

DE ANZA COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name:

Environmental Education and Nature-Based Learning

Date:

4/15/11

Division (if applicable):

BHES

Program Contact Person:

Julie Phillips

Phone:

864-8644

See instructions for ICCs reference numbers "Expanded ICCs" tab below. Every program will need an individual sheet. Attach additional pages as necessary.

Name as DEPT_PLO_ProgramName.xls

Submit as e-mail attachment to outcomes@deanza.edu

ICC Number #'s	Program Level Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Timeline for Program Modification
3C & 4E	Students will investigate and communicate the relationship between environmental education, nature-based learning, ecosystems thinking, ecological literacy, stewardship, leadership and team building and environmental protection and stewardship of the Earth's natural resources.	Evaluation of project based learning in majors courses.			

ICC 1: Communication and expression
 ICC 2: Information literacy

ICC 3: Physical/mental wellness and personal responsibility
 ICC 4: Global, cultural, social and environmental awareness

ICC 4 Critical thinking

DE ANZA COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name:

Biodiversity Specialist

Date:

4/15/11

Division (if applicable):

BHES

Program Contact Person:

Julie Phillips

Phone:

864-8655

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ICC Number #'s	Program Level Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Timeline for Program Modification
2C	Students will utilize scientific and ecological principles to evaluate genetic, species, and ecosystem biodiversity, and causes of biodiversity loss, and ways to conserve biodiversity.	Evaluation of project based learning in majors courses.			
4D & 5L	Apply the above concepts and techniques to local and statewide biodiversity case studies to develop strategies in creating and implementing community-based, collaborative efforts to preserve, protect, and restore native species, ecosystems and the landscape.	Evaluation of project based learning in majors courses.			
3C & 4A	Demonstrate the ability to communicate the relationship between values, skills, environmental education, and environmental careers in order to play a role in futhering a more sustainable and biologically diverse world.	Evaluation of project based learning in majors courses.			

ICC 1: Communication and expression

ICC 2: Information literacy

ICC 3: Physical/mental wellness and personal responsibility

ICC 4: Global, cultural, social and environmental awareness

ICC 4 Critical thinking

DE ANZA COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name:

Energy Management and Climate Policy

Date:

4/15/11

Division (if applicable):

BHES

Program Contact Person:

Julie Phillips

Phone:

864-8644

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ICC Number #'s	Program Level Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Timeline for Program Modification
2C	Students will investigate and communicate the relationships between energy management / climate policy and ethical justice principles, ecological principles and evaluate the role of energy management in fostering a sustainable society.	Evaluation of project based learning in majors courses.			
5E & 5I	Students will demonstrate an understanding of energy management principles, laws of thermodynamics, effective design of energy system and a sustainable society utilizing energy management systems.	Evaluation of project based learning in majors courses.			
5I & 5L	Apply the above concepts and techniques to statewide case studies to develop strategies and implement effective energy management systems.	Evaluation of project based learning in majors courses.			
1D	Identify and interact with the key stakeholders in energy management / climate policy including the public, government and resource agencies, and industry, nonprofits and others to enhance global, cultural, social and environmental wellbeing.	Evaluation of project based learning in majors courses.			

ICC 1: Communication and expression
 ICC 2: Information literacy

ICC 3: Physical/mental wellness and personal responsibility
 ICC 4: Global, cultural, social and environmental awareness

ICC 4 Critical thinking

DE ANZA COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name:

Energy Management and Climate Policy

Date:

4/15/11

Division (if applicable):

BHES

Program Contact Person:

Julie Phillips

Phone:

864-8644

See instructions for ICCs reference numbers "Expanded ICCs" tab below. Every program will need an individual sheet. Attach additional pages as necessary.

