				Exam			

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Contrast the differences between aggravating and mitigating circumstances that affect an offender's punishment				Exam			
Describe differences between probation and parole; debating the advantages and disadvantages of each			Exam				
Differentiate between non-secure and secure confinement and discuss the programs associated with non-secure treatment of juvenile offenders			Exam				
ADMJ C151 Introduction to Corrections	2013-14	>75%					
Discuss and contrast the differences between the early history and present day correctional concepts and how they affect the punishment of offenders			Exam	Exam			
Identify the different types of offenders incarcerated in correctional facilities and the classification issues these offenders cause						Discussion, scored by rubric	
Compare and contrast the differences between incarceration in a jail and a prison; discuss what unique problems are inherent in each			Exam				
List and discuss the various intermediate sanctions that can be imposed as alternatives to incarceration							
Identify and discuss incarceration trends and the impact they have on society					Discussion, scored by rubric		
Debate the issues surrounding the imposition of the death penalty as a sentence				Paper, scored by rubric			
ADMJ C230 Forensic Crime Scene Investigation	2015-16	>75%					
Discuss and demonstrate the safe methods used in crime scene assessment, containment, search, and processing							

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Discuss and demonstrate the use of the crime scene sketch and crime scene photographs as methods to document and reconstruct the crime scene							
Discuss and provide practical examples on the use of physical evidence in the criminal prosecution of crime suspect(s).				Exam			
Identify and discuss reasons why physical evidence is important to criminal investigations and demonstrate the methods used to collect, document and process physical evidence							Discussion, scored by rubric
Identify and demonstrate the procedures involved in the safe collection of biological evidence							Exam
Identify and demonstrate the basic principles of packaging and marking evidence							Exam
Discuss the major legal issues involved in the use of DNA technology							
Identify the investigative tools and equipment required for homicide scene investigation and develop a checklist of items to be collected at a homicide scene							
MATH C121H Elem. Prob. & Stats							
Distinguish among different scales of measurement and their implications							
Interpret data displayed in tables and in graphs							
Apply concepts of sample space and probability							
Calculate measures of central tendency and variation for a given data set							

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Identify the standard methods of obtaining data and identify advantages and disadvantages of each							
Calculate the mean and variance of a discrete distribution							
Calculate probabilities using normal and student t-distribution							
Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem							
Construct and interpret confidence intervals							
Determine and interpret levels of statistical significance including p-values							
Interpret the output of a technology-based statistical analysis							
Identify the basic concept of hypothesis testing including Type I and II errors							
Formulate hypothesis tests involving samples from one and two populations							
Select the appropriate technique for testing a hypothesis and interpret the result							
Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics							
Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education							

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MATH C121H Elem. Prob. & Stats Honors							
Distinguish among different scales of measurement and their implications							
Interpret data displayed in tables and in graphs							
Apply concepts of sample space and probability							
Calculate measures of central tendency and variation for a given data set							
Identify the standard methods of obtaining data and identify advantages and disadvantages of each							
Calculate the mean and variance of a discrete distribution							
Calculate probabilities using normal and student t-distribution							
Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem							
Construct and interpret confidence intervals							
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Select the appropriate technique for testing a hypothesis and interpret the result							

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Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics							
Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education							
For the honors section, students pursue one of the following: a) assess the importance of inferential statistics to the evolution of twentieth and twenty-first centuries thought b) investigate a real-life application using a statistical software package							
PSYC C101 General Psychology							
Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings and historic trends in psychology							
Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g. behavioral, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural)							

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Demonstrate knowledge and understanding of the following nine general domains: (1) biological basis of behavior and mental processes, (2) sensation and perception, (3) learning and memory, (4) cognition and consciousness, (5) individual differences, psychometrics, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) emotion and motivation							
Describe and demonstrate an understanding of applied areas of psychology (e.g. clinical, counseling, forensic, community, organizational, and school health).							
Demonstrate critical thinking, research skills, and information competence to psychological topics. Draw the distinction between scientific and non-scientific methods of understanding and analysis							
Articulate the impact of diversity on psychological research, theory and application, including (but not limited to) age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation							
Understand and apply psychological principles to personal experiences, social settings, and organizational environments							
PSYC C101H General Psychology Honors							
Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings and historic trends in psychology							

