

DVC Instructional Program SLO Action Plans

Report date March 15, 2016

1. Accounting [AS.BUSAC.D] belonging to Business Administration Department [BUSAC]

Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the AS Degree in Business Accounting - Program Level Outcomes. The department is pleased with the outcomes of this degree and certificates. The department is investigating leveraging a SLO assessment system in cooperation with our textbook publisher to evaluate all course level SLOs via the textbook website then report them via DVC's WebSLOs. The Business Accounting faculty have determined that no courses need to be deleted from the degree or certificates but are looking to add new courses in the future. These new courses will be in the area of Intermediate Accounting (part 2), Ethics, International Accounting and Forensics Auditing. These future courses come on the recommendation of the Business Account Advisory group and by the monitoring of professional organizations like, AICPA, AAA & IMA. The DVC faculty are members of these professional groups for the express purpose of making sure they have the most current industry information for their accounting students. The accounting faculty are making strides toward offering a full menu of courses that will allow DVC students to sit for professional accounting examinations, such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The department is pleased with the outcomes of this degree and certificates. The department will continue to monitor the development of new areas in accounting and incorporate them into the certificates and degree. We have shared this PLO information with our program advisors and any other appropriate constituencies.

2013/14 Action Plan for Outcome "take and pass the first Certified Public Accounting exam.":

Phase I assessment results confirm the program curriculum and the program SLOs. However, a further review of the SLO#3 indicated a revision in this SLO#3 was appropriate and recommended. A revised SLO#3 was submitted to rburns@dvc.edu on 5/14/14 for implementation in future assessment cycles. The action plan is to continue to the next phase of assessment, "mapping". When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix of this revised SLO#3 is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions.

2013/14 Action Plan for Outcome "Evaluate financial data in a business environment and apply ethical business judgment for decision making.":

Phase I assessment results confirm the program curriculum and the program SLOs. However, a further review of the SLO#3 indicated a revision in this SLO#3 was appropriate and recommended. A revised SLO#3 was submitted to rburns@dvc.edu on 5/14/14 for implementation in future assessment cycles. The action plan is to continue to the next phase of assessment, "mapping". When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix of this revised SLO#3 is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions.

DVC Instructional Program SLO Action Plans

2. Addiction Counseling [AS.ADSAC.D] belonging to Addiction Studies Area [ADS]

Overall Program Action Plan for 2014/15

Students completing the degree of counseling program must meet certain accreditation requirements. All our courses are aligned and mapped with these requirements. Students who have successfully received this degree have met this outcome at 75% competency as required by the California Association of Addiction Counseling (CAADAC) our accreditation body. Six students completed the As degree and met eligibility requirements for state course work requirements for the California certification test

Overall Program Action Plan for 2012/13

The degree of counseling program SLO's are aligned and mapped with new course requirements. Students who compelte this certificate have met each course outcome with at least 70% competency to receive this certificate

Overall Program Action Plan for 2010/11

Completed "mapping" and have started assessments of course SLO's. First cycle assessments will continue to be scheduled for the 2012-2013 academic year. All Title 5 rewrites have been completed and the SLO's modified when appropriate. Some of the program level SLO's have been revised to align more effectively with the content of course level SLO's.

DVC Instructional Program SLO Action Plans

3. Addiction Counseling [CA.ADSAC.D] belonging to Addiction Studies Area [ADS]

Overall Program Action Plan for 2014/15

The certificate of counseling is accredited by the Ca. Assn of Addiction Studies (CAADAC) every 3 years. To receive accreditation, course SLO's need to be met at 75% accuracy. We will plan to offer these courses as distance online offerings to expand availability as recommended by our accreditation body.

Overall Program Action Plan for 2012/13

The certificate of counseling program SLO's are aligned and mapped with new course requirements. Students who complete this certificate have met each course outcome with at least 70% competency to receive this certificate

Overall Program Action Plan for 2010/11

Completed "mapping" and have started assessments of course SLO's. First cycle assessments will continue to be scheduled for the 2012-2013 academic year. All Title 5 rewrites have been completed and the SLO's modified when appropriate. Some of the program level SLO's have been revised to align more effectively with the content of course level SLO's.

DVC Instructional Program SLO Action Plans

4. Addiction Studies [CA.ADSAS.D] belonging to Addiction Studies Area [ADS]

Overall Program Action Plan for 2014/15

Students meet these PLO's. To expand the access of these courses we will be including distance education online component in next title 5 rewrite.

Overall Program Action Plan for 2012/13

The ADS certificate in Addiction studies is mapped and aligned with the new course requirements. Students completing this degree successfully meet each outcome at 70% competency as seen in each course SLO assessed.

Overall Program Action Plan for 2010/11

Completed "mapping" and have started assessments of course SLO's. First cycle assessments will continue to be scheduled for the 2012-2013 academic year. All Title 5 rewrites have been completed and the SLO's modified when appropriate. Some of the program level SLO's have been revised to align more effectively with the content of course level SLO's.

DVC Instructional Program SLO Action Plans

5. Addiction Studies [AS.ADSAS.D] belonging to Addiction Studies Area [ADS]

Overall Program Action Plan for 2014/15

The ADS studies SLO's are aligned and mapped. Students who complete this degree have met the program outcomes by at least 70% as measured through course SLO data. Program plans include on title 5 rewrites to expand offerings and degree access by offering courses as distance education and online.

Overall Program Action Plan for 2012/13

The ADS degree in Addiction studies is mapped and aligned with the new course requirements. Students completing this degree successfully meet each outcome at 70% competency as seen in each course SLO assessed.

Overall Program Action Plan for 2010/11

Completed "mapping" and have started assessments of course SLO's. First cycle assessments will continue to be scheduled for the 2012-2013 academic year. All Title 5 rewrites have been completed and the SLO's modified when appropriate. Some of the program level SLO's have been revised to align more effectively with the content of course level SLO's.

DVC Instructional Program SLO Action Plans

6. Administration of Justice [AS.ADJUS.D] belonging to Administration of Justice Department [ADJUS]

Overall Program Action Plan for 2014/15

Studies in the administration of justice (AJ) prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system and many other related fields. Careers include police officer, state or federal agent, attorney, forensic crime scene investigator, probation officer, parole officer, corrections officer, private investigator or security officer, or fields in criminal behavior studies, rehabilitation programs, community service programs, and others. The AJ A.S. curriculum is designed to provide an opportunity for students to achieve an associate in science degree in AJ while completing the requirements for transfer to a California State University (CSU) or other four-year university. All DVC AJ faculty enjoy participating in career and educational planning with students. AJ faculty promote education and highly recommend students further their education beyond the A.S./A.S.T. degree. A baccalaureate degree is highly recommended preparation for those students considering professional careers in criminal justice. Completion of this curriculum will provide the essential knowledge and skills to be successful and effective in this field. It will also provide comprehensive preparation for their upper-division education. A DVC AJ student who has earned the associate in science degree will be granted priority admission to the CSU into a similar baccalaureate degree program as long as the student meets all prescribed admission requirements. The AJ department has reviewed the matrix and mapping of this degree. All courses for this degree were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The course content for every course in the program was compared to the program learning outcomes (PLOs) and the course SLO topics that map to any PLOs were identified. The program assessment was based on the relevance of these course SLOs and their assessments as aligned with the PLOs. The overall assessments measured successful achievement of program goals and demonstrate agreement and consistency between the PLOs and the course SLOs. The department is pleased with the outcomes of these PLOs. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this degree, as has been done on an annual basis. During the next academic year, the department will review the process of gathering SLO and PLO assessment data. We are working with the Contra Costa campus AJ program to unify our SLO topics and assessment methods. We will be transitioning to the tools of D2L to gather assessment data. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and Problem Solving, all of which are interrelated with this program degree. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the degrees and certificates. We are working with our Advisory Committee and our professional networks to collaborate and develop our courses and program.

Overall Program Action Plan for 2012/13

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 12/13 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The department feels that this assessment validates our current instructional practices and that we are doing a consistent, quality job of teaching organizational structure in this program.

DVC Instructional Program SLO Action Plans

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

7. Administration of Justice [CA.ADJUS.D] belonging to Administration of Justice Department [ADJUS]

Overall Program Action Plan for 2014/15

The Administration of Justice (AJ) Certificate of Achievement is designed as a 1 or 2 year pathway with a 12 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the foundational knowledge of the criminal justice system and its various components. This certificate emphasizes the history and philosophy of justice as it evolved in the U.S. criminal justice system, as well as throughout the world. It focuses on the study of the law, the police, the courts, and corrections, and their roles and interrelationships. The certificate program also provides the critical knowledge and skills of professional ethics and public service and understanding and effectively dealing with cultural and societal diversity. It prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. AJ has an Advisory Committee, which meets every semester. Program objectives, curriculum and SLO data are shared with and validated by the Advisory Committee. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of these certificates and degree. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. During the next academic year, the department will review the process of gathering SLO assessment data. We are working with the Contra Costa campus AJ program to unify our SLO topics and assessment methods. We will be transitioning to the tools of D2L to gather assessment data. The department will be working on new courses and certificates, including Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and Problem Solving, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the certificates and degrees and we are working with our Advisory Committee and professional colleagues to collaborate and develop our courses and program.

Overall Program Action Plan for 2012/13

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 12/13 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The department feels that this assessment validates our current instructional practices and that we are doing a consistent, quality job of teaching organizational structure in this program.

Overall Program Action Plan for 2011/12

After the first cycle of SLO assessments, the Department will reword and improve the individual SLOs to better target and track more specific Student Learning Outcomes.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

8. Administration of Justice - Correctional Specialist [CC.ADJCS.D] belonging to Administration of Justice Department [ADJUS]

Overall Program Action Plan for 2014/15

The Administration of Justice (AJ) Correctional Specialist certificate of accomplishment is designed as a 2-year pathway with a 12 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the critical knowledge and skills involved in the corrections field of criminal justice. It provides an understanding of the major types of criminal behavior, patterns of criminals and career offenders, causal factors of crime and delinquency, and methods used in dealing with offenders in the justice system, with an emphasis on community-based corrections and the changing roles by criminal justice professionals and agencies. It prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. AJ has an Advisory Committee, which meets every semester. Program objectives, curriculum and SLO data are shared with and validated by the Advisory Committee. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of these certificates and degree. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. During the next academic year, the department will review the process of gathering SLO assessment data. We are working with the Contra Costa campus AJ program to unify our SLO topics and assessment methods. We will be transitioning to the tools of D2L to gather assessment data. The department will be working on new courses and certificates, including Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and Problem Solving, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the certificates and degrees and we are working with our Advisory Committee and professional colleagues to collaborate and develop our courses and program.

Overall Program Action Plan for 2012/13

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 12/13 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The department feels that this assessment validates our current instructional practices and that we are doing a consistent, quality job of teaching organizational structure in this program.

Overall Program Action Plan for 2011/12

After the first cycle of SLO assessments, the Department will reword and improve the individual SLOs to better target and track more specific Student Learning Outcomes.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

9. Administration of Justice - Crime Scene Investigator [CC.ADJCI.D] belonging to Administration of Justice Department [ADJUS]

Overall Program Action Plan for 2014/15

The Administration of Justice (AJ) Crime Scene Investigator certificate of accomplishment is designed as a 2-year pathway with a 13 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the critical knowledge and skills involved in the understanding and analysis of forensic science and the use of this evidence in criminal investigations and the criminal justice system. It includes a laboratory component, which focuses on the student applying the principles learned in these courses. This program prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. AJ has an Advisory Committee, which meets every semester. Program objectives, curriculum and SLO data are shared with and validated by the Advisory Committee. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of these certificates and degree. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. During the next academic year, the department will review the process of gathering SLO assessment data. We are working with the Contra Costa campus AJ program to unify our SLO topics and assessment methods. We will be transitioning to the tools of D2L to gather assessment data. The department will be working on new courses and certificates, including Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and Problem Solving, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the certificates and degrees and we are working with our Advisory Committee and professional colleagues to collaborate and develop our courses and program.

Overall Program Action Plan for 2012/13

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 12/13 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The department feels that this assessment validates our current instructional practices and that we are doing a consistent, quality job of teaching organizational structure in this program.

Overall Program Action Plan for 2011/12

After the first cycle of SLO assessments, the Department will reword and improve the individual SLOs to better target and track more specific Student Learning Outcomes.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

10. Administration of Justice - Criminal Law Specialist [CC.ADJCL.D] belonging to Administration of Justice Department [ADJUS]

Overall Program Action Plan for 2014/15

The Administration of Justice (AJ) Criminal Law Specialist certificate of accomplishment is designed as a 2-year pathway with a 12 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the critical knowledge and skills involved in the field of criminal law, with a detailed analysis of the historical development and philosophy of law, to include statutory law, case law and constitutional law. The program emphasizes the understanding of the law as a social force and as the foundation of the criminal justice system. This program prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. AJ has an Advisory Committee, which meets every semester. Program objectives, curriculum and SLO data are shared with and validated by the Advisory Committee. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of these certificates and degree. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. During the next academic year, the department will review the process of gathering SLO assessment data. We are working with the Contra Costa campus AJ program to unify our SLO topics and assessment methods. We will be transitioning to the tools of D2L to gather assessment data. The department will be working on new courses and certificates, including Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and Problem Solving, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the certificates and degrees and we are working with our Advisory Committee and professional colleagues to collaborate and develop our courses and program.

Overall Program Action Plan for 2012/13

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 12/13 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The department feels that this assessment validates our current instructional practices and that we are doing a consistent, quality job of teaching organizational structure in this program.

Overall Program Action Plan for 2011/12

After the first cycle of SLO assessments, the Department will reword and improve the individual SLOs to better target and track more specific Student Learning Outcomes.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

11. Administration of Justice - Juvenile Counseling [CC.ADJJC.D] belonging to Administration of Justice Department [ADJUS]

Overall Program Action Plan for 2014/15

The Administration of Justice (AJ) Juvenile Counseling certificate of accomplishment is designed as a 2-year pathway with a 15 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the critical knowledge and skills involved in the philosophy and functions of the juvenile criminal justice system, the organization, objectives, and jurisdiction of juvenile agencies, the processing and detention of juveniles, juvenile case disposition and juvenile statutes and court procedures. This program prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. AJ has an Advisory Committee, which meets every semester. Program objectives, curriculum and SLO data are shared with and validated by the Advisory Committee. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of these certificates and degree. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. During the next academic year, the department will review the process of gathering SLO assessment data. We are working with the Contra Costa campus AJ program to unify our SLO topics and assessment methods. We will be transitioning to the tools of D2L to gather assessment data. The department will be working on new courses and certificates, including Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and Problem Solving, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the certificates and degrees and we are working with our Advisory Committee and professional colleagues to collaborate and develop our courses and program.

Overall Program Action Plan for 2012/13

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 12/13 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The department feels that this assessment validates our current instructional practices and that we are doing a consistent, quality job of teaching organizational structure in this program.

Overall Program Action Plan for 2011/12

After the first cycle of SLO assessments, the Department will reword and improve the individual SLOs to better target and track more specific Student Learning Outcomes.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

12. Administration of Justice - Patrol Specialist [CC.ADJPS.D] belonging to Administration of Justice Department [ADJUS]

Overall Program Action Plan for 2014/15

The Administration of Justice (AJ) Patrol Specialist certificate of accomplishment is designed as a 2-year pathway with a 17 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the knowledge and skills involved in the role and function of the police patrol officer. This program covers the responsibilities, techniques, and methods of police patrol, including providing community service, law enforcement, decision making, ethics and professionalism, crisis intervention, officer survival, and criminal investigation. This program prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. AJ has an Advisory Committee, which meets every semester. Program objectives, curriculum and SLO data are shared with and validated by the Advisory Committee. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of these certificates and degree. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. During the next academic year, the department will review the process of gathering SLO assessment data. We are working with the Contra Costa campus AJ program to unify our SLO topics and assessment methods. We will be transitioning to the tools of D2L to gather assessment data. The department will be working on new courses and certificates, including Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and Problem Solving, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the certificates and degrees and we are working with our Advisory Committee and professional colleagues to collaborate and develop our courses and program.

Overall Program Action Plan for 2012/13

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 12/13 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The department feels that this assessment validates our current instructional practices and that we are doing a consistent, quality job of teaching organizational structure in this program.

Overall Program Action Plan for 2011/12

After the first cycle of SLO assessments, the Department will reword and improve the individual SLOs to better target and track more specific Student Learning Outcomes.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

13. Administration of Justice-Community Relations Specialist [CC.ADJCR.D] belonging to Administration of Justice Department [ADJUS]

Overall Program Action Plan for 2014/15

The Administration of Justice (AJ) Community Relations Specialist certificate of accomplishment is designed as a 2-year pathway with a 12 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the critical knowledge and skills involved in understanding and effectively dealing with cultural and societal diversity as well as community networking and problem solving. It prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. AJ has an Advisory Committee, which meets every semester. Program objectives, curriculum and SLO data are shared with and validated by the Advisory Committee. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of these certificates and degree. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. During the next academic year, the department will review the process of gathering SLO assessment data. We are working with the Contra Costa campus AJ program to unify our SLO topics and assessment methods. We will be transitioning to the tools of D2L to gather assessment data. The department will be working on new courses and certificates, including Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and Problem Solving, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the certificates and degrees and we are working with our Advisory Committee and professional colleagues to collaborate and develop our courses and program.

Overall Program Action Plan for 2012/13

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 12/13 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The department feels that this assessment validates our current instructional practices and that we are doing a consistent, quality job of teaching organizational structure in this program.

Overall Program Action Plan for 2011/12

After the first cycle of SLO assessments, the Department will reword and improve the individual SLOs to better target and track more specific Student Learning Outcomes.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

14. Advanced Accounting [CA.BUSAA.D] belonging to Business Administration Department [BUSAC]

Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the Certificate of Achievement Advanced Accounting - Program Level Outcomes. The department is pleased with the outcomes of this degree and certificates. The department is investigating leveraging a SLO assessment system in cooperation with our textbook publisher to evaluate all course level SLOs via the textbook website then report them via DVC's WebSLOs. The Business Accounting faculty have determined that no courses need to be deleted from the degree or certificates but are looking to add new courses in the future. These new courses will be in the area of Intermediate Accounting (part 2), Ethics, International Accounting and Forensics Auditing. These future courses come on the recommendation of the Business Account Advisory group and by the monitoring of professional organizations like, AICPA, AAA & IMA. The DVC faculty are members of these professional groups for the express purpose of making sure they have the most current industry information for their accounting students. The accounting faculty are making strides toward offering a full menu of courses that will allow DVC students to sit for professional accounting examinations, such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The department is pleased with the outcomes of this degree and certificates. The department will continue to monitor the development of new areas in accounting and incorporate them into the certificates and degree. We have shared this PLO information with our program advisors and any other appropriate constituencies.

2013/14 Action Plan for Outcome "produce accurate financial statements for a company and communicate a company's financial position.":

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions.

2013/14 Action Plan for Outcome "analyze existing documents by verifying the accuracy of information for a company and performing necessary reconciliation.":

Phase I assessment results confirm the program curriculum and the program SLOs. However, a further review of the SLO#3 indicated a revision in this SLO#3 was appropriate and recommended. A revised SLO#3 was submitted to rburns@dvc.edu on 5/14/14 for implementation in future assessment cycles. The action plan is to continue to the next phase of assessment, "mapping". When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix of this revised SLO#3 is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions.

DVC Instructional Program SLO Action Plans

15. Advanced ESL Reading and Writing [CC.ESLAD.D] belonging to Learning Center and ESL Area [ESL]

DVC Instructional Program SLO Action Plans

16. Advanced General Business [CA.BUSAB.D] belonging to Business Administration Department [BUS]

Overall Program Action Plan for 2013/14

PLO Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. CA.BUSAB.D: ADVANCED GENERAL BUSINESS Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. This curriculum is designed to expand general business knowledge and add depth and breadth in the areas of management and supervision, global business, and statistical arguments and solutions. The program provides development of general principles and skills applicable to all businesses and industries. This assessment cycle measured successful achievement of program goals 2 and 3, tested via Bus-109 (Introduction to Business), and BusMG-120 (Business Management). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they search for productive jobs and careers that put the KSAs to use. SLO#2. explain the importance of the global environment and the role it plays in the overall success of business organizations. BUS-109 Assessment topic #3 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students completing the course will be able to analyze the role of business in a market economy. Assessment method: Survey question of students in one section of the class: convenience sample of 39 students Criteria: of the 39 students asked about this SLO. 37 (95%) stated that they feel confident in their ability to relate the business environment to what was occurring in the general economy (external context of the business). Analysis: Fall 2012 by Mauricio Najarro ... results interpreted by Allan Lacayo. One section of 39 students took the survey, one student did not respond, one student responded in the negative. 37 students responded positively to the survey question. This means that 95% of respondents indicated satisfying the learning objective. Plan: No action is necessary to improve student understanding of this SLO. However, we may change the instrument from a survey to another method of inquiry that may yield comparable or contradictory evidence of achievement; only then will we consider modifying our teaching strategies and delivery modes. SLO#3. explain group dynamics in developing and managing a team and work effectively in teams. Assessment topic #3 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students completing the course will be able to demonstrate an understanding of communications as a management skill. Assessment method: Students completed a multiple choice question on a Google form. Criteria: If students correctly answered the MC question, this assessment is considered completed. 92% of students completed this part correctly. Analysis: Spring 2013. The cohort included a f2f and an online section. 86% of enrolled students completed this assessment. Plan: This assessment provides a baseline for future assessments. Instructors teaching this class will continue using the current teaching methods since the results was more than satisfactory. Assessment topic #5 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students will be able to explain the threshold issues involved in the business environment. This SLO is supported by the "content" sections of the course outlines. Any changes to the) Tj ET

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DVC Instructional Program SLO Action Plans

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S 28.35 249.45 m 813.54 249.45 | S BT 31.19 254.95 Td ("content" sections that may be required to support such confirmation will be made in the Title 5 course revisions.) Tj ET

omes. TÁ ^ Phase I assessment results confirm the program curriculum and the program SLOs. However, a further review of the SLO#3 indicated a revision in this SLO#3 was appropriate and recommended. A revised SLO#3 was submitted to rburns@dvc.edu on 5/14/14 for implementation in future assessment cycles. The action plan is to continue to the next phase of assessment, "mapping". When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix of this revised SLO#3 is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. Á 8 Phase I assessment results confirm the program curriculum and the program SLOs. However, a further review of the SLO#3 indicated a revision in this SLO#3 was appropriate and

2010/11 Action Plan for Outcome "determine how a business decision maximizes the benefit and minimizes the risk for all entities involved.":

All courses and SLOs are relevant to the program, and no changes are recommended. As the college completes the first five-year course SLO assessment cycle, more complete data will allow for a more comprehensive evaluation.

2010/11 Action Plan for Outcome "analyze and evaluate business situations in the major concentration area (i.e. real estate, wealth management, business marketing, advanced general business, management and leadership studies, and small business management/entrepreneurship), identify business problems, and develop solutions/plans of action.":

All courses and SLOs are relevant to the program, and no changes are recommended. As the college completes the first five-year course SLO assessment cycle, more complete data will allow for a more comprehensive evaluation.

All courses in the matrix add to the program – do not remove any. Out of 8 applicable SLOs, 8 assessments have been completed.

Recommendation: complete the course SLOs that are missing assessment data. No course changes recommended.

DVC Instructional Program SLO Action Plans

17. Allied Health [CA.AH.D] belonging to Biological Science Department [BIOSC]

Overall Program Action Plan for 2014/15

Overall, the program is meeting its goals, and plans include enhancements such as more practice time with difficult concepts and encouragement of cadaver dissections. The Nutrition requirement will be eliminated from the program. Outcome #1: Students completing the program will be able to illustrate and analyze chemical bonds and reactions. Plan: While many of the relevant Chemistry course assessments showed that instructors are meeting their goals, there is still a need to provide more practice and emphasis on working with chemical equations. Outcome #2: Students completing the program will be able to demonstrate and understanding of the structure and growth of microbes. Plan: After the creation of broader assessments in the Microbiology courses, students performed well, so the plan is to assess a different objective next time. Outcome #3: Students completing the program will be able to demonstrate knowledge of the structure and function of the human body. Plan: In both Microbiology and Physiology, the assessments were changed to be more relevant, and specific content was emphasized. Students are meeting goals in these classes. Instructor plans include assessing a different objective next time (Microbiology) and trying to pick up lower students by discussing how to improve student achievement (Physiology). In Anatomy, students are meeting cadaver dissection requirements and almost half are exceeding the required time. The plan is to continue encouraging students to meet and exceed the dissection goals. Outcome #4: Students completing the program will be able to demonstrate an understanding of the relationship between diet and health. Plan: In Nutrition, students are generally meeting goals, but they do need increased lecture and practice time with more difficult topics and math applications. The big picture plan is to drop Nutrition from the program because it is not completely necessary for entry into many future pre-professional programs.

Overall Program Action Plan for 2012/13

After review of assessment data by the Allied Health group within the Biology Department, it was discovered that, in general, program SLO goals have been met. So, each content area plans to further enhance instruction. For example, Chemistry (program SLO #1) plans more support and practice on chemical problem solving. Microbiology (program SLO #2) plans to emphasize specific content more and create broader assessments. Anatomy (program SLO #3) plans to encourage students to meet and exceed the dissection requirement of two hours. Physiology (program SLO #3) plans to emphasize specific content and develop a worksheet on stroke volume. Nutrition (program SLO #4) plans to improve coverage of specific content and incorporate case studies to promote critical thinking about the material. Finally, a discussion about any needed resources for enhancement of courses will take place at a department meeting.

2010/11 Action Plan for Outcome "illustrate and analyze chemical bonds and reactions.":

Plan: Provide students in the Chemistry courses (CHEM 108 and 120) more practice with problems via worksheets or tutorials to help them answer test questions as well as more emphasis of complicated topics. Assess CHEM 109 as soon as possible. Remove BIO 140 from matrix as chemical bonds are not specifically tested here.

2010/11 Action Plan for Outcome "demonstrate an understanding of the structure and growth of microbes.":

Plan: Emphasize specific microbiological topics more to improve student responses on test questions.

2010/11 Action Plan for Outcome "demonstrate knowledge of the structure and function of the human body.":

Plan: In BIO 140, emphasize certain topics more in class to improve student scores on quiz. In BIO 119 and 146, improve student scores by modifying assessments to cover

DVC Instructional Program SLO Action Plans

topic more broadly and test the big picture.

2010/11 Action Plan for Outcome "demonstrate knowledge of the structure of the human body including both normal and pathological conditions.":

Provide more clarity in specific nutrition topics tested and expectations of diet project.

DVC Instructional Program SLO Action Plans

18. Allied Health [AS.AH.D] belonging to Biological Science Department [BIOSC]

Overall Program Action Plan for 2014/15

Overall, the program is meeting its goals, and plans include enhancements such as more practice time with difficult concepts and encouragement of cadaver dissection. The Nutrition requirement will be eliminated from the program. Outcome #1: Students completing the program will be able to illustrate and analyze chemical bonds and reactions. Plan: While many of the relevant Chemistry course assessments showed that instructors are meeting their goals, there is still a need to provide more practice and emphasis on working with chemical equations. Outcome #2: Students completing the program will be able to demonstrate and understanding of the structure and growth of microbes. Plan: After the creation of broader assessments in the Microbiology courses, students performed well, so the plan is to assess a different objective next time. Outcome #3: Students completing the program will be able to demonstrate knowledge of the structure and function of the human body. Plan: In both Microbiology and Physiology, the assessments were changed to be more relevant, and specific content was emphasized. Students are meeting goals in these classes. Instructor plans include assessing a different objective next time (Microbiology) and trying to pick up lower students by discussing how to improve student achievement (Physiology). In Anatomy, students are meeting cadaver dissection requirements and almost half are exceeding the required time. The plan is to continue encouraging students to meet and exceed the dissection goals. Outcome #4: Students completing the program will be able to demonstrate an understanding of the relationship between diet and health. Plan: In Nutrition, students are generally meeting goals, but they do need increased lecture and practice time with more difficult topics and math applications. The big picture plan is to drop Nutrition from the program because it is not completely necessary for entry into many future pre-professional programs.

Overall Program Action Plan for 2012/13

After review of assessment data by the Allied Health group within the Biology Department, it was discovered that, in general, program SLO goals have been met. So, each content area plans to further enhance instruction. For example, Chemistry (program SLO #1) plans more support and practice on chemical problem solving. Microbiology (program SLO #2) plans to emphasize specific content more and create broader assessments. Anatomy (program SLO #3) plans to encourage students to meet and exceed the dissection requirement of two hours. Physiology (program SLO #3) plans to emphasize specific content and develop a worksheet on stroke volume. Nutrition (program SLO #4) plans to improve coverage of specific content and incorporate case studies to promote critical thinking about the material. Finally, a discussion about any needed resources for enhancement of courses will take place at a department meeting.

2010/11 Action Plan for Outcome "illustrate and analyze chemical bonds and reactions.":

Plan: Provide students in the Chemistry courses (CHEM 108 and 120) more practice with problems via worksheets or tutorials to help them answer test questions as well as more emphasis of complicated topics. Assess CHEM 109 as soon as possible. Remove BIO 140 from matrix as chemical bonds are not specifically tested here.

Plan: Provide students in the Chemistry courses (CHEM 108 and 120) more practice with problems via worksheets or tutorials to help them answer test questions as well as more emphasis of complicated topics. Assess CHEM 109 as soon as possible. Remove BIO 140 from matrix as chemical bonds are not specifically tested here.

2010/11 Action Plan for Outcome "demonstrate and understanding of the structure and growth of microbes.":

Plan: Emphasize specific microbiological topics more to improve student responses on test questions.

DVC Instructional Program SLO Action Plans

2010/11 Action Plan for Outcome "demonstrate knowledge of the structure and function of the human body.":

Plan: In BIO 140, emphasize certain topics more in class to improve student scores on quiz. In BIO 119 and 146, improve student scores by modifying assessments to cover topic more broadly and test the big picture.

2010/11 Action Plan for Outcome "demonstrate knowledge of the structure of the human body including both normal and pathological conditions.":

Provide more clarity in specific nutrition topics tested and expectations of diet project.

DVC Instructional Program SLO Action Plans

19. Allied Health Fundamentals [CA.AHF.D] belonging to Biological Science Department [BIOSC]

Overall Program Action Plan for 2014/15

Overall, the program is meeting its goals, and plans include enhancements such as more practice time with difficult concepts and encouragement of cadaver dissection. The Nutrition requirement will be eliminated from the program. Outcome #1: Students completing the program will be able to demonstrate an understanding of the structure and growth of microbes. Plan: After the creation of broader assessments in the Microbiology courses, students performed well, so the plan is to assess a different topic next time. Outcome #2: Students completing the program will be able to demonstrate knowledge of the structure and function of the human body. Plan: In Anatomy and Physiology, all students are meeting and exceeding cadaver dissection requirements. The plan is to continue encouraging students to meet and exceed the dissection goals. In Microbiology, the assessments were changed to be more relevant, and specific content was emphasized. Students are meeting goals, so the plan is to assess a different objective next time. Outcome #3: Students completing the program will be able to demonstrate an understanding of the relationship between diet and health. Plan: In Nutrition, students are generally meeting goals, but they do need increased lecture and practice time with more difficult topics and math applications. The big picture plan is to drop Nutrition from the program because it is not completely necessary for entry into many future pre-professional programs.

Overall Program Action Plan for 2012/13

After review of assessment data by the Allied Health group within the Biology Department, it was discovered that, in general, program SLO goals have been met. So, each content area plans to further enhance instruction. For example, Microbiology (program SLO #1) plans to emphasize specific content more and create broader assessments. Anatomy and Physiology (program SLO #2) plans to encourage students to dissect even more than the required two hours. Nutrition (program SLO #3) plans to create opportunities to practice nutritional calculations and incorporate case studies to promote critical thinking about the material. Finally, a discussion about any needed resources for enhancement of courses will take place at a department meeting.

2010/11 Action Plan for Outcome "demonstrate an understanding of the structure and growth of microbes.":

Plan: Emphasize specific microbiological topics more to improve student responses on test questions.

2010/11 Action Plan for Outcome "demonstrate knowledge of the structure and function of the human body.":

Plan: Improve student scores in BIO 119 and 146 by modifying assessments to cover topic more broadly and test the big picture. Assess BIO 120 as soon as possible.

2010/11 Action Plan for Outcome "demonstrate knowledge of changes in bodily functions as a result of disease and determine the reason for functional changes.":

Plan: In NUTRI 160, provide more clarity in specific nutrition topics tested and expectations of diet project. In NUTRI 120, provide students with handouts to increase understanding of how to perform nutritional calculations.

