

Entry Date	Select your Division	Enter the name of your d	Enter the name of the co	Enter CRN# for course
5/12/23 19:00:23	Social Sciences and Hum	Administration of Justice	ADMJ 1.01Y	41932
5/12/23 21:06:45	Social Sciences and Hum	Administration of Justice	ADMJ 25..01Z	47069

6/26/23 23:09:32	Social Sciences and Hum	Administration of Justice	Interview, Interrogation,	44522
7/8/23 12:09:12	Social Sciences and Hum	Administration of Justice	Introduction to Administ	ADMJ D001.01.Y
7/8/23 13:27:16	Social Sciences and Hum	Administration of Justice	Law and Social Change	ADMJ D025.01Z

7/8/23 15:17:43	Social Sciences and Hum	Administration of Justice	Introduction to Administ	POLI D010.02.Z
7/8/23 15:30:25	Social Sciences and Hum	Administration of Justice	Introduction to Administ	POLI D010.01Y
7/8/23 15:36:13	Social Sciences and Hum	Administration of Justice	ADJM 6	48264
7/8/23 15:46:15	Social Sciences and Hum	Administration of Justice	Introduction to Administ	POLI D010.01Y
7/8/23 16:03:57	Social Sciences and Hum	Administration of Justice	Introduction to Administ	ADJ D0001. 02Z

7/8/23 16:24:44	Social Sciences and Humanities	Administration of Justice	Law and Social Change /F	47070
7/10/23 21:12:38	Social Sciences and Humanities	Administration of Justice	ADMJD003. - Concepts o	ADMJD003
7/10/23 21:17:49	Social Sciences and Humanities	Administration of Justice	PARA D003.012 Concept	PARA D003.012
7/10/23 21:23:16	Social Sciences and Humanities	Administration of Justice	POLI D013.01 Concepts C	POLI D013.01Z
7/10/23 21:30:14	Social Sciences and Humanities	Administration of Justice	ADMJ D075.01Z Principle	ADMJ D075.01Z
7/10/23 21:35:42	Social Sciences and Humanities	Administration of Justice	PARA D075.01Z Principle	PARA D075.01Z

7/10/23 21:46:25	Social Sciences and Hum	Administration of Justice	POLI D075.01Z Principles	POLI D075.01Z
7/12/23 10:50:56	Social Sciences and Hum	Administration of Justice	ADMJ D084.01Y	48263
7/12/23 15:02:55	Social Sciences and Hum	Administration of Justice	ADMJ 056.01Z	47075

8/22/23 10:55:40	Social Sciences and Hum	Administration of Justice	Crime, Corrections, and S	13119
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8/22/23 20:54:52	Social Sciences and Hum	Administration of Justice	ADMJ D054 - 50Z	45949
7/3/23 16:18:35	Social Sciences and Hum	Anthropology	ANTH 1-54Z	42561
7/3/23 16:34:46	Social Sciences and Hum	Anthropology	ANTH 1 - 54Z	42561
7/3/23 16:45:10	Social Sciences and Hum	Anthropology	ANTH 1-54Z	42561
7/3/23 16:51:19	Social Sciences and Hum	Anthropology	ANTH 1-54Z	42561

7/7/23 9:17:06	Social Sciences and Hum	CD&E	10H Child Growth/Dev:M	47988
7/6/23 12:09:46	Social Sciences and Hum	Child Development	CD- D010G01	00301



3/17/23 12:51:34	Social Sciences and Hum	Economics	ECON 2.54Z	27035
3/17/23 13:13:22	Social Sciences and Hum	Economics	ECON 5.01	26425

3/17/23 13:22:06	Social Sciences and Hum	Economics	ECON D001-03Y	27031
3/17/23 13:28:29	Social Sciences and Hum	Economics	ECON 1-02L	00648
3/17/23 13:33:23	Social Sciences and Hum	Economics	ECON 1.55Z	00646