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ICC Number #'s	Program Level Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Timeline for Program Modification
2C	Students will investigate and communicate the relationships between energy management / climate policy and ethic justice principles, ecological principles and evaluate the role of energy management in fostering a sustainable society.	Evaluation of project based learning in majors courses.			
5E & 5I	Students will demonstrate an understanding of energy management principles, laws of thermodynamics, effective design of energy system and a sustainable society utilizing energy management systems.	Evaluation of project based learning in majors courses.			
5I & 5L	Apply the above concepts and techniques to statewide case studies to develop strategies and implement effective energy management systems.	Evaluation of project based learning in majors courses.			
1D	Identify and interact with the key stakeholders in energy management / climate policy including the public, government and resource agencies, and industry, nonprofits and others to enhance global, cultural, social and environmental wellbeing.				

ICC 1: Communication and expression

ICC 2: Information literacy

ICC 3: Physical/mental wellness and personal responsibility

ICC 4: Global, cultural, social and environmental awareness

ICC 4 Critical thinking

DE ANZA COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name:

Environmental Compliance and Pollution Prevention

Date:

4/15/11

Division (if applicable):

BHES

Program Contact Person:

Julie Phillips

Phone:

864-8655

See instructions for ICCs reference numbers "Expanded ICCs" tab below. Every program will need an individual sheet. Attach additional pages as necessary.

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ICC Number #'s	Program Level Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Timeline for Program Modification
5L	Students will investigate and communicate the relationships between environmental law, protection, and pollution prevention and apply the knowledge gained to environmental solutions.	Evaluation of project based learning in majors courses.			
4A & 4B	Students will apply the above concepts and techniques to communicate and critically evaluate the relationship between laws, history, values, stakeholders, and strategies to assist in implementing environmental solutions through the use of data analysis, targets, and timetables.	Evaluation of project based learning in majors courses.			
4E	Identify and interact with the key stakeholders I environmental compliance, pollution prevention, and environmental health and justice including the public, government and resouce agencies, agriculture, and industry, nonprofits and others to enhance global, cultural, social and environmental well being.	Evaluation of project based learning in majors courses.			

ICC 1: Communication and expression
 ICC 2: Information literacy

ICC 3: Physical/mental wellness and personal responsibility
 ICC 4: Global, cultural, social and environmental awareness

ICC 4 Critical thinking

DE ANZA COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Mapping Program Level Outcomes to Institutional Core Competencies

Program/Certificate/Degree Name: Environmental Stewardship

Date: 4/15/11

Division (if applicable): BHES

Program Contact Person: Julie Phillips

Phone: 864-8644

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ICC Number #'s	Program Level Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Timeline for Program Modification
5E	Students will investigate the practice and technology of wildlife corridors (connectivity or linking landscapes).	Evaluation of project based learning in majors courses.			
4D	Students will utilize the environmental science and ecological terminology concepts and principles of corridor ecology, landscape ecology, and ecosystem (adaptive) management as branches of the sciences and the rapid assessment methodology (RAM) developed at De Anza College.	Evaluation of project based learning in majors courses.			
2C & 2D	Examine the local wildlife and core corridor areas utilized by wildlife species encountered in the field.	Evaluation of project based learning in majors courses.			
5L	Examine the data analysis equipment and processes used in wildlife corridor technology in the field.	Evaluation of project based learning in majors courses.			
5C & 5D	Apply the corridor ecology and connectivity concepts and techniques (including the rapid assessment methodology) to local and statewide corridor case studies to develop strategies in creating and implementing community based, collaborative efforts to preserve, protect, and restore native species, ecosystems, and the landscape.	Evaluation of project based learning in majors courses.			
1D	Demonstrate the ability to communicate with key stakeholders the relationship between corridor ecology/connectivity and the public good with government and resource agencies, agriculture and industry, the public, nonprofits and others to enhance global, cultural, social and environmental wellbeing.	Evaluation of project based learning in majors courses.			

ICC 1: Communication and expression

ICC 3: Physical/mental wellness and personal responsibility

ICC 4 Critical thinking

ICC 2: Information literacy

ICC 4: Global, cultural, social and environmental awareness