DVC Instructional Program SLO Action Plans

20. Arboriculture [CA.HRTAB.D] belonging to Horticulture Area [HORT]

Overall Program Action Plan for 2011/12

This is a new program in Horticulture. The plan is to proceed with full assessment with its complete matrix.

DVC Instructional Program SLO Action Plans

21. Architecture Design [AS.ARCHD.D] belonging to Architecture Area [ARCHI]

Overall Program Action Plan for 2013/14

The AS Degree in architecture design has met all outcomes with good results. Students obtaining the AS degree have demonstrated competencies in all SLO areas indicated.

DVC Instructional Program SLO Action Plans

22. Architecture Technology [AS.ARCHT.D] belonging to Architecture Area [ARCHI]

DVC Instructional Program SLO Action Plans

23. Architecture Technology [CA.ARCHI.D] belonging to Architecture Area [ARCHI]

DVC Instructional Program SLO Action Plans

24. Art Digital Media [AA.ADM.D] belonging to Digital Media Area [ARTDM]

Overall Program Action Plan for 2014/15

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. We will be collecting data on these courses to determine their effectiveness. In an effort to consolidate resources we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

Overall Program Action Plan for 2012/13

Our conclusion for the Program AA degree includes: 1. Analyze Program SLO's for relevance to industry expectations and re-assess the course requirements to meet those outcomes. 2. Seek Advisory Committee recommendations for advice program SLO's 3. Rewrite specific ARTDM courses based on Advisory Committee recommendations. 4. Research Art Department curriculum changes as they relate to our degree SLO's 5. Research prerequisites from other programs such as COMSC 6. Reword SLO descriptions to be more general for program needs. 7. Re-assess matrix for SLO alignment.

2012/13 Action Plan for Outcome "produce a digital image from scanned or digital photographs.":

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DVC Instructional Program SLO Action Plans

25. Art Digital Media - 3D Modeling and Animation [CA.ADMD.D] belonging to Digital Media Area [ARTDM]

DVC Instructional Program SLO Action Plans

26. Art Digital Media - Character Animation [CA.ADMCA.D] belonging to Digital Media Area [ARTDM]

Overall Program Action Plan for 2014/15

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. We will be collecting data on these courses to determine their effectiveness. In an effort to consolidate resources we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

Overall Program Action Plan for 2012/13

our conclusion for the Certificate of Achievement in Character Animation. 1. Analyze Character Animation Program SLO's to align with course SLO's 2. Research Art Department curriculum changes as they relate to Character Animation 3. Re-assess matrix for SLO alignment 4. Analyze Digital Imaging Certificate requirements and electives for Relevance

DVC Instructional Program SLO Action Plans

27. Art Digital Media - Digital Audio [CA.ADMDA.D] belonging to Digital Media Area [ARTDM]

Overall Program Action Plan for 2014/15

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. Well will be collecting data on these courses to determine there effectiveness. In an effort to consolidate recourses we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

Overall Program Action Plan for 2012/13

DIGITAL AUDIO 1. Re-asses Certificate's relevance to ARTDM program. This certificate could be eliminated or combined with a new video certificate

DVC Instructional Program SLO Action Plans

28. Art Digital Media - Digital Imaging [CA.ADMDI.D] belonging to Digital Media Area [ARTDM]

Overall Program Action Plan for 2014/15

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. We will be collecting data on these courses to determine their effectiveness. In an effort to consolidate resources we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

Overall Program Action Plan for 2012/13

Our conclusion for the Certificate of Achievement in DIGITAL IMAGING 1. Analyze Digital Imaging Certificate Electives for Relevance 2. Reword SLO descriptions to be more general for certificate needs 3. Re-asses matrix for SLO alignment

Overall Program Action Plan for 2010/11

At least one course is aligned to this outcome. But some of the required and elective courses do not align to an outcome -- i.e., empty column.

DVC Instructional Program SLO Action Plans

29. Art Digital Media - Foundation [CC.ADMF.D] belonging to Digital Media Area [ARTDM]

Overall Program Action Plan for 2012/13

Our conclusion for the Programm Certificate of Acomplishment includes:. 1. Analyze Program SLO's for relevance to industry expectations and re-asses the course requirements to meet those outcomes. 2. Seek Advisory Committee recommendations for advice program SLO's 3. Rewrite specific ARTDM courses based on Advisory Committee recommendations. 4. Research Art Department curriculum changes as they relate to our degree SLO's 5. Research prerequisites from other programs such as COMSC 6. Reword SLO descriptions to be more general for program needs. 7. Re-asses matrix for SLO alignment. 8. We would like to Re-asses Certificate's relevance to ARTDM program.

DVC Instructional Program SLO Action Plans

30. Art Digital Media - Motion Graphics [CA.ADMMG.D] belonging to Digital Media Area [ARTDM]

Overall Program Action Plan for 2012/13

Our conclusion for the Certificate of Achievement in Motion Graphics 1. Analyze Motion Graphics Certificate electives and requirements for relevance 2. Reword SLO descriptions to be more general for certificate needs 3. Re-asses matrix for SLO alignment

2014/15 Action Plan for Outcome "create motion graphic projects.":

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. Well will be collecting data on these courses to determine there effectiveness. In an effort to consolidate recourses we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

DVC Instructional Program SLO Action Plans

31. Art Digital Media - Web Design [CA.ADMWD.D] belonging to Digital Media Area [ARTDM]

Overall Program Action Plan for 2014/15

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. We will be collecting data on these courses to determine their effectiveness. In an effort to consolidate resources we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

Overall Program Action Plan for 2012/13

Our conclusion for the Certificate of Achievement in WEB DESIGN 1. Analyze Digital Imaging Certificate requirements and electives for Relevance 2. Reword SLO descriptions to be more general for certificate needs 3. Re-assess matrix for SLO alignment

2010/11 Action Plan for Outcome "build foundation knowledge in digital media production.":

No courses align with this outcome.

DVC Instructional Program SLO Action Plans

32. Arts and Humanities [AA.HUM.D] belonging to Humanities and Philosophy Department [HUMAN]

Overall Program Action Plan for 2014/15

The Arts and Humanities degree has been successful in terms of popularity with students. DVC counselors indicate that this degree is appealing to students who want to develop their college-level writing, reading and critical thinking skills and broaden and deepen their knowledge of a wide variety of art forms as well as their relationship to one another and to their cultural context. Furthermore, this degree has allowed students a great deal of flexibility in terms of course options at a time when they are still trying to determine what they will focus on for a major at a four-year institution. Nonetheless, the degree as it is currently designed is far too broad, is unsustainable as a program to be reviewed by our department, and in many ways it undermines the long-term success of the Humanities department and our students. Most important from an SLO perspective, many of the courses we permitted for this degree do not fulfill enough of our department's Student Learning Outcomes (an elective class from another department might fulfill only one of three of a typical set of Humanities SLOs, for example). Because the existing degree allows students a great degree of flexibility in terms of what classes they take to fulfill the major, students could conceivably take a combination of courses in such a way that they never achieve all of our Humanities Student Learning Outcomes. This is a problem that came to our attention in the past 2-3 years, but the Program Level SLO review has made us even more keenly aware of the flaws in this major, and the degree to which it could create problems for our students' success. We believe that we can not only maintain but also improve upon the success of the major by sharpening its focus on department-specific courses and aligning it more closely with other majors offered at our school. (It is worth noting that we developed the Arts and Humanities major before there was a strong push to develop majors school-wide, and our major is based on an outmoded "liberal arts" style degree which allows for courses outside of the degree-conferring department. In short, it seemed like a good idea at the time.) The department has submitted a request this semester (Spring 2015) to change our degree from "Arts and Humanities" to a "Associate in Arts in Humanities" allowing students to fulfill this major by successfully completing 18 units from the following Humanities courses: Human-110, Human-111, Human-112, Human-105, Human-108, Human-115, Human-116, Human-118, and Human-123. Of these 18 units, 3 units must be selected from one of our chronologically organized courses (Human-110, Human-111, or Human-112). This new major has been proposed for the 2016-17 school catalog, and until the change has been made, students will be allowed to complete the existing "Arts and Humanities" major allowing for a smooth transition between now and when the new major will be approved. The newly proposed Associate in Arts and Humanities degree is designed for students who wish to study a broad range of the arts: music, dance, visual arts, architecture, literature, drama, film, philosophy and history. Through this course of study students will learn to analyze, interpret, and compare a diverse range of art forms and cultures while deepening their understanding of the arts as human expression and honing their critical thinking oral and writing skills.

Overall Program Action Plan for 2013/14

The assessment of the Humanities degree program for 2012 - 2013 identifies a need to restructure the Humanities "certificate" to a "major" and limit course requirements to department offerings. Currently, the Humanities certificate allows for a wide variety of electives that a student may take outside of the Humanities & Philosophy department. A review of these courses and the recent SLO results (for those that have published SLO results) indicates that while all of these external electives have an SLO that overlaps with a Humanities department SLO and the course SLO results for these external courses are approximately as varied as those in the Humanities courses (meaning student success does not appear to be measurably any higher or lower overall in courses drawn from the Humanities versus those in Art History, English, Drama or Music) , most of

DVC Instructional Program SLO Action Plans

these external electives only have one SLO in common with the Humanities program (as opposed to at least three that are covered by all Humanities classes). Ultimately, this allows far too little assurance that students obtaining a Humanities certificate would have been sufficiently educated in the integrative and interdisciplinary method unique to the Humanities. The likelihood of a student's ability to bypass the integrative method and content of our instruction is simply too high to merit this permissive and loose definition of our certificate / program. Steps need to be taken as soon as Fall 2013 to redefine our certificate as a major with exclusive emphasis on department offerings.

DVC Instructional Program SLO Action Plans

33. AS in Administration of Justice for Transfer [AST.ADJUS.D] belonging to Administration of Justice Department [ADJUS]

Overall Program Action Plan for 2014/15

Studies in the administration of justice (AJ) prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system and many other related fields. Careers include police officer, state or federal agent, attorney, forensic crime scene investigator, probation officer, parole officer, corrections officer, private security officer, or fields in criminal behavior studies, rehabilitation programs, community service programs, and others. The AJ A.S.T. curriculum is designed to provide an opportunity for students to achieve an associate in science degree in AJ while completing the requirements for transfer to a California State University (CSU) or other four-year university. All DVC AJ faculty enjoy participating in career and educational planning with students. AJ faculty promote education and highly recommend students further their education beyond the A.S./A.S.T. degree. A baccalaureate degree is highly recommended preparation for those students considering professional careers in criminal justice. Completion of this curriculum will provide the essential knowledge and skills to be successful and effective in this field. It will also provide comprehensive preparation for their upper-division education. A DVC AJ student who has earned the associate in science transfer degree will be granted priority admission to the CSU into a similar baccalaureate (BA) degree program as long as the student meets all prescribed admission requirements. Once, admitted, the student will only be required to complete 60 additional prescribed units to qualify for the similar baccalaureate degree. The AS-T degree does not guarantee admission to a specified major or campus, but does require the California State University to grant a student priority admission consideration to the local CSU campus and to a program or major that is similar to the transfer degree as determined by the California State University. The AJ department has reviewed the matrix and mapping of this degree. All courses for this degree were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The course content for every course in the program was compared to the program learning outcomes (PLOs) and the course SLO topics that map to any PLOs were identified. The program assessment was based on the relevance of these course SLOs and their assessments as aligned with the PLOs. The overall assessments measured successful achievement of program goals and demonstrate agreement and consistency between the PLOs and the course SLOs. The department is pleased with the outcomes of these PLOs. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this degree, as has been done on an annual basis. During the next academic year, the department will review the process of gathering SLO and PLO assessment data. We are working with the Contra Costa campus AJ program to unify our SLO topics and assessment methods. We will be transitioning to the tools of D2L to gather assessment data. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and Problem Solving, all of which are interrelated with this program degree. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the degrees and certificates. We are working with our Advisory Committee and our professional networks to collaborate and develop our courses and program.

DVC Instructional Program SLO Action Plans

34. AS in Business Administration for Transfer [AST.BUS.D] belonging to Business Administration Department [BUS]

Overall Program Action Plan for 2013/14

PLO Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. Associate in science in business administration for transfer This curriculum is designed to provide an opportunity for the business major to achieve an associate in science degree in business administration while completing the requirements for transfer to a California State University (CSU) or other four-year college or university to earn a bachelor's degree in business administration. A baccalaureate degree is recommended preparation for those considering professional careers in business. Completion of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for upper-division work. A DVC business student who has earned the associate in science degree in business administration for transfer (AS-T) will be granted priority admission to the CSU into a similar baccalaureate (BA) degree program as long as the student meets all prescribed admission requirements. Once admitted, the student will only be required to complete 60 additional prescribed units to qualify for the similar baccalaureate degree. The AS-T degree does not guarantee admission to a specified major or campus, but does require the California State University to grant a student priority admission consideration to the local CSU campus and to a program or major that is similar to the transfer degree as determined by the California State University. This assessment cycle measured successful achievement of program goals 1 and 4, tested via Bus-294 (Business Law) and Bus-240 (Business Statistics). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they continue their education toward a BA or BS degree in Business Administration, and also in their work-lives. SLO#1. develop business communications that present information in an organized and concise manner, using acceptable grammar and language arts. Bus-294 Assessment topic #1 cycle 1, reported by Tim Murphy, entered on Jan 27, 2012 by rburns (approved) assessed in 2011/12 Outcome: Students completing the course will be able to evaluate issues that may have legal significance in the business environment. Assessment method: Oral classroom or online discussion of assigned cases Criteria: Evaluated student presentations, discussions and summaries to determine if they satisfactorily identified legal issues involving areas of law such as torts, contracts, and the Uniform Commercial Code. Analysis: Fall, 2011. A majority of students (greater than 75%) identified legal issues from case studies. Plan: Continue using cases and assignments to develop students' ability to identify and classify legal issues. SLO#4. evaluate an existing business and identify the business organization, key business procedures relevant to a specific problem using appropriate technology. Bus-240 Assessment topic #4 cycle 1, reported by Allan Lacayo, entered on Jan 28, 2014 by rburns LATEST assessed in 2012/13 Outcome: Students completing BUS-240 will be able to Determine what constitutes "reasoning with numbers" and gauge the strength of conclusions and generalizations from statistical evidence. Assessment method: Students are given samples of data and a scenario where the data is employed in reaching a conclusion about a question or an issue that is subject to uncertainty. They must choose between running a hypothesis test OR building a statistical confidence interval estimate of the relevant measurement. They should then select the correct conclusion or c Q í@ í@ Ð P istration of justice (AJ) prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system and

DVC Instructional Program SLO Action Plans

many other related fields. Careers include police officer, state or federal agent, attorney, forensic crime scene investigator, probation officer, parole officer, corrections officer, private security officer, or fields in criminal behavior studies, rehabilitation programs, community service programs, and others. The AJ A.S.T. curriculum is designed to provide an opportunity for students to achieve an associate in science degree in AJ while completing the requirements for transfer to a California State University (CSU) or other four-year university. All DVC AJ faculty enjoy participating in career and educational planning with students. AJ faculty promote education and highly recommend students further their education beyond the A.S./A.S.T. degree. A baccalaureate degree is highly recommended preparation for those students considering professional careers in criminal justice. Completion of this curriculum will provide the essential knowledge and skills to be successful and effective in this field. It will also provide comprehensive preparation for their upper-division education. A DVC AJ student who has earned the associate in science transfer degree will be granted priority admission to the CSU into a similar baccalaureate (BA) degree program as long as the student meets all prescribed admission requirements. Once, admitted, the student will only be required to complete 60 additional prescribed units to qualify for the similar baccalaureate degree. The AS-T degree does not guarantee admission to a specified major or campus, but does require the California State University to grant a student priority admission consideration to the local CSU campus an

DVC Instructional Program SLO Action Plans

35. AS in Early Childhood Education for Transfer [AST.ECE.D] belonging to Early Childhood Education Department [ECE]

Overall Program Action Plan for 2014/15

AS/AS-T Degree " Early Childhood Education The ECE Department has two top level degrees, the Early Childhood Education is the CTE degree and the Early Childhood Education for Transfer, is the transfer degree. The department feels that by having these two degrees students can choose to follow a vocational track or a continuing education track in their education plan. The department continues to align courses to the ECE statewide Early Childhood Education Curriculum Alignment Project (and the Extended Curriculum Project). Numerous courses have been rewritten through this process and the ECE department met with a representative of the Disabled Student Services Department (DSS) in order to best reflect trends and needs in the industry related to our special education courses. The ECE department meets twice a year with our Advisory Board to assist us with trends, curriculum development, and to share course and program SLO data with them. The advisory board provided the department with written feedback and suggestions at the bi-annual meeting held in March, 2015. This meeting included ECE advisors, ECE faculty, lab staff and mentors. Attendees were asked to fill out a survey which utilized the California state competencies and were based off of the department's SLO's. The results of the survey highlighted three areas which warrant additional attention in courses. These include: dual language development; special needs/inclusion; and communication with families. The plan is for the department to discuss, and share with other faculty members, various ideas for emphasize these topics in course material. In addition, SLO course assessments are reviewed for specific course feedback. The Developmental Children's Lab School is found to be a vital component to student success. Students benefit greatly from the ECE Professional Development support services which include: educational and career advising; linked courses; tutoring and professional development. The ECE department discusses industry trends and changes, such as the Transitional Kindergarten (TK). We will include all of this relevant data in our program review. All the courses associated with these degrees were reviewed and confirmed on the alignment matrix. This action plan was shared for final review and approved by the ECE department faculty on March 17, 2015.

Overall Program Action Plan for 2013/14

The ECE department has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes for 125 and 249 were adjusted as part of the department's participation in the California State Early Childhood Education Curriculum Alignment Project. The student learning outcomes were reviewed in spring 2014 and an adjustment was determined to include an additional advanced curriculum student learning SLO. This was added spring, 2014. The ability to apply constructivist theory and intentional teaching methodologies to teacher child interactions needed to be addressed in the student learning outcomes. In addition, the student learning outcome addressing sensitivity for various biases needed to be reworded to include application of the principles of anti-bias pedagogy. Both of these changes were completed in spring, 2014.

DVC Instructional Program SLO Action Plans

36. Associate in Arts in Anthropology for Transfer [AAT.ANTHR.D] belonging to Anthropology, Sociology and Social Science Area [SOCIO]

DVC Instructional Program SLO Action Plans

37. Associate in Arts in Art History for Transfer [AAT.ARTHS.D] belonging to Art and Photography Department [ARTHS]

2013/14 Action Plan for Outcome "identify, describe, and analyze important artworks and issues from respective historical periods using appropriate art historical vocabulary.":

Data: SLO assessments using Likert scale have all been very positive. Responses across the courses have been in the 90% and above range for course SLOs corresponding to this P-SLO.

Actions in progress:

Created art terms and elements and principles of design glossary to ensure a common vocabulary. This glossary has been available and promoted at flex workshops and department meetings for the past year.

Begun a tradition of FLEX workshops over the past year to address learning outcomes and promote best practices, with plans to continue these workshops during each FLEX week.

Actions planned:

Continue to coordinate and discuss SLO assessment methods with full-time and adjunct faculty, including the pros and cons of developing a standard assignment or test questions to use in coordination or in place of a survey.

Discuss and potentially develop additional curriculum to align with the C-ID system. C-ID approved descriptors exist for ARTH-140 Art of Africa, Oceania, and Indigenous North America and ARTH-145 Art of the Ancient Americas, but DVC has no curriculum that equates with these descriptors.

Continue professional development in pedagogy and discipline-specific contexts; stay current with the latest in instructional techniques such as flipped classrooms and new resources that can help students succeed at this outcome.

2013/14 Action Plan for Outcome "employ critical thinking skills in the study of art.":

Data: Both art and art history courses map onto this outcome. Critical thinking skills are a higher order of Bloom's taxonomy, and indeed, the relevant outcomes, while still positive and above the 70% threshold identified by the department as our metric, measure a bit lower than most of the other SLO assessments.

Actions in progress:

Begun a tradition of FLEX workshops over the past year to address learning outcomes and promote best practices, with plans to continue these workshops during each FLEX week. One of our continued focuses has been on critique skills as an area of emphasis in studio courses, instruct students more specifically in critique skills and protocol, and use a wider variety of methods to engage in critique so that students gain experience and confidence in their critiquing abilities.

Actions planned:

Continue to coordinate and discuss SLO assessment methods with full-time and adjunct faculty, including the pros and cons of developing a standard assignment or test questions to use in coordination or in place of a survey.

DVC Instructional Program SLO Action Plans

Continue professional development in pedagogy and discipline-specific contexts; stay current with the latest in instructional techniques such as flipped classrooms and new resources that can help students succeed at this outcome.

Continue best practices workshops

Evaluate the possibility of creating a specific "Critical Thinking in Visual Studies" course that would satisfy IGETC Area 1B /CSU GE Area A3/DVC GE Area 1B. Such a course would allow students to directly address

critical thinking skills. Due to the regimented structure of the program, it would need to be an elective; but students could also satisfy a major requirement for CSU transfer in their selected discipline, which seems like a good thing.

In next program assessment, see if student response to SLOs corresponding to this PSLO have improved as a result of these actions.

2013/14 Action Plan for Outcome "describe the intersection of culture, politics, religion, and the arts in specific cultures and time periods.":

Data: Students are very comfortable with this outcome in the courses that cover more modern historical periods. As the cultures and time periods get further away from their contemporary context, the results pertaining to the relates course SLOs go down a bit, which makes sense, as students have less direct experience. All outcomes still have a strong positive correlation, but instructors have noticed that students feel less comfortable with specific areas—for example, biblical stories and church conflicts such as the Reformation and Counter-Reformation have presented problems for students, and many students fail to understand the scope of the past; having trouble distinguishing between time periods in Ancient Greece, or realizing how long before the Mycenaeans the Cycladic cultures were.

Actions in progress:

Begun a tradition of FLEX workshops over the past year to address learning outcomes and promote best practices, with plans to continue these workshops during each FLEX week.

Actions planned:

Explore applications of technology, media resources, and other avenues to create supplemental instructional materials to address these needs. For example, the application TimeGlider could be used to create scaled timelines, useful for ARTHS-195 Ancient Art.

Continue to coordinate and discuss SLO assessment methods with full-time and adjunct faculty, including the pros and cons of developing a standard assignment or test questions to use in coordination or in place of a survey.

Continue professional development in pedagogy and discipline-specific contexts; stay current with the latest in instructional techniques such as flipped classrooms and new resources that can help students succeed at this outcome.

2013/14 Action Plan for Outcome "apply the elements and principles of design and aesthetics to create works of art.":

Data: Students in studio art classes successfully achieve this P-SLO.

Actions in progress:

Created art terms and elements and principles of design glossary to ensure a common vocabulary. This glossary has been available and promoted at flex workshops and

DVC Instructional Program SLO Action Plans

department meetings for the past year.

Standardized the pre-requisites for our classes department-wide. Due to delay and backlog in curriculum committee, these changes will take effect in FA15.

Actions planned:

Continue professional development in pedagogy and discipline-specific contexts; stay current with the latest in instructional techniques such as flipped classrooms and new resources that can help students succeed at this outcome.

2013/14 Action Plan for Outcome "develop an awareness of various cultural contexts (including language, literature, music, philosophy) in which art is made.":

Data: The courses that align with this P-SLO are outside of the art department. Foreign language, humanities, and an English course that focuses on the graphic novel are all electives for students to take. The department examined the SLO assessments for these courses and found that all courses are meeting their benchmarks, with the exception of some problems with assessment techniques and miscommunications in Humanities. The examination of the data confirmed the department's course of action in administering surveys to students in person rather than providing a computer link, as our response rates are much higher. In Foreign Language, the Italian assessments showed an issue with the assessment methodology, where an oral examination was more effective than a written one. The art department is glad to see such robust results and critical examination in the SLO assessments of the courses housed outside of our department.

Actions in progress:

As all these courses are outside our department's specific control, we do not have any actions in progress.

Actions planned:

Consult with Foreign Language faculty about their experiences in switching from Likert Scale to quantitative data collection.

Advise students of the benefit of taking foreign language if their goal is to major in Art History or go into the field professionally. The department has begun a series of "Open Forum Advising Sessions" where students can come with questions about our degrees and certificates, requirements, transfer institutions and their relative merits, and career advice. More promotional materials and improved identification of students with a desire to transfer in art history would allow the department to do a better job of reaching out to students, and would increase the number of degrees granted and successful transfers.

Summary:

We will continue to discuss these issues in department meetings.

Our program SLOs are quite broad, and many courses have individual SLOs that meet the objectives. This is appropriate, since students have the option to take courses in many areas and media, and the program has a great deal of elective choice.

The Program SLO evaluation has caused us to consider the structure of our program SLOs and our course SLOs and assessment methods. We have resolved to focus on creating a consistent and flexible means for students to discuss art across all media.

Actions in progress:

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Review and revise surveys for course-level SLOs to more accurately capture student learning.

Review assessment methods for individual courses and take course- and area-specific measures to ensure they are being evaluated with accuracy and integrity. Consider supplementary or alternate methods of generating and certifying data.

Continue to hold department-wide best practice workshops.

DVC Instructional Program SLO Action Plans

38. Associate in Arts in Communication Studies for Transfer [AAT.CS.D] belonging to Speech Area [COMM]

Overall Program Action Plan for 2014/15

In reviewing the Action Plan from 2013, the department has successfully accomplished the goals identified in that plan. The department rewrote the AAT degree Program Level Outcomes and aligned the matrix accordingly. SLOs are regularly discussed at department meetings and many of the recent assessment cycles of our courses included Spring semester classes as well as Fall. We identified the need for updated, reliable technology in all of our classrooms in order to better teach presentation aids that have a technology component such as PowerPoint or video clips. The department had Foundation funds that needed to be spent and so those monies were used to equip all three classrooms in the Performing Arts Building with AV cabinets. This upgrade in technology has made the use of technology for both the faculty and the students much easier and effective. The remaining piece of equipment that is needed is a document camera for each classroom. Currently the department shares one document camera that is on a cart. By having a camera housed in each classroom will result in greater use of the equipment due to its accessibility. The department plans on making the request for equipment through the appropriate funding channels. Changes to the curriculum since the last action plan include the elimination of Comm 160, 161 and 162 which was the Forensic Team class series. It was replaced with Comm 163. This change went into effect in the Fall 2014 semester and the class has been assessed in both Fall 2014 and Spring 2015. The department will be reviewing the data generated by these assessments to evaluate how the new course is working in terms of meeting learning objectives at the course and program levels. Two new courses have been created and will be added to the certificate and degree curriculum and the alignment matrix will be updated accordingly. The department has also hired a new full time faculty starting in Fall 2015 that will, as part of his responsibilities, be the Assistant Director of Forensics. The department anticipates that this new faculty member will increase the stability of our Forensics Team and will enable the department to grow the curriculum in new areas.

Overall Program Action Plan for 2013/14

After reviewing previous SLO documents, our department realized that some of our course assessment topics need to be rewritten and our program SLO's should be more general. The department intends to hold a FLEX meeting in August for the purpose of reworking the course and program SLOs. Once the SLOs are changed, the department will redo the alignment matrix for the program. This will ensure that more of the courses in our program can align with the outcomes. The Speech Department found that most of our course SLO data is showing positive results. It seems most SLO success has been attributed to class activities, practicing concepts in class and applying communication concepts to everyday life. In an effort for continued improvement in the teaching of our courses the department will review textbooks to determine if there are better options available and encourage all faculty teaching our classes to provide study guides before exams. Most of our courses are aligning with our overall program goals and generating positive results to show that the program is successful. As for improvements to program SLOs, our department realized only one course is generating data for program level outcome #1. The department will develop SLO topics in more of our courses to speak to that program level goal. This work will be completed by the end of the Fall 2013 semester. Our department has committed to continuing discussion around our program and course SLOs at regular department meetings. Since our data has shown students have been successful in meeting our current course SLOs we will look at other assessment topics in future cycles to ensure the strength and breadth of our program. The department also plans to assess courses in the Spring and Summer terms, in addition to the Fall as to determine student learning in those populations. Given that many of our program and course SLOS are centered on student delivery and presentation skills, the department feels having improved technology (including computers, document cameras,

DVC Instructional Program SLO Action Plans

speakers, projectors in the form of a complete multimedia set up) in each classroom would contribute to student learning and increased success when performing speech assignments. We plan on identifying this need in our upcoming program review.

Overall Program Action Plan for 2011/12

This is a new degree, activated in 12/13. All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department has created this AA-Transfer Degree in Communication Studies and will be deleting the AA.CS.D degree in the next academic year 13/14.

DVC Instructional Program SLO Action Plans

39. Associate in Arts in English for Transfer [AAT.ENGL.D] belonging to English Department [ENGL]

2014/15 Action Plan for Outcome "demonstrate knowledge of and familiarity with the methods of interpreting literature across genres.":

Findings for Goal A: The course outlines accurately reflect the Program Learning Outcomes.

2014/15 Action Plan for Outcome "assess, evaluate, and analyze ideas expressed in text or in spoken language.":

Findings for Goal B: The core transfer level composition courses are not written in a way that suggests that 122 is prerequisite to 123 and 122 is prerequisite to 126. Nor does the language of the course outlines reveal that 123 and 126 will teach students many of the same critical thinking skills. Finally, none of these course outlines mentions MLA.

Action Plan: In order to better reflect Program Learning Outcome 2--"Assess, evaluate, and analyze ideas expressed in text or in spoken language"--the department will consider amending the Title 5 outlines of the core transfer composition courses (122, 123 and 126) to make the outlines consistent with each other, to better reflect the trajectory from first semester composition to second semester composition, and to include references to MLA skills of citation and text integration.

2014/15 Action Plan for Outcome "create (write or present) coherent arguments that evidence clear prose and synthesize diverse bodies of knowledge.":

Findings for Goal C: Many classes that do not actually require argumentation had been checked as meeting Program Goal C: Use clear prose and synthesis of diverse bodies of knowledge to create (write or present) coherent arguments.* We think this raises a very important question for the program: Should the department add language to the literature course outlines (as they come up for revision) to reflect some commitment to teaching the skill of literary argumentation? Action Plan: The department will survey literature course instructors to determine how much writing currently happens in their literature courses and whether or not that writing constitutes [creation of] coherent arguments. The department will then use that information to revise course outlines to reflect current practice. At the very least, the department will consider changing the course outlines to mirror the outcome in English 153 (Contemporary Poetry): Students will learn the conventions of writing about literature.

2014/15 Action Plan for Outcome "conceptualize, write, workshop, present for feedback, revise and edit an original text.":

Findings for Goal D: The course outlines accurately reflect the Program Learning Outcomes Other: We will soon start offering a new class, English 178, Young Adult Literature, which the department should debate adding to the transfer degree. Also, the department is in the process of determining whether it wants to keep all of the current courses (it has been suggested that 272 be let go because it has had weak enrollment.) If that change happens, parts of the degree will need to be rewritten. *This language represents a slight revision to the current outcome statement, which is another change that needs to be made. Process: John and Toni will present this language to those who gather to discuss 123 SLOs on May 1 and will then present the material again at the next Council meeting. Assuming there are no major suggestions, we will incorporate the Action Plan language into the ESLOs website, and the department will strategize during fall flex about how to go about making implementing the action plan. If the 123 SLO group and Council has suggested we revisions, we will work toward a consensus on a better action plan.

DVC Instructional Program SLO Action Plans

40. Associate in Arts in Geography for Transfer [AAT.GEOG.D] belonging to Physical Science, Physics, Astronomy, Geology and Geography Department [GEOG]

Overall Program Action Plan for 2013/14

SLO matrix for the program is complete. The outcomes are assessed by respective courses according to the SLO calendar and recorded on the course-level report. GEOG 162 (Maps and Cartography) will not be an elective for this program, pending approval, it will be removed from the alignment matrix during the next cycle.

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41. Associate in Arts in History for Transfer [AAT.HIST.D] belonging to History Area [HIST]

Overall Program Action Plan for 2012/13

This is a new AAT degree and we will be developing an action plan during the next round of SLO Program Assessment.