3/17/23 14:23:52	Social Sciences and Hum	Economics	ECON D002.57Z	27032
3/19/23 10:51:11	Social Sciences and Hum	Economics	ECON D002.04Y	24172

3/19/23 11:05:49	Social Sciences and Hum	Economics	ECON 3 – 50Z	26430
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3/5/23 17:31:50	Social Sciences and Hum	Humanities	Humi 20	25878
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6/30/23 15:43:59	Social Sciences and Hum	Political Science	Poli 1-04EY and Poli 1-02	42057 and 47099
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7/6/23 13:03:40	Social Sciences and Hum	Psychology	PSYC D010G01	01824
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Enter SLO Statement(s) As it (they) appear on the Course Outline of Record. You may assess one or more at a time.	Academic Year	Quarter of Assessment	Modality of class	Method of Assessment	Elaborate on Assessment	Number of students exceeding expectations
Contrast the responsibilities of each component of the criminal justice system.	2022-2023	Spring	Hybrid (some Face-to-Face)	Exam – Course Test/Quiz	The assessment was a m	23
Critique the relationship between the law and social change within the context of cross-cultural settings.	2022-2023	Spring	Hybrid (some Face-to-Face)	Exam – Course Test/Quiz	The assessment was a m	8



<p>Compare and contrast the major principles and strategies of effective interviewing and interrogation.</p> <p>Differentiate between truthful and deceptive human behavior exhibited during both the interview and interrogation processes.</p>	2023-2024	Spring	Hybrid (some Face-to-Fa	Exit Interview	Each student was given 4	8
<p>Evaluate the interrelationships that link the components of the justice system.</p>	2022-2023	Spring	Hybrid (some Face-to-Fa	Exam – Course Test/Quiz	Question #49 was part of	22
<p>Critique the relationship between the law and social change within the context of cross-cultural settings.</p>	2022-2023	Spring	Online - Asynchronous	Exam – Course Test/Quiz	Question #34 of the Fina	9

Evaluate the interrelationships that link the components of the justice system.	2022-2023	Spring	Online with at least some	Exam – Course Test/Quiz	Final examination question	3
Evaluate the interrelationships that link the components of the justice system.	2022-2023	Spring	Hybrid (some Face-to-Fa	Exam – Course Test/Quiz	Final examination question	0
Compare and contrast the legal and sociological approaches which have been fundamental in shaping correctional theories and practices.  Identify traditional correctional systems and alternative sentencing solutions and evaluate the effectiveness of both.	2023-2024	Spring	Hybrid (some Face-to-Fa	Tracked Academic Behavior	During the course, student	8
Evaluate the interrelationships that link the components of the justice system.	2022-2023	Spring	Online with at least some	Exam – Course Test/Quiz	Final examination question	3
Evaluate the interrelationships that link the components of the justice system.	2022-2023	Spring	Online with at least some	Exam – Course Test/Quiz	Final examination question	9

Critique the relationship between the law and social change within the context of cross-cultural settings.	2022-2023	Spring	Online with at least some	Exam – Course Test/Quiz	Critique the relationship	5
Student Learning Outcome (SLO) Goal: Demonstrate a knowledge of the elements of crimes and determine which crimes apply from factual situations.	2022-2023	Spring	Online with at least some	Exam – Course Test/Quiz	Essay questions based on	13
Student Learning Outcome (SLO) Goal: Demonstrate a knowledge of the elements of crimes and determine which crimes apply from factual situations.	2022-2023	Spring	Online with at least some	Exam – Course Test/Quiz	Essay questions applying	5
Student Learning Outcome (SLO) Goal: Demonstrate a knowledge of the elements of crimes and determine which crimes apply from factual situations.	2022-2023	Spring	Online with at least some	Exam – Course Test/Quiz	Essay questions applying	1
Student Learning Outcome (SLO) Goal: Demonstrate a knowledge of the elements of criminal procedure and determine which rules apply from factual situations.	2022-2023	Spring	Online with at least some	Exam – Course Test/Quiz	Essay questions applying	13
Student Learning Outcome (SLO) Goal: Demonstrate a knowledge of the elements of criminal procedure and determine which rules apply from factual situations.	2022-2023	Spring	Online with at least some	Exam – Course Test/Quiz	Essay questions applying	2