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Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g. behavioral, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural)							
Demonstrate knowledge and understanding of the following nine general domains: (1) biological basis of behavior and mental processes, (2) sensation and perception, (3) learning and memory, (4) cognition and consciousness, (5) individual differences, psychometrics, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) emotion and motivation							
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Articulate the impact of diversity on psychological research, theory and application, including (but not limited to) age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation							
Understand and apply psychological principles to personal experiences, social settings, and organizational environments							

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

ADMINISTRATION OF JUSTICE AS-T INDIVIDUAL COURSE SLO AND THEIR RELATIONSHIP TO PROGRAM LEARNING OUTCOMES			PROGRAM LEARNING OUTCOME ONE: Describe the individual functions and integrations of the components of the criminal justice system: police, courts, and corrections	PROGRAM LEARNING OUTCOME TWO: Use legal research skills to locate, analyze, and discuss the content of statutory and case law	PROGRAM LEARNING OUTCOME THREE: Examine criminal justice and/or social science data and explain their significance	PROGRAM LEARNING OUTCOME FOUR: Explain the underlying causes of antisocial and criminal behavior	PROGRAM LEARNING OUTCOME FIVE: Apply Constitutional principles to the practice of criminal justice
Construct a project critically analyzing knowledge about human behavior, reflecting intensified study beyond the scope of the non-honors class							
SOCI C101 Introduction to Sociology							
Define core sociological terms and identify how these terms are connected to the sociological perspective							
Define the important figures in sociology and describe their historical significance such as founders of new paradigms or theories							
Identify key theoretical approaches and explain how the insights generated by these approaches inform sociology							
Analyze the way identities such as race, class, gender, age, sexual orientation, religion, and nationality contribute to a range of social experiences and social perspectives							
Describe the process of social interaction, and the role of culture and socialization in society							

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

<p style="text-align: center;">ADMINISTRATION OF JUSTICE AS-T INDIVIDUAL COURSE SLO AND THEIR RELATIONSHIP TO PROGRAM LEARNING OUTCOMES</p>			<p style="text-align: center;">PROGRAM LEARNING OUTCOME ONE: Describe the individual functions and integrations of the components of the criminal justice system: police, courts, and corrections</p>	<p style="text-align: center;">PROGRAM LEARNING OUTCOME TWO: Use legal research skills to locate, analyze, and discuss the content of statutory and case law</p>	<p style="text-align: center;">PROGRAM LEARNING OUTCOME THREE: Examine criminal justice and/or social science data and explain their significance</p>	<p style="text-align: center;">PROGRAM LEARNING OUTCOME FOUR: Explain the underlying causes of antisocial and criminal behavior</p>	<p style="text-align: center;">PROGRAM LEARNING OUTCOME FIVE: Apply Constitutional principles to the practice of criminal justice</p>
<p>PLEASE NOTE:</p>	<p>If a PLO has multiple classes satisfying its Learning Outcome, briefly describe how the assessments are aggregated into one score at the time of program review in the box provided.</p>						

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

<p>PROGRAM LEARNING OUTCOME SIX: Articulate, either orally or in writing, concepts or theories applicable to the criminal justice system</p>
<p>Primary Method of Assessment</p>

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

PROGRAM LEARNING OUTCOME SIX: Articulate, either orally or in writing, concepts or theories applicable to the criminal justice system

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

PROGRAM LEARNING OUTCOME SIX: Articulate, either orally or in writing, concepts or theories applicable to the criminal justice system
Discussion, scored by rubric
Discussion, scored by rubric

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

PROGRAM LEARNING OUTCOME SIX: Articulate, either orally or in writing, concepts or theories applicable to the criminal justice system
Exam
Discussion, scored by rubric
Exam
Discussion, scored by rubric
Discussion, scored by rubric
Discussion, scored by rubric

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

PROGRAM LEARNING OUTCOME SIX: Articulate, either orally or in writing, concepts or theories applicable to the criminal justice system
Discussion, scored by rubric