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42. Associate in Arts in Journalism for Transfer [AAT.JRNAL.D] belonging to Journalism Department [JRNAL]

2013/14 Action Plan for Outcome "use a variety of media and sources to produce journalistic products that demonstrate good news judgment, appropriate sourcing, accuracy and completeness, technical competence and adherence to ethical, legal and style guidelines.":

Use a variety of media and sources to produce journalistic products that demonstrate good news judgment, appropriate sourcing, accuracy and completeness, technical competence and adherence to ethical, legal and style guidelines. Core course topics for assessment: JRNAL-120 #1, 2, 3, 4; JRNAL-126 #2; JRNAL-127 #1 Electives: ART-160 #3; COMM-123 #2; ENGL-126 #2, 3 Assessment Data: All JRNAL-120 students in fall 2011 were able to write a brief, objective news story under deadline pressure with a strong lead sentence and appropriate backup. 65 percent were able to identify ethical and legal issues. All six students enrolled in JRNAL-126 and 127 in 2013-14 were able to produce journalistic products that met the criteria. (Courses have not yet been formally assessed, but data was recovered from D2L.) 100 percent of ART-160 students surveyed in fall 2011 felt they were able to use photographs to communicate an idea. More than 60 percent of COMM-123 students assessed in fall 2011 were able to evaluate evidence used in arguments. 86 percent of ENGL-126 students assessed in 2012 were able to discover and evaluate outside sources. 80 percent were able to identify common logical fallacies. Analysis: The overwhelming majority of students were able to demonstrate both general communication and critical thinking skills, and skills specific to journalism. All students assessed were able to produce at least one journalistic product that met the standard. This program outcome seems to be well supported by existing offerings. Action plan: No changes in journalism course content or assessment topics are recommended based on this assessment.

2013/14 Action Plan for Outcome "understand and analyze how history, economics, politics, law or government regulation affect the climate for journalism and freedom of speech in the United States.":

Understand and analyze how history, economics, politics, law or government regulation affects the climate for journalism and freedom of speech in the United States. Core course topics for assessment: JRNAL-110 #1 Electives: BUS-240 #4; ECON-220 #4; MATH-142 #3; POLSC-121 #2; POLSC-220 #2 Assessment Data: 43 of 56 (77 percent) JRNAL-110 students demonstrated satisfactory understanding of and ability to analyze legal dilemmas in the mass media in 2012. 92 percent of BUS-240 students were able to reason with numbers and gauge the strength of conclusions and generalization from statistical evidence. 64 percent of ECON-220 students in fall 2011 were able to use economic theory to analyze macroeconomic theory and policies. 79.3 percent of ECON-221 students from spring and summer 2012 were able to do the same with microeconomic policy and social issues. Topic 2 for POLSC-121 has never been assessed. Topic 2 for POLSC-220 has never been assessed. Analysis: This outcome should be well-supported by the content of JRNAL-110, but most of the current Student Learning Objectives and assessment topics aren't very relevant to it. Action plan: Revise the SLOs and assessment topics during the Title V review in 2015-16. Given that many of the electives in the degree also support this outcome and assessment data is quite positive from them, this issue does not need to be addressed more urgently. The lack of data regarding the political science classes is suboptimal, but not something this program can address.

2013/14 Action Plan for Outcome "demonstrate good work habits, time management and professionalism while working collaboratively and under deadline pressure to produce a news product.":

DVC Instructional Program SLO Action Plans

Demonstrate good work habits, time management and professionalism while working collaboratively and under deadline pressure to produce a news product. Core course topics for assessment: JRNAL-126 #1; JRNAL-127 #2, 3 Assessment Data: Five of six students were able to achieve 80 percent or better on work habits assessments during 2013-14. Both 127 students were able to produce work products showing more complexity or depth than in previous semesters. (Courses not yet formally assessed, but data recovered from D2L.) The print edition of the newspaper was produced by deadline three of 12 times; when deadline was missed, it was missed by less than an hour. (Often less than 30 minutes.) Analysis: Deadline performance on the print edition was bad by real-world standards, but pretty good given the overall inexperience of the staff. (Only about 20 percent of the 2013-14 Inquirer staff were journalism students.) This outcome appears to be well-supported by the existing offerings. Action plan: No changes in journalism course content or assessment topics are recommended based on this assessment.

DVC Instructional Program SLO Action Plans

43. Associate in Arts in Music for Transfer [AAT.MUSIC.D] belonging to Music Department [MUSIC]

Overall Program Action Plan for 2013/14

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DVC Instructional Program SLO Action Plans

44. Associate in Arts in Philosophy for Transfer [AAT.PHILO.D] belonging to Humanities and Philosophy Department [PHILO]

Overall Program Action Plan for 2015/16

We intend to increase the number of course offerings in general, beginning in the fall of 2016. Specifically we will highlight areas of symbolic logic, political philosophy, and non-western philosophy. By doing this, we hope to attract students who might not normally consider philosophy as a major, including minority students.

2015/16 Action Plan for Outcome "use their critical thinking skills to analyze and evaluate, both formally and informally, arguments and positions taken regarding various philosophical topics.":

Assessment: Student SLO surveys were taken from the PHILO-120, 122, 130, and 225 courses. These surveys indicate a pattern of general demonstrated success in fulfilling this objective of 63%.

We continue to see in these assessments a common pattern that occurs in philosophy courses in general, and in this course in particular: unprepared or underprepared students; student relativism (i.e. "All answers are right"); unmotivated students (i.e. don't read or turn in assignments; withdraw or stop attending when facing difficult reading or assignments). The solutions we have discussed as a department and are advocating include the following: more in-class discussion on the issues involved in a given SLO prior to graded work; toning down paper requirements; short, frequent assignments instead of larger ones. Students frequently find distinctly philosophical analysis most difficult, given the predilection of this discipline for detail, specific accuracy, and intensely abstract-rational discussion. While some instructors have attempted to reduce this difficulty by reducing the complexity of argumentation analysis, this is by no means unanimous. More discussion is needed regarding just how such a detailed and abstract discipline can be made more accessible to students.

2015/16 Action Plan for Outcome "compare and contrast various philosophical perspectives, both historically and in the context of larger philosophical texts.":

Assessment: Student SLO surveys were conducted from PHILO 120, 122, 224, and 225. They indicate two primary things: first, a number of adjunct instructors do not emphasize this SLO prominently in their pedagogy for the class, and thus not in their testing. Second, while the success rate for this SLO is high (96%), by the time serious assessment of this SLO begins, the withdrawal rates begin to climb. There is no way to ascertain whether the withdrawal rate is impacted by the fulfillment of this SLO or not. Additionally,

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First, by the use of both in-class discussion and more informal dialogue with students, as well as a stronger emphasis by instructors on testing for this SLO, we may discover if the requirement individual instructors have for this SLO is too demanding for students who feel compelled to withdraw from the course. Second, we have also made clear the need for all instructors to highlight this SLO as part of the learning process in philosophy. We intend to test for this SLO in the near future, and earlier in the semester, to determine how well students are able to succeed in this SLO prior to wanting to withdraw.

2015/16 Action Plan for Outcome "recognize and explain the integration of philosophical perspectives and ideas in selected cultural, historical and thematic contexts.":

Assessment: During this past cycle, student SLO surveys were conducted of PHILO 120, 130, and 225. They indicate a decent success rate (84%), and also a remarkable consistency between instructors in philosophy in terms of what methods they use to test for this SLO. As with SLO #2, the number of students who were still registered for the classes assessed was relatively small compared to the number of students who would be assessed earlier in the semester.

If nearly all instructors are on the same page with assessing this SLO (e.g. testing, and writing papers; ½" in each case, some are done in class, and some are take-home), and if we are not yet at the "A" level of student success, we will have to explore alternative methods to raising the success rate here. Thus far in our discussions, no alternative has been accepted. The dialogue continues.

2015/16 Action Plan for Outcome "demonstrate their ability to articulate clearly in oral and written form an objective analysis of major works from the various philosophic and religious literature.":

Assessment: Student SLO surveys from PHILO 120, 122, 130, 224, and 225 indicate better-than-average success (approximately 85%). However, for this SLO the earlier surveys were done via Survey Monkey, which largely sampled student self-assessment as to whether they had succeeded with this SLO.

Action: We have abandoned Survey Monkey and instituted SLO assessment instructions to all faculty in our department regarding the need to test for this SLO, so that its actual results may be tabulated in the future.

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45. Associate in Arts in Political Science for Transfer [AAT.POLSC.D] belonging to Economics and Political Science Area [POLSC]

Overall Program Action Plan for 2014/15

We have determined that students are achieving a high degree of success accomplishing the PL Objectives which have been assessed to date. Maintaining this success is a high-priority and will be accomplished by continuing our annual department meetings where assessment results and best practices are shared. Several relevant Outcomes have not yet risen to the top of the assessment cycle. We will continue to proceed through the cycle and reassess the program as new data becomes available. Data is also not available for several of the optional courses taught by allied departments. We will contact those departments to make them aware of our interest in their assessments and ask them to advise us when the Objectives of interest to us are assessed.

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46. Associate in Arts in Psychology for Transfer [AAT.PSY.D] belonging to Psychology Area [PSYCH]

Overall Program Action Plan for 2014/15

DVC Psychology Program Assessment, 2015 Program Overview The Psychology AA-T program is currently one of the most successful academic degrees offered at DVC. Since developing out new AA-T degree in 2012- we have awarded the most AA-T degrees at the college. With recent statewide changes to our curriculum (prerequisites added for Psychology 130 and Psychology 215) we predict a drop in numbers of AA-T's based on fewer students inability to pass the math (statistics) prerequisite requirement (for our research methods course (Psychology 215). We have reduced the psychology 215 offerings from six sections to four sections to help compensate for the decline of students eligible to take research methods. Our current courses offered by the psychology area are aligned with the following ten (10) DVC Psychology Program outcomes:

1. Relate the basic concepts of psychology, such as motivation, emotion, perception, learning, cognitive processes and physiological processes to social processes of everyday life. (115; 101; 22; 140; 141; 160; 190; 200; 220; 230; 240).
2. Utilize critical thinking skills to analyze, evaluate, and make decisions concerning complex contemporary issues in psychology. (145; 215).
3. Demonstrate knowledge of research methods & ethical considerations in research (101; 215; 225).
4. Demonstrate technological and verbal literacy in presenting information, including the effective use of the American Psychological Association (APA) style (145; 215).
5. Describe physical, social, and cognitive changes throughout the lifespan (140; 141; 160; 190; 200).
6. Identify major personality theories in psychology (Psych 122; 220; 230; 240).
7. Identify ways in which other individuals (and groups) affect thoughts, feelings and behavior (122; 140; 141; 160 220; 225; 230; 240).
8. Describe the biological basis of behavior and mental processes (101; 130; 200; 230).
9. Describe alternative theoretical explanations for what causes of psychopathology (101; 230).

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10. Recognize the complexity of social, cultural, and international diversity (115; 101; 122; 140; 141; 160; 190; 200; 220; 230; 240).

Psychology Program Assessment With the current practice of using 'onested' course SLO's as proxy measures of program outcomes, the psychology area is doing satisfactory work based on our course SLO data. We regularly collect data for 5-7 courses each semester (and gather data from at least 50% of offered sections F2F and Online)- varying the course level outcomes and assessment methodology. With our entire course SLO's meeting the criteria for success (typically set at 70%/C letter grade)- Our program outcomes are assessed and satisfactory. Action Plan We are currently researching the possibility of developing a joint math/psychology course to assist students with the math (stats) requirement for our research methods course. This Fall 2105, we are running a learning community that integrates math and biopsychology together as one course. Students who pass the course will fulfill (2) requirements that fulfill CSU/IGETZ transfer requirements and AA-T requirements. Outcomes that have not been met have been due to assessment issues- such a bad choices in exam/quiz questions (most common in Psychology 122) or a professor forgetting to submit their SLO results (very infrequent). The measurement issues for Psychology 122 come from the methods and focus of the course as a self-concept development class versus a traditional topical psychology course. With that, we have run into issues choosing intercorrelated items that best capture a specific course level SLO outcome. Lastly, we no longer offer Psychology 115 (Resiliency). This course will be removed as a proxy measure for the Psychology Program Outcomes #1 and #10. We will continue to closely monitor both the student success and equity results at the course level and AA-T program level.

Overall Program Action Plan for 2012/13

Psychology Program SLOs Action Plan Spring 2013 Program Overview The Associate in Arts in Psychology for Transfer provides students with an introduction to Psychology as the scientific study of thought, feeling and behavior, and as a helping profession dedicated to psychological health and well-being. The Associate in Arts in Psychology for Transfer (AAT.PSY.D) requires the completion of the minimum of 18 units: nine units from three core required courses and nine units of electives, each from three different Areas (Areas A, B, & C). Modifications to the Program The first Associate of Arts in Psychology (AA. PSY.D) was developed and implemented in the Spring 2009 academic semester. State recommended changes necessitated a modification of this program, resulting in the current Associate of Arts in Psychology for Transfer (AAT.PSY.D), effective the academic year 2011-2012. The overall change from the AA.PSY to the AAT.PSY.D resulted in a reduction of 7 units to earn this degree, which made it more attainable for students. The current transfer degree has been very successful, with 78 transfer degrees awarded in this first year. Future Currently the psychology department is aligning course outlines to match the state supranumbering system, known as C-ID (Course Identification), which is being developed to ease transfer and articulation for students. Six key program courses will be submitted for C-ID state approval by in March 2013. Upon re-evaluating the following courses (i.e. Psych 215, BioSc 102, BioSc 117) it was determined that the course SLOs did not align with program SLO #6. As a result the department will discuss the removal of these courses from this program level outcome. On a similar note, BioSc117 does not align with SLO #2- although the scientific method is listed as a major topic covered in the course outline, it is

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currently not being accessed by course level SLOs. Other potential future program level SLO concerns that will be discussed are the assessment/ meeting of the satisfactory performance criteria set by other departments/divisions and how this may impact our majors.

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47. Associate in Arts in Sociology for Transfer [AAT.SOC.D] belonging to Anthropology, Sociology and Social Science Area [SOCIO]

Overall Program Action Plan for 2014/15

All of the sociology courses in the program support the outcomes of defining and applying core concepts to analyze social issues. Students in our classes must develop a sociological imagination and use critical thinking to examine the evidence on complex arguments. Our data show that the course SLOs are well aligned with our Sociology program SLOs. In most of the courses, exam questions or essays are used to assess the objectives. Overall, about 75%-80% of students were able to meet the objectives. We plan to continue to monitor student understanding and pay attention to specific areas that are seeing lesser success.

The recurring pattern throughout the different sociology courses is that students were successful in selecting a problem and then applying course concepts to analyze the problem and its solutions. However, the students that struggled were those who had difficulty writing a college level essay. Many students were able to perform better in group discussions and presentations but not as well when they were asked to write essays involving critical analysis. In courses where students got the chance to practice written reflections in “low stakes” assignments, they ended up doing much better on the later reflections as well as the final term paper. A major limitation in our methodology is that we conduct our assessments towards the end of the semester and therefore we are only collecting data on the students who have persisted till the very end. We have not been able to clearly assess the most vulnerable students in our classes including reasons to drop or stop attending classes.

To address the challenges faced by our students in the areas of reading, comprehension and writing, we plan to integrate all the learning resources available into the classroom. Faculty in our program are sharing best practices including, detailed prompts, collaborative writing groups and scaffolding activities to meet the needs of all students. We will develop more of these “warm-up” assignments and provide students adequate and early feedback to improve their written skills. We will continue to develop assignments that help students develop library and research skills. Essay prompts will more explicitly state the step-by-step requirements for bolstering their own arguments with data gathered from academic sources or original, systematic research.

Our program is guided by the college's strategic goal of inclusive excellence and equity. We are focused on integrating the student equity plan into our program review process. Program review is the most effective and useful existing process in which to include an assessment of equity measures and promote change. We perceive non-traditional students as valuable and equal collaborators in producing knowledge. The sociology program must ultimately be a pathway to give historically marginalized students a critical voice. We will continue to incorporate content and assessment tools that achieve and measure student equity. Finally, our main goal is to identify and assess the at-risk students in our classes. We plan to gather data early in the semester and then compare that with data gathered at other crucial junctures such as the midterm and final exam, to be able to gauge the factors affecting retention. Throughout we will use the equity lens to be mindful of adverse impact on historically marginalized groups to be able to create opportunities to improve student success in dramatic ways.

Overall Program Action Plan for 2012/13

All the course SLOs have been assessed and overall has met the stated objectives. Continued assessment of course SLO is expected. All courses are being offered and will be assessed as per the calendar. For the future, some course SLOs need to be brought into alignment with program SLOs as follows: Program SLO #2, needs to be added to

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SOCIO 120 and SOCIO 125. Program SLO#3 needs to be added to SOCIO 122. Program SLO #6 should be added to SOCIO 122 and SOCIO 124. Program SLO #7 should be added to SOCIO 135. This is the first year of having the program in place and courses will be continued to be assessed in a coordinated way.

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48. Associate in Arts in Studio Arts for Transfer [AAT.ART.D] belonging to Art and Photography Department [ART]

2014/15 Action Plan for Outcome "demonstrate proficiency in basic skills and techniques related to two-dimensional media, and apply the elements and principles of design in the creation of art and projects in selected areas of emphasis.":

Demonstrate proficiency in basic skills and techniques related to two-dimensional media, and apply the elements and principles of design in the creation of art and projects in selected areas of emphasis. Actions recently completed: New 101 and 105 implemented in FA13 split the design and drawing components from the old ART-105 into separate courses. Having a course totally dedicated to drawing allows for more concentration in fundamentals, and aligns our program with the structure of most transfer institutions, making it smoother for our students to reach their educational goals. The new ART-105 has created observable improvements in student work, anecdotally related by instructors. Actions in progress: Created art terms and elements and principles of design glossary to ensure a common vocabulary. This glossary has been available and promoted at flex workshops and department meetings for the past year. Begun a tradition of FLEX workshops over the past two years to address learning outcomes and promote best practices. We are continuing offering these workshops during each FLEX week. Continue to promote courses, especially ART-101, as current enrollment can only support two classes per semester. The department anticipates that there will be more demand as students who took the old combined ART-105 transfer out, and more students enter with the new requirements. Standardized the pre-requisites for our classes department-wide. Due to delay and backlog in curriculum committee, some of these changes will take effect in FA15, but many will not occur until FA 16. We have changed all of our studio course prerequisites to "recommended" to better serve our students by removing barriers to enrollment. Actions planned: We have created a flow chart/graphic representation of department courses and pathways similar to the math department's graphic representation in the catalog. This allows students to have a clearer picture of the curriculum and a suggested sequence of courses. Continue to respond to new curriculum legislation, such as the restrictions applied to courses related in content. New curriculum development or changes to degree electives may be necessary depending on legislation. In next program assessment, see if student response to SLOs corresponding to this PSLO have improved as a result of the new changes in curriculum. Our building committee consisting of art faculty is working to insure that we have plans in place for the construction of the new art building. A new state-of-the-art facility will improve student success and equity.

2014/15 Action Plan for Outcome "demonstrate proficiency in basic skills and techniques related to three-dimensional media, and apply the elements and principles of design in the creation of forms in selected areas of emphasis.":

Demonstrate proficiency in basic skills and techniques related to three-dimensional media, and apply the elements and principles of design in the creation of forms in selected areas of emphasis. Actions recently completed: ART-140 was rewritten as ART-102 to emphasize it as a foundation/design course. A title change was implemented to respond to incorrect student perceptions of the course. Actions in progress: Created art terms and elements and principles of design glossary to ensure a common vocabulary. This glossary has been available and promoted at flex workshops and department meetings for the past two years. Begun a tradition of FLEX workshops over the past year to address learning outcomes and promote best practices, with plans to continue these workshops during each FLEX week. Standardized the pre-requisites for our classes department-wide. Due to delay and backlog in curriculum committee, these changes will take effect in FA15. Changes in ceramics curriculum and course outlines are completed. Actions planned: We would like to get our flow chart included in the catalog. This flow chart/graphic is a representation of department courses and pathways similar

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to the math department's graphic representation in the catalog. This will allow students to have a clearer picture of the curriculum and a suggested sequence of courses. Continue to respond to new curriculum legislation, such as the restrictions applied to courses related in content. New curriculum development or changes to degree electives are ongoing. Our building committee consisting of art faculty is working to insure that we have plans in place for the construction of the new art building. A new state-of-the-art facility will improve student success and equity.

2014/15 Action Plan for Outcome "analyze works of art in terms of their historical circumstances and cultural values.":

Analyze works of art in terms of their historical circumstances and cultural values. Actions in progress: Created art terms and elements and principles of design glossary to ensure a common vocabulary. This glossary has been available and promoted at flex workshops and department meetings for the past year. Begun a tradition of FLEX workshops over the past year to address learning outcomes and promote best practices, with plans to continue these workshops during each FLEX week. The focus for this SLO will be Art History courses, with the suggestion that ARTHS instructors discuss patrons and patronage more explicitly, and put more of a focus on discussing who commissioned certain works and why. Students are receiving this information, but often it is on a higher level of Bloom's Taxonomy (analyze, evaluate, synthesize) and possibly students are not aware of how much information can be described as related to patronage. Actions planned: Add flow chart/graphic representation of department courses and pathways similar to the math department's graphic representation in the catalog. This will allow students to have a clearer picture of the curriculum and a suggested sequence of courses. Create new curriculum to align with the C-ID system. C-ID approved descriptors exist for ARTH-140 Art of Africa, Oceania, and Indigenous North America and ARTH-145 Art of the Ancient Americas, but DVC has no curriculum that equates with these descriptors. Building on the new ART-151 Theory and Practice: Ceramic Art we plan to create more IGETC courses (e.g. Theory and Practice: Color, Theory and Practice: Painting) to better serve our students and improve equity.

2014/15 Action Plan for Outcome "apply critical thinking skills to the evaluation of their artwork and the artwork of others.":

Apply critical thinking skills to the evaluation of their artwork and the artwork of others. Actions in progress: Created art terms and elements and principles of design glossary to ensure a common vocabulary. This glossary has been available and promoted at flex workshops and department meetings for the past year. Begun a tradition of FLEX workshops over the past year to address learning outcomes and promote best practices, with plans to continue these workshops during each FLEX week. One of our continued focuses has been on critique skills as an area of emphasis in studio courses, instruct students more specifically in critique skills and protocol, and use a wider variety of methods to engage in critique so that students gain experience and confidence in their critiquing abilities. Actions planned: Continue best practices workshops Examine SLO data next two year cycle to see if the dip in positive responses related to this SLO had been addressed through curricular changes and best practice workshops. Summary: We will continue to discuss these issues in department meetings. Our program SLOs are quite broad, and many courses have individual SLOs that meet the objectives. This is appropriate, since students have the option to take courses in many areas and media, and the program has a great deal of elective choice. The Program SLO evaluation has caused us to consider the structure of our program SLOs and our course SLOs and assessment methods. We have resolved to focus on creating a consistent and flexible means for students to discuss art across all media. Actions in progress: Review and revise surveys for course-level SLOs to more accurately capture student learning. Review assessment methods for individual courses and take course- and area-specific measures to ensure they are being evaluated with accuracy and integrity. Consider supplementary methods of certifying data such as comparison with course success, where indicated. Continue to hold department-wide best practice workshops to improve

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areas like critique or understanding of arts patronage.

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49. Associate in Arts in Theater Arts for Transfer [AAT.DRAMA.D] belonging to Drama Area [DRAMA]

2014/15 Action Plan for Outcome "exhibit the unique collaborative skills necessary to participate in a theater community.":

Students completing the program will be able to demonstrate skill in performing or crewing a production Analysis: Courses aligned with this outcome: DRAMA-111, 112, 113, 122, 123, 200, 201, 201, 270, 270. SLOAC Plan: Based on the previous assessment, we have revised the outcome statement and added an additional one to more accurately reflect the program outcomes and course alignments.

2014/15 Action Plan for Outcome "demonstrate skill in performing or crewing a production.":

Students completing the program will be able to demonstrate skill in performing or crewing a production Analysis: Courses aligned with this outcome: DRAMA-111, 112, 113, 122, 123, 200, 201, 201, 270, 270. SLOAC Plan: Based on the previous assessment, we have revised the outcome statement and added an additional one to more accurately reflect the program outcomes and course alignments.

2014/15 Action Plan for Outcome "analyze historical and contemporary theatrical literature.":

Students completing the program will be able to analyze historical and contemporary theatrical literature We will review all course content and make revisions as necessary, and add additional program outcomes in 15/16 Analysis: Courses aligned with this outcome: Drama 139 & Drama 140 SLOAC Plan:SLOAC Plan: Based on the previous assessment, we have revised the outcome statement and added an additional one to more accurately reflect the program outcomes and course alignments. We will review all course content and make revisions as necessary, and add additional program outcomes in 15/16

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50. Associate in Science in Geology for Transfer [AST.GEOL.D] belonging to Physical Science, Physics, Astronomy, Geology and Geography Department [GEOL]

DVC Instructional Program SLO Action Plans

51. Associate in Science in Mathematics for Transfer [AST.MATH.D] belonging to Math Department [MATH]

Overall Program Action Plan for 2012/13

The Program SLO's are as follows: SLO #1: solve problems in linear algebra and differential and integral calculus, both single and multivariable. SLO #2: recognize, explain, and apply basic techniques of mathematical proof. SLO #3: utilize knowledge and skills from mathematics to solve mathematical problems from sciences such as physics, chemistry, engineering, or computer science.

2014/15 Action Plan for Outcome "solve problems in differential and integral calculus, both single and multivariable.":

The only course not aligned with this outcome is Math 142, but is aligned with a PLO #3. Additionally Title 5 rewrites are scheduled for 194 (15/16) and 195 (16/17). Last, all aligned courses have been thus far been assessed. SLOAC plan: For Math 193 the faculty developed new problems in the hopes of measuring more accurately the success rates. These changes were implemented in SP-15. For 194 an attempt will be made to broaden the current assessment topics to be more specifically focused on a variety of topics. For 294, the assessment topic problems (from which instructors get the SLO questions) were re-evaluated (SP-15) and deemed appropriate, and most recent assessments indicate students are obtaining a strong level of mastery of the assessed topics. In all courses relevant to this program SLO, it was agreed that the mode of delivery of the course level SLO assessments will no longer use any online means, and will instead be replaced by instructor administered, in class, examinations with problems taken from dept established lists of relevant problems.

2014/15 Action Plan for Outcome "solve problems in linear algebra and differential and integral calculus, both single and multivariable.":

The only course not aligned with this outcome is Math 142, but is aligned with a PLO #3. Additionally Title 5 rewrites are scheduled for 194 (15/16) and 195 (16/17). Last, all aligned courses have been thus far been assessed. SLOAC plan: For Math 193 the faculty developed new problems in the hopes of measuring more accurately the success rates. These changes were implemented in SP-15. For 194 an attempt will be made to broaden the current assessment topics to be more specifically focused on a variety of topics. For 294, the assessment topic problems (from which instructors get the SLO questions) were re-evaluated (SP-15) and deemed appropriate, and most recent assessments indicate students are obtaining a strong level of mastery of the assessed topics. In all courses relevant to this program SLO, it was agreed that the mode of delivery of the course level SLO assessments will no longer use any online means, and will instead be replaced by instructor administered, in class, examinations with problems taken from dept established lists of relevant problems.

2014/15 Action Plan for Outcome "recognize, explain, and apply basic techniques of mathematical proof.":

Title 5 re-writes for 194 (15/16) and 195 (16/17). SLOAC plan: The course outlines for 194 and 195 should be adjusted so that direct mention of "mathematical proofs" is made (as these courses have mathematical proofs as an emphasized topic). Otherwise, the program alignment matrix for the AST.Math.D should have the "X" removed for these two courses, from row 2, PLO #2. Additionally, the "X" for 142 should be removed from the program alignment matrix as this outcome is not mentioned in the course content (as it is not a topic of this course)

2014/15 Action Plan for Outcome "utilize skills from calculus and post-calculus mathematics to solve applied mathematical problems.":

Math 142 doesn't seem to align with this PLO #3 (or any of the other 2 in PLO) SLOAC plan: In the "program alignment matrix", the column for 142 has an "X" indicating

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alignment with this outcome (PLO # 3). However the content of Math 142 doesn't seem to align it with PLO #3. If the "X" in the matrix is removed, Math 142 should be removed from the program. However, if the outcome (PLO# 3) is re-worded to include mention of the "social sciences", Math 142 will be correctly aligned with the program (via this re-worded PLO# 3)

2014/15 Action Plan for Outcome "utilize knowledge and skills from mathematics to solve mathematical problems from sciences such as physics, chemistry, engineering, or computer science.":

Math 142 doesn't seem to align with this PLO #3 (or any of the other 2 in PLO) SLOAC plan: In the "program alignment matrix", the column for 142 has an "X" indicating alignment with this outcome (PLO # 3). However the content of Math 142 doesn't seem to align it with PLO #3. If the "X" in the matrix is removed, Math 142 should be removed from the program. However, if the outcome (PLO# 3) is re-worded to include mention of the "social sciences", Math 142 will be correctly aligned with the program (via this re-worded PLO# 3)

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52. Associate in Science in Physics for Transfer [AST.PHYS.D] belonging to Physical Science, Physics, Astronomy, Geology and Geography Department [PHYS]

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53. Baking and Pastry [CA.BKPST.D] belonging to Culinary Arts [CULN]

Overall Program Action Plan for 2013/14

1. To have Industry Validation for our students, (Outside working opportunities for students to get validation for work done in Industry). 2. Under present conditions, students are being assessed in an outdated, broken down facility that has restricted the completion of many required ACF (American Culinary Federation) SLOs. 3. Utilize the Advisory Board with College help to bring in new updated industry representatives to look at current curriculum, what industry is wanting and give CULN good feedback. 4. A.S .Degree and Certificates do have Course SLOs bundled in CULN-105, 120, 153, 154 127,175, 180, 220, 192, 193 that reflect ACF Requirements. SLOAC Plan: Title 5 rewrites have been done and with those done, CULN staff would like to add these action plans: 1.

DVC Instructional Program SLO Action Plans

54. Biology [AS.BIOSC.D] belonging to Biological Science Department [BIOSC]

Overall Program Action Plan for 2014/15

This degree will be replaced by an Associate in Science: in Biology for Transfer Degree as soon as it is approved by the State. It has been submitted to the curriculum committee and is currently reviewed to be send forward to the State.

Overall Program Action Plan for 2012/13

Program SLO 1: For Biosc130 a new assessment method will be used with the next cycle. Chem 120 needs to be evaluated. For Chem 121 goals were mostly met but one assessment method needs to be changed in the next cycle. Program SLO 2: For Biosc130 a new assessment method will be used with the next cycle. Chem 120 goals were mostly met but a change of software and instruction improved student success. Chem 121 assessment process was not appropriate and needs to be revised. Equalization of instruction methods between instructors is necessary. Program SLO 3: For Biosc130 a new assessment method will be used with the next cycle. BioSc131 assessed this outcome for the first time in 10/11. Improved student success in more specific areas is planned by using more practice and homework assignments. Program SLO 4: For Biosc130 a new assessment method will be used with the next cycle. This SLO has not been assessed in Biosc131 yet so plan is to assess it as soon as possible.

2010/11 Action Plan for Outcome "apply the scientific method of inquiry.":

Chem 120 is a prerequisite for Chem 121 and Bio 130/131. It was the only one which showed some need for improvement regarding better stockroom assistance. With the courses that followed the expected outcomes have been met.

Plan: Stockroom problems for Chem 120 will be addressed, but otherwise curriculum of the following courses will be maintained.

2010/11 Action Plan for Outcome "illustrate and analyze chemical bonds and reactions.":

Similar to SLO1 the first class Chem 120 in the sequence showed a need for more practice in this SLO, which was accomplished with the courses that followed.

Plan: Curriculum will be maintained, but more practice time on this SLO will be worked into Chem 120.

2010/11 Action Plan for Outcome "compare and contrast organismal life structures and functions.":

Only results for BioSc 130 are available for this SLO at this time. The expected outcomes have been met or exceeded.

Plan: No changes in Bio 130 curriculum. Biosc 131 assessment data are already in the works

2010/11 Action Plan for Outcome "demonstrate an understanding of the mechanisms and evidence for the theory of evolution.":

Only results for BioSc 130 are available for this SLO at this time. The expected outcomes have been met or exceeded.

Plan: No changes necessary in Bio 130 curriculum. Biosc 131 assessment data are already in the works.