<p>Student Learning Outcome (SLO) Goal: Demonstrate a knowledge of the elements of criminal procedure and determine which rules apply from factual situations.</p>	2022-2023	Spring	Online with at least some	Exam – Course Test/Quiz	Essay questions applying	3
<ul style="list-style-type: none"> <li>• Describe the forensic science in the criminal justice system from the crime scene to the crime laboratory and to the courtroom.</li> <li>• Identify various forensic disciplines and what type of analysis and/or services they can provide to law enforcement agencies.</li> </ul>	2023-2024	Spring	Hybrid (some Face-to-Fac	Exam – Course Test/Quiz	Multiple Assessment Methods - Quiz / 1	
<p>Describe and apply the legal requirements governing criminal justice report development.</p> <p>Construct an investigative report utilizing professional criteria and techniques.</p>	2023-2024	Spring	Online with at least some	Exam – Course Test/Quiz	Multiple quizzes, a midte	12

<p>1) Compare and contrast the legal and sociological approaches which have been fundamental in shaping correctional theories and practices.</p> <p>2) Identify traditional correctional systems and alternative sentencing solutions and evaluate the effectiveness of both.</p>	2023-2024	Summer	Online with at least some	Exit Interview	One week before the end	20
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<p>1. Which of the following sanctions cannot be imposed upon a Status Offender?</p> <p>2. Actions that would not be considered illegal if conducted by an adult, and is illegal only because the child is underage is/are called _____?</p>	2022-2023	Spring	Online - Asynchronous	Exam – Course Test/Quiz	Each question had multiple choice	14
<p>Student Learning Outcome: Analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.</p>	2022-2023	Spring	Online - Asynchronous	Exam – Course Test/Quiz	In order to measure success	36
<p>Student Learning Outcome: Evaluate biological and behavioral similarities and differences between humans and non human primates.</p>	2022-2023	Spring	Online - Asynchronous	Demonstration	Student success will be measured	0
<p>Student Learning Outcome: Apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.</p>	2022-2023	Spring	Online - Asynchronous	Survey	In this outcome, I had a grade	0
<p>Student Learning Outcome: Evaluate human biology and culture as a response to 7 million years of evolutionary process.</p>	2022-2023	Spring	Online - Asynchronous	Project	In this outcome, I had a grade	0

Develop a broad understanding of the field of child development within the context of behavioral science through examination of issues, which surround middle childhood and adolescence	2022-2023	Spring	Online - Asynchronous	Exam – Course Test/Quiz	Observations and interview	8
Demonstrate an understanding of how theories support children’s optimal development.	2023-2024	Spring	Face-to-Face	Project	Research one of the follo	15

<p>SLO#5: Identify instances of market failure including externalities such as pollution and evaluate alternative strategies to improve outcomes, including private solutions.</p> <p>SLO#4: Apply the tools of Economic Analysis including opportunity cost and thinking at the margin to understand firms' as well as consumers' decision-making process.</p>	2022-2023	Fall	Online - Asynchronous	Exam – Course Test/Quiz	Students were given a pr	10
<p>1. Demonstrate an understanding of conventional economics based on purely rational, utility-maximizing decision making by 'Homo Economicus'. •</p> <p>2. Clearly understand and discuss how the multiple elements of behavioral economics explain various human decisions. •</p> <p>3. Compare and contrast behavioral outcomes using psychological, sociological, neurological and institutional factors as well as conventional utility maximizing behavior.</p> <p>4. Evaluate and explain the desirability of various outcomes. Make recommendations for ethical ways to nudge people towards superior decisions.</p>	2022-2023	Fall	Face-to-Face	Exam – Course Test/Quiz	The in-class exercises and	15