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

PROGRAM LEARNING OUTCOME SIX: Articulate, either orally or in writing, concepts or theories applicable to the criminal justice system
Discussion, scored by rubric

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

<p>PROGRAM LEARNING OUTCOME SIX: Articulate, either orally or in writing, concepts or theories applicable to the criminal justice system</p>

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

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PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

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PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

<p>PROGRAM LEARNING OUTCOME SIX: Articulate, either orally or in writing, concepts or theories applicable to the criminal justice system</p>

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

<p>PROGRAM LEARNING OUTCOME SIX: Articulate, either orally or in writing, concepts or theories applicable to the criminal justice system</p>

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

PROGRAM LEARNING

OUTCOME SIX:

Articulate, either orally or
in writing, concepts or
theories applicable to the
criminal justice system

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

ENGLISH AA-T INDIVIDUAL COURSE SLO AND RELATIONSHIP TO PROGRAM LEARNING OUTCOMES			PROGRAM LEARNING OUTCOME ONE: Read critically a variety of literary works in English, including diverse voices and cultures	PROGRAM LEARNING OUTCOME TWO: Identify key elements of literary genres in order to analyze and interpret texts	PROGRAM LEARNING OUTCOME THREE: Relate literary works to their historical, cultural, and aesthetic contexts	PROGRAM LEARNING OUTCOME FOUR: Define, identify, and analyze literary and dramatic techniques in a variety of works	PROGRAM LEARNING OUTCOME FIVE: Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis
Course Name and Student Learning Objectives	Course SLO Last Assessed (Enter date for each course)	Expectation for Satisfactory Student Performance (for each course)	Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment	Primary Method of Assessment
ENGL C102 Critical Thinking Through Literature		>70%					
Critically read, analyze, compare, and evaluate complex literary texts							
Demonstrate understanding of fallacies in language and thought							
Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts							
Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos							
Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis							Paper, scored by rubric
Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism							Paper, scored by rubric

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

ENGLISH AA-T INDIVIDUAL COURSE SLO AND RELATIONSHIP TO PROGRAM LEARNING OUTCOMES			PROGRAM LEARNING OUTCOME ONE: Read critically a variety of literary works in English, including diverse voices and cultures	PROGRAM LEARNING OUTCOME TWO: Identify key elements of literary genres in order to analyze and interpret texts	PROGRAM LEARNING OUTCOME THREE: Relate literary works to their historical, cultural, and aesthetic contexts	PROGRAM LEARNING OUTCOME FOUR: Define, identify, and analyze literary and dramatic techniques in a variety of works	PROGRAM LEARNING OUTCOME FIVE: Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis
Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation							Paper, scored by rubric
Identify key elements of major genres in order to analyze and interpret texts							
Define common literary terms and apply these to analysis of specific texts							
or ENGL C102H Critical Thinking Through Literature - Honors		>70%					
Critically read, analyze, compare, and evaluate complex literary texts							
Demonstrate understanding of fallacies in language and thought							
Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts							
Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos							
Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis							Paper, scored by rubric

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

<p style="text-align: center;">ENGLISH AA-T INDIVIDUAL COURSE SLO AND RELATIONSHIP TO PROGRAM LEARNING OUTCOMES</p>			<p style="text-align: center;">PROGRAM LEARNING OUTCOME ONE: Read critically a variety of literary works in English, including diverse voices and cultures</p>	<p style="text-align: center;">PROGRAM LEARNING OUTCOME TWO: Identify key elements of literary genres in order to analyze and interpret texts</p>	<p style="text-align: center;">PROGRAM LEARNING OUTCOME THREE: Relate literary works to their historical, cultural, and aesthetic contexts</p>	<p style="text-align: center;">PROGRAM LEARNING OUTCOME FOUR: Define, identify, and analyze literary and dramatic techniques in a variety of works</p>	<p style="text-align: center;">PROGRAM LEARNING OUTCOME FIVE: Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis</p>
Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism							Paper, scored by rubric
Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation							Paper, scored by rubric
Identify key elements of major genres in order to analyze and interpret texts							
Define common literary terms and apply these to analysis of specific texts							
In the honors section, pursue topics for intensified study beyond the scope of English 102: e.g., learn how critical approaches to literature are shaped by different premises and underlying assumptions							Paper, scored by rubric
ENGL C221 World Literature I		>70%					
Read actively and critically a variety of literary works from the ancient, medieval, and Renaissance world, including diverse voices and cultures			Exam				
Identify key elements of literary genres in order to analyze and interpret texts.				Exam			
Relate literary works to their historical, cultural, and aesthetic contexts.					Exam		
Define, identify, and analyze literary and dramatic techniques in a variety of works						Exam	