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55. Bookkeeping [CA.BUSBK.D] belonging to Business Administration Department [BUSAC]

Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the Certificate of Achievement Bookkeeping - Program Level Outcomes. The department is pleased with the outcomes of this degree and certificates. The department is investigating leveraging a SLO assessment system in cooperation with our textbook publisher to evaluate all course level SLOs via the textbook website then report them via DVC's WebSLOs. The Business Accounting faculty have determined that no courses need to be deleted from the degree or certificates but are looking to add new courses in the future. These new courses will be in the area of Intermediate Accounting (part 2), Ethics, International Accounting and Forensics Auditing. These future courses come on the recommendation of the Business Account Advisory group and by the monitoring of professional organizations like, AICPA, AAA & IMA. The DVC faculty are members of these professional groups for the express purpose of making sure they have the most current industry information for their accounting students. The accounting faculty are making strides toward offering a full menu of courses that will allow DVC students to sit for professional accounting examinations, such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The department is pleased with the outcomes of this degree and certificates. The department will continue to monitor the development of new areas in accounting and incorporate them into the certificates and degree. We have shared this PLO information with our program advisors and any other appropriate constituencies.

Overall Program Action Plan for 2012/13

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 13/14 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions.

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56. Broadcast Comm Arts - Basic Digital Field Production [CC.BCADF.D] belonging to Film and BCA Area [BCA]

Overall Program Action Plan for 2012/13

BCA Certificate of Accomplishment - Basic Digital Field Production There has been one assessment of the SLOs for the basic field production classes BCA 125 & 126 for this certificate. Because the classes are so small, varying from less than 20 to just 1 or 2 depending on the level so far the data is insufficient to make broad assertions but the students are meeting the SLOs 1, 2 & 3 current criteria. The plan is to continue collecting data and verifying the positive results that have been observed so far. We are expanding the program in the fall which should facilitate the collection of meaningful data.

DVC Instructional Program SLO Action Plans

57. Broadcast Comm Arts - Basic Writing for Digital Medium [CC.BCAWD.D] belonging to Film and BCA Area [BCA]

Overall Program Action Plan for 2012/13

BCA Certificate of Accomplishment - Basic Writing for Digital Medium There has been one assessment of the SLOs for the basic writing classes BCA 290 & 291 for this certificate. Because the classes are so small, varying from less than 20 to just 1 or 2 depending on the level so far the data is insufficient to make broad assertions but the students are meeting the SLOs 1, 2 & 3 current criteria. The plan is to continue collecting data and verifying the positive results that have been observed so far.

2009/10 Action Plan for Outcome "direct projects for various production formats.":

No required or elective courses align to this outcome -- i.e., empty row.

DVC Instructional Program SLO Action Plans

58. Broadcast Communication Arts [CA.BROCA.D] belonging to Film and BCA Area [BCA]

Overall Program Action Plan for 2012/13

BCA Certificate of Achievement There has been just one assessment of the SLOs for the classes required for this certificate. Because the classes are so small, varying from less than 20 to just 1 or 2 depending on the level so far the data is insufficient to make broad assertions but in general the students are meeting the SLOs current criteria. The plan is to continue collecting data and verifying the positive results that have been observed so far.

DVC Instructional Program SLO Action Plans

59. Broadcast Communication Arts [AA.BROCA.D] belonging to Film and BCA Area [BCA]

Overall Program Action Plan for 2012/13

BCA Associate in Arts Degree There has been just one assessment of the SLOs for the classes required for this AA degree. Because the classes are so small, varying from less than 20 to just 1 or 2 depending on the level so far the data is insufficient to make broad assertions but in general the students are meeting the SLOs current criteria. The plan is to continue collecting data and verifying the positive results that have been observed so far.

DVC Instructional Program SLO Action Plans

60. Broadcast Communication Arts - Basic Studio Production [CC.BCASP.D] belonging to Film and BCA Area [BCA] 2012/13 Action Plan for Outcome "produce for broadcast and digital distribution utilizing three-camera studio format principles (except Basic Digital Field Production and Basic Writing for Digital Medium).":

BCA Certificate of Accomplishment - Basic Studio Production There has been one assessment of the SLOs for the basic studio classes BCA 120, 130, 132 for this certificate. Because the classes are so small, varying from less than 20 to just 1 or 2 depending on the level so far the data is insufficient to make broad assertions but the students are meeting the SLOs 1, 2 & 3 current criteria. The plan is to continue collecting data and verifying the positive results that have been observed so far. We are adding additional sections of these courses in the fall which should facilitate the collection of meaningful data.

DVC Instructional Program SLO Action Plans

61. Business [AS.BUSAB.D] belonging to Business Administration Department [BUS]

2013/14 Action Plan for Outcome "demonstrate knowledge of business operations, the business organization, and business procedures.":

PLO Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. Associate in science degree in Business: This curriculum is designed to provide an opportunity for business students to achieve an associate in science degree after completing a series of foundational and more advanced courses in the area of business. Completion of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for employment in business related occupations. This degree is not primarily intended for transfer students and does not include all courses required for transfer. Students who intend to transfer should consider the Associate in science degree in business administration for transfer. DVC business students who intend to transfer must consult with a program advisor or counselor to ensure that the requirements for transfer to four-year institutions of their choice are met. Students who intend to transfer are also advised to select either General Education Option 2 (IGETC) or Option 3 (CSU GE). General Education Option 1 (DVC General Education) is appropriate for students who do not intend to transfer. To earn this associate degree with a major in business, students must satisfactorily complete sixty (60) units of degree applicable coursework with a grade point average of 2.0 (C) or higher. At least 12 units of degree applicable coursework must be earned at DVC. Certain courses may satisfy both major and general education requirements; however, the units are only counted once. Because currency of information is relevant for this employment related degree, all coursework required for the degree major must be completed within ten years of the degree date. This assessment cycle measured successful achievement of program goals 3 and 1, tested via BusMG-120 (Business Management) and Bus-209 (International Business). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they continue their education toward a BA or BS degree in Business Administration, and also in their work-lives. SLO#3. apply ethical standards and best practices of social responsibility to business situations. COURSE EMPLOYED TO ASSESS THIS PROGRAM OUTCOME: BUSMG-120 Assessment topic #5 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students will be able to explain the threshold issues involved in the legal, ethical, and social responsibilities of management. Assessment method: Students completed MC and TF questions in a Google form. Criteria: A student who correctly completed more than 70% of this section of the assessment is a successful student in this course. Analysis: Spring 2013. The cohort included a f2f and an online section. 86% of enrolled students completed this assessment. 78% of students completed this successfully. Plan: This assessment provides a baseline for future assessments. Instructors teaching this class will continue using the current teaching methods since the results was more than satisfactory. SLO#1. demonstrate knowledge of business operations, the business organization, and business procedures. COURSE EMPLOYED TO ASSESS THIS PROGRAM OUTCOME: BUS-209 INTERNATIONAL BUSINESS Assessment topic #3 cycle 1, reported by Ken Germann, entered on Oct 30, 2010 by RBurns (approved) assessed in 2009/10 Outcome: Students completing the course will be able to explain different modes of entry into a foreign country or region and how to choose the most appropriate mode(s) of entry. A seeing) 2 J

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DVC Instructional Program SLO Action Plans

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 270.80 548.56 Td (DVC Instructional Program SLO Action Plans) Tj ET

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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BT 31.19 525.88 Td (52. Associate in Science in Physics for Transfer [AST.PHYS.D] belonging to Physical Science, Physics, Astronomy,) Tj ET

0 Tw

BT 31.19 508.87 Td (Geology and Geography Department [PHYS]) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 741.75 39.52 Td (Page 70 of 278) Tj ET

) ĐbA ĐbA È P accomplishment - Basic Studio Production There has been one assessment of the SLOs for the basic studio classes BCA 120, 130, 132 for this certificate. Because the classes are so small, varying from less than 20 to just 1 or 2 depending on the level so far the data is insufficient to make broad assertions but the students are meeting the SLOs 1, 2 & 3 current criteria. The plan is to continue collecting data and verifying the positive results that have been observed so far. We are adding additional sections of these courses in the fall which should facilitate the collection of meaningful data. T

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BT 270.80 548.56 Td (DVC Instructional Program SLO Action Plans) Tj ET

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (60. Broadcast Communication Arts - Basic Studio Production [CC.BCASP.D] belonging to Film and BCA Area [BCA]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (2012/13 Action Plan for Outcome) Tj ET

BT /F2 12.00 Tf ET

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2010/11 Action Plan for Outcome "demonstrate knowledge of business operations, the business organization, and business procedures.":

DVC Instructional Program SLO Action Plans

All courses and SLOs are relevant to the program, and no changes are recommended. As the college completes the first five-year course SLO assessment cycle, more complete data will allow for a more comprehensive evaluation.

All courses in the matrix add to the program – do not remove any. Out of 11 applicable SLOs, 4 assessments have been completed.

Recommendation: complete the course SLOs that are missing assessment data. No course changes recommended.

2010/11 Action Plan for Outcome "analyze and evaluate business situations in the major concentration area (i.e. real estate, wealth management, business marketing, advanced general business, management and leadership studies, and small business management/entrepreneurship), identify business problems, and develop solutions/plans of action.":

All courses and SLOs are relevant to the program, and no changes are recommended. As the college completes the first five-year course SLO assessment cycle, more complete data will allow for a more comprehensive evaluation.

All courses in the matrix add to the program – do not remove any. Out of 8 applicable SLOs, 8 assessments have been completed.

Recommendation: complete the course SLOs that are missing assessment data. No course changes recommended.

2010/11 Action Plan for Outcome "apply ethical standards and best practices of social responsibility to business situations.":

All courses and SLOs are relevant to the program, and no changes are recommended. As the college completes the first five-year course SLO assessment cycle, more complete data will allow for a more comprehensive evaluation.

All courses in the matrix add to the program – do not remove any. Out of 7 applicable SLOs, 3 assessments have been completed.

Recommendation: add a course SLO to Bus 240 that addresses the ethics topic, or remove the course from this area in the matrix. Complete the course SLOs that are missing assessment data. No course changes recommended.

2010/11 Action Plan for Outcome "develop communication that presents business information in an organized and clear form.":

All courses and SLOs are relevant to the program, and no changes are recommended. As the college completes the first five-year course SLO assessment cycle, more complete data will allow for a more comprehensive evaluation.

All courses in the matrix add to the program – do not remove any. Out of 7 applicable SLOs, one assessment has been completed.

Recommendation: complete the course SLOs that are missing assessment data. No course changes recommended.

2010/11 Action Plan for Outcome "implement technologies to identify business problems and to develop solutions and plans of action.":

All courses and SLOs are relevant to the program, and no changes are recommended. As the college completes the first five-year course SLO assessment cycle, more complete data will allow for a more comprehensive evaluation.

All courses in the matrix add to the program – do not remove any. Out of 2 applicable SLOs, one assessment has been completed.

Recommendation: wordsmith "implement technologies" to clarify the goal: using technology? Or is it implementing techniques?

DVC Instructional Program SLO Action Plans

Complete the course SLOs that are missing assessment data. No course changes recommended.

DVC Instructional Program SLO Action Plans

62. Business - Transfer [CA.BUST.D] belonging to Business Administration Department [BUS]

Overall Program Action Plan for 2013/14

PLO Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration: human resources, purchasing, or administrative services are likely focal points of a business professional. CA.BUST.D: CERTIFICATE OF ACHIEVEMENT IN BUSINESS TRANSFER This curriculum prepares the student for entry into business related professional programs or jobs that do not require degrees. Certificate requirements provide a strong general business foundation for employment in business administration, accounting, management, marketing, finance, international business, or other business related area. Additionally, it completes most, if not all, of the undergraduate business major requirements for transfer should a student decide to transfer prior to completing all the requirements for the DVC associate in arts degree in business-transfer; or decide to complete the lower division general education requirements and transfer to a four-year institution at a later time. This certificate provides a core curriculum for employment in business or for the further study of business. This assessment cycle measured successful achievement of program goals 3 and 1, tested via BusMG-120 (Business Management) and Bus-209 (International Business). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they continue their education toward a BA or BS degree in Business Administration, and also in their work-lives. SLO#3. Apply ethical standards and best practices of social responsibility to business situations. COURSE EMPLOYED TO ASSESS THIS PROGRAM OUTCOME: BUSMG-120 Assessment topic #5 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students will be able to explain the threshold issues involved in the legal, ethical, and social responsibilities of management. Assessment method: Students completed MC and TF questions in a Google form. Criteria: A student who correctly completed more than 70% of this section of the assessment is a successful student in this course. Analysis: Spring 2013. The cohort included a f2f and an online section. 86% of enrolled students completed this assessment. 78% of students completed this successfully. Plan: This assessment provides a baseline for future assessments. Instructors teaching this class will continue using the current teaching methods since the results was more than satisfactory. SLO#1. Demonstrate knowledge of business operations, the business organization, and business procedures. COURSE EMPLOYED TO ASSESS THIS PROGRAM OUTCOME: BUS-209 INTERNATIONAL BUSINESS Assessment topic #3 cycle 1, reported by Ken Germann, entered on Oct 30, 2010 by RBurns (approved) assessed in 2009/10 Outcome: Students completing the course will be able to explain different modes of entry into a foreign country or region and how to choose the most appropriate mode(s) of entry. Assessment method: Self-evaluation survey, using a Likert scale. Conducted using online WebCT surveys. Criteria: Consider "Strongly agree" as having achieved this outcome. Analysis: 9 of 16 students in 1 section achieved this outcome. There were 29 enrolled. Plan: Continue to track student outcome and maintain/suppass current success rates. Assessment topic #3 cycle 2, reported by Charlie Shi, entered on Dec 18, 2013 by rburns LATEST assessed in 2013/14 Outcome: (same as previous) Assessment method: Self-evaluation survey, using a Likert scale. Conducted using online WebCT surveys. Criteria: (same as previous) Analysis: Fall 2013. 13 of 19 students in 1 section achieved this outcome. There were 35 enrolled. Plan: Continue to track student outcome and maintain/ear for8 h y h y H x (ly ET
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DVC Instructional Program SLO Action Plans

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Overall Program Action Plan for 2010/11

We have reviewed the alignment and mapping and believe all courses and SLO's within the certificate are in proper form and order. We will continue to monitor this certificate for compliance on an on-going basis.

DVC Instructional Program SLO Action Plans

63. Business Essentials [CC.BUSES.D] belonging to Business Administration Department [BUS]

Overall Program Action Plan for 2013/14

PLO Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. CA.BUSES.D: BUSINESS ESSENTIALS This certificate of accomplishment provides a core curriculum of business skills necessary for obtaining entry-level employment in a business or office environment. This certificate or its equivalent is required in order to complete the requirements for a certificate of achievement in the business or accounting areas. This assessment cycle measured successful achievement of program goals 1 and 2, tested via Bus-101 (Business English) and Bus-103 (Business Math). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they continue their journey toward greater job security and professional success. SLO#1. apply standard business English to oral and written communication, including grammar, punctuation, mechanics, vocabulary, style and usage. BUS-101 Assessment topic #3 cycle 1, reported by Carolyn Seefer, entered on Jan 27, 2012 by rburns LATEST (approved) assessed in 2011/12 Outcome: Students completing the course will be able to distinguish correct usage of commonly confused words. Assessment method: Exam question Criteria: 70 percent of class will answer related exam question correctly Analysis: Fall 2011. 75 percent of class answered the related exam question correctly Plan: Results are acceptable; will maintain this outcome without any changes SLO#2. complete business-related mathematical problems with reasonable speed and accuracy, both manually and using calculators and business software BUS-103 Assessment topic #1 cycle 2, reported by Claudia Eckelmann, entered on Oct 30, 2010 by RBurns (approved) assessed in 2010/11 Outcome: Students completing the course will be able to calculate the following: Interest, trade and cash discounts, markups and markdowns, bank discounts, present values, periodic payments, and payroll, simple and compound interest. Assessment method: individual exams Criteria: Students attained a grade of 70% or higher Analysis: 94% of students achieved an average of 70% success or higher in the exams. Plan: The SLOs listed have been completed and assessed at this time in the semester. The data is therefore assessment cycle completed prior to spring 2011. Action plan: The SLOs for Bus 103 will be edited during fall 2010 to be more specific. Also, both Bus 103 sections will be included in the assessment data set. Assessment topic #1 cycle 3, reported by Carolyn Seefer, entered on Jan 27, 2012 by rburns LATEST (approved) assessed in 2011/12 Outcome: (same as previous) Assessment method: Exam question Criteria: 70 percent of students will answer related exam question correctly. Analysis: Fall 2011. 80 percent of students answered related exam question correctly. Plan: Positive results; will continue to use this SLO assessment method with no changes

Overall Program Action Plan for 2011/12

The business department SLO action committee carefully and thoroughly reviewed the alignment and mapping for Business Essentials (CC.BUSES.D) and has come to the following conclusion: All courses (BUS 101, BUS 103, and LS 121) were confirmed on the alignment matrix, in that, the content for the classes support the successful completion of the program and identified outcomes. Additional discussion will be held to determine if a course alternative for L 121 is appropriate for the program.

DVC Instructional Program SLO Action Plans

64. Business Marketing [CA.BUSBM.D] belonging to Business Administration Department [BUSMK]

Overall Program Action Plan for 2014/15

The faculty in the business marketing area of the Business Administration Department have reviewed all the course-level SLO data gathered over the past three years. In reviewing the data, the faculty did not observe any peaks or valleys that would be a cause for concern. To examine SLO data from a slightly different perspective, the faculty have discussed and will consider selecting different course-level assessment topics during the next three years. The marketing faculty would like to make a recommendation to the department chair to utilize the Business Advisory Committee in a new way by creating subgroups within the Committee to look at discipline-specific issues and trends. At this point, the subcommittee responsible for marketing concerns and considerations would provide solutions and suggestions to improve marketing curriculum. For example, should the area look into creating a marketing course investigating social media marketing and Search Engine Optimization/Search Engine Marketing.

DVC Instructional Program SLO Action Plans

65. Ceramics [CA.ARTCR.D] belonging to Art and Photography Department [ART]

Overall Program Action Plan for 2014/15

No students have received this certificate this academic year. Ceramics area faculty will make a concerted effort to recruit students into this program for the 2015-16 school year.

Overall Program Action Plan for 2012/13

Certificate of Achievement in Ceramics May 2013 SLO Assessment: Submitted by Mark Messenger and Karl McDade Prelude: the present Ceramics Certificate. We are assessing the present Certificate of Achievement in Ceramics with the knowledge that it is in many ways obsolete. Although several students are currently in the process of completing the certificate, recent changes in college policies, specifically the elimination of repeatability, has necessitated a significant reconstruction. This will involve a new sequence of classes to clarify and quantify in more detail the process of student mastery in ceramic art. This was previously accomplished through a combination of succinct course content and a mentoring process between students and their professors who often counseled them to repeat courses with increased expectations. This learning dynamic encouraged a progression of student technical skills, intellectual depth, artistic confidence and creative vision that resulted in a significant number of transfers to 4-year institutions and/or private artistic enterprise. Though new protocols make it imperative that every course in the present Ceramics Certificate is rewritten and new courses are added, this is an extensive exercise in form and not in content. Nonetheless, this years SLO assessment will certainly inform our approach as we revise our certificate. SLO#1: Identify and apply the formal design elements of art. The Ceramics Certificate places an emphasis on the ability of students to identify and apply the formal design elements of art in every creative assignment. The Art Department as a whole has also discussed this SLO in detail and we agree that our approaches and specific vocabulary, regardless of medium, are best aligned conspicuously. This SLO, therefore, is fundamental to all art courses. Positive responses in corresponding ceramics course SLOs have been overwhelmingly positive. Actions: We will continue to emphasize and apply fundamental vocabulary in all Ceramics Certificate course SLOs. Further, in order to streamline consistent vocabulary and methods of critique for all DVC art students, we will continue to conduct Department-wide discussions and workshops. This will ensure a specific overlap of core content and a meaningful sequence of student development in all art courses. SLO#2: Create original works of ceramic art. This SLO is deceptively simple, but the quality of its accomplishment is the benchmark of the Ceramic Certificate. Considering the profound spectrum in qualifying the words "original" and "art", student complicity in creating unique works is an important first step. All accompanying certificate SLOs support the ever-increasing depth of this endeavor. Actions: Though implied, several of the existing ceramics course SLOs do not state this objective clearly. This can be stated as a SLO for each class relevant to each unique genre. SLO#3: Create a portfolio demonstrating ideas in a broad range of ceramics techniques. This objective is implied based on the number of courses required in the Ceramics Certificate that involves a range of ideas, techniques and creative production. Nonetheless, no specific SLOs address professional portfolios and this expectation can be more specifically documented. Actions: Offer a specific Art 298 Special Topics (or create a new course) in which students create a portfolio including digital images of their work, an artist statement, resume, inventory method, sample cover letters and a plan for exhibition. SLO#4: Formally compare the attributes of ceramics and other art forms. Several ceramics courses include SLOs that mirror this objective exactly and these assessments have been overwhelmingly positive. In addition, each ceramics class includes a writing component in which students complete creative research assignments. These routinely involve the formal comparison of specific ceramic art with other mediums.

DVC Instructional Program SLO Action Plans

Actions: Adapt variations of these writing assignments as assessment devices in each ceramics course. SLO#5: Employ critical thinking for 8 hours per week. The Business Administration Department has reviewed all the course-level SLO data gathered over the past three years. In reviewing the data, the faculty did not observe any peaks or valleys that would be a cause for concern. To examine SLO data from a slightly different perspective, the faculty have discussed and will consider selecting different course-level assessment topics during the next three years. The marketing faculty would like to make a recommendation to the department chair to utilize the Business Advisory Committee in a new way by creating subgroups within the Committee to look at discipline-specific issues and trends. At this point, the subcommittee responsible for marketing concerns and considerations would provide solutions and suggestions to improve marketing curriculum. For example, should the area look into creating a marketing course investigating social media marketing and Search Engine Optimization/Search Engine Marketing. .5@ 1.158 Tw BT 31.19 459.05 Td (focal points of a business professional. CA.BUSES.D: BUSINESS ESSENTIALS This certificate of accomplishment provides a core curriculum of business skills necessary for) Tj ET

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DVC Instructional Program SLO Action Plans

66. Civil Design Drafting Technology [CA.CDDT.D] belonging to Architecture and Engineering Department [ENGIN]

DVC Instructional Program SLO Action Plans

67. Civil Design Drafting Technology [AS.ETCDT.D] belonging to Architecture and Engineering Department [ENGIN]

DVC Instructional Program SLO Action Plans

68. Civil Drafting, CAD [CA.CDCAD.D] belonging to Architecture and Engineering Department [ENGIN]

DVC Instructional Program SLO Action Plans

69. Civil Engineering [AS.ENGCV.D] belonging to Architecture and Engineering Department [ENGIN]

Overall Program Action Plan for 2012/13

Associate of Science in Civil Engineering is a recently approved program. Most graduates of this program will transfer to 4-year schools to get a bachelor of science in engineering. To complete the assessment of this degree the Program Assessment by Alignment and Mapping (Matrix) was carefully examined. The course content for every course in the program was compared to the program SLOs and the course SLO topics that map to any SLOs of the program were identified. The program assessment was based on the relevance of these course SLOs and their assessments to the program SLOs. The overall assessments is indicative of agreement between the program SLOs and the course SLOs. Few of the engineering courses in the program have not been assessed yet either because they are offered every other year or they have not been offered in the last few years. The assessment of ENGIN-110, ENGIN-255 and ENGIN-240 classes are indicative of the alignments with acceptable success rates. Some improvements in the success rates of ENGIN-255 will contribute to better meeting the objectives of the program. No assessment has been done for ENGIN-135 and ENGIN-230. The course SLOs for ENGIN-136 are not related to the objectives of the course and should be modified. The assessment of the required science courses for the program (CHEM-120, PHYS-130, and PHYS-230) indicates that the students will be able to successfully complete the program. A successful completion of the Math requirements (MATH-192, MATH-193, MATH-292, MATH-294) of the program will provide the needed math background to meet the requirements of the program SLOs and the assessment of these math classes are indicative of this fact. We will continue to expand our activities to enrich this program and will pay special attention to the following items in the coming academic year. ¶

DVC Instructional Program SLO Action Plans

70. Coaching [CA.COACH.D] belonging to Kinesiology, Athletics and Dance Department [KINES]

Overall Program Action Plan for 2014/15

When reviewing the alignment matrix - it became apparent that while the program and course SLOs are aligned, they are aligned indirectly due to how the program learning outcomes were constructed, making it impossible to assess the PLOs through the course. The PLOs were written at an early time in SLO/PLO initiation and relied on external assessment methods rather than via course SLO assessment. Plan: To rewrite the Program Learning Outcomes to directly align to course SLOs and allow for assessment under the current methodology.

Overall Program Action Plan for 2012/13

The course SLOs for this program have not been assessed to this point, but are scheduled for spring 2013 (due in Fall 2013). The program outcomes and matrix were evaluated and changes were found to be representative of the role of each course in meeting the program level outcomes. The program was recently updated so the assessment due in Fall 2013 will provide the baseline for the new program configuration. Results will be shared with the advisory committee at the spring 2014 meeting.

DVC Instructional Program SLO Action Plans

71. Communication Studies [CA.CS.D] belonging to Speech Area [COMM]

Overall Program Action Plan for 2014/15

In reviewing the Action Plan from 2013, the department has successfully accomplished the goals identified in that plan. The department rewrote the AAT degree Program Level Outcomes and aligned the matrix accordingly. SLOs are regularly discussed at department meetings and many of the recent assessment cycles of our courses included Spring semester classes as well as Fall. We identified the need for updated, reliable technology in all of our classrooms in order to better teach presentation aids that have a technology component such as PowerPoint or video clips. The department had Foundation funds that needed to be spent and so those monies were used to equip all three classrooms in the Performing Arts Building with AV cabinets. This upgrade in technology has made the use of technology for both the faculty and the students much easier and effective. The remaining piece of equipment that is needed is a document camera for each classroom. Currently the department shares one document camera that is on a cart. By having a camera housed in each classroom will result in greater use of the equipment due to its accessibility. The department plans on making the request for equipment through the appropriate funding channels. Changes to the curriculum since the last action plan include the elimination of Comm 160, 161 and 162 which was the Forensic Team class series. It was replaced with Comm 163. This change went into effect in the Fall 2014 semester and the class has been assessed in both Fall 2014 and Spring 2015. The department will be reviewing the data generated by these assessments to evaluate how the new course is working in terms of meeting learning objectives at the course and program levels. Two new courses have been created and will be added to the certificate and degree curriculum and the alignment matrix will be updated accordingly. The department has also hired a new full time faculty starting in Fall 2015 that will, as part of his responsibilities, be the Assistant Director of Forensics. We anticipate that the addition of new full time faculty will increase the stability of the forensics program, add to the number of students completing the Certificate and Transfer degree in Communication Studies and will grow the curriculum in new areas.

Overall Program Action Plan for 2012/13

After reviewing previous SLO documents, our department realized that some of our course assessment topics need to be rewritten and our program SLO's should be more general. The department intends to hold a FLEX meeting in August for the purpose of reworking the course and program SLOs. Once the SLOs are changed, the department will redo the alignment matrix for the program. This will ensure that more of the courses in our program can align with the outcomes. The Speech Department found that most of our course SLO data is showing positive results. It seems most SLO success has been attributed to class activities, practicing concepts in class and applying communication concepts to everyday life. In an effort for continued improvement in the teaching of our courses the department will review textbooks to determine if there are better options available and encourage all faculty teaching our classes to provide study guides before exams. Most of our courses are aligning with our overall program goals and generating positive results to show that the program is successful. As for improvements to program SLOs, our department realized only one course is generating data for program level outcome #1. The department will develop SLO topics in more of our courses to speak to that program level goal. This work will be completed by the end of the Fall 2013 semester. Our department has committed to continuing discussion around our program and course SLOs at regular department meetings. Since our data has shown students have been successful in meeting our current course SLOs we will look at other assessment topics in future cycles to ensure the strength and breadth of our program. The department also plans to assess courses in the Spring and Summer terms, in addition to the Fall as to determine student learning in those populations. Given that many of our

DVC Instructional Program SLO Action Plans

program and course SLOS are centered on student delivery and presentation skills, the department feels having improved technology (including computers, document cameras, speakers, projectors in the form of a complete multimedia set up) in each classroom would contribute to student learning and increased success when performing speech assignments. We plan on identifying this need in our upcoming program review.

2010/11 Action Plan for Outcome "create and present a well structured persuasive presentation.":

In the process of looking at Program Level SLO's for the AA degree in Communication Studies, it is revealed that Speech 121 is misaligned. The action plan is to rewrite the course level SLO's for Speech 121 to correctly align with the program level SLO #1. The course content/outline of Speech 121 meets this program SLO but the course SLO's do not reflect this. New course SLO's for Speech 121 will be developed by the Communication Studies department.

Speech 120 course level SLO's #2 and #3 meet the Program Level SLO #1.

2010/11 Action Plan for Outcome "create and present a well structured informative presentation.":

In reviewing the Program Level SLO #2, it is determined that Speech 120 course level SLO's #2 and #3 meet the Program Level SLO #2. Speech 120 has been assessed in Fall of 2008.

2010/11 Action Plan for Outcome "be aware of and able to apply interpersonal conflict resolution methods.":

In reviewing the Program Level SLO #3, it is determined that Speech 128 course level SLO #2 meets the Program Level SLO #3. Speech 128 was assessed in Fall 2009.

DVC Instructional Program SLO Action Plans

72. Computer Aided Drafting & Digital Media for Engin & Archi [CC.CADDM.D] belonging to Architecture and Engineering Department [ENGIN]

Overall Program Action Plan for 2011/12

This program is currently listed as in Hiatus in the DVC College Catalogue Fall2012/Spring 2013

DVC Instructional Program SLO Action Plans

73. Computer Information Systems [AS.CIS.D] belonging to Computer Information System and Business Department [CIS]

Overall Program Action Plan for 2013/14

The CIS department has reviewed the matrix and mapping of the AS Degree Program Level Outcomes. During the Fall 2013 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department deleted (2) 1 unit classes - Using Camtasia and Podcasting then created a new class CIS-133 Video Content for the Web. The new course is better aligned with both our Web certificates. We are running experimental courses in iOS apps development and WordPress development. If successful, the experimental courses will be processed through the Curriculum Committee for unique course numbers. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data.

Overall Program Action Plan for 2012/13

The CIS department has reviewed the matrix and mapping of the AS Degree Program Level Outcomes. The department intends to hold a FLEX meeting in the Fall semester for the purpose of reviewing the Program Learning Outcomes. The department will at that time determine if a PLO dealing with mobility devices should be included in the PLOs of the degree.

2009/10 Action Plan for Outcome "perform the duties of Information Technologies and Management workers as identified by the Bureau of Labor Statistics":

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes.

2009/10 Action Plan for Outcome "develop and implement database systems for stand alone or internet based deployment.":

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

74. Computer Information Systems - Core [CA.CISC.D] belonging to Computer Information System and Business Department [CIS]

Overall Program Action Plan for 2013/14

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Core Program Level Outcomes. Certificate Plan: We do not see the need to add or remove classes to this certificate at this time but will communicate with the Computer Science Dept. to determine the status of COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA). If the Comsci Dept. determines to delete this course, the CIS department will at that time create an advanced MS Office Applications course dealing with application integration. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate of Achievement feeds into the AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2013 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department deleted (2) 1 unit classes - Using Camtasia and Podcasting then created a new class CIS-133 Video Content for the Web. The new course is better aligned with both our Web certificates. We are running experimental courses in iOS apps development and WordPress development. If successful, the experimental courses will be processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degree.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department feels that since these courses are only offered once a semester we should continue to assess all courses offered during the academic year. In addition, we are currently only offering courses in an online format thus we will take into consideration that all data currently being reviewed is weighted to that format.

Further, after the first cycle of SLO assessments the department felt that we needed to simplify and reword the individual course SLOs to better target and track more specific Student Learning Outcomes. That task has been completed.

The department is pleased with the outcomes of this certificate and degree. The department will continue to monitor the development of new technologies that might be replacing Flash and incorporate them into the certificates and degree.