SLO#3: Identify instances of market failure including externalities such as pollution and evaluate alternative strategies to improve outcomes, including private solutions. SLO#4: Apply the tools of Economic Analysis including opportunity cost and thinking at the margin to understand firms' as well as consumers' decision-making process	2022-2023	Fall	Hybrid (some Face-to-Face)	Survey	2 SLO's were assessed. 5	17
SLO # 1: Evaluate whether market efficiency exists using the supply and demand model. SLO # 2: Demonstrate the knowledge about the way perfectly competitive markets work and what happens in the presence of imperfect market structures, including monopoly, monopolistic competition and oligopoly.	2022-2023	Fall	Face-to-Face	Exam – Course Test/Quiz	Three exams (20%, 25% & 13	13
SLO # 1: Demonstrate how choices are made in the real world given limited resources.	2022-2023	Fall	Online - Asynchronous	Exam – Course Test/Quiz	3 exams/9 homework ass	19

<p>SLO#1: Evaluate whether market efficiency exists using the supply and demand model.</p> <p>SLO#2: • Demonstrate the knowledge about the way perfectly competitive markets work and what happens in the presence of imperfect market structures, including monopoly, monopolistic competition and oligopoly.</p>	2022-2023	Fall	Online - Asynchronous	Exam – Course Test/Quiz	Used two 5-question quizzes	39
<p>SLO#1: Evaluate whether market efficiency exists using the supply and demand model..</p>	2022-2023	Fall	Hybrid (some Face-to-Face)	Exam – Course Test/Quiz	Student's correct answer	34

<p>SLO#1: Demonstrate an understanding of environmental responsibility and natural resource scarcity and its role within economic science and economic growth.</p> <p>SLO#2: Identify the interdependent relationship between the economy and the environment, and the long-term thinking necessary to grow the world economy while protecting environmental resources.</p> <p>SLO#3: Evaluate the marginal benefits and marginal costs of environmental clean-up and contrast the optimal solution of the free market versus competing views of valuing the environment.</p> <p>SLO#4: Evaluate outcomes and government policy responses in markets with negative externalities, and their effectiveness in the U.S. and the international community.</p>	2022-2023	Fall	Online - Asynchronous	Exam – Course Test/Quiz	Percentage of Students V	18
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<p>1) Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.</p> <p>2) Evaluate the impact of other cultures on Greek society.</p> <p>3) Demonstrate how Greek culture has influenced the world.</p>	2021-2022	Fall	Online with at least some	Other	The SLO assessment was	19
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<p>SLO 1: Students will evaluate how political decisions are shaped by institutions and processes.</p> <p>SLO 2: Students will assess the impact of political decisions on individuals and groups.</p> <p>SLO 3: Students will demonstrate the capacity to effectively participate in the political process.</p>	2022-2023	Spring	Hybrid (some Face-to-Fa	Exam – Course Test/Quiz	The last question on thei	0
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Demonstrating an understanding of how theories support children's optimal development.	2022-2023	Spring	Face-to-Face	Project	Research one of the follo	1
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Number of students meeting expectations	Number of students approaching expectations	Number of students who do not meet this/these outcome(s)	N/A Not Applicable (withdrew, absent, ...)	Reflection
23	23	9	3	The class is a cross-listed class of Admin. of Justice and Political Science students. The question was based on the course content that covered the historical foundation of the establishment of the components of the criminal justice system. The question was related to the Magna Carta (1215) concept of Due Process and how that concept is a vital concept of all 3 components of the system.
8	0	1	7	The class is a cross-listed class of Admin. of Justice and Paralegal students. The question was based on the course content that discussed the perspectives of competing groups as a central aspect of a society with law as a dominant way to maintain power and control of one social class over another social class.