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

ENGLISH AA-T INDIVIDUAL COURSE SLO AND RELATIONSHIP TO PROGRAM LEARNING OUTCOMES			PROGRAM LEARNING OUTCOME ONE: Read critically a variety of literary works in English, including diverse voices and cultures	PROGRAM LEARNING OUTCOME TWO: Identify key elements of literary genres in order to analyze and interpret texts	PROGRAM LEARNING OUTCOME THREE: Relate literary works to their historical, cultural, and aesthetic contexts	PROGRAM LEARNING OUTCOME FOUR: Define, identify, and analyze literary and dramatic techniques in a variety of works	PROGRAM LEARNING OUTCOME FIVE: Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis							
Research appropriate primary and secondary sources and apply documentation skills without plagiarism							
ENGL C222 World Literature II		>70%					
Read actively and critically a variety of literature of the world from the seventeenth century through the twenty-first century, including diverse voices and cultures			Exam				
Identify key elements of literary genres in order to analyze and interpret texts.				Exam			
Relate literary works to their historical, cultural, and aesthetic contexts.					Exam		
Define, identify, and analyze literary and dramatic techniques in a variety of works						Exam	
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis							
Research appropriate primary and secondary sources and apply documentation skills without plagiarism							
ENGL C231 Survey of British Literature I: Beginning-1785		>70%					
Read actively and critically a selection of literary works of English literature from Anglo-Saxon times to the end of the eighteenth century			Exam				

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

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Identify key elements of literary genres in order to analyze and interpret texts.				Exam			
Relate literary works to their historical, cultural, and aesthetic contexts.					Exam		
Define, identify, and analyze literary and dramatic techniques in a variety of works						Exam	
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis							
Research appropriate primary and secondary sources and apply documentation skills without plagiarism							
ENGL C232 Survey of British Literature II: 1785-Present		>70%					
Read actively and critically a selection of literary works of English literature from the Romantic Period to the present.			Exam				
Identify key elements of literary genres in order to analyze and interpret texts.				Exam			
Relate literary works to their historical, cultural, and aesthetic contexts.					Exam		
Define, identify, and analyze literary and dramatic techniques in a variety of works						Exam	
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis							
Research appropriate primary and secondary sources and apply documentation skills without plagiarism							
ENGL C241 Survey of American Literature I: Beginning-1865		>70%					

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

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Read actively and critically a selection of literary works of American literature from the Colonial Period to the beginning of the twenty-first century, including diverse voices			Exam				
Identify key elements of literary genres in order to analyze and interpret texts.				Exam			
Relate literary works to their historical, cultural, and aesthetic contexts.					Exam		
Define, identify, and analyze literary and dramatic techniques in a variety of works						Exam	
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis							
Research appropriate primary and secondary sources and apply documentation skills without plagiarism							
ENGL C242 Survey of American Literature II: 1865-Present		>70%					
Read actively and critically a selection of literary works of American literature from 1865 to the present, including diverse voices			Exam				
Identify key elements of literary genres in order to analyze and interpret texts.				Exam			
Relate literary works to their historical, cultural, and aesthetic contexts.					Exam		
Define, identify, and analyze literary and dramatic techniques in a variety of works						Exam	
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis							