Overall Program Action Plan for 2009/10

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

75. Computer Information Systems - Database Management [CA.CISDM.D] belonging to Computer Information System and Business Department [CIS]

Overall Program Action Plan for 2013/14

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Database Management Certificate Plan: We do not see the need to remove classes to this certificate at this time but will communicate with the Computer Science Dept. to determine the status of COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA). If the Comsci Dept. determines to delete this course, the CIS department will at that time create an advanced MS Office Applications course dealing with application integration. The department is also considering creating and adding an optional course on the Introduction to Oracle Database Systems. We need further review and will solicit feedback from our advisory committee in Fall 2014. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate of Achievement feeds into the AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2013 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department deleted (2) 1 unit classes - Using Camtasia and Podcasting then created a new class CIS-133 Video Content for the Web. The new course is better aligned with both our Web certificates. We are running experimental courses in iOS apps development and WordPress development. If successful, the experimental courses will be processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degree.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department feels that since these courses are only offered once a semester we should continue to assess all courses offered during the academic year. In addition, we are currently only offering courses in an online format thus we will take into consideration that all data currently being reviewed is weighted to that format. Further, after the first cycle of SLO assessments the department felt that we needed to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes. That task has been completed. This certificate will be revised during the 2012/2013 academic year to reflect some changes in the industry i.e. the increase of web based databases. The department during Spring 2012 will decide what those changes will be.

Overall Program Action Plan for 2009/10

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

76. Computer Information Systems - Database Management [CC.CISDM.D] belonging to Computer Information System and Business Department [CIS]

Overall Program Action Plan for 2013/14

The CIS department has reviewed the matrix and mapping of the Certificate of Accomplishment Computer Information Systems - Database Management Certificate Plan: We do not see the need to add or remove classes to this certificate at this time since this a primary level certificate of accomplishment. The department is also considering adding a few specialized optional courses to this certificate, for example, web databases or Oracle. We need further review and will solicit feedback from our advisory committee in Fall 2014. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate of Achievement feeds into the Certificate of Achievement Computer Information Systems - Database Management, which in turn feeds into AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2013 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department deleted (2) 1 unit classes - Using Camtasia and Podcasting then created a new class CIS-133 Video Content for the Web. The new course is better aligned with both our Web certificates. We are running experimental courses in iOS apps development and WordPress development. If successful, the experimental courses will be processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degree.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department feels that since these courses are only offered once a semester we should continue to assess all courses offered during the academic year. In addition, we are currently only offering courses in an online format thus we will take into consideration that all data currently being reviewed is weighted to that format.

Further, after the first cycle of SLO assessments the department felt that we needed to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes. That task has been completed.

This certificate will be revised during the 2012/2013 academic year to reflect some changes in the industry i.e. the increase of web based databases. The department during Spring 2012 will decide what those changes will be.

Overall Program Action Plan for 2009/10

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

77. Computer Information Systems - Project Management [CC.CISPM.D] belonging to Computer Information System and Business Department [CIS]

Overall Program Action Plan for 2013/14

The CIS department has reviewed the matrix and mapping of the Certificate of Accomplishment Computer Information Systems - Project Management Certificate Plan: We do not see the need to add or remove classes to this certificate at this time since this a primary level certificate of accomplishment. The department is also considering adding a few specialized optional courses to this certificate, for example, MS Project or Agile. We need further review and will solicit feedback from our advisory committee in Fall 2014. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate of Achievement feeds into the Certificate of Achievement Computer Information Systems - Project Management, which in turn feeds into AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2013 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department deleted (2) 1 unit classes - Using Camtasia and Podcasting then created a new class CIS-133 Video Content for the Web. The new course is better aligned with both our Web certificates. We are running experimental courses in iOS apps development and WordPress development. If successful, the experimental courses will be processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degree.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department feels that since these courses are only offered once a semester we should continue to assess all courses offered during the academic year. In addition, we are currently only offering courses in an online format thus we will take into consideration that all data currently being reviewed is weighted to that format.

Further, after the first cycle of SLO assessments the department felt that we needed to simplify and reword the individual course SLOs to better target and track more specific Student Learning Outcomes. That task has been completed.

Both core courses will be revised during the 2012/2013 academic year to reflect a small reorganization of the content for each course. The department is discussing adding an additional course on Risk Management to the certificate and degree. The department during Spring 2012 will decide what those changes will be.

Overall Program Action Plan for 2009/10

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

78. Computer Information Systems - Project Management [CA.CISPM.D] belonging to Computer Information System and Business Department [CIS]

Overall Program Action Plan for 2013/14

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Project Management Certificate Plan: We do not see the need to remove classes to this certificate at this time but will communicate with the Computer Science Dept. to determine the status of COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA). If the Comsci Dept. determines to delete this course, the CIS department will at that time create an advanced MS Office Applications course dealing with application integration. The department is considering combining CIS-185 Microsoft Project and CIS-186 Microsoft Visio into one course. In addition, we are adding a New Course " Introduction to the Agile System, as an optional course to the certificate. We will solicit feedback from our advisory committee in Fall 2014. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate of Achievement feeds into the AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2013 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department deleted (2) 1 unit classes - Using Camtasia and Podcasting then created a new class CIS-133 Video Content for the Web. The new course is better aligned with both our Web certificates. We are running experimental courses in iOS apps development and WordPress development. If successful, the experimental courses will be processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degree.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department feels that since these courses are only offered once a semester we should continue to assess all courses offered during the academic year. In addition, we are currently only offering courses in an online format thus we will take into consideration that all data currently being reviewed is weighted to that format.

Further, after the first cycle of SLO assessments the department felt that we needed to simplify and reword the individual course SLOs to better target and track more specific Student Learning Outcomes. That task has been completed.

Both core courses will be revised during the 2012/2013 academic year to reflect a small reorganization of the content for each course. The department is discussing adding an additional course on Risk Management to the certificate and degree. The department during Spring 2012 will decide what those changes will be.

Overall Program Action Plan for 2009/10

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

79. Computer Information Systems - Web Graphics [CA.CISWG.D] belonging to Computer Information System and Business Department [CIS]

Overall Program Action Plan for 2014/15

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Web Graphics Program Level Outcomes. The CIS department has reviewed the matrix and mapping of the Certificate of Accomplishment Computer Information Systems - Web Graphics Program Level Outcomes. Certificate Plan: We have removed CIS-132 and added CIS-133 to this certificate at this time. This is explained in the departmental plan below. We will communicate with the Computer Science Dept. to determine the status of COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA). If the Comsci Dept. determines to delete this course, the CIS department will at that time create an advanced MS Office Applications course dealing with application integration. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate of Achievement feeds into the AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2015 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department deleted the 2 unit class - CIS-132 Using Flash then created a new class CIS-133 Video Content for the Web. The CIS-133 class deleted because of a shift of industry standards away from Flash but towards the new HTML5 video standards. In CIS-133, these new HTML5 standards are addressed, in addition the new course is better aligned with both our Web Graphics certificates. Additional Info: We ran experimental courses in iOS apps development and WordPress development. They were deemed successful, and the experimental courses have been processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees. Review: The department is pleased with the outcomes of these certificates and degree. The department will continue to monitor the development of new technologies and incorporate them into the certificates and degree. We have shared this PLO information with our CTE advisors and any other appropriate constituencies.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department feels that since these courses are only offered once a semester we should continue to assess all courses offered during the academic year. In addition, we are currently only offering courses in an online format thus we will take into consideration that all data currently being reviewed is weighted to that format.

Further, after the first cycle of SLO assessments the department felt that we needed to simplify and reword the individual course SLOs to better target and track more specific Student Learning Outcomes. That task has been completed.

The department is discussing modifying the course content for CIS-131 Adobe Flash due to the fact that the industry might be moving away from using this animation standard.

The department will continue to monitor the development of new technologies that might be replacing Flash and incorporate them into the certificates and degree.

The department is discussing modifying Program SLO #3 and replacing it with a more specifically target or removing it from this certificate.

DVC Instructional Program SLO Action Plans

The department will make the decision during the Spring 2012 semester.

Overall Program Action Plan for 2009/10

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

80. Computer Information Systems - Web Graphics [CC.CISWG.D] belonging to Computer Information System and Business Department [CIS]

Overall Program Action Plan for 2014/15

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Web Graphics Program Level Outcomes. The CIS department has reviewed the matrix and mapping of the Certificate of Accomplishment Computer Information Systems - Web Graphics Program Level Outcomes. Certificate Plan: We have removed CIS-132 and added CIS-133 to this certificate at this time. This is explained in the departmental plan below. We will communicate with the Computer Science Dept. to determine the status of COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA). If the Comsci Dept. determines to delete this course, the CIS department will at that time create an advanced MS Office Applications course dealing with application integration. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate of Achievement feeds into the AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2015 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department deleted the 2 unit class - CIS-132 Using Flash then created a new class CIS-133 Video Content for the Web. The CIS-133 class deleted because of a shift of industry standards away from Flash but towards the new HTML5 video standards. In CIS-133, these new HTML5 standards are addressed, in addition the new course is better aligned with both our Web Graphics certificates. Additional Info: We ran experimental courses in iOS apps development and WordPress development. They were deemed successful, and the experimental courses have been processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees. Review: The department is pleased with the outcomes of these certificates and degree. The department will continue to monitor the development of new technologies and incorporate them into the certificates and degree. We have shared this PLO information with our CTE advisors and any other appropriate constituencies.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department feels that since these courses are only offered once a semester we should continue to assess all courses offered during the academic year. In addition, we are currently only offering courses in an online format thus we will take into consideration that all data currently being reviewed is weighted to that format.

Further, after the first cycle of SLO assessments the department felt that we needed to simplify and reword the individual course SLOs to better target and track more specific Student Learning Outcomes. That task has been completed.

The department is discussing modifying the course content for CIS-131 Adobe Flash due to the fact that the industry might be moving away from using this animation standard. The department will continue to monitor the development of new technologies that might be replacing Flash and incorporate them into the certificates and degree.

Overall Program Action Plan for 2009/10

DVC Instructional Program SLO Action Plans

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

81. Computer Information Systems - Web Technology [CC.CISWT.D] belonging to Computer Information System and Business Department [CIS]

Overall Program Action Plan for 2014/15

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Web Technology Program Level Outcomes. The CIS department has reviewed the matrix and mapping of the Certificate of Accomplishment Computer Information Systems - Web Technology Program Level Outcomes. Certificate Plan: We will communicate with the Computer Science Dept. to determine the status of COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) and COMSC-195 WWW Publishing with HTML. If the Comsci Dept. determines to delete these courses, the CIS department will at that time create an alternative course if needed. In addition, the department is determining if these courses can be completely phased out instead. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate feeds into the AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2015 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department will do a Title 5 rewrite of CIS-107 Web Databases with Dreamweaver because the Adobe company has removed this feature in its Dreamweaver product. Additional Info: We ran experimental courses in iOS apps development and WordPress development. They were deemed successful, and the experimental courses have been processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees. Review: The department is pleased with the outcomes of these certificates and degree. The department will continue to monitor the development of new technologies and incorporate them into the certificates and degree. We have shared this PLO information with our CTE advisors and any other appropriate constituencies.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department feels that since these courses are only offered once a semester we should continue to assess all courses offered during the academic year. In addition, we are currently only offering courses in an online format thus we will take into consideration that all data currently being reviewed is weighted to that format.

Further, after the first cycle of SLO assessments the department felt that we needed to simplify and reword the individual course SLOs to better target and track more specific Student Learning Outcomes. That task has been completed.

The department is pleased with the outcomes of this certificate and degree. The courses CIS-105 Introduction to Web Design and CIS-106 Adobe DreamWeaver (CIS-106) have been revamped and no longer use a commercial textbook, instead the department has developed its own materials and instructional videos for each course. This gives us an increased flexibility in incorporating developing technologies like mobile devices.

Overall Program Action Plan for 2009/10

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student

DVC Instructional Program SLO Action Plans

Learning Outcomes.

DVC Instructional Program SLO Action Plans

82. Computer Information Systems - Web Technology [CA.CISWT.D] belonging to Computer Information System and Business Department [CIS]

Overall Program Action Plan for 2014/15

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Web Technology Program Level Outcomes. The CIS department has reviewed the matrix and mapping of the Certificate of Accomplishment Computer Information Systems - Web Technology Program Level Outcomes. Certificate Plan: We will communicate with the Computer Science Dept. to determine the status of COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) and COMSC-195 WWW Publishing with HTML. If the Comsci Dept. determines to delete these courses, the CIS department will at that time create an alternative course if needed. In addition, the department is determining if these courses can be completely phased out instead. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate feeds into the AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2015 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department will do a Title 5 rewrite of CIS-107 Web Databases with Dreamweaver because the Adobe company has removed this feature in its Dreamweaver product. Additional Info: We ran experimental courses in iOS apps development and WordPress development. They were deemed successful, and the experimental courses have been processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees. Review: The department is pleased with the outcomes of these certificates and degree. The department will continue to monitor the development of new technologies and incorporate them into the certificates and degree. We have shared this PLO information with our CTE advisors and any other appropriate constituencies.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department feels that since these courses are only offered once a semester we should continue to assess all courses offered during the academic year. In addition, we are currently only offering courses in an online format thus we will take into consideration that all data currently being reviewed is weighted to that format.

Further, after the first cycle of SLO assessments the department felt that we needed to simplify and reword the individual course SLOs to better target and track more specific Student Learning Outcomes. That task has been completed.

The department is pleased with the outcomes of this certificate and degree. The courses CIS-105 Introduction to Web Design and CIS-106 Adobe DreamWeaver (CIS-106) have been revamped and no longer use a commercial textbook, instead the department has developed its own materials and instructional videos for each course. This gives us an increased flexibility in incorporating developing technologies like mobile devices.

The department is discussing modifying Program SLO #2 and replacing it with a more specifically target or removing it from this certificate. The department will make the decision during the Spring 2012 semester.

DVC Instructional Program SLO Action Plans

Overall Program Action Plan for 2009/10

Further, after the first cycle of SLO assessments the department feels that we need to simplify and reword the individual SLOs to better target and track more specific Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

83. Computer Science [AS.COMSC.D] belonging to Computer Science Department [COMSC]

Overall Program Action Plan for 2013/14

In order to keep this program, the CS department will seek to create an equivalent transfer degree, using the model curriculum. With over 1000 students in the program at any time, we only award a few of these degrees -- 16 total from 2009-2013, so we need something that serves out largely transfer-oriented student body.

2011/12 Action Plan for Outcome "create computer programming solutions using either the C++ or Java programming language.":

The newly-implemented process involving pre- and post-assessments in courses is useful for this program assessment because it demonstrates the amount of learning that has taken place in support of expected program learning outcomes.

Highest levels of learning are noted across the board among the 17 course-level assessments that support this program-level learning outcome, usually in the 80's percent range at the completion of a course, rising from typically in the 10's percent range at the beginning of a course. A notable exception is COMSC 165, where about half enter the course already at the highest level of the ability being assessed. Ironically, even though it starts high, 165's SLO#2 does not end as high -- it's in the 60's percent range. We might want to consider more emphasis on working with files in COMSC 165 and less on reviewing prerequisite materials.

2010/11 Action Plan for Outcome "create computer programming solutions using either the C++ or Java programming language.":

1. Continue using cs.dvc.edu to manage all COMSC-110 sections.
2. Continue to use YouTube how-to videos that were added to the cs.dvc.edu materials for FA10, and made available to all sections in SP11.
3. Continue to not list lab hours in the schedule, because students regard that as optional, and encourage instructors with lecture/lab classes to use the time as they see fit, rather than strictly follow the supposed lecture time and lab time -- as long as the hours adds up by the end of the semester.

2009/10 Action Plan for Outcome "create computer programming solutions using either the C++ or Java programming language.":

1. Add Java emphasis alignment to Comsc-256.
2. Continue with the COMSC-110 face-to-face vs online mix, the variety of instructors, and the DVC faculty-written textbook.
3. The next edition of the COMSC-110 textbook could cover this subject better, with more examples. Action plan is to continue with the face-to-face vs online mix, the variety of instructors, and the DVC-faculty written textbook, and improve chapter 5 in the next edition.
4. Higher achievement in all areas could be realized with better lab attendance. Remove notes in schedule that say when is the lab hour, because students regard that as optional.
5. Also for better lab attendance, encourage instructors with 50/50 lecture/lab classes to use the time as they see fit, rather than strictly follow the supposed lecture time and lab time -- as long as it adds up to 50/50 by the end of the semester.

2011/12 Action Plan for Outcome "read and write programs written in x86 assembly language, and interface them with C++ programs.":

The newly-implemented process involving pre- and post-assessments in courses is useful for this program assessment because it demonstrates the amount of learning that has taken place in support of expected program learning outcomes.

DVC Instructional Program SLO Action Plans

We will remove COMSC 256 from the alignment for this program outcome, because its content is not relevant. From the remaining course that supports this outcome, COMSC 260, highest levels of learning are noted for both supporting course-level assessments, usually in the 90's percent range at the completion of the course, rising from typically in the 10's percent range at the beginning of the course.

2010/11 Action Plan for Outcome "read and write programs written in x86 assembly language, and interface them with C++ programs.":

Continue to not list lab hours in the schedule, because students regard that as optional, and encourage instructors with lecture/lab classes to use the time as they see fit, rather than strictly follow the supposed lecture time and lab time -- as long as the hours adds up by the end of the semester.

2009/10 Action Plan for Outcome "read and write programs written in x86 assembly language, and interface them with C++ programs.":

1. Higher achievement in all areas could be realized with better lab attendance. Remove notes in schedule that say when is the lab hour, because students regard that as optional.
2. Also for better lab attendance, encourage instructors with 50/50 lecture/lab classes to use the time as they see fit, rather than strictly follow the supposed lecture time and lab time -- as long as it adds up to 50/50 by the end of the semester.

2011/12 Action Plan for Outcome "effectively use either the C++ Standard Template Library or the Java util package to manage data structures in programs.":

The newly-implemented process involving pre- and post-assessments in courses is useful for this program assessment because it demonstrates the amount of learning that has taken place in support of expected program learning outcomes.

We will add COMSC 255 to the alignment for this outcome, because its content includes collections and dynamic structures, which are elements of the Java util package. The department will also consider adding course-level outcome assessments to COMSC 210 and 255 for students' ability to apply the STL and/or the Java util package, so that there is some basis for assessing learning based on course data.

2010/11 Action Plan for Outcome "effectively use either the C++ Standard Template Library or the Java util package to manage data structures in programs.":

Still need to add STL-related outcome for COMSC-210

2009/10 Action Plan for Outcome "effectively use either the C++ Standard Template Library or the Java util package to manage data structures in programs.":

1. Add STL-related outcome for COMSC-210

2011/12 Action Plan for Outcome "make the right choices of language, platform, data structures, and databases for a computer programming solution based on their knowledge of the elements of program design.":

The newly-implemented process involving pre- and post-assessments in courses is useful for this program assessment because it demonstrates the amount of learning that has taken place in support of expected program learning outcomes.

DVC Instructional Program SLO Action Plans

From the one course that supports this outcome, COMSC 210, highest levels of learning are noted for both supporting course-level assessments, usually in the 80's percent range at the completion of the course, rising from typically about a third at the beginning of the course.

2010/11 Action Plan for Outcome "make the right choices of language, platform, data structures, and databases for a computer programming solution based on their knowledge of the elements of program design.":

Continue to not list lab hours in the schedule, because students regard that as optional, and encourage instructors with lecture/lab classes to use the time as they see fit, rather than strictly follow the supposed lecture time and lab time -- as long as the hours adds up by the end of the semester.

2009/10 Action Plan for Outcome "make the right choices of language, platform, data structures, and databases for a computer programming solution based on their knowledge of the elements of program design.":

- 1.Higher achievement in all areas could be realized with better lab attendance. Remove notes in schedule that say when is the lab hour, because students regard that as optional.
2. Also for better lab attendance, encourage instructors with 50/50 lecture/lab classes to use the time as they see fit, rather than strictly follow the supposed lecture time and lab time -- as long as it adds up to 50/50 by the end of the semester.

DVC Instructional Program SLO Action Plans

84. Computer Science - Advanced C++ Programming [CA.CSACP.D] belonging to Computer Science Department [COMSC]

Overall Program Action Plan for 2013/14

The last action plan for the capstone course, COMSC 200, indicated that instructors need to coordinate better on curriculum and textbook selections. Over the summer (2014) the CS department started holding planning meetings for the coming academic year, and addressed these issues specifically.

DVC Instructional Program SLO Action Plans

85. Computer Science - Advanced Java Programming [CA.CSAJP.D] belonging to Computer Science Department [COMSC]

Overall Program Action Plan for 2013/14

There's no recent data on the capstone course, COMSC 256, and what data does exist is inconclusive. The action plan is to get the instructor in charge of the capstone course to participate in SLO assessments...

DVC Instructional Program SLO Action Plans

86. Computer Science - Computer Architecture [CA.CSCA.D] belonging to Computer Science Department [COMSC]

Overall Program Action Plan for 2013/14

The last action plan for the capstone course, COMSC 260, indicated that there was noticeable variation in assessment results from section to section. Over the summer (2014) the CS department started holding planning meetings for the coming academic year, and addressed this issue. The plan is to no longer offer the capstone course in the summer or online.

DVC Instructional Program SLO Action Plans

87. Computer Science - Mobile and Enterprise Java Programming [CA.CSMEP.D] belonging to Computer Science Department [COMSC]

Overall Program Action Plan for 2013/14

There's no recent data on the capstone course, COMSC 256, and what data does exist is inconclusive. The action plan is to get the instructor in charge of the capstone course to participate in SLO assessments...

DVC Instructional Program SLO Action Plans

88. Computer Science - Program Design [CA.CSPD.D] belonging to Computer Science Department [COMSC]

Overall Program Action Plan for 2013/14

There is no recent data on the assessment of the capstone course, COMSC-256 -- the latest is 2011/12, and that was inconclusive because so few students participated. The plan is to try to get the instructor for the capstone course to conduct assessments.

DVC Instructional Program SLO Action Plans

89. Computer Technical Support [CA.CTS.D] belonging to Electronics and Electricity Area [COMTC]

Overall Program Action Plan for 2014/15

Program is undergoing review and revision. Recommendation of committee to close out existing degree/certificate options and reform materials into a new degree / certificates. Students currently declaring CTS (COMTC) as their major have been sent a letter informing them of the change and notifying them that they need to complete COMTC courses in 2015/2016 school year as the program will be deactivated.

2012/13 Action Plan for Outcome "troubleshoot and repair computer hardware problems.":

PSLO OUTCOME 1 -- TROUBLESHOOT AND REPAIR COMPUTER HARDWARE PROBLEMS COMTC 110 5/28/13 COMTC 118 1/4/12 COMTC 120 4/9/09

PSLO outcome 1 All courses align with at least one outcome. Schedule COMTC 120 for evaluation. COMTC 110, COMTC 118 have recently been evaluated. The outcome statement for PSLO1 appears appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. This entire certificate needs reevaluation to determine student and market interest and appropriateness of offering. In process as of Spring 2013. Plan to be developed following evaluation.

2012/13 Action Plan for Outcome "troubleshoot and repair computer software problems related to operating systems, application programs and printer systems.":

PSLO OUTCOME 2 -- TROUBLESHOOT AND REPAIR COMPUTER RELATED SOFTWARE PROBLEMS RELATED TO OPERATING SYSTEMS, APPLICATION PROGRAMS, AND PRINTER SYSTEMS BSNS 250 done 12/13 CNT 105 sch 12/13 CNT 114 sch 12/13 COMSC 100L sch 12/13 COMTC 110 5/28/13 COMTC 118 1/4/12 COMTC 120 4/9/09

PSLO outcome 2 All courses align with at least one outcome. Schedule COMTC 120 for evaluation. CNT 105, CNT 114. COMSC 100L scheduled for evaluation 2012/2013. BSNS 250, COMTC 110, COMTC 118 have recently been evaluated. The outcome statement for PSLO1 appears appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. This entire certificate needs reevaluation to determine student and market interest and appropriateness of offering. In process as of Spring 2013. Plan to be developed following evaluation.

2012/13 Action Plan for Outcome "troubleshoot and repair computer network problems.":

PSLO OUTCOME 3 TROUBLESHOOT AND REPAIR COMPUTER NETWORK PROBLEMS CNT 103 sch 12/13 COMTC 110 5/28/13 COMTC 118 1/4/12 COMTC 120 4/9/09

PSLO outcome 3 All courses align with at least one outcome. Schedule COMTC 120 for evaluation. CNT 103 scheduled for evaluation 2012/2013. COMTC 110, COMTC 118 have recently been evaluated. The outcome statement for PSLO1 appears appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. This entire certificate needs reevaluation to determine student and market interest and appropriateness of offering. In process as of Spring 2013. Plan to be developed following evaluation.

DVC Instructional Program SLO Action Plans

90. Computer Technical Support [AS.CTS.D] belonging to Electronics and Electricity Area [COMTC]

Overall Program Action Plan for 2014/15

Program is undergoing review and revision. Recommendation of committee to close out existing degree/certificate options and reform materials into a new degree / certificates. Students currently declaring CTS (COMTC) as their major have been sent a letter informing them of the change and notifying them that they need to complete COMTC courses in 2015/2016 school year as the program will be deactivated.

2012/13 Action Plan for Outcome "troubleshoot and repair computer hardware problems.":

PSLO OUTCOME 1 TROUBLESHOOT AND REPAIR COMPUTER HARDWARE PROBLEMS CNT 103 sch for 12/13 COMTC 110 5/28/13 COMTC 118 1/4/12 COMTC 120 4/9/09

PSLO outcome 1 All courses align with at least one outcome. Schedule COMTC 120 for evaluation. CNT 103 scheduled for evaluation 2012/2013. COMTC 110, COMTC 118 have recently been evaluated. The outcome statement for PSLO1 appears appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. This entire degree needs reevaluation to determine student and market interest and appropriateness of offering. In process as of Spring 2013. Plan to be developed following evaluation.

2012/13 Action Plan for Outcome "troubleshoot and repair computer software problems related to operating systems, application programs and printer systems.":

PSLO OUTCOME 2 TROUBLESHOOT AND REPAIR COMPUTER RELATED SOFTWARE PROBLEMS RELATED TO OPERATING SYSTEMS, APPLICATION PROGRAMS, AND PRINTER SYSTEMS BSNS 250 done 12/13 CNT 105 sch 12/13 CNT 114 sch 12/13 COMSC 100L sch 12/13 COMTC 110 5/28/13 COMTC 118 1/4/12 COMTC 120 4/9/09

PSLO outcome 2 All courses align with at least one outcome. Schedule COMTC 120 for evaluation. CNT 105, CNT 114. COMSC 100L scheduled for evaluation 2012/2013. BSNS 250, COMTC 110, COMTC 118 have recently been evaluated. The outcome statement for PSLO1 appears appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. This entire degree needs reevaluation to determine student and market interest and appropriateness of offering. In process as of Spring 2013. Plan to be developed following evaluation.

2012/13 Action Plan for Outcome "troubleshoot and repair computer network problems.":

PSLO OUTCOME 3 TROUBLESHOOT AND REPAIR COMPUTER NETWORK PROBLEMS CNT 103 sch 12/13 COMTC 110 5/28/13 COMTC 118 1/4/12 COMTC 120 4/9/09

PSLO outcome 3 All courses align with at least one outcome. Schedule COMTC 120 for evaluation. CNT 103 scheduled for evaluation 2012/2013. COMTC 110, COMTC 118 have recently been evaluated. The outcome statement for PSLO1 appears appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. This entire degree needs reevaluation to determine student and market interest and appropriateness of offering. In process as of Spring 2013. Plan to be developed following evaluation.

DVC Instructional Program SLO Action Plans

91. Computer Technical Support [CC.CTS.D] belonging to Electronics and Electricity Area [COMTC]

Overall Program Action Plan for 2014/15

Program is undergoing review and revision. Recommendation of committee to close out existing degree/certificate options and reform materials into a new degree / certificates. Students currently declaring CTS (COMTC) as their major have been sent a letter informing them of the change and notifying them that they need to complete COMTC courses in 2015/2016 school year as the program will be deactivated.

2012/13 Action Plan for Outcome "Troubleshoot and repair computer hardware problems.":

PSLO OUTCOME 1 -- TROUBLESHOOT AND REPAIR COMPUTER HARDWARE PROBLEMS COMTC 110 5/28/13 COMTC 118 1/4/12 All courses align with at least one outcome. COMTC 110 & COMTC 118 have recently been evaluated. The outcome statement for PSLO1 appears appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. This entire certificate needs reevaluation to determine student and market interest and appropriateness of offering. In process as of Spring 2013. Plan to be developed following evaluation.

2012/13 Action Plan for Outcome "troubleshoot and repair computer software problems related to operating systems, application programs and printer systems.":

PSLO OUTCOME 2 -- TROUBLESHOOT AND REPAIR COMPUTER RELATED SOFTWARE PROBLEMS RELATED TO OPERATING SYSTEMS, APPLICATION PROGRAMS, AND PRINTER SYSTEMS CNT 105 sch 12/13 CNT 114 sch 12/13 COMTC 110 5/28/13 COMTC 118 1/4/12 All courses align with at least one outcome. CNT 105 & CNT 114 scheduled for evaluation 2012/2013. COMTC 110 & COMTC 118 have recently been evaluated. The outcome statement for PSLO1 appears appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. This entire certificate needs reevaluation to determine student and market interest and appropriateness of offering. In process as of Spring 2013. Plan to be developed following evaluation.

2012/13 Action Plan for Outcome "troubleshoot and repair computer network problems.":

PSLO OUTCOME 3 TROUBLESHOOT AND REPAIR COMPUTER NETWORK PROBLEMS COMTC 110 5/28/13 COMTC 118 1/4/12 All courses align with at least one outcome. COMTC 110 & COMTC 118 have recently been evaluated. The outcome statement for PSLO1 appears appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. This entire certificate needs reevaluation to determine student and market interest and appropriateness of offering. In process as of Spring 2013. Plan to be developed following evaluation.

DVC Instructional Program SLO Action Plans

92. Computer User Support [CA.COMUS.D] belonging to Computer Science Department [COMSC]

Overall Program Action Plan for 2010/11

Rewrite SLOs because no courses align with outcome 4.

2014/15 Action Plan for Outcome "apply the basic vocabulary of computer technology and information systems.":

Very few certificates were awarded in COMSC prior to 2011/12. There was a total of 6 in the previous 3 years. Since the introduction of 5 new programming certificates that year, the #of certificate awards has exploded to 134 over two years. It's unlikely that many of these are for CA.COMUS.D. This certificate should be discontinued. It's not really associated with computer science or programming in any way.

2014/15 Action Plan for Outcome "use word processing, spreadsheet, presentation, and database software to communicate effectively and professionally.":

There are Microsoft Office courses in CIS, too, and should probably be listed as options, instead of requiring only 100+100L.

2014/15 Action Plan for Outcome "demonstrate basic mathematical skills in problem solving.":

Should reword the outcome as "demonstrate problem solving skills".

2014/15 Action Plan for Outcome "write instructions for using applications.":

The matrix has Comsc 100+100L supporting this outcome, but there is really nothing in the course outlines or in the way these are taught, to justify this alignment. Without these courses, nothing aligns with the outcome. The dept needs to either drop this program, or figure out how to address this outcome. Maybe something from ENGL?

DVC Instructional Program SLO Action Plans

93. Construction - Construction and Building Inspection [AS.CNSBI.D] belonging to Construction and Steamfitting Apprenticeship Area [CONST]

Overall Program Action Plan for 2014/15

When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2015 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for Construction.

Overall Program Action Plan for 2012/13

1. The program intends to look over outcomes for aligned courses, and evaluating the results of those course-level assessments in the context of this program. 2. We further determined that our program SLO's actually represent our intended program outcomes.

DVC Instructional Program SLO Action Plans

94. Construction - Construction Management [AS.CNMGT.D] belonging to Construction and Steamfitting Apprenticeship Area [CONST]

Overall Program Action Plan for 2014/15

When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2015 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for Construction.

Overall Program Action Plan for 2012/13

1. The program intends to look over outcomes for aligned courses, and evaluating the results of those course-level assessments in the context of this program. 2. We further determined that our program SLOs actually represent our intended program outcomes.

DVC Instructional Program SLO Action Plans

95. Construction - Construction Supervision & Superintendency [AS.CSSUP.D] belonging to Construction and Steamfitting Apprenticeship Area [CONST]

Overall Program Action Plan for 2014/15

When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2015 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for Construction.

Overall Program Action Plan for 2012/13

1. The program intends to look over outcomes for aligned courses, and evaluating the results of those course-level assessments in the context of this program. 2. We further determined that our program SLO's actually represent our intended program outcomes.

DVC Instructional Program SLO Action Plans

96. Construction and Building Inspection [CA.CNSBI.D] belonging to Construction and Steamfitting Apprenticeship Area [CONST]

Overall Program Action Plan for 2014/15

When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2015 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for Construction.

Overall Program Action Plan for 2012/13

The program intends to look over outcomes for aligned courses, and evaluating the results of those course-level assessments in the context of this program.