1	0	0	0	<p>Based on each student's answer, the learning outcome was met for this class. All of the students felt that their learning experience surpassed their expectation of the actual class. Because they did not know what to expect, a few had some anxiety about the class. However, with the lectures, video, power points, and mock scenarios that the students participated in, when it was time for the final exam, some, if not all, did not feel as anxious. Given the students had to play out certain scenarios, they felt more comfortable as the class progressed. There were three students, who worked in law enforcement, and their level of knowledge as it relates to the class title was profoundly high. The students not in law enforcement definitely had a better understanding of how to conduct an interview, interrogation, or deal with someone in crisis.</p>
18	6	19	17	<p>The students that did not meet expectation or were absent for the final examination is much higher than is acceptable. There has been an issue of lack of student engagement across several departments of the college since the return to campus and student involvement in non-college activities.</p>
4	6	3	11	<p>The students that did not meet expectation or were absent for the final examination was higher than it should be and therefore not acceptable. There has been an issue of lack of student engagement across several departments of the college since the return to campus and student involvement in non-college activities.</p>



2	0	0	0	The lecture content and methodology was successful for this group of students and no change in academic approach is required.
0	0	1	0	This is a cross-listed POLI SCI class and it only had 1 student registered. That student was active in the course for 3 weeks and then did not engage in the class afterwards.
7	0	1	2	The Spring quarter produced some of the brightest minds that I have taught, since I began working at De Anza. The students were inquisitive, thoughtful, many had impeccable writing skills, and they never shied away from the tough topics, like implicit bias and ethics. This group sometimes challenged the the current state of our society, as we delved into politics and inequality. I have no worries that his particular group will go on to do great things, not only in their communities, but also in their respective law enforcement agencies.
0	2	0	0	This is a cross-listed POLI SCI class with 5 students. The lecture and methodology was successful for this group of students. However, more student engagement in the class lectures and more in-depth instructional interaction would assist students in understanding and retaining major points and concepts.
4	4	8	13	The students that did not meet expectations or were absent for the final examination is much higher than is acceptable. This being an evening class may have had an effect on the drop rate or students that did not put in the minimum effort in the class assignments. There has been an issue of lack of student engagement across several departments of the college based on several factors.

2	0	0	2	This is a cross-listed PARA class. The lecture and methodology was successful for this group of students and no change in the academic approach is required
4	4	4	3	Pleased with how many students exceeded expectations.
2	0	3	0	Glad to see majority of students understood and applied concepts. Disappointed that several students gave up on the course as it went along.
0	0	3	0	Very disappointed that out of four students, only one completed the class. Two of the three students who failed did very well on the midterm exam and then failed to turn in any additional work despite being reminded multiple times via emails and announcements.
6	2	9	0	Very pleased with how many high grades (i.e. exceeded expectations,) but disappointed so many students simply stopped attending and failed to turn in work thus failing the class.
1	0	2	0	Two students never turned in any work.. The other three did well.

1	0	1	0	Pleased that three of four students did well. One student did not turn in any work and stopped attending class.
Test (multiple choice) as well as laboratory projects				Most all students for the SP 2023 Quarter (for ADMJ084) were successful in accomplishing the SLO - accomplished through multiple choice quiz and laboratory projects.
7	0	1	0	Only one student failed to pass the class during SP 2023 quarter - this student attended zero classes.