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

ENGLISH AA-T INDIVIDUAL COURSE SLO AND RELATIONSHIP TO PROGRAM LEARNING OUTCOMES			PROGRAM LEARNING OUTCOME ONE: Read critically a variety of literary works in English, including diverse voices and cultures	PROGRAM LEARNING OUTCOME TWO: Identify key elements of literary genres in order to analyze and interpret texts	PROGRAM LEARNING OUTCOME THREE: Relate literary works to their historical, cultural, and aesthetic contexts	PROGRAM LEARNING OUTCOME FOUR: Define, identify, and analyze literary and dramatic techniques in a variety of works	PROGRAM LEARNING OUTCOME FIVE: Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis
Research appropriate primary and secondary sources and apply documentation skills without plagiarism							
ENGL C141 Introduction to Creative Writing		>70%					
Demonstrate the use of literary techniques in the production of original works in different genres such as fiction and poetry						Exam	
Analyze and evaluate professional and student texts			Exam				
Apply feedback and criticism from a workshop in order to revise creative writing							
Actively participate in the dialog of critique essential to a community of writers							
ENGL C235 Introduction to Shakespeare		>70%					
Read actively and critically a variety of Shakespeare's works			Exam				
Identify key elements of Shakespearean genres in order to analyze and interpret the texts				Exam			
Relate Shakespeare's works to their historical, cultural, and aesthetic contexts					Exam		
Define, identify, and analyze literary and dramatic techniques in Shakespeare's works						Exam	
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis							

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

ENGLISH AA-T INDIVIDUAL COURSE SLO AND RELATIONSHIP TO PROGRAM LEARNING OUTCOMES			PROGRAM LEARNING OUTCOME ONE: Read critically a variety of literary works in English, including diverse voices and cultures	PROGRAM LEARNING OUTCOME TWO: Identify key elements of literary genres in order to analyze and interpret texts	PROGRAM LEARNING OUTCOME THREE: Relate literary works to their historical, cultural, and aesthetic contexts	PROGRAM LEARNING OUTCOME FOUR: Define, identify, and analyze literary and dramatic techniques in a variety of works	PROGRAM LEARNING OUTCOME FIVE: Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis
Research appropriate primary and secondary sources and apply documentation skills without plagiarism							
ENGL C235H Introduction to Shakespeare - Honors		>70%					
Read actively and critically a variety of Shakespeare's works			Exam				
Identify key elements of Shakespearean genres in order to analyze and interpret the texts				Exam			
Relate Shakespeare's works to their historical, cultural, and aesthetic contexts					Exam		
Define, identify, and analyze literary and dramatic techniques in Shakespeare's works						Exam	
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis							
Research appropriate primary and secondary sources and apply documentation skills without plagiarism							
Construct a project reflecting intensified study beyond the scope of the non-honors class							Paper, scored by rubric
ENGL C245 Women's Literature		>70%					
Read actively and critically literary texts from a variety of women authors			Exam				
Relate literary works by women to their historical, cultural, and aesthetic contexts					Exam		

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

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Explain the extent to which literature mirrors or shapes historical and social attitudes with particular emphasis on the roles, images, and concerns of women as expressed in literature					Exam		
Analyze gender as it relates to literature					Exam		
Define common literary terms and apply them to the analysis of specific texts						Exam	
Compose formal written literary analyses of texts that demonstrate appropriate academic discourse, incorporate research from both primary and secondary resources, and utilize appropriate documentation style							
ENGL C249 Multi-Ethnic American Literature		>70%					
Read actively and critically literary texts from a variety of ethnic American perspectives			Exam				
Relate ethnic American literary works to their historical, cultural, and aesthetic					Exam		
Analyze race and culture as it relates to literature and American Literary movements					Exam		
Identify recurring patterns and themes within the literature of specific ethnicities and within ethnic American literature and culture as a whole						Exam	
Define common literary terms and apply them to the analysis of specific texts						Exam	
Compose formal written literary analyses of texts that demonstrate appropriate academic discourse, incorporate research from both primary and secondary resources, and utilize appropriate documentation style							

PROGRAM LEARNING OBJECTIVES ASSESSMENT SUMMARY

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<p style="text-align: center;">PLEASE NOTE:</p>	<p>Note: a significant number of English courses satisfy the same PLO. Since all of the classes fulfilling the requirements of the English AA-T have been revised in the past year, we don't yet have any assessment data for the new courses. Therefore, we have yet to determine the aggregation strategy for the data from the overlapping classes. However, it seems logical that, once the data are generated from future assessment sessions, we will average the results from each of the classes fulfilling the same PLO.</p>						