DVC Instructional Program SLO Action Plans

97. Construction Management [CA.CNMGT.D] belonging to Construction and Steamfitting Apprenticeship Area [CONST]

Overall Program Action Plan for 2014/15

When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2015 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for Construction.

Overall Program Action Plan for 2012/13

The program intends to look over outcomes for aligned courses, and evaluating the results of those course-level assessments in the context of this program.

DVC Instructional Program SLO Action Plans

98. Construction Supervision and Superintendency [CA.CSSUP.D] belonging to Construction and Steamfitting Apprenticeship Area [CONST]

Overall Program Action Plan for 2014/15

When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2015 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for Construction.

Overall Program Action Plan for 2012/13

The program intends to look over outcomes for aligned courses, and evaluating the results of those course-level assessments in the context of this program.

DVC Instructional Program SLO Action Plans

99. CSU General Education Breadth [GE.CSU.D] belonging to SLOAC [GE]

Overall Program Action Plan for 2010/11

GE courses aligned in each area for the first time

DVC Instructional Program SLO Action Plans

100. Culinary Arts [CA.CULN.D] belonging to Culinary Arts [CULN]

Overall Program Action Plan for 2013/14

1. Industry Validation example: Three times a year students visit outside facilities to perform ACF culinary activities. Have those in charge, ei. General Manager, Food and Beverage, Executive Chef, Executive Sous Chef/Banquet Chef, tell us how our students perform.
2. Assessment of SLO's- To maintain accreditation we need to automate the process of having ACF SLO's programed into I-Pads with Excel Spreadsheets to document and record these successful results and to have these at some point calculated and recorded for future assessments. Also to have an independent source to gather and store results. We need to have monies to purchase and support for these I-Pads.
3. With College input to assure present day Advisory Board who are looking at our program so that we can sustain ourselves to keep up with current standards. When necessary to upgrade, increase choices and allocate monies to keep up with present day standards.
Need for more complete liaison with the COOP Staff to hear if our teachings are or met Industry standards by giving us comments and feedback.
Make CULN-150-Plated Desserts and CULN-150-Chocolates Candies permanent and required.
Continue CULN-150UB, Urban Garden and CULN-150S-Sustainable Hospitality.
4. Faculty and students sign off on these SLO required assessments but there are so many students that, with the semester so short and time is limited in days of operation for our venues (Express, Norseman, Grill and Catering), do not complete them.
Need to increase the length of semester.
Mandatory Faculty Self Improvement Plan: Training of new I-Pads, Over Head HD Projector.
New updated, current today's standards menu plan and recipes

DVC Instructional Program SLO Action Plans

101. Dance [AA.DANCE.D] belonging to Kinesiology, Athletics and Dance Department [DANCE]

Overall Program Action Plan for 2014/15

The Dance department faculty have reviewed the matrix and mapping of the AA Degree in Dance - Program Level Outcomes. All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. All courses are aligned with at least one PLO. The department is pleased with the outcomes of this degree. In reviewing the course SLOs the following trends have become evident. The department feels that to better prepare students in the following areas: technique, composition (academic) and performance they needed to restructure their degree. The degree was restructured by adding additional upper level courses to better prepare students before they transfer or look for work in the performance industry. The faculty have determined that no courses need to be deleted from the degree but will closely monitor the new course to see if they produce the expected outcomes. The DVC Dance faculty are members of professional groups outside of DVC for the express purpose of making sure they have the most current industry information for their performance students. The department is pleased with the outcomes of this degree and the department will continue to monitor the development of new areas in dance and performance to incorporate them into the degree. We have shared this PLO information with our department, division members and any other appropriate constituencies.

Overall Program Action Plan for 2012/13

The AA.Dance.D is a new program. The Matrix has been verified and updated. The current plan is to begin the process of collecting SLO data for PLOs.

DVC Instructional Program SLO Action Plans

102. Dental Assisting [AS.DENTL.D] belonging to Dental Assisting Department [DENTL]

Overall Program Action Plan for 2013/14

The AS degree for Dental Assisting is different than the Certificate of Achievement in that a student must take all 3 GE courses as part of the core requirements to satisfy the AS degree. In addition, they must complete the other GE courses according to the DVC college AS degree requirements. Since the Certificate of Achievement and the AS Degree are ladder certificates most of the action items listed in the certificate's action plan are also listed in this action plan. There is one major change that needs to be evaluated in our program. The state as well as the national certification for the Dental Assistant, in the near future, is going to implement and mandate more hours for internship for the students. The Dental Assisting Program will look at the courses and evaluate if it is possible to increase the internship hours within the curriculum as it stands or needs to create a new course to satisfy this requirement. We will rewrite all courses this fall for Title V. An area of concern is the number of underprepared students that enter our program. Since the state has mandated a lottery system we have a number of underprepared students. We created and implemented an Orientation course as a prerequisite to our program. It was a 6 hour lecture class. After several years we realized we needed to evaluate students in a lab setting as well. This summer for the first time we will be offering a prerequisite course with a lecture and lab and then have the lottery. Students must pass this course with a 75% to be entered into the lottery system. Another major area of concern is English. We are discussing the idea that English should be a possibility for a prerequisite for the program. Currently, Co-requisites for the program are a choice of 3 English courses, 3 psychology, and Speech courses. These three courses are part of the program and students must complete one each of the three GE course to earn the Certificate of Achievement. I have discussed this idea with the CTE administrator as well as with the Dean of our division. This help with the intense reading and with the writing skills that are needed for our program as well as in the dental office setting. Other than stated above there will be not make major changes to the curriculum.

DVC Instructional Program SLO Action Plans

103. Dental Assisting [CA.DENTL.D] belonging to Dental Assisting Department [DENTL]

Overall Program Action Plan for 2013/14

There is one major change that needs to be evaluated in our program. The state as well as the national certification for the Dental Assistant, in the near future, is going to implement and mandate more hours for internship for the students. The Dental Assisting Program will look at the courses and evaluate if it is possible to increase the internship hours within the curriculum as it stands or needs to create a new course to satisfy this requirement. We will rewrite all courses this fall for Title V. An area of concern is the number of underprepared students that enter our program. Since the state has mandated a lottery system we have a number of underprepared students. We created and implemented an Orientation course as a prerequisite to our program. It was a 6 hour lecture class. After several years we realized we needed to evaluate students in a lab setting as well. This summer for the first time we will be offering a prerequisite course with a lecture and lab and then have the lottery. Students must pass this course with a 75% to be entered into the lottery system. Another major area of concern is English. We are discussing the idea that English should be a possibility for a prerequisite for the program. Currently, Co-requisites for the program are a choice of 3 English courses, 3 psychology, and Speech courses. These three courses are part of the program and students must complete one each of the three GE course to earn the Certificate of Achievement. I have discussed this idea with the CTE administrator as well as with the Dean of our division. This help with the intense reading and with the writing skills that are needed for our program as well as in the dental office setting. Other than stated above there will be not make major changes to the curriculum.

DVC Instructional Program SLO Action Plans

104. Dental Hygiene [CA.DENHY.D] belonging to Dental Hygiene Department [DENHY]

Overall Program Action Plan for 2012/13

Our program has excellent SLO results. All second year students passed the Dental Hygiene National Board written exam which encompasses all subject materials we teach and meets Outcomes 1-5. This allows them to proceed with the State Board exam in the summer to obtain a dental hygiene license. All students passed the curriculum at a minimum of 75% or above in all subjects. Clinical pass rates were above 86%(DENHY 231); and above 93% (DENHY 122). No changes at this time.

Overall Program Action Plan for 2009/10

Ref: "Outcome Assessment Document, Dental Hygiene Program" dated Mar/Apr 2010

DVC Instructional Program SLO Action Plans

105. Dental Hygiene [AS.DENHY.D] belonging to Dental Hygiene Department [DENHY]

Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix via content or the course SLOs and the courses support the successful completion of the program SLOs. The department will continue to gather course level SLO assessment data to use to review program level SLOs. No courses have been deleted or added to the Certificate or Degree. The Certificate of Achievement in Dental Hygiene will be discontinued in Fall 2015 to become compliant with the Commission on Dental Accreditation Standards and the California Dental Practice Act (CDPA). We will continue to offer the AS in Dental Hygiene in accordance with the CDPA. The department has initiated a departmental strategic plan to determine the direction and priorities of the Dental Hygiene Program over the next five years. This process will incorporate curriculum mapping and accreditation standards to ensure full compliance with the college and external agency requirements. By initiating this process the dental program faculty will need to revise the existing Program Level Outcomes. We will revise the PLOs once we have complete the realignment of the program to guarantee the authenticity of the Program Level Outcomes to the new curriculum. All PLO data and activities including this action plan have been shared with the department faculty and with our advisory committee at our regular scheduled spring meeting.

Overall Program Action Plan for 2012/13

Our program has excellent SLO results. All second year students passed the Dental Hygiene National Board written exam which encompasses all subject materials we teach and meets Outcomes 1-5. This allows them to proceed with the State Board exam in the summer to obtain a dental hygiene license. All students passed the curriculum at a minimum of 75% or above in all subjects. Clinical pass rates were above 86%(DENHY 231); and above 93% (DENHY 122). No changes at this time.

Overall Program Action Plan for 2009/10

Ref: "Outcome Assessment Document, Dental Hygiene Program" dated Mar/Apr 2010

DVC Instructional Program SLO Action Plans

106. Dental Laboratory Technology [AS.DENLB.D] belonging to Dental Technology Department [DENTE]

2010/11 Action Plan for Outcome "be employed as dental technicians in the commercial lab industry, as well as serve as in-house dental technicians in a dentist's office.":

Need to assess course in near future to obtain results. On the Certificate of Achievement and AS Degree.

2010/11 Action Plan for Outcome "demonstrate knowledge in the fabrication of a variety of dental inlays, onlays, and ceramic restorations.":

Need to assess 236/237. Results of other courses indicate more individual attention or writing assignment to improve on the Certificate of Achievement and AS Degree.

2010/11 Action Plan for Outcome "comprehend and interpret dental terminology as well as the dentist's prescriptions.":

Assessment indicates the need for additional reviews procedures and more personal attention on the Certificate of Achievement and AS Degree.

2010/11 Action Plan for Outcome "demonstrate skills in the development prostodontic appliances and perform denture relines and a variety of dental repairs.":

Assessment indicates that Dental Tech 250 needs to be assessed to obtain results on the Certificate of Achievement and AS Degree.

2010/11 Action Plan for Outcome "demonstrate knowledge in cusp-to-fossae relationships and concepts of occlusions and malocclusions.":

Assessment indicates that Dental Tech 124 needs to be assessed to obtain results on the Certificate of Achievement and AS Degree.

2010/11 Action Plan for Outcome "demonstrate knowledge in the manipulation of a variety of gypsum products such as plaster, die stone, yellow stone, and investment products such as high heat and low heat.":

Assessment indicates that Dental Tech 122 needs to place more emphasis on infectious control, through additional quizzes, lectures and more individual attention on the Certificate of Achievement and AS Degree

DVC Instructional Program SLO Action Plans

107. Dental Laboratory Technology [CA.DENTE.D] belonging to Dental Technology Department [DENTE]

Overall Program Action Plan for 2012/13

Phase 1 assessment results confirm the Program curriculum and the program SLO's. The action plan is to continue to the next phase of assessment "mapping". When the Title V rewrites re done we will confirm that the placement of X's in the alignment matrix is supported by the "content" section of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title V revisions.

2010/11 Action Plan for Outcome "seek positions as Dental Technicians in the Commercial Lab industry as well as in Dentists offices as In-house Dental Technicians.":

Need to assess course in near future to obtain results. On the Certificate of Achievement and AS Degree.

2010/11 Action Plan for Outcome "demonstrate knowledge in the fabrication of a variety of dental Inlays, Onlays and Ceramic Restorations.":

Need to assess 236/237. Results of other courses indicate more individual attention or writing assignment to improve on the Certificate of Achievement and AS Degree.

2010/11 Action Plan for Outcome "comprehend and interpret Dental Terminology as well as the Dentist prescriptions.":

Assessment indicates the need for additional reviews procedures and more personal attention on the Certificate of Achievement and AS Degree.

2010/11 Action Plan for Outcome "demonstrate skills in the development of Prostodontic Appliances and perform denture relines and a variety of denture repairs.":

Assessment indicates that Dental Tech 250 needs to be assessed to obtain results on the Certificate of Achievement and AS Degree.

2010/11 Action Plan for Outcome "demonstrate knowledge in Cusp-to-fossae relationships and concepts of Occlusion and Malocclusions.":

Assessment indicates that Dental Tech 124 needs to be assessed to obtain results on the Certificate of Achievement and AS Degree.

2010/11 Action Plan for Outcome "demonstrate knowledge in the manipulation of a variety of Gypsum Products such as Plaster, Die Stone, Yellow Stone and Investment products (High heat) and (Low Heat).":

Dental Tech 122 needs to place more emphasis on infectious control, through additional quizzes, lectures and more individual attention on the Certificate of Achievement and AS Degree

DVC Instructional Program SLO Action Plans

108. DVC General Education Sequence [GE.DVC.D] belonging to SLOAC [GE]

Overall Program Action Plan for 2010/11

GE courses aligned in each area for the first time

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

109. Early Childhood Education [AS.ECE.D] belonging to Early Childhood Education Department [ECE]

Overall Program Action Plan for 2014/15

AS/AS-T Degree " Early Childhood Education The ECE Department has two top level degrees, the Early Childhood Education is the CTE degree and the Early Childhood Education for Transfer, is the transfer degree. The department feels that by having these two degrees students can choose to follow a vocational track or a continuing education track in their education plan. The department continues to align courses to the ECE statewide Early Childhood Education Curriculum Alignment Project (and the Extended Curriculum Project). Numerous courses have been rewritten through this process and the ECE department met with a representative of the Disabled Student Services Department (DSS) in order to best reflect trends and needs in the industry related to our special education courses. The ECE department meets twice a year with our Advisory Board to assist us with trends, curriculum development, and to share course and program SLO data with them. The advisory board provided the department with written feedback and suggestions at the bi-annual meeting held in March, 2015. This meeting included ECE advisors, ECE faculty, lab staff and mentors. Attendees were asked to fill out a survey which utilized the California state competencies and were based off of the department's SLO's. The results of the survey highlighted three areas which warrant additional attention in courses. These include: dual language development; special needs/inclusion; and communication with families. The plan is for the department to discuss, and share with other faculty members, various ideas for emphasize these topics in course material. In addition, SLO course assessments are reviewed for specific course feedback. The Developmental Children's Lab School is found to be a vital component to student success. Students benefit greatly from the ECE Professional Development support services which include: educational and career advising; linked courses; tutoring and professional development. The ECE department discusses industry trends and changes, such as the Transitional Kindergarten (TK). We will include all of this relevant data in our program review. All the courses associated with these degrees were reviewed and confirmed on the alignment matrix. This action plan was shared for final review and approved by the ECE department faculty on March 17, 2015.

Overall Program Action Plan for 2011/12

Outcome: Remains the same Assessment: Remains the same Criteria: Remains the same Analysis: No empty columns or rows in the alignment matrix. Completed Title 5 rewrites. Removed ECE 128 from this certificate but added ECE 123. This was done because ECE 128 was an Advanced Curriculum class while ECE 123 is an Introductory class in Curriculum and beginning students need the basic skills offered in ECE 123. Plan: This AS Degree is the final degree in the ECE program at the current time. The department is currently in the process of completing a AA Transfer Degree in ECE. We are expecting to have the new degree available for students in Fall 2014. The department is also investigating a AA Degree in Elementary Education. All courses were confirmed in the alignment matrix and mapping verifying that they support the successful completion of Program Level SLO's. All courses identified in this certificate are current in their Title 5 rewrites. During the review of this certificate, the department felt that it needed to remove ECE 128 because the course content is at an advanced level. Since this certificate is targeted to entry level students, replacing ECE 128 with ECE 123 remediates the situation since the skills sets in ECE 123 are targeted for entry level students. In addition, ECE 125 and ECE 249 were sent for Title 5 Rewrites to change the content to better fit the program requirements and outcomes. These are also now aligned with the State Curriculum Alignment Project. The ECE department is pleased with the outcomes of this certificate with the new alignment. We will continue to monitor this certificate to be sure we are current with trend in our field.

Overall Program Action Plan for 2010/11

DVC Instructional Program SLO Action Plans

The ECE department is currently rewriting/creating new courses and rewriting program certificates in order to align the ECE department with other community colleges in California. The plan is to review and edit all class and program SLO's during the 2011-2012 academic year.

DVC Instructional Program SLO Action Plans

110. Early Childhood Education - Associate Teacher [CC.ECEAT.D] belonging to Early Childhood Education Department [ECE]

Overall Program Action Plan for 2014/15

Certificate of Accomplishment "Associate Teacher All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The Associate Teacher level certificate prepares students for the Associate Teacher level Child Development Permit (overseen by the State of CA). The ECE department meets twice a year with our Advisory Board to assist us with trends, curriculum development, and to share course and program SLO data with them. The advisory board provided the department with written feedback and suggestions at the bi-annual meeting held in March, 2015. This meeting included ECE advisers, ECE faculty, lab staff and mentors. Attendees were asked to fill out a survey which utilized the California state competencies and were based off of the department's SLO's. The results of the survey highlighted three areas which warrant additional attention in courses. These include: dual language development; special needs/inclusion; and communication with families. The plan is for the department to discuss, and share with other faculty members, various ideas for emphasize these topics in course material. The Developmental Children's Lab on campus continues to be a vital component for supporting student learning and success. This action plan was shared for final review and approved by the ECE department faculty on March 17, 2015.

Overall Program Action Plan for 2010/11

The ECE department is currently rewriting/creating new courses and rewriting program certificates in order to align the ECE department with other community colleges in California. The plan is to review and edit all class and program SLO's during the 2011-2012 academic year.

DVC Instructional Program SLO Action Plans

111. Early Childhood Education - Basic [CA.ECEBA.D] belonging to Early Childhood Education Department [ECE]

Overall Program Action Plan for 2014/15

Certificate of Achievement "Basic The courses in this certificate, except for ECE 128, are part of the statewide core 8 aligned courses. These eight courses are the courses that will be required for Transitional Kindergarten teachers. This is a new trend in the ECE field for which the department is aware of and remaining abreast of potential industry needs. The department will continue to discuss this progression. SLO cycles are up-to-date. The ECE department meets twice a year with our Advisory Board to assist us with trends, curriculum development, and to share course and program SLO data with them. The advisory board provided the department with written feedback and suggestions at the bi-annual meeting held in March, 2015. This meeting included ECE advisers, ECE faculty, lab staff and mentors. Attendees were asked to fill out a survey which utilized the California state competencies and were based off of the department's SLO's. The results of the survey highlighted three areas which warrant additional attention in courses. These include: dual language development; special needs/inclusion; and communication with families. The plan is for the department to discuss, and share with other faculty members, various ideas for emphasize these topics in course material. The Developmental Children's Lab on campus continues to be a vital component for supporting student learning and success. All courses for this certificate were reviewed and confirmed on the alignment matrix. This action plan was shared for final review and approved by the ECE department faculty on March 17, 2015.

Overall Program Action Plan for 2011/12

Outcome: Remains the same Assessment: Remains the same Criteria: Remains the same Analysis: No empty columns or rows in the alignment matrix. Completed Title 5 rewrites. Removed ECE 128 from this certificate but added ECE 123. This was done because ECE 128 was an Advanced Curriculum class while ECE 123 is an Introductory class in Curriculum and beginning students need the basic skills offered in ECE 123. Plan: All courses were confirmed in the alignment matrix and mapping verifying that they support the successful completion of Program Level SLO's. All courses identified in this certificate are current in their Title 5 rewrites. During the review of this certificate, the department felt that it needed to remove ECE 128 because the course content is at an advanced level. Since this certificate is targeted to entry level students, replacing ECE 128 with ECE 123 remediates the situation since the skills sets in ECE 123 are targeted for entry level students. In addition, ECE 125 and ECE 249 were sent for Title 5 Rewrites to change the content to better fit the program requirements and outcomes. These are also now aligned with the State Curriculum Alignment Project. The ECE department is pleased with the outcomes of this certificate with the new alignment. We will continue to monitor this certificate to be sure we are current with trend in our field.

Overall Program Action Plan for 2010/11

The ECE department is currently rewriting/creating new courses and rewriting program certificates in order to align the ECE department with other community colleges in California. The plan is to review and edit all class and program SLO's during the 2011-2012 academic year.

DVC Instructional Program SLO Action Plans

112. Early Childhood Education - Master Teacher [CA.ECEMT.D] belonging to Early Childhood Education Department [ECE]

Overall Program Action Plan for 2014/15

Certificate of Achievement " Master Teacher The Master Teacher level certificate prepares students for the Master Teacher level Child Development Permit (overseen by the State of CA). The department is re-writing ECE 253 to align with ECE statewide Early Childhood Education Curriculum Alignment Project. In addition, four courses in the Master Teacher specialization areas are being re-written to align with ECE statewide Expanded Early Childhood Education Curriculum Alignment Project. This includes ECE 230 and 231 (Infant and Toddler Courses) and ECE 269 and ECE 129 Special Needs. Our department met with Disable Student Services for expertise in re-writing these courses to best reflect trends in the special education field. Additionally, our advisory committee, faculty, lab staff and community mentors participated in a workshop during spring, 2015 (with Catherine Jester from DSS) in order to better understand issues in special education. During this event, everyone was asked to fill out a survey which utilized the California state competencies as reflected in the department's SLO's. The results of the survey highlighted three areas which warrant additional attention in courses. These include: dual language development; special needs/inclusion; and communication with families. The plan is for the department to discuss, and share with other faculty members, various ideas for emphasize these topics in course material. SLO cycles are up-to-date and the department continually has discussions of SLO findings and potential content areas needing attention in our courses. The Developmental Children's Lab on campus continues to be a vital component for supporting student learning and success. All courses for this certificate were reviewed and confirmed on the alignment matrix. This action plan was shared for final review and approved by the ECE department faculty on March 17, 2015.

Overall Program Action Plan for 2012/13

The ECE Department has reviewed this program's SLO's and decided to rewrite them to better reflect program content. The ECE Department has recently completed state wide course curriculum alignment and the creation of a transfer degree necessitating discussion and changes to accommodate this process. These changes include adding an SLO for ECE 129 based on course content. The department will rewrite ECE 140 to reflect courses in the fine arts and not academic curriculum. ECE 242 and ECE 243 will become part of the ECE 140 rewrite. Lastly, ECE 269 will be rewritten.

Overall Program Action Plan for 2010/11

The ECE department is currently rewriting/creating new courses and rewriting program certificates in order to align the ECE department with other community colleges in California. The plan is to review and edit all class and program SLO's during the 2011-2012 academic year.

DVC Instructional Program SLO Action Plans

113. Early Childhood Education - Site Supervisor [CA.ECESS.D] belonging to Early Childhood Education Department [ECE]

Overall Program Action Plan for 2014/15

Certificate of Achievement "Site Supervisor" The Site Supervisor level certificate prepares students for the Site Supervisor level Child Development California Permit. The department is re-writing ECE 251, 252 and 253 to align with ECE statewide Expanded Early Childhood Education Curriculum Alignment Project. The ECE advisory board, faculty, lab staff and community mentors participated in a workshop during spring 2015 with Catherine Jester (from DSS) in order to better understand issues in special education. Attendees were asked to fill out a survey which utilized the California state competencies as reflected in the department's SLO's. The results of the survey highlighted three areas which warrant additional attention in courses. These include: dual language development; special needs/inclusion; and communication with families. The plan is for the department to discuss, and share with other faculty members, various ideas for emphasize these topics in course material. SLO cycles are up-to-date and the department continually has discussions of SLO findings and potential content areas needing attention in our courses. The Developmental Children's Lab on campus continues to be a vital component for supporting student learning and success. All courses for this certificate were reviewed and confirmed on the alignment matrix. This action plan was shared for final review and approved by the ECE department faculty on March 17, 2015.

Overall Program Action Plan for 2010/11

The ECE department is currently rewriting/creating new courses and rewriting program certificates in order to align the ECE department with other community colleges in California. The plan is to review and edit all class and program SLO's during the 2011-2012 academic year.

2012/13 Action Plan for Outcome "identify major childhood development milestones.":

The ECE Department has reviewed this program's SLO's and decided to rewrite them to better reflect program content. The ECE Department has recently completed state wide course curriculum alignment and the creation of a transfer degree necessitating discussion and changes to accommodate this process. Under the site supervisor certificate the department needs to combine SLO's #10 and #12.

2012/13 Action Plan for Outcome "identify developmentally appropriate activities for infants, toddlers and preschool age children.":

The ECE Department has reviewed this program's SLO's and decided to rewrite them to better reflect program content. The ECE Department has recently completed state wide course curriculum alignment and the creation of a transfer degree necessitating discussion and changes to accommodate this process. Under the site supervisor certificate the department needs to combine SLO's #10 and #12.

2012/13 Action Plan for Outcome "create a developmentally appropriate integrated curriculum.":

The ECE Department has reviewed this program's SLO's and decided to rewrite them to better reflect program content. The ECE Department has recently completed state wide course curriculum alignment and the creation of a transfer degree necessitating discussion and changes to accommodate this process. Under the site supervisor certificate the department needs to combine SLO's #10 and #12.

2012/13 Action Plan for Outcome "examine theory and methodology for effective supervision.":

DVC Instructional Program SLO Action Plans

The ECE Department has reviewed this program's SLO's and decided to rewrite them to better reflect program content. The ECE Department has recently completed state wide course curriculum alignment and the creation of a transfer degree necessitating discussion and changes to accommodate this process. Under the site supervisor certificate the department needs to combine SLOs #10 and #12.

DVC Instructional Program SLO Action Plans

114. Early Childhood Education - Teacher [CA.ECETE.D] belonging to Early Childhood Education Department [ECE]

Overall Program Action Plan for 2014/15

Certificate of Achievement â?" Teacher. The Teacher level certificate prepares students for the Teacher level Child Development Permit (overseen by the State of CA). It differs from the Basic Certificate only by the general education requirements. Students in the ECE department are encouraged to take general education courses and obtain this certificate, in order to support the goal of earning an associate degree. The ECE Professional Development staff (funded by First 5) supports students through advising and permit applications in order to help students meet their professional and academic goals. During spring, 2015, tutoring/support was made available on Wednesday nights for all ECE students. (For further ECE statements, see Basic). The ECE department meets twice a year with our Advisory Board to assist us with trends, curriculum development, and to share course and program SLO data with them. The advisory board provided the department with written feedback and suggestions at the bi-annual meeting held in March, 2015. This meeting included ECE advisors, ECE faculty, lab staff and mentors. Attendees were asked to fill out a survey which utilized the California state competencies and were based off of the departmentâ?"Ts SLOâ?"Ts. The results of the survey highlighted three areas which warrant additional attention in courses. These include: dual language development; special needs/inclusion; and communication with families. The plan is for the department to discuss, and share with other faculty members, various ideas for emphasize these topics in course material. SLO cycles are up-to-date. The Developmental Childrenâ?"Ts Lab on campus continues to be a vital component for supporting student learning and success. All courses for this certificate were reviewed and confirmed on the alignment matrix. This action plan was shared for final review and approved by the ECE department faculty on March 17, 2015.

Overall Program Action Plan for 2011/12

Outcome: Remains the same Assessment: Remains the same Criteria: Remains the same Analysis: No empty columns or rows in the alignment matrix. Completed Title 5 rewrites. Removed ECE 128 from this certificate but added ECE 123. This was done because ECE 128 was an Advanced Curriculum class while ECE 123 is an Introductory class in Curriculum and beginning students need the basic skills offered in ECE 123. Plan: All courses were confirmed in the alignment matrix and mapping verifying that they support the successful completion of Program Level SLO's. All courses identified in this certificate are current in their Title 5 rewrites. During the review of this certificate, the department felt that it needed to remove ECE 128 because the course content is at an advanced level. Since this certificate is targeted to entry level students, replacing ECE 128 with ECE 123 remediates the situation since the skills sets in ECE 123 are targeted for entry level students. In addition, ECE 125 and ECE 249 were sent for Title 5 Rewrites to change the content to better fit the program requirements and outcomes. These are also now aligned with the State Curriculum Alignment Project. The ECE department is pleased with the outcomes of this certificate with the new alignment. We will continue to monitor this certificate to be sure we are current with trend in our field.

Overall Program Action Plan for 2010/11

The ECE department is currently rewriting/creating new courses and rewriting program certificates in order to align the ECE department with other community colleges in California. The plan is to review and edit all class and program SLO's during the 2011-2012 academic year.

DVC Instructional Program SLO Action Plans

115. Electrical Engineering and Computer Engineering [AS.ENGEC.D] belonging to Architecture and Engineering Department [ENGIN]

DVC Instructional Program SLO Action Plans

116. Electrical/Electronics Technology [AS.ELTEC.D] belonging to Electronics and Electricity Area [ELECT]

Overall Program Action Plan for 2014/15

The Electricity/Electronics degree and certificates have been significantly rewritten based largely on meetings with an advisory committee, region wide community college and partners, industry leaders, enrollment, class fill rates, number of graduates, and the job market. ELTRN 107 has been rewritten as a two unit course. Linear Circuits, formerly ELTRN 102b, has been rewritten as ELTRN 210, to better reflect its place in the course sequence. CONST 110 "Construction Safety, has been added as a certificate / degree requirement. Electricity 220, Electro-Mechanical Equipment, has been added as a certificate/ degree option. Electricity 230, Circuit Analysis "Troubleshooting, has been added as a certificate / degree option. The previous offering was entirely prescriptive and applied to all students, regardless of interest or career direction. The new alignment gives students more choice and provides two capstone type hands-on and analysis courses that industry identified as missing. The new offerings will be stackable. A Certificate of Accomplishment will be available for those completing specific basic core courses. With the completion of additional courses from a pick list, students may earn a certificate of Achievement. Completing of general education courses coupled with the certificate of achievement courses will earn an associate degree.

2012/13 Action Plan for Outcome "solve electrical circuit problems using Ohm's law.":

PSLO OUTCOME 1 SOLVE ELECTRICAL CIRCUIT PROBLEMS USING OHMS LAW COMTC 110 5/28/13 ELECT 120 5/29/13 ELECT 121 12/7/12 ELTRN 102B 5/27/13
ELTRN 107 ?? dated

PSLO Outcome 1 All courses align with at least one outcome. Evaluate ELTRN 107 to determine if still an appropriate part of the degree mix or if changes need to be made. Schedule assessment if to remain. Evaluate whether ENSYS 130 should be part of matrix. Evaluate ELTRN 120 and ELTRN 121, counterparts to same ELECT classes should be co-listed in matrix. COMTC 110, ELECT 120, ELECT 121, ELTRN 102b have recently been evaluated. Review whether some of the courses, such as ELTRN 102b should be listed at 200 level. The outcome statement for PSLO 1 appears too narrow. Consider broadening and re-matrixing as appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Several course assessments stated that students still struggling with math. Assess and if appropriate develop strategy to improve. Examine student withdraw rate and if appropriate develop strategy to improve. Review ELTRN 116 to see if it is still viable, and take appropriate action. PSLO OUTCOME 2 "BUILD AND TROUBLESHOOT ELECTRICAL / ELECTRONICS CIRCUITS AT AN APPRENTICESHIP LEVEL ELECT 120 5/29/13 ELECT 121 12/7/12
ELECT 130 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ELTRN 102B 5/27/13 ENSYS 130 ????? 5/29/13

2012/13 Action Plan for Outcome "build and troubleshoot electrical / electronics circuits at an apprenticeship level.":

PSLO Outcome 2 All courses align with at least one outcome. Evaluate whether ENSYS 130 should be part of matrix. Evaluate ELTRN 120 and ELTRN 121, counterparts to same ELECT classes should be co-listed in matrix. Schedule ELECT 266 for evaluation. ELECT 120, ELECT 121, ELECT 130 ELECT 267 and ELTRN 102b have recently been evaluated. Review whether some of the courses, such as ELTRN 102b should be listed at 200 level. The outcome statement for PSLO 22 appears too narrow, particularly with the reference to apprenticeship. Consider broadening and re-matrixing as appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Several course assessments stated that students still struggling with math. Assess and if appropriate develop strategy to improve. Examine student withdraw rate and if appropriate develop strategy to improve. Review ELTRN 107 and ELTRN to see if they are still viable, and take appropriate action.