1	2	6	10	<p>This course provides students with information regarding the criminal justice system, racial inequities, gender inequities, crime, how crimes plays a role in society, bias, corrections, rehabilitation, how the media plays a role in society's understanding of the the criminal justice system, and a host of other topics, which allows students to receive a wealth of information. The idea is to leave the class with a rudimentary understanding of how the system works, doesn't work, and how to approach fixing the issues.</p> <p>There is also a real world approach and historical perspective applied. How crime evolved over the centuries and what can we, in the 21st Century, do better. This information allows students to receive a well-rounded learning experience. From the feedback received, all of the students, who returned their feedback indicated that they enjoyed this teaching style. It was a no nonsense look at how to navigate the system once they are in their respective careers. Students also enjoyed the interaction provided by the instructor. Some students mentioned that they felt comfortable speaking out and answering questions.</p> <p>Overall, the course met the SLO of the students, which is all any professor can ask for.</p>
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0	0	16	2	<p>It is clear and apparent to me, one of the SLO assessment questions was easier than the other. I surmise this based on the results/statistics of the questions. For example, 32/32 students (100%) answered one of the questions correctly, while on 14/32 (44%) answered the second question correctly. For some reason, 2 students did not answer this question at all.</p> <p>My reflection and analysis is that students failed to study and/or properly understand the lesson surrounding this SLO. The question was well-written, came directly from the textbook, and was not difficult to locate in its respective chapter.</p>
2	2	4	0	<p>Students who completed the coursework on schedule demonstrated their success with class materials. Those students who approach or do not meet the assessment goal typically are impacted by their lack of assignment submission.</p>
37	4	0	3	<p>In this outcome, I had a goal of 90% of students completing the task in a discussion forum with a minimum of 85% of the points possible. Results showed a 90% completion rate and an average score at or above the expected assessment.</p>
41	1	0	2	<p>Results demonstrate a 93% completion rate and an average score above the expected assessment.</p>
35	4	1	4	<p>Results demonstrate a high success and completion rate. Students who completed the assignment earned average scores in the high ninety percentages.</p>

12	3	2	2	This was a strong group of students, learning happened
0	0	0	0	<p>Developmental theorists use their research to generate philosophies on children's development. They organize and interpret data based on a scheme to develop their theory. A theory refers to a systematic statement of principles related to observed phenomena and their relationship to each other. A theory of child development looks at the children's growth and behavior and interprets it. It suggests elements in the child's genetic makeup and the environmental conditions that influence development and behavior and how these elements are related. Many developmental theories offer insights about how the performance of individuals is stimulated, sustained, directed, and encouraged. Psychologists have established several developmental theories. Many different competing theories exist, some dealing with only limited domains of development, and are continuously revised. This article describes the developmental theories and their founders who have had the greatest influence on the fields of child development, early childhood education, and care. The following sections discuss some influences on the individuals' development, such as theories, theorists, theoretical conceptions, and specific principles. It focuses on five theories that have had the most impact: maturations, constructivist, behavioral, psychoanalytic, and ecological. Each theory offers interpretations on the meaning of children's development and behavior</p>

11	7	6	7	<p>Students who remained engaged with the course and completed assignments on time were able to at least approach expectations. Those that exceeded expectations were in constant contact with the instructor throughout the quarter and completed all practice assignments in addition to graded assignments. Students who did not meet expectations spent less time on the course than the average student.</p>
0	0	0	1	<p>Before the pandemic, each student did each of their four problem sets individually. I started having students work on the problem sets in groups during the pandemic when all classes had to be taught on line. I increased the group element from just the group exercises to include the problem sets. Students liked working on the problem sets together (done outside of class hours), so I kept the policy when my classes returned to on-campus mode.</p>

10	3	0	11	SLO 3 questions tested the basic knowledge of the components of a business cycle. SLO 4 questions tested the appropriate fiscal and monetary policy during a recession or an inflationary economy. The questions also tested the more in depth understanding of the process an economy goes through due to fiscal or monetary changes.
13	0	0	1	My answers to Questions 6-9 are predicated on the assumption that I expected all the students who persevered to the end of the course would pass.
15	6	8	1	Overall, the results were somewhat above average with a number of students excelling



0	6	0	0	Students performed well on these assessments and students generally performed well in the course overall. Potentially the quiz was too easy to accurately assess these outcomes online. Written response short answer items may provide more variance in outcomes.
1	0	0	3	The students who took this SLO test did very well.

10	8	0	4	In general, students were able and prepared to answer the questions, and provide the required analysis and examples.
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2	0	7	0	<p>Through the assignment, the majority of students demonstrated an informed understanding of Plato's rationalist approach to both truth and morality, as well as Aristotle's more complex ethical idea that moral virtues are only developed through exercising them. Additionally, the assignment required students to use critical thinking to assesses the similarities and differences between the two thinkers. This assessment illustrated the effectiveness of utilizing in-class writing assignments to foster a greater depth of understanding and intellectual engagement with the course material. By contextualizing their knowledge, students demonstrated clear interpretive and analytical skills, both indispensable for appreciating the Greek philosophical tradition and its subsequent impact on western culture.</p>
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17	7	0	0	<p>[This google form requires numerical values for 11-15 and I was unable to provide values for both sections so I present it here for future reference.]</p> <p>In Poli 1-04EY (CRN = 42057), 17 of 23 students chose d (74%); 3 chose a and b; 1 chose a and c; 2 chose b; and 1 chose c.</p> <p>74% of the class (n=24) thought it successfully advanced the SLOs for the course.</p> <p>One student wrote: "This has helped me to understand the political process greatly and all around. Coming into this class, I was pretty unfamiliar with the impact of that we can have on political decision making process as citizens. I'm definitely more informed on how I can keep myself knowledgeable of what is occurring politically on a local, state, and national level and how I can involve myself more in the process."</p> <p>Another student wrote: "All of the above. B resonates with me the most, since this class illustrated each step of the political system and showed how people of all classes and groups are impacted by every aspect. Thank you professor!"</p> <p>In Poli 1-02EY (CRN = 47099), 13 of 18 students chose d (72%); 2 chose a and b; 1 chose a; and 1 chose c [one student missed the final exam]</p>
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0	0	0	0	<p>Developmental theorists use their research to generate philosophies on children's development. They organize and interpret data based on a scheme to develop their theory. A theory refers to a systematic statement of principles related to observed phenomena and their relationship to each other. A theory of child development looks at the children's growth and behavior and interprets it. It suggests elements in the child's genetic makeup and the environmental conditions that influence development and behavior and how these elements are related. Many developmental theories offer insights about how the performance of individuals is stimulated, sustained, directed, and encouraged. Psychologists have established several developmental theories. Many different competing theories exist, some dealing with only limited domains of development, and are continuously revised. This article describes the developmental theories and their founders who have had the greatest influence on the fields of child development, early childhood education, and care. The following sections discuss some influences on the individuals' development, such as theories, theorists, theoretical conceptions, and specific principles. It focuses on five theories that have had the most impact: maturationist, constructivist, behavioral, psychoanalytic, and ecological. Each theory offers interpretations on the meaning of children's development and behavior.</p> <p>Although the theories are clustered collectively into</p>
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Enhancement/Action

The number of the total students in the class who met expectations were by far a majority. The topic was covered effectively with the lecture method. Students had a Note Guide sheet from which to study. It is apparent that a few student did not prepare or take the exam.

The number of the total students in the class who met expectations were a majority. The topic was covered effectively with the lecture method. Students had a Note Guide sheet from which to study. With only 1 student not meeting higher expectations, it can only be surmised that that 1 student did not prepare for the exam properly.

No certain what this question is asking

Enhance the instructor/student engagement and academic interaction during class lectures. Also, clarify the requirement that students attend class and interact. Follow-up at the start of the course with students who are not engaged.

Enhance the instructor/student engagement and academic interaction during class lectures. Also, clarify the requirement that students attend class and interact. Follow-up at the start of the course with students who are not engaged. Utilize the student academic support (Connect) to a greater extent at the start of the quarter combined with instructor follow-up for at-risk students.

Continue with the same instructional approach. Can enhance the content with more student engagement in lecture.

Attempts to contact the student did not generate a response. I do not believe this was an instructional issue, it was a failure on the student's effort to continue in the class.

Not certain about this question

Continue with the same instructional approach but with greater engagement with students to comprehend concepts and historical factors.

Enhance the instructor/student engagement and academic interaction during class lectures. Also, clarify the requirements that students attend lectures, interaction, and complete assignments. Additionally, follow-up at the start of the course with students who are not engaged.