DVC Instructional Program SLO Action Plans

2012/13 Action Plan for Outcome "program Programmable Logic Controllers (PLCs).":

PSLO OUTCOME 3 PROGRAM PROGRAMMABLE LOGIC CONTROLLERS ELECT 271 5/27/10

PSLO Outcome 3 Only one course meets this outcome statement. Consider broadening and if additional courses meet new outcome statement re-matrixing as appropriate. Check to determine when Title 5 assessment was completed and take action as appropriate. Review ELTRN 107 and ELTRN to see if they are still viable, and take appropriate action.

DVC Instructional Program SLO Action Plans

117. Electrical/Electronics Technology [AS.ELTEC.D] belonging to Electronics and Electricity Area [ELTRN]

Overall Program Action Plan for 2014/15

The Electricity/Electronics degree and certificates have been significantly rewritten based largely on meetings with an advisory committee, region wide community college and partners, industry leaders, enrollment, class fill rates, number of graduates, and the job market. ELTRN 107 has been rewritten as a two unit course. Linear Circuits, formerly ELTRN 102b, has been rewritten as ELTRN 210, to better reflect its place in the course sequence. CONST 110 "Construction Safety, has been added as a certificate / degree requirement. Electricity 220, Electro-Mechanical Equipment, has been added as a certificate/ degree option. Electricity 230, Circuit Analysis "Troubleshooting, has been added as a certificate / degree option. The previous offering was entirely prescriptive and applied to all students, regardless of interest or career direction. The new alignment gives students more choice and provides two capstone type hands-on and analysis courses that industry identified as missing. The new offerings will be stackable. A Certificate of Accomplishment will be available for those completing specific basic core courses. With the completion of additional courses from a pick list, students may earn a certificate of Achievement. Completing of general education courses coupled with the certificate of achievement courses will earn an associate degree.

2012/13 Action Plan for Outcome "solve electrical circuit problems using Ohm's law.":

PSLO OUTCOME 1 SOLVE ELECTRICAL CIRCUIT PROBLEMS USING OHMS LAW COMTC 110 5/28/13 ELECT 120 5/29/13 ELECT 121 12/7/12 ELTRN 102B 5/27/13
ELTRN 107 ?? dated

PSLO Outcome 1 All courses align with at least one outcome. Evaluate ELTRN 107 to determine if still an appropriate part of the degree mix or if changes need to be made. Schedule assessment if to remain. Evaluate whether ENSYS 130 should be part of matrix. Evaluate ELTRN 120 and ELTRN 121, counterparts to same ELECT classes should be co-listed in matrix. COMTC 110, ELECT 120, ELECT 121, ELTRN 102b have recently been evaluated. Review whether some of the courses, such as ELTRN 102b should be listed at 200 level. The outcome statement for PSLO 1 appears too narrow. Consider broadening and re-matrixing as appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Several course assessments stated that students still struggling with math. Assess and if appropriate develop strategy to improve. Examine student withdraw rate and if appropriate develop strategy to improve. Review ELTRN 116 to see if it is still viable, and take appropriate action. PSLO OUTCOME 2 "BUILD AND TROUBLESHOOT ELECTRICAL / ELECTRONICS CIRCUITS AT AN APPRENTICESHIP LEVEL ELECT 120 5/29/13 ELECT 121 12/7/12
ELECT 130 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ELTRN 102B 5/27/13 ENSYS 130 ????? 5/29/13

2012/13 Action Plan for Outcome "build and troubleshoot electrical / electronics circuits at an apprenticeship level.":

PSLO Outcome 2 All courses align with at least one outcome. Evaluate whether ENSYS 130 should be part of matrix. Evaluate ELTRN 120 and ELTRN 121, counterparts to same ELECT classes should be co-listed in matrix. Schedule ELECT 266 for evaluation. ELECT 120, ELECT 121, ELECT 130 ELECT 267 and ELTRN 102b have recently been evaluated. Review whether some of the courses, such as ELTRN 102b should be listed at 200 level. The outcome statement for PSLO 22 appears too narrow, particularly with the reference to apprenticeship. Consider broadening and re-matrixing as appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Several course assessments stated that students still struggling with math. Assess and if appropriate develop strategy to improve. Examine student withdraw rate and if appropriate develop strategy to improve. Review ELTRN 107 and ELTRN to see if they are still viable, and take appropriate action.

DVC Instructional Program SLO Action Plans

2012/13 Action Plan for Outcome "program Programmable Logic Controllers (PLCs).":

PSLO OUTCOME 3 PROGRAM PROGRAMMABLE LOGIC CONTROLLERS ELECT 271 5/27/10

PSLO Outcome 3 Only one course meets this outcome statement. Consider broadening and if additional courses meet new outcome statement re-matrixing as appropriate. Check to determine when Title 5 assessment was completed and take action as appropriate. Review ELTRN 107 and ELTRN to see if they are still viable, and take appropriate action.

DVC Instructional Program SLO Action Plans

118. Electrical/Electronics Technology [CA.ELT.D] belonging to Electronics and Electricity Area [ELECT]

Overall Program Action Plan for 2014/15

The Electricity/Electronics degree and certificates have been significantly rewritten based largely on meetings with an advisory committee, region wide community college and partners, industry leaders, enrollment, class fill rates, number of graduates, and the job market. ELTRN 107 has been rewritten as a two unit course. Linear Circuits, formerly ELTRN 102b, has been rewritten as ELTRN 210, to better reflect its place in the course sequence. CONST 110 " Construction Safety, has been added as a certificate / degree requirement. Electricity 220, Electro-Mechanical Equipment, has been added as a certificate/ degree option. Electricity 230, Circuit Analysis " Troubleshooting, has been added as a certificate / degree option. The previous offering was entirely prescriptive and applied to all students, regardless of interest or career direction. The new alignment gives students more choice and provides two capstone type hands-on and analysis courses that industry identified as missing. The new offerings will be stackable. A Certificate of Accomplishment will be available for those completing specific basic core courses. With the completion of additional courses from a picklist, students may earn a certificate of Achievement. Completing of general education courses coupled with the certificate of achievement courses will earn an associate degree.

2012/13 Action Plan for Outcome "solve electrical circuit problems using Ohm's Law.":

PSLO OUTCOME 1 ELECT 120 ELECT 121 ELTRN 102B PSLO Outcome 1 All courses align with at least one outcome. Evaluate whether ENSYS 130 should be part of matrix. Evaluate ELTRN 120 and ELTRN 121, counterparts to same ELECT classes should be co-listed in matrix. ELECT 120, ELECT 121, ELTRN 102b have recently been evaluated. Review whether some of the courses, such as ELTRN 102b should be listed at 200 level. The outcome statement for PSLO 1 appears too narrow. Consider broadening and re-matrixing as appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Several course assessments stated that students still struggling with math. Assess and if appropriate develop strategy to improve. Examine student withdraw rate and if appropriate develop strategy to improve. Review ELTRN 107 and ELTRN to see if they are still viable, and take appropriate action.

2012/13 Action Plan for Outcome "build and troubleshoot electrical/electronics circuits at an apprenticeship level.":

PSLO OUTCOME 2 ELECT 120 5/29/13 ELECT 121 12/7/12 ELECT 130 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ELTRN 102B 5/27/13 ENSYS 130 ????? 5/29/13
PSLO Outcome 2 All courses align with at least one outcome. Evaluate whether ENSYS 130 should be part of matrix. Evaluate ELTRN 120 and ELTRN 121, counterparts to same ELECT classes should be co-listed in matrix. Schedule ELECT 266 for evaluation. ELECT 120, ELECT 121, ELECT 130 ELECT 267 and ELTRN 102b have recently been evaluated. Review whether some of the courses, such as ELTRN 102b should be listed at 200 level. The outcome statement for PSLO 22 appears too narrow with the mention of apprenticeship. Consider broadening and re-matrixing. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Several course assessments stated that students still struggling with math. Assess and if appropriate develop strategy to improve. Examine student withdraw rate and if appropriate develop strategy to improve. Review ELTRN 107 and ELTRN to see if they are still viable, and take appropriate action.

2012/13 Action Plan for Outcome "program Programmable Logic Controllers (PLCs).":

PSLO OUTCOME 3 ELECT 271 PSLO Outcome 3 Only one course meets this outcome statement. Consider broadening and if additional courses meet new outcome, re-matrixing as appropriate. Check to determine when Title 5 assessment was completed and take action as appropriate. Review ELTRN 107 and ELTRN to see if they are still

DVC Instructional Program SLO Action Plans

viable, and take appropriate action

DVC Instructional Program SLO Action Plans

119. Electrical/Electronics Technology [CA.ELT.D] belonging to Electronics and Electricity Area [ELTRN]

Overall Program Action Plan for 2014/15

The Electricity/Electronics degree and certificates have been significantly rewritten based largely on meetings with an advisory committee, region wide community college and partners, industry leaders, enrollment, class fill rates, number of graduates, and the job market. ELTRN 107 has been rewritten as a two unit course. Linear Circuits, formerly ELTRN 102b, has been rewritten as ELTRN 210, to better reflect its place in the course sequence. CONST 110 " Construction Safety, has been added as a certificate / degree requirement. Electricity 220, Electro-Mechanical Equipment, has been added as a certificate/ degree option. Electricity 230, Circuit Analysis " Troubleshooting, has been added as a certificate / degree option. The previous offering was entirely prescriptive and applied to all students, regardless of interest or career direction. The new alignment gives students more choice and provides two capstone type hands-on and analysis courses that industry identified as missing. The new offerings will be stackable. A Certificate of Accomplishment will be available for those completing specific basic core courses. With the completion of additional courses from a picklist, students may earn a certificate of Achievement. Completing of general education courses coupled with the certificate of achievement courses will earn an associate degree.

2012/13 Action Plan for Outcome "solve electrical circuit problems using Ohm's Law.":

PSLO OUTCOME 1 ELECT 120 ELECT 121 ELTRN 102B PSLO Outcome 1 All courses align with at least one outcome. Evaluate whether ENSYS 130 should be part of matrix. Evaluate ELTRN 120 and ELTRN 121, counterparts to same ELECT classes should be co-listed in matrix. ELECT 120, ELECT 121, ELTRN 102b have recently been evaluated. Review whether some of the courses, such as ELTRN 102b should be listed at 200 level. The outcome statement for PSLO 1 appears too narrow. Consider broadening and re-matrixing as appropriate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Several course assessments stated that students still struggling with math. Assess and if appropriate develop strategy to improve. Examine student withdraw rate and if appropriate develop strategy to improve. Review ELTRN 107 and ELTRN to see if they are still viable, and take appropriate action.

2012/13 Action Plan for Outcome "build and troubleshoot electrical/electronics circuits at an apprenticeship level.":

PSLO OUTCOME 2 ELECT 120 5/29/13 ELECT 121 12/7/12 ELECT 130 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ELTRN 102B 5/27/13 ENSYS 130 ????? 5/29/13
PSLO Outcome 2 All courses align with at least one outcome. Evaluate whether ENSYS 130 should be part of matrix. Evaluate ELTRN 120 and ELTRN 121, counterparts to same ELECT classes should be co-listed in matrix. Schedule ELECT 266 for evaluation. ELECT 120, ELECT 121, ELECT 130 ELECT 267 and ELTRN 102b have recently been evaluated. Review whether some of the courses, such as ELTRN 102b should be listed at 200 level. The outcome statement for PSLO 22 appears too narrow with the mention of apprenticeship. Consider broadening and re-matrixing. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Several course assessments stated that students still struggling with math. Assess and if appropriate develop strategy to improve. Examine student withdraw rate and if appropriate develop strategy to improve. Review ELTRN 107 and ELTRN to see if they are still viable, and take appropriate action.

2012/13 Action Plan for Outcome "program Programmable Logic Controllers (PLCs).":

PSLO OUTCOME 3 ELECT 271 PSLO Outcome 3 Only one course meets this outcome statement. Consider broadening and if additional courses meet new outcome, re-matrixing as appropriate. Check to determine when Title 5 assessment was completed and take action as appropriate. Review ELTRN 107 and ELTRN to see if they are still

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viable, and take appropriate action

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120. Electrical/Electronics Technology [CC.ELT.D] belonging to Electronics and Electricity Area [ELECT]

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121. Energy Systems [CC.ES.D] belonging to Electronics and Electricity Area [ELECT]

DVC Instructional Program SLO Action Plans

122. Energy Systems [CA.ESPV.D] belonging to Electronics and Electricity Area [ENSYS]

Overall Program Action Plan for 2014/15

The energy systems degree and certificates have been significantly rewritten based largely on meetings with an advisory committee, region wide community college and partners, industry leaders, enrollment, class fill rates, number of graduates, and the job market. The Solar Thermal and Solar Photovoltaic options have been eliminated. Most of the Solar Thermal courses have been eliminated. Several construction courses have been eliminated as requirements. The existing Solar Photovoltaic courses remain intact. ENSYS 120 " Introduction to Energy Systems has been completely rewritten and expanded. ENSYS 125 " Introduction to Building Envelopes and Systems has been added. A Construction Title 24 Energy Codes course has been added to the certificate/degree options. An Architecture Environmental Control Systems has been added to the certificate/degree options The new offerings will be stackable and titled Energy Systems. A Certificate of Accomplishment will be available for those completing specific basic core courses. With the completion of additional courses from a pick list, students may earn a certificate of Achievement. Completing of general education courses coupled with the certificate of achievement courses will earn an associate degree The previous offering was entirely prescriptive and applied to all students, regardless of interest or career direction. The new alignment gives students more choice and provides two capstone type hands-on and analysis courses that industry requested.

2012/13 Action Plan for Outcome "install a ground mount photovoltaic system.":

PSLO OUTCOME 1 INSTALL A GROUND MOUNT PV SYSTEM CONST 110 11/12 ELECT 120 5/29/13 ELECT 121 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ENSYS 130 5/29/13

PSLO Outcome 1 All courses align with at least one outcome. ELECT 266 is due for assessment, check on schedule. CONST 110, ELECT 120, ELECT 121, ELECT 267, ENSYS 130 have recently been evaluated. Examine ENSYS 230 to determine if it should be in the matrix. The outcome statement for PSLO 1 appears too narrow. Consider broadening and incorporating concepts from CSLO outcome. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted to determine if it should be part of the certificate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

2012/13 Action Plan for Outcome "install a roof mounted photovoltaic system.":

PSLO OUTCOME 2 INSTALL A ROOF MOUNTED PV SYSTEM CONST 110 11/12 CONST 114 12/13 CONST 135 sch 12/13 ELECT 120 5/29/13 ELECT 121 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ENSYS 130 5/29/13

PSLO Outcome 2 All courses align with at least one outcome. Evaluate CONST 114, 135 to determine if they are still an appropriate part of the certificate mix or if changes need to be made. ELECT 266 is due for assessment, check on schedule. CONST 110, CONST 114, ELECT 120, ELECT 121, ELECT 267, ENSYS 130 have recently been evaluated. Examine ENSYS 230 to determine if it should be in the matrix. The outcome statement for PSLO 2 appears too narrow. Consider broadening and incorporating into CSLO outcome 1. A new CSLO outcome 2 could then be developed and matrixed. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted to determine if it should be part of the certificate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

DVC Instructional Program SLO Action Plans

2012/13 Action Plan for Outcome "design a roof mounted photovoltaic system.":

PSLO OUTCOME 3 DESIGN A ROOF MOUNTED PV SYSTEM ELECT 120 5/29/13 ELECT 121 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ENSYS 130 5/29/13
ENSYS 230 1/4/12

PSLO Outcome 3 All courses align with at least one outcome. ELECT 266 is due for assessment, check on schedule. ELECT 120, ELECT 121, ELECT 267, ENSYS 130 and ENSYS 230 have recently been evaluated. The outcome statement for PSLO 2 appears too narrow, consider broadening. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted to determine if it should be part of the certificate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

DVC Instructional Program SLO Action Plans

123. Energy Systems [AS.ES.D] belonging to Electronics and Electricity Area [ENSYS]

Overall Program Action Plan for 2014/15

The energy systems degree and certificates have been significantly rewritten based largely on meetings with an advisory committee, region wide community college and partners, industry leaders, enrollment, class fill rates, number of graduates, and the job market. The Solar Thermal and Solar Photovoltaic options have been eliminated. Most of the Solar Thermal courses have been eliminated. Several construction courses have been eliminated as requirements. The existing Solar Photovoltaic courses remain intact. ENSYS 120 " Introduction to Energy Systems has been completely rewritten and expanded. ENSYS 125 " Introduction to Building Envelopes and Systems has been added. A Construction Title 24 Energy Codes course has been added to the certificate/degree options. An Architecture Environmental Control Systems has been added to the certificate/degree options The new offerings will be stackable and titled Energy Systems. A Certificate of Accomplishment will be available for those completing specific basic core courses. With the completion of additional courses from a pick list, students may earn a certificate of Achievement. Completing of general education courses coupled with the certificate of achievement courses will earn an associate degree The previous offering was entirely prescriptive and applied to all students, regardless of interest or career direction. The new alignment gives students more choice and provides two capstone type hands-on and analysis courses that industry requested.

2012/13 Action Plan for Outcome "install a ground mount photovoltaic system.":

PSLO OUTCOME 1 INSTALL A GROUND MOUNT PV SYSTEM CONST 110 11/12 ELECT 120 5/29/13 ELECT 121 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ENSYS 130 5/29/13

PSLO Outcome 1 All courses align with at least one outcome. ELECT 266 is due for assessment, check on schedule. CONST 110, ELECT 120, ELECT 121, ELECT 267, ENSYS 130 have recently been evaluated. Examine ENSYS 230 to determine if it should be in the matrix. The outcome statement for PSLO 1 appears too narrow. Consider broadening and incorporating concepts from CSLO outcome. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted to determine if it should be part of the degree. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Examine entire degree to determine student and market interest. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

2012/13 Action Plan for Outcome "install a roof mounted photovoltaic system.":

PSLO OUTCOME 2 INSTALL A ROOF MOUNTED PV SYSTEM CONST 110 11/12 CONST 114 12/13 CONST 135 sch 12/13 ELECT 120 5/29/13 ELECT 121 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ENSYS 130 5/29/13 PSLO Outcome 2 All courses align with at least one outcome. Evaluate CONST 114, 135 to determine if they are still an appropriate part of the degree mix or if changes need to be made. ELECT 266 is due for assessment, check on schedule. CONST 110, CONST 114, ELECT 120, ELECT 121, ELECT 267, ENSYS 130 have recently been evaluated. Examine ENSYS 230 to determine if it should be in the matrix. The outcome statement for PSLO 2 appears too narrow. Consider broadening and incorporating into CSLO outcome 1. A new CSLO outcome 2 could then be developed and matrixed. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted to determine if it should be part of the degree. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Examine entire degree to determine student and market interest. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

DVC Instructional Program SLO Action Plans

2012/13 Action Plan for Outcome "design a roof mounted photovoltaic system.":

PSLO OUTCOME 3 DESIGN A ROOF MOUNTED PV SYSTEM ELECT 120 5/29/13 ELECT 121 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ENSYS 130 5/29/13
ENSY 230 1/4/12

PSLO Outcome 3 All courses align with at least one outcome. ELECT 266 is due for assessment, check on schedule. ELECT 120, ELECT 121, ELECT 267, ENSYS 130 and ENSYS 230 have recently been evaluated. The outcome statement for PSLO 2 appears too narrow, consider broadening. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted to determine if it should be part of the degree. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Examine entire degree to determine student and market interest. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

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124. Energy Systems - Solar Thermal [AS.ESST.D] belonging to Electronics and Electricity Area [ENSYS]

Overall Program Action Plan for 2014/15

The job market for this particular degree / certificate has evaporated. WE have had no students graduate or earn a certificate in several years and have not offered specific solar thermal classes for at least four semesters. The degree and certificates were re-written in Fall 2014/Spring 2015 and the new degree and certificate options will be included in the Fall 2015 catalog.

2012/13 Action Plan for Outcome "install and configure flat panel solar thermal water systems.":

1 Install and configure flat panel solar thermal water systems CONST 110 11/12 CONST 114 12/13 CONST 135 sch 12/13 CONST 191 09/10 ELECT 120 5/29/13 ELECT 266 4/9/09 ENSYS 140 12/4/12 ENSYS 260 5/29/13

PSLO Outcome 1 All courses align with at least one outcome. Evaluate CONST 114, 135 to determine if they are still an appropriate part of the degree mix or if changes need to be made. CONST 135 is scheduled for assessment 2012/2013. CONST 191 and ELECT 266 are due for assessment, check on schedule. CONST 110, CONST 14, ELECT 120, ENSYS 140 and ENSYS 260 have recently been evaluated. The outcome statement for PSLO1 appears too narrow, reevaluate and determine if updates needed. It appears that it could be broadened and restated to incorporate PSLO outcome 2. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted 2013/2014 to determine if it should be part of the degree. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Examine entire degree to determine student and market interest. Examine ENSYS 141 and ENSYS 145 to determine if they are still viable and take appropriate action. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

2012/13 Action Plan for Outcome "install and configure evacuated tube solar thermal water systems.":

PSLO outcome 2 -- install and configure evacuated tube solar thermal water systems CONST 110 11/12 CONST 114 12/13 CONST 135 sch 12/13 CONST 191 09/10 ELECT 120 5/29/13 ELECT 266 4/9/09 ENSYS 140 12/4/12 ENSYS 260 5/29/13.

PSLO Outcome 2 All courses align with at least one outcome. Evaluate CONST 114, 135 to determine if they are still an appropriate part of the degree mix or if changes need to be made. CONST 135 is scheduled for assessment 2012/2013. CONST 191 and ELECT 266 are due for assessment, check on schedule. CONST 110, CONST 114, ELECT 120, ENSYS 140 and ENSYS 260 have recently been evaluated. The outcome statement for PSLO 2 appears too narrow. Consider combining with a restated PSLO 1 and develop a new PSLO 2 to incorporate more courses. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted 2013/2014 to determine if it should be part of the degree. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Examine entire degree to determine student and market interest. Examine ENSYS 141 and ENSYS 145 to determine if they are still viable and take appropriate action. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

2012/13 Action Plan for Outcome "troubleshoot and repair solar thermal water systems.":

PSLO outcome 3 TROUBLESHOOT AND REPAIR SOLAR THERMAL WATER SYSTEMS PSLO 3 AND ALL BELOW SAME FOR ca esst CONST 110 11/12 CONST 114 12/13 CONST 135 sch 12/13 CONST 191 09/10 ELECT 120 5/29/13 ELECT 266 4/9/09 ENSYS 140 12/4/12

DVC Instructional Program SLO Action Plans

PSLO Outcome 3 All courses align with at least one outcome. Evaluate CONST 114, 135 to determine if they are still an appropriate part of the degree mix or if changes need to be made. CONST 135 is scheduled for assessment 2012/2013. CONST 191 and ELECT 266 are due for assessment, check on schedule. CONST 110, CONST 114, ELECT 120, ENSYS 140 and ENSYS 260 have recently been evaluated.

PSLO outcome statement 3 looks appropriate. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted 2013/2014 to determine if it should be part of the degree. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Examine entire degree to determine student and market interest. Examine ENSYS 141 and ENSYS 145 to determine if they are still viable and take appropriate action. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

DVC Instructional Program SLO Action Plans

125. Energy Systems - Solar Thermal [CA.ESST.D] belonging to Electronics and Electricity Area [ENSYS]

Overall Program Action Plan for 2014/15

The job market for this particular degree / certificate has evaporated. WE have had no students graduate or earn a certificate in several years and have not offered specific solar thermal classes for at least four semesters. The degree and certificates were re-written in Fall 2014/Spring 2015 and the new degree and certificate options will be included in the Fall 2015 catalog.

2012/13 Action Plan for Outcome "install and configure flat panel solar thermal water systems.":

PSLO 1 Install and configure flat panel solar thermal water systems CONST 110 11/12 CONST 114 12/13 CONST 135 sch 12/13 CONST 191 09/10 ELECT 120 5/29/13 ELECT 266 4/9/09 ENSYS 140 12/4/12 ENSYS 260 5/29/13

PSLO Outcome 1 All courses align with at least one outcome. Evaluate CONST 114, 135 to determine if they are still an appropriate part of the certificate mix or if changes need to be made. CONST 135 is scheduled for assessment 2012/2013. CONST 191 and ELECT 266 are due for assessment, check on schedule. CONST 110, CONST 14, ELECT 120, ENSYS 140 and ENSYS 260 have recently been evaluated. The outcome statement for PSLO1 appears too narrow, reevaluate and determine if updates needed. It appears that it could be broadened and restated to incorporate PSLO outcome 2. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted 2013/2014 to determine if it should be part of the degree. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Examine entire certificate to determine student and market interest. Examine ENSYS 141 and ENSYS 145 to determine if they are still viable and take appropriate action. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

2012/13 Action Plan for Outcome "install and configure evacuated tube solar thermal water systems.":

PSLO outcome 2 -- install and configure evacuated tube solar thermal water systems CONST 110 11/12 CONST 114 12/13 CONST 135 sch 12/13 CONST 191 09/10 ELECT 120 5/29/13 ELECT 266 4/9/09 ENSYS 140 12/4/12 ENSYS 260 5/29/13.

PSLO Outcome 2 All courses align with at least one outcome. Evaluate CONST 114, 135 to determine if they are still an appropriate part of the certificate degree mix or if changes need to be made. CONST 135 is scheduled for assessment 2012/2013. CONST 191 and ELECT 266 are due for assessment, check on schedule. CONST 110, CONST 114, ELECT 120, ENSYS 140 and ENSYS 260 have recently been evaluated. The outcome statement for PSLO 2 appears too narrow. Consider combining with a restated PSLO 1 and develop a new PSLO 2 to incorporate more courses. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted 2013/2014 to determine if it should be part of the degree. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Examine entire certificate to determine student and market interest. Examine ENSYS 141 and ENSYS 145 to determine if they are still viable and take appropriate action. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

2012/13 Action Plan for Outcome "troubleshoot and repair solar thermal water systems.":

PSLO outcome 3 TROUBLESHOOT AND REPAIR SOLAR THERMAL WATER SYSTEMS CONST 110 11/12 CONST 114 12/13 CONST 135 sch 12/13 CONST 191 09/10 ELECT 120 5/29/13 ELECT 266 4/9/09 ENSYS 140 12/4/12

DVC Instructional Program SLO Action Plans

PSLO Outcome 3 All courses align with at least one outcome. Evaluate CONST 114, 135 to determine if they are still an appropriate part of the certificate mix or if changes need to be made. CONST 135 is scheduled for assessment 2012/2013. CONST 191 and ELECT 266 are due for assessment, check on schedule. CONST 110, CONST 114, ELECT 120, ENSYS 140 and ENSYS 260 have recently been evaluated.

PSLO outcome statement 3 looks appropriate. Although ENSYS 120 is not on the matrix, evaluation needs to be conducted 2013/2014 to determine if it should be part of the certificate. Check to determine which courses need Title 5 assessment this period and complete as appropriate. Examine entire certificate to determine student and market interest. Examine ENSYS 141 and ENSYS 145 to determine if they are still viable and take appropriate action. Consider exploration of additional courses to augment or replace course offerings. Areas to consider are building control systems, efficiency, auditing, and lighting.

DVC Instructional Program SLO Action Plans

126. English [AA.ENGL.D] belonging to English Department [ENGL]

Overall Program Action Plan for 2012/13

Program SLO action plan (Fall 2013): The matrix, which shows the alignment of course objectives to program level SLOs, was updated on February 1, 2013 because not all courses whose content matched the Program SLO's were checked. All course assessments were reviewed, including those added to the matrix. Upon reviewing all of our course assessments, the English department has noted that 19 courses relate to Program SLO #1, 30 courses relate to Program SLO #2, 22 courses relate to Program SLO #3, and 4 courses relate to Program SLO #4. Of courses that were assessed, many were assessed over multiple cycles, and a high percentage of students (80% or higher) demonstrated that they had accomplished the various course and program SLOs. 5 courses in our program have not been assessed: ENGL 153, 164, 166, 167, and 262. One of these courses, ENGL 262, will be offered in Fall 2013, so we plan to assess it then, and we plan to assess the other courses the next time they are offered. For some of the courses that were assessed, all three assessment topics had not been assessed, so we plan to continue our current practice of assessing three topics for each course. Three courses, ENGL 152, ENGL 222, and 225, have SLOs that are incorrectly listed due to the difficulties of inputting data into the now abandoned "SLOs" system. We will correct those SLOs. The English Department has recently submitted an application for an English transfer degree, and we will be developing program SLOs for these new programs and otherwise considering how the new English degree aligns with or is distinct from our current A.A. degree.

DVC Instructional Program SLO Action Plans

127. Environmental Science [AS.ENVS.D] belonging to Biological Science Department [ENVSC]

Overall Program Action Plan for 2014/15

All program SLOs have been assessed in at least one course. In summary the overall program assessment shows that the students taking the required courses will be able to meet the goal and objectives of this Associate in Science Degree with a Major in Environmental Science. However, it is apparent to the participating instructors that this degree needs to be revisited and reworked so that it better meets the needs of the students and appropriately covers material for an Environmental Science degree. One additional particular action should be that the more general PSLOs should be represented in the same language in the participating course SLOs to streamline assessment of this program. As an example the basic PSLO 1: Understand and apply the scientific method of inquiry which is very likely addressed in every Science course should actually be represented as a course SLO 1 in all Science courses. Similarly all participating courses should look at their matching course SLOs to particular program SLOs and modify the language and numbering to exactly that of program SLOs. That would be of great help for the assessor. Program SLO 1: Biosci 170: Worksheets (or clicker questions) will be added to increase success rate in this area. Ocean101 SLO 5 Results indicate that students are understanding this topic very well. Will continue to teach this topic as usual. GEOG 140: Continue to instruct using the same methods. OCEAN 101: Our goal was for 70% or more of students to answer SLO questions correctly. Results show that instructor needs to spend more time on this particular topic and possibly use different methods of instruction BIOSC 126: Given the success, I will move on to assessing other SLO topics in the future Program SLO 2: ENGIN 130: Affirmation and reinforcement of current methods and curriculum with extended emphasis on interactive exercises. ENGIN 130: Affirmation and reinforcement of current methods and curriculum. Use of different assignments in each semester to measure the outcome related to this particular SLO over an extended period ENGIN 130: Affirmation and reinforcement of current methods and curriculum BIOSC 170: This subject is something that is part of many topics in this course. This assessment only picked 2 specific topics to get a small slice of what the class covers. The success rates of these questions though were lower than expected. In the future, we plan on using clicker questions before and after the subject to assess students during class times. While the students did have a worksheet on this subject, in the future we will attempt to go over the answers during lecture. Additionally, we will look for case studies we can do in the class to help the students understand this material. Program SLO 3: OCEAN 101: Results indicate that students are understanding this topic very well. Will continue to teach this topic as we have been. Program SLO 4: CHEM 108: Since the goal was met, we will not assess this question again, but choose another topic in the future. CHEM 120: Essentially all sections met the goal on all questions. There is not a significant difference between FT and PT instructors. No action is needed. Program SLO 5: GEOG 140: Continue to instruct using the same methods. GEOG 140: Slow the pace of the lecture down, particularly during the discussion of atmospheric pressure and temperature. Explain the concepts more thoroughly and assess student understanding of the topic through quizzes. ARCHI 120: No SLO related changes are recommended for this course PHYS 120: Our goal was met; no changes are necessary. ENSYS 120: Results are satisfactory. Will change requirements for next semester to have students use tools they borrow from the college in addition to nameplate data to improve quality of data gathering. GEOG 127: GEOG 127 will not be offered again. The content of this course will be folded into a new course which is currently in the approval process. The learning outcome will become part of this future course. GEOG 130: Have students do more frequent, short essay type of writing assignments 35 419.P

lan (Fall 2013): The matrix, which shows the alignment of course objectives to program level SLOs, was updated on February 1, 2013 because not all courses whose content matched the Program SLO's were checked. All course assessments were reviewed, including those added to the matrix. Upon reviewing all of our

DVC Instructional Program SLO Action Plans

course assessments, the English department has noted that 19 courses relate to Program SLO #1, 30 courses relate to Program SLO #2, 22 courses relate to Program SLO #3, and 4 courses relate to Program SLO #4. Of courses that were assessed, many were assessed over multiple cycles, and a high percentage of students (80% or higher) demonstrated that they had accomplished the various course and program SLOs. 5 courses in our program have not been assessed: ENGL 153, 164, 166, 167, and 262. One of these courses, ENGL 262, will be offered in Fall 2013, so we plan to assess it then, and we plan to assess the other courses the next time they are offered. For some of the courses that were assessed, all three assessment topics had not been assessed, so we plan to continue our current practice of assessing three topics for each course. Three courses, ENGL 152, ENGL 222, and 225, have SLOs that are incorrectly listed due to the difficulties of inputting data into the now abandoned "oeSLOs" system. We will correct those SLOs. The English Department has recently submitted an application for an English transfer degree, and we will be developing program SLOs for these new programs and otherwise considering how the new English degree aligns with or is distinct from our current A.A. degree. which is 0.233 Tw

0.233 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (determine student and market interest. Examine ENSYS 141 and ENSYS 145 to determine if they are still viable and take appropriate action. Consider exploration of additional) Tj ET

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P 2 J

0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 270.80 548.56 Td (DVC Instructional Program SLO Action Plans) Tj ET

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (119. Electrical/Electronics Technology [CA.ELT.D] belonging to Electronics and Electricity Area [ELTRN]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2014/15) Tj ET

BT /F2 10.00 Tf ET

0.545 Tw

28.35 504.57 m 28.35 487.56 | S 28.35 504.57 m 813.54 504.57 | S 813.54 5

Overall Program Action Plan for 2012/13

The assessment of the ENV5 AS program found that many classes still don't have assessment data and therefore could not be incorporated into this review. The classes that

DVC Instructional Program SLO Action Plans

have no assessment data are: BIOSC 170, BIOSC 126, COOP 170, ENSYS 120, GEOG 130, MATH 182, and PHYSC 112. Additionally, not all of the SLOs have been assessed for ENGIN 130 and OCEAN 101. For all other classes, the assessment has been done and it was found that the classes are meeting their requirements. For the future, it is important that all of the classes have assessment data. Additionally, the program should be reviewed to assess whether the current class structure best fits this program. Currently the program is a mixture of design classes and science classes. It may be best served for the students if the program was split into 2 categories, one that is more focused on the science aspect of environmental science and one that is more focused on the design aspect of environmental science.