Continue with the same instructional approach.  
Enhanced engagement in concept understanding and retention can be beneficial to both classes.

Some students give up as the quarter goes on. Going to try and do more follow-up with these students via email earlier in the quarter to keep them motivated.

Will try and communicate with students falling behind via email early in the quarter to encourage students to stay with the class

Try to encourage students to keep going in class with earlier and more frequent communication.

Will try and reach out to students earlier and more frequently who appear to be falling behind.

Reach out to students earlier and more frequently to encourage them to stay in class.

More frequent contact with students who appear to be falling behind.

To enhance the understanding of the SLOs I will plan on expanding laboratory projects to support/apply theoretical lessons from lecture and continue to improve communication with students that provide minimal participation throughout the quarter.

There were at least 1-2 students that dropped off through the semester that did not reach out to me. One of them reached out to me to discuss a hardship at the very end of the semester. The other did not. I worked with them with regards to the SLOs to provide partial credit.

To enhance understanding of the SLOs, I will plan more practical applications of report writing in a multitude of law enforcement related scenarios so as to expose the students to different circumstances/styles/areas of report writing.

N/A

I do not believe I would get an honest answer if I asked the student, but it is my suspicion many of them are not in possession of the required textbook. In addition, it is very likely many of them did not review the provided Study Guide for the final Examination.

This is an Asynchronous course, therefore, students are given more than ample opportunity to succeed. However, based on these SLO results, an Action I would be willing to implement is an In-Person Study Session the week prior to the Final Exam.

Encourage students to submit assignments on time. I already offer opportunities for late work submission but perhaps I can find a way to provoke better response from students who habitually miss deadlines.

No additional action needed.

No adjustments needed.

No adjustments needed. I would like to find a way to assess SLOs that does not require crunching multiple assignments to attain an average so I will work at developing some questions which do this.

In person observation, problem with schools permitting the students to observe in person

Future action will include studying "theory" in the "field." Having students spend time on a child development campus making observations and identifying stages, ideas, and perspectives using the "major" theory approaches.

Find ways to help students engage more with the course material.

Keeping the class current is vital. Behavioral Economics is a field with much new additional research, and writing.

Every quarter, (and during the quarter) I revise the lectures, in-class exercises, problem sets and tests to include new material from multiple sources including new books, new articles in The Economist, the Wall Street Journal, Articles published Behavioral Economics Journals, The New York Times, and the BBC are examples.

The basics of Behavioral Economics, and the basics of the class are well formed concepts. About 10-15% of the class is changed each quarter as new research and publications come out.

As a department, we can add more multiple-choice questions to the data base. Also, doubling the number of questions might give us a more accurate assessment of the students' knowledge.

Since spring 2006 I have taught either Principles of Macroeconomics or Principles of Microeconomics most quarters at De Anza College, and I'm pretty satisfied with my syllabi and my mode of teaching.

Especially with such courses, flexibility is imperative. Hopefully, based on the results, I have learned from past missteps.

Alter the assessment. The goal of the SLO assessment is to find areas for improvement and take action to make improvements and then reassess to see if the actions worked. My students score extremely well, so it is difficult to come up with actions to take to improve outcomes, but I am sure that my teaching can improve.

None at this point.



It would be interesting to include more calculations (for example different discount rates to evaluate cost-benefit analysis of environmental costs) to obtain objective results.

Ongoing professional development to continue improving skills.

I was glad to see large majorities of students in both sections described the class as advancing all three of the course SLOs. That said, I was surprised to see how many students chose one or two other letters (i.e., a and b, a and c; b; c).

I will continue to work on ways to convey all three SLOs for the class. Moreover, I will in future develop a scale response that enables students to evaluate how well each SLO was advanced, and provide them an opportunity to share ideas/feedback on what worked and what might better work to advance that particular SLO.

Future action will include studying "theory" in the "field." Having students spend time on a child development campus, making observations, and identifying stages, ideas, and perspectives, using the "major" theory approaches.