2010/11 Action Plan for Outcome "differentiate between different biotic and abiotic components of the environment.":

The most important step is to get more course level SLO assessment done during the 2011 – 2012 academic year. While BIOSC 171 will not be offered this year (and therefore can't be assessed), OCEAN 101 and OCEAN 102 are due for assessment. We will work on getting the assessment done as quickly as possible. For the GEOG 140, more HW will be added to help obtain the SLO's.

2010/11 Action Plan for Outcome "explain and analyze man-made impacts on the environment.":

No course level SLO's have been assessed for this program level SLO. The action plan will be to get more course level SLO assessment done during the 2011 – 2012 academic year. While BIOSC 171 will not be offered this year (and therefore can't be assessed), OCEAN 101 and OCEAN 102 are due for assessment.

2010/11 Action Plan for Outcome "apply the scientific method for environmental analysis.":

The action plan will be to get more course level SLO assessment done during the 2011 – 2012 academic year. For the GEOG 140, more HW will be added to help obtain the SLO's. For PHYS 120, all goals were met and no changes are needed.

2010/11 Action Plan for Outcome "explain, illustrate and analyze chemical bonds and reactions.":

All course level SLO's have been assessed. While most goals were met, some changes in the way information taught to the students has been changed. Also, more HW and practice problems will be added.

2010/11 Action Plan for Outcome "apply environmental science concepts and analytical procedures in various fields.":

The most important step is to get more course level SLO assessment done during the 2011 – 2012 academic year. Only 1 course (GEOG 127) has been assessed, and the course level SLO's don't align well with the program level SLO's. We will work to add or change the course SLO's to better align with the program SLO's. Additionally we will work on getting the assessment done as quickly as possible for the other courses.

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128. ESL Conversation [CC.ESLC.D] belonging to Learning Center and ESL Area [ESL]

DVC Instructional Program SLO Action Plans

129. Fine Arts [AA.ART.D] belonging to Art and Photography Department [ART]

Overall Program Action Plan for 2012/13

Program SLO Assessment, Associate of Arts in Fine Art Prelude: the state of the degree. Although we are assessing our current AA in Studio Art, the degree is in some ways obsolete, as we have spent the past year writing an AA-T in Fine Art that changes the requirements for the degree. As a result, this year's program-level SLO assessment will certainly inform our approach to SLOs in the new degree, but not all of the data gathered here will apply to the new degree.

SLO#1. Demonstrate basic drawing skills, color manipulation, and design principles in selected areas of emphasis. Action: suggested edit: "Demonstrate proficiency in basic skills and techniques related to two-dimensional media, and apply the elements and principles of design in the creation of art and projects in selected areas of emphasis."

SLO#2. Apply building techniques to create three-dimensional forms in selected areas of emphasis. Action: suggested edit: "Demonstrate proficiency in basic skills and techniques related to three-dimensional media, and apply the elements and principles of design in the creation of forms in selected areas of emphasis." Action: edit course outlines to include emphasis on skills and techniques used in the construction of 3-D art.

SLO#3. Demonstrate an understanding of the basic principles and concepts of analog and digital photography in selected areas of emphasis. Action: delete Program SLO

SLO#4. Critically evaluate multimedia design techniques and their uses in selected areas of emphasis. Action: delete Program SLO

SLO#5. Analyze works of art in terms of their historical circumstances and cultural values. Action: suggest that ARTHS instructors discuss patrons and patronage more explicitly, and put more of a focus on discussing who commissioned certain works and why. Students are receiving this information, but often it is on a higher level of Bloom's Taxonomy (analyze, evaluate, synthesize) and possibly students are not aware of how much information can be described as related to patronage.

SLO#6. Employ critical thinking skills regarding their artwork and the artwork of others. Action: suggested edit: "Apply critical thinking skills to the evaluation of their artwork and the artwork of others." Action: focus on critique skills as an area of emphasis in studio courses, instruct students more specifically in critique skills and protocol, and use a wider variety of methods to engage in critique so that students gain experience and confidence in their critiquing abilities.

Summary: We will continue to discuss these issues in department meetings. Our program SLOs are quite broad, and many courses have individual SLOs that meet the objectives. This is appropriate, since students have the option to take courses in many areas and media, and the program has a great deal of elective choice. The Program SLO evaluation has caused us to consider the structure of our program SLOs and our course SLOs and assessment methods. We have resolved to focus on creating a consistent and flexible means for students to discuss art across all media.

Action: Review and revise surveys for course-level SLOs to more accurately capture student learning. Action: Review assessment methods for individual courses and take course- and area-specific measures to ensure they are being evaluated with accuracy and integrity. Consider supplementary methods of certifying data such as comparison with course success, where indicated. Action: Re-write or delete program level SLOs as indicated above to make them broader and more general. Action: Revise individual course objectives to better match program SLOs where indicated (ceramics). Action: hold more department-wide best practice workshops to improve areas like critique or understanding of arts patronage.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

2011/12 Action Plan for Outcome "demonstrate basic drawing skills, color manipulation, and design principles in selected areas of emphasis.":

DVC Instructional Program SLO Action Plans

We offer 10 courses that help students obtain efficiency in these areas. We will continue with this variety of courses.

2010/11 Action Plan for Outcome "demonstrate basic drawing skills, color manipulation, and design principles in selected areas of emphasis.":

Most programs have been assessed at least once. Those programs that have not been assessed are scheduled to be assessed the next academic year they are offered.

We noticed that some of the courses have individual SLOs that have not been assessed so we will identify these and include them in the next assessment schedule.

Beside the course management issues, by looking at the course level SLO assessments, we have determined that the current course offerings are sufficiently appropriate in regard to this degree program.

We offer 10 courses that help students obtain efficiency in these areas. We will continue with this variety of courses.

2011/12 Action Plan for Outcome "apply building techniques to create three dimensional forms in selected areas of emphasis.":

In reviewing the assessments, we see that students achieve objectives by building on technical skills developed through SLO #1 and enhanced through the eight courses listed in SLO #2.

2010/11 Action Plan for Outcome "apply building techniques to create three dimensional forms in selected areas of emphasis.":

2. In reviewing the assessments, we see that students achieve objectives by building on technical skills developed through SLO #1 and enhanced through the eight courses listed in SLO #2.

2011/12 Action Plan for Outcome "demonstrate an understanding of the basic principles and concepts of analog and digital photography in selected areas of emphasis.":

Students seem to be achieving their goals through SLO #3.

2010/11 Action Plan for Outcome "demonstrate an understanding of the basic principles and concepts of analog and digital photography in selected areas of emphasis.":

Students seem to be achieving their goals through SLO #3.

2011/12 Action Plan for Outcome "critically evaluate multimedia design techniques and their uses in selected areas of emphasis.":

Students seem to be achieving their goals through SLO #4.

2010/11 Action Plan for Outcome "critically evaluate multimedia design techniques and their uses in selected areas of emphasis.":

Students seem to be achieving their goals through SLO # 4.

2011/12 Action Plan for Outcome "analyze works of art in terms of their historical circumstances and cultural values.":

All courses in the major continue to reinforce the concepts in SLO #5.

2010/11 Action Plan for Outcome "analyze works of art in terms of their historical circumstances and cultural values.":

All courses in the major continue to reinforce the concepts in SLO #5.

2010/11 Action Plan for Outcome "employ critical thinking skills regarding their artwork and the artwork of others.":

DVC Instructional Program SLO Action Plans

All courses in the major continue to reinforce the concepts in SLO #6 in regard to critical thinking.

DVC Instructional Program SLO Action Plans

130. Fitness Instruction [AS.FIT.D] belonging to Kinesiology, Athletics and Dance Department [KINES]

Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. All courses are aligned with at least one PLO. The Kinesiology department has reviewed the matrix and mapping of the AS Degree in Fitness Instruction - Program Level Outcomes. The department is pleased with the outcomes of this degree. The Kinesiology faculty are investigating adding new courses and a new Sport Wellness Certificate in the future. These new courses will be in the area of Sport Wellness which prepare students to be able incorporate the social, psychological and physiological aspects of wellness into sports and daily life activities. These future courses were part of a discussion with the Fitness Instruction/Personal Training advisory group. The instructors in this area continue to monitor professional development in the this field via organizations like National Academy of Sport Medicine and American College of Sports Medicine. The DVC faculty stay abreast of these professional groups for the express purpose of making sure they have the most current industry information for their students. The faculty feel that full menu of courses offered at DVC allow DVC students to continue onto their 4 year degrees while being able to work in the industry and gain experience. The department is pleased with the outcomes of this degree and certificates. The department will continue to monitor the development of new areas in fitness and wellness to incorporate them into any future certificates and the current degree. We have shared this PLO information with our program advisors and any other appropriate constituencies.

Overall Program Action Plan for 2012/13

Regarding courses that are a part of Fitness instruction AS degree, but not a part of our department; Upon review, it is clear that there are no necessary changes to these courses and students are meeting the requirements as applied to the degree. The additional biological science and health science courses required by the degree continue to meet criteria needed for students to be successful. There are three courses that have not yet been assessed, but will be assessed in the current cycle, 2012-13 academic year. Modifications were made to the required presentation in PETHE 291 course and those modifications have been successful and have continued to be successful for the past two assessment cycles. The internship continues to be an integral part of the degree with expectations being met at the first level and with increased rigor of the curriculum in the second level successful met by the second semester interns. The certificate and degree associated with this area have recently been updated to meet the standards of the current employment industry. The department will continue to monitor industry changes and demands therein.

DVC Instructional Program SLO Action Plans

131. French [AA.FRNCH.D] belonging to Foreign Language Department [FRNCH]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are revised, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the French program, we will revise the course objectives for FRNCH 120, 121, 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. Currently, we offer two combined courses for FRNCH 220, 221, 230, and 231 in the morning (daily) and afternoon (twice a week). According to student evaluations and SLO results, it is helpful for students to have in-class teaching assistants in combined courses. However, it has been difficult to find reliable and helpful ones. The department is holding a FLEX meeting in August to discuss with French instructors about how to encourage advanced students to take the FRNCH 299 course (student instructional assistant).

DVC Instructional Program SLO Action Plans

132. French [CA.FRNCH.D] belonging to Foreign Language Department [FRNCH]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are revised, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the French program, we will revise the course objectives for FRNCH 120, 121, 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. Currently, we offer two combined courses for FRNCH 220, 221, 230, and 231 in the morning (daily) and afternoon (twice a week). According to student evaluations and SLO results, it is helpful for students to have in-class teaching assistants in combined courses. However, it has been difficult to find reliable and helpful ones. The department is holding a FLEX meeting in August to discuss with French instructors about how to encourage advanced students to take the FRNCH 299 course (student instructional assistant).

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

2013/14 Action Plan for Outcome "comprehend a spoken dialogue in the target language.":

The matrix is properly aligned. However, the department is planning to examine the wording of the SLO to decide if it can be restated to apply to all languages. Also we are planning to have a meeting with French instructors to determine whether we need to change the contents of FRNCH 120, 121, 157 to align with the SLO #1 in the next title V rewrite. The department is in the process of changing the assessment methods from indirect to direct for FRNCH 230 and 231. This change should enable us to identify the strengths and weaknesses of our teaching approaches. FRNCH 156 and 157 were never assessed because they were not offered in last few years. Finally, very satisfactory results of each course assessment confirmed that our teaching methods and extensive use of tutorial sessions contributes to the students' achievement of this

2013/14 Action Plan for Outcome "identify the present, past and future tenses in a written paragraph.":

The matrix is properly aligned. However the department is planning to change the wording of this SLO because it is too specific to be matched with all language courses. The department is planning to change the assessment methods from indirect to direct for FRNCH 230 and 231. This change should enable us to see more detailed data and create more appropriate action plans. In the end, very satisfactory results of each course assessment confirmed that our teaching methods and extensive use of tutorial sessions contributes to the students' achievement of this

2013/14 Action Plan for Outcome "interpret cultural behavior.":

The matrix is properly aligned. The department continues to change the assessment methods from indirect to direct for FRNCH 230 and 231. This change should enable us to ensure that all instructors cover cultural contents. In the end, very satisfactory results of each course assessment confirmed that our teaching methods and extensive use of tutorial sessions contributes to the students' achievement of this SLO.

DVC Instructional Program SLO Action Plans

133. General Accounting [CA.ACTGN.D] belonging to Business Administration Department [BUSAC]

Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the Certificate of Achievement General Accounting - Program Level Outcomes. The department is pleased with the outcomes of this degree and certificates. The department is investigating leveraging a SLO assessment system in cooperation with our textbook publisher to evaluate all course level SLOs via the textbook website then report them via DVC's WebSLOs. The Business Accounting faculty have determined that no courses need to be deleted from the degree or certificates but are looking to add new courses in the future. These new courses will be in the area of Intermediate Accounting (part 2), Ethics, International Accounting and Forensics Auditing. These future courses come on the recommendation of the Business Account Advisory group and by the monitoring of professional organizations like, AICPA, AAA & IMA. The DVC faculty are members of these professional groups for the express purpose of making sure they have the most current industry information for their accounting students. The accounting faculty are making strides toward offering a full menu of courses that will allow DVC students to sit for professional accounting examinations, such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The department is pleased with the outcomes of this degree and certificates. The department will continue to monitor the development of new areas in accounting and incorporate them into the certificates and degree. We have shared this PLO information with our program advisors and any other appropriate constituencies.

2012/13 Action Plan for Outcome "produce accurate financial statements for a company and communicate a company's financial position.":

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 13/14 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions.

2012/13 Action Plan for Outcome "analyze existing documents by verifying the accuracy of information for a company and performing necessary reconciliation.":

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 13/14 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. SLO#4, assessed in 2012/13: Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 13/14 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions.

2012/13 Action Plan for Outcome "compare and contrast the financial information prepared for different types of business entity.":

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 13/14 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the

DVC Instructional Program SLO Action Plans

"content" sections that may be required to support such confirmation will be made in the Title 5 course revisions.

DVC Instructional Program SLO Action Plans

134. General Business [CA.BUSGB.D] belonging to Business Administration Department [BUS]

Overall Program Action Plan for 2013/14

PLO Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. CA.BUSGB.D: CERTIFICATE OF ACHIEVEMENT IN GENERAL BUSINESS Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. This curriculum is designed to provide core business knowledge for obtaining entry-level employment in jobs requiring some general business skills. Course content emphasizes a survey of various business disciplines including marketing, finance and investments, small business/entrepreneurship and real estate. Additionally, the curriculum develops skills in business communications, provides a background in general business law, and introduces management studies. This assessment cycle measured successful achievement of program goals 3 and 2, tested via BusMG-120 (Business Management) and Bus-109 (Introduction to Business). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they continue their education toward a BA or BS degree in Business Administration, and also in their work-lives. SLO#2. explain the importance of the global environment and the role it plays in the overall success of business organizations. Assessment topic #4 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students completing the course will be able to compare and contrast several contemporary management models across business structures and in different countries and cultural frameworks. Assessment method: Students used a matching exercise to complete this assessment. Criteria: If a student matches 6/8 management models correctly, this assessment describes a successful student. Analysis: Spring 2013. The cohort included one face-to-face and one online section. 86% of enrolled students completed this assessment. Plan: This assessment provides a baseline for future assessments. Instructors teaching this class will continue using the current teaching methods since the results was more than satisfactory. SLO#4. analyze and evaluate business situations in the major concentration area (i.e. real estate, wealth management, business marketing, advanced general business, management and leadership studies, and small business management/entrepreneurship), identify business problems, and develop solutions/plans of action. Assessment topic #3 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students completing the course will be able to demonstrate an understanding of communications as a management skill. Assessment method: Students completed a multiple choice question on a Google form. Criteria: If students correctly answered the MC question, this assessment is considered completed. 92% of students completed this part correctly. Analysis: Spring 2013. The cohort included a f2f and an online section. 86% of enrolled students completed this assessment. Plan: This assessment provides a baseline for future assessments. Instructors teaching this class will continue using the current teaching methods since the results was more than satisfactory.

2010/11 Action Plan for Outcome "determine how a business decision maximizes the benefit and minimizes the risk for all entities involved.":

All courses and SLOs are relevant to the program, and no changes are recommended. As the college completes the first five-year course SLO assessment cycle, more

DVC Instructional Program SLO Action Plans

complete data will allow for a more comprehensive evaluation.

All courses in the matrix add to the program – do not remove any. Out of 10 applicable SLOs, 3 assessments have been completed.

Recommendation: complete the course SLOs that are missing assessment data. No course changes recommended. Add Bus 250 (SLOs 2,3) to the matrix.

2010/11 Action Plan for Outcome "explain the importance of the global environment and the role it plays in the overall success of business organizations.":

All courses and SLOs are relevant to the program, and no changes are recommended. As the college completes the first five-year course SLO assessment cycle, more complete data will allow for a more comprehensive evaluation.

All courses in the matrix add to the program – do not remove any. Out of 3 applicable SLOs, no assessments have been completed.

Recommendation: complete the course SLOs that are missing assessment data. No course changes recommended.

2010/11 Action Plan for Outcome "explain group dynamics in developing and managing a team and work effectively in teams.":

All courses and SLOs are relevant to the program, and no changes are recommended. As the college completes the first five-year course SLO assessment cycle, more complete data will allow for a more comprehensive evaluation.

All courses in the matrix add to the program – do not remove any. Out of 4 applicable SLOs, one assessment has been completed.

Recommendation: complete the course SLOs that are missing assessment data. No course changes recommended.

DVC Instructional Program SLO Action Plans

135. Geographic Information Systems/Global Positioning System [CA.GEOGS.D] belonging to Physical Science, Physics, Astronomy, Geology and Geography Department [GEOG]

Overall Program Action Plan for 2013/14

The program assessment has been conducted through at least one course on the alignment matrix and appropriate action plan has been reported at the course-level assessment. Also, the results are shared with the Advisory Committee. Any changes in the program assessment outcomes will be made based on the input of the Advisory Committee. In the next cycle two core courses - GEOG-127 (Introduction to GPS) and GEOG-128 (Advanced GPS) will be replaced with GEOG-129 (Field Data Acquisition and Management). The program alignment matrix will be updated accordingly. GEOG-124 (Thinking and Communicating Geospatially) is a new elective course added as an elective to the program. It will be assessed as recommended by the SLO assessment calendar.

Overall Program Action Plan for 2012/13

The Title 5 rewrite of GEOG125 and GEOG126 confirmed the alignments of respective courses with the program outcomes. The alignment of course objectives of elective courses with the program has been evaluated and they appear to be valid. The action plan for the GEOG sub-area includes the following: 1. Replace Coop170 with Coop170A. 2. Continue to follow the time line of assessment of core courses during the next phase. In addition, some elective courses on the matrix need to submit assessment reports by their respective departments.

Reported for Spring

DVC Instructional Program SLO Action Plans

136. Geographic Information Systems/Global Positioning System [AS.GEOGS.D] belonging to Physical Science, Physics, Astronomy, Geology and Geography Department [GEOG]

Overall Program Action Plan for 2013/14

The program assessment has been conducted through at least one course on the alignment matrix and appropriate action plan has been reported at the course-level assessment. Also, the results are shared with the Advisory Committee. Any changes in the program assessment outcomes will be made based on the input of the Advisory Committee. In the next cycle two core courses - GEOG-127 (Introduction to GPS) and GEOG-128 (Advanced GPS) will be replaced with GEOG-129 (Field Data Acquisition and Management). The program alignment matrix will be updated accordingly. GEOG-124 (Thinking and Communicating Geospatially) is a new elective course added as an elective to the program. It will be assessed as recommended by the SLO assessment calendar.

DVC Instructional Program SLO Action Plans

137. Geographic Information Systems/Global Positioning System [CC.GEOGS.D] belonging to Physical Science, Physics, Astronomy, Geology and Geography Department [GEOG]

Overall Program Action Plan for 2013/14

The program-level outcomes are measured by at least one course on the alignment matrix during 2013-14. The results of outcome assessment will be shared with the Advisory Committee. The program-level SLO outcomes will be revised as suggested by the Advisory Committee. Courses GEOG 127 and GEOG 128 will be replaced with GEOG 129 pending approval of the curriculum committee. Alignment matrix will be updated accordingly.

Overall Program Action Plan for 2012/13

The Title 5 rewrite of GEOG125 and GEOG126 confirmed the alignments of respective courses with the program outcomes. The alignment of course objectives of elective courses with the program has been evaluated and they appear to be valid. The action plan for the GEOG sub-area includes the following: 1. The course content of BIOSC 126 meets the program objectives; this course will be kept in the alignment and reviewed again in the next phase. 2. Continue to follow the time line of assessment of core courses during the next phase. 3. Since the AAT in Geography (transfer degree) has been submitted for review, the outcome of review will be evaluated as to whether this AS Degree needs to be replaced by an AAT. Some elective courses on the matrix need to submit assessment reports by their respective departments.

DVC Instructional Program SLO Action Plans

138. Geology [AS.GEOL.D] belonging to Physical Science, Physics, Astronomy, Geology and Geography Department [GEOL]

Overall Program Action Plan for 2014/15

PLO Action Plan for AS.GEOL.D Spring, 2015 For all Program Outcomes: 1. The alignment matrix for the program was reviewed and corrected on 5/31/15, and is now consistent with the information shown on the Complete Assessment History for the program. The alignment of the course objectives and program objectives accurately reflects the linkages between the required courses for this degree and the degree itself. Four courses have some SLOs which have not yet been assessed (Geol 121, Geol 124, Geol 135 and Chem 120). The missing SLOs for the geology courses will be assessed during the next assessment cycle. Each of the SLOs for all remaining courses in the program have been assessed. Otherwise, all program level SLOs are currently being met. 2. All Title 5 rewrites are up to date with the exception Math 292. 3. Data from course SLOs have been reviewed. In Geol 122, data for SLO #3 indicate underperformance in using basic arithmetic and algebra. This is likely due to students taking the course for general education requirements, and not the students who will pursue the AS.GEOL program. However, changes in assessment methods and instruction will be undertaken in all sections to improve student learning. Geol 135 is taught infrequently and typically has low enrollment, due to it being the last course taken by intended majors. Therefore, data for this course are difficult to assess. 4. The geology program will review its SLO assessment process in order to improve the quality of the assessment. The review will consider expanding assessment topics and methods, and general practices of communications with adjunct faculty. Particular attention will be paid to program outcomes #2 and #3, where the integration of other sciences with geology is mandated.

DVC Instructional Program SLO Action Plans

139. German [CA.GRMN.D] belonging to Foreign Language Department [GRMAN]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the German program, we will revise the course objectives for GRMN 120, 121, 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. We have been offering only one combined course for GRMN121, 220, 221, 230, and 231 due to the low enrollment. In order to get more sufficient data from these courses, the department is holding a FLEX meeting and discuss about how to retain students and promote the advanced courses with German instructors.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

2013/14 Action Plan for Outcome "comprehend a spoken dialogue in the target language.":

The matrix is properly aligned. However, the department is planning to look at the wording of the SLO to decide if it can be rephrased to apply to all languages. Also we are planning to consult German instructors about the change of the contents of GRMAN 120, 121, 230, and 231 in order to align with the SLO #1 in the next title V rewrite. The department is in the process of changing the assessment methods from indirect to direct for all GRMAN courses. This change should enable us to identify the strengths and weaknesses of our teaching approaches. GRMAN 155, 156, and 157 have been deleted. Finally, very satisfactory results of each course assessment confirmed that our teaching methods and extensive use of tutorial sessions contributes to the students' achievement of this

2013/14 Action Plan for Outcome "identify the present, past and future tenses in a written paragraph.":

The matrix is properly aligned. However the department is planning to change the wording of this SLO because it is too specific to be matched with all language courses. The department is in the process of changing the assessment methods from indirect to direct for all GRMAN courses. This change should enable us to see more detailed data and create more appropriate action plans. GRMAN 155, 156, and 157 have been deleted. In the end, very satisfactory results of each course assessment confirmed that our teaching methods and extensive use of tutorial sessions contributes to the students' achievement of this SLO

2013/14 Action Plan for Outcome "interpret cultural behavior.":

The matrix is properly aligned. We are planning to change the contents of GRMAN 121 to align with the SLO #2 in the next title V rewrite. The department continues to change the assessment methods from indirect to direct for all GRMAN courses. This change should enable us to ensure that all instructors cover cultural content. GRMAN 155, 156, and 157 have been deleted. In the end, very satisfactory results of each course assessment confirmed that our teaching methods and extensive use of tutorial sessions contributes to the students' achievement of this SLO.

DVC Instructional Program SLO Action Plans

140. Graphic Design [CA.ARTGR.D] belonging to Digital Media Area [ARTDM]

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141. Graphic Design [AA.ARTGR.D] belonging to Digital Media Area [ARTDM]

DVC Instructional Program SLO Action Plans

142. Group Exercise Instruction [CA.PEGRP.D] belonging to Kinesiology, Athletics and Dance Department [KINES]

Overall Program Action Plan for 2014/15

Based on input from advisory committee and student comments, this program, while in the 2014-15 catalog, it as approved for deletion in 2015-16 catalog. Plan - Program deletion (already completed)

Overall Program Action Plan for 2013/14

Currently the department has no plans to add or remove any of the core or optional courses associated with this certificate. In the coming academic year, the department will discuss, making KINES 234 and another course as student's choice to fulfill the core requirement. This idea will be discussed during our June advisory meeting. The department is affiliated with the National Academy of Sports Medicine-NASM and continues to stay a breast of new research and changing components within the fitness industry.

DVC Instructional Program SLO Action Plans

143. Health Education [AS.HED.D] belonging to Health Science Department [HSCI]

Overall Program Action Plan for 2012/13

The A.S.HED.D. degree has been streamlined so that it articulates more directly with the transfer degree. Degree requirements have been reduced from 24 units to 18 units. CoOp 180, HSCI 298, PETH 281 are now electives (as of FA13). Core classes are aligned and mapped.

2014/15 Action Plan for Outcome "apply a multi-dimensional approach to health that incorporates the study of social, behavioral and physiological sciences.":

This program has been realigned to match more closely to the AS-T in public health so new degree and matrix will be entered when new As-T is loaded here. We will attempt to recruit interested students to enter the program this next cycle.

DVC Instructional Program SLO Action Plans

144. Heating, Ventilation, Air Conditioning and Refrigeration [AS.HVACR.D] belonging to Construction and Steamfitting Apprenticeship Area [HVACR]

Overall Program Action Plan for 2014/15

When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Heating, Ventilation, and Air Conditioning HVACR program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation in the California State Apprenticeship Curriculum. The student learning outcomes were reviewed in spring 2015 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for HVACR.

DVC Instructional Program SLO Action Plans

145. Heating, Ventilation, Air Conditioning and Refrigeration [CC.HVACR.D] belonging to Construction and Steamfitting Apprenticeship Area [HVACR]

DVC Instructional Program SLO Action Plans

146. Heating, Ventilation, Air Conditioning and Refrigeration [CA.HVACR.D] belonging to Construction and Steamfitting Apprenticeship Area [HVACR]

DVC Instructional Program SLO Action Plans

147. Horticulture Foundations [CA.HRTFD.D] belonging to Horticulture Area [HORT]

Overall Program Action Plan for 2012/13

It was discovered that several of the assessment topics have not been assessed yet, so the plan is to assess these in the future. The data that was present indicated that, in general, students are doing well in the program. A few enhancements were suggested. These included: bringing in Spanish material for the Pest Management class and more incorporating aspects of landscape design into the scrub identification class to make learned plant species more relevant. The plan for these courses is to evaluate how these enhancements work to improve student learning of the material.

2010/11 Action Plan for Outcome "apply their knowledge of plants to the landscape setting.":

Plan is to gather course SLO data as soon as possible since courses have not yet been assessed. Plan is to remove this SLO since SLO is not reflected in course content.

2010/11 Action Plan for Outcome "apply their knowledge of the environment to the landscape setting.":

Only one course has been assessed so far. Students in this introduction to horticulture class exceeded expectations, so plan is to maintain curriculum and gather data for other courses as soon as possible. Plan is to remove this SLO since SLO is not reflected in course content.

2010/11 Action Plan for Outcome "predict plant outcomes.":

Plan is to gather course SLO data as soon as possible since courses have not yet been assessed. Plan is to remove this SLO since SLO is not reflected in course content.

DVC Instructional Program SLO Action Plans

148. Hospitality Studies - Baking and Pastry [AS.HSBP.D] belonging to Culinary Arts [CULN]

Overall Program Action Plan for 2013/14

1. To have Industry Validation for our students, (Outside working opportunities for students to get validation for work done in Industry). 2. Under present conditions, students are being assessed in an outdated, broken down facility that has restricted the completion of many required ACF (American Culinary Federation) SLOs. 3. Utilize the Advisory Board with College help to bring in new updated industry representatives to look at current curriculum, what industry is wanting and give CULN good feedback. 4. A.S .Degree and Certificates do have Course SLOs bundled in CULN-105, 120, 153, 154 127,175, 180, 220, 192, 193 that reflect ACF Requirements. SLOAC Plan: Title 5 rewrites have been done and with those done, CULN staff would like to add these action plans: 1.

2010/11 Action Plan for Outcome "evaluate quality standards in baking and pastry products in written and oral form.":

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 2011/2012 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions

DVC Instructional Program SLO Action Plans

149. Hospitality Studies - Culinary Arts [AS.HSCA.D] belonging to Culinary Arts [CULN]

Overall Program Action Plan for 2013/14

Outcomes are okay do not touch 1. To have Industry Validation for our students, (Outside working opportunities for students to get validation for work done in Industry.). 2. Under present conditions, students are being assessed in an outdated, broken down facility that has restricted the completion of many required ACF (American Culinary Federation) SLO's. 3.Utilize the Advisory with College help to bring in updated industry representatives to look at current curriculum, what industry is wanting and give CULN good feedback. 4. A.S.Degree do have Course SLO's bundled in CULN-105, 120,127,153,154,175,180,192,193,220. Analysis Column: Need to accurately align the requirements stated in the DVC-2014/2015 Catalog. PLOAC Plan: Both the Title 5 and Program rewrites should both be done and with those done, CULN staff would like to add these action plans: 1. Industry Validation example: Three times a year, students visit outside facilities to perform ACF Culinary activities. Have those in charge, ie. General Manager, Food and Beverage, Executive Chef, Executive Sous Chef/Banquet Chef, tell us how our students perform. 2. Assessment of PLO- To maintain accreditation we need to automate the process of having ACF Learning Objectives programed into I-Pads with Excel spreadsheets to document and record these successful results and to have these at some point calculated and recorded for future assessments. Also to have an independent source to gather and store results. We need to have monies to purchase and support for these I-Pads. 3. With the College input to assure present day Advisory Board , who are looking at our program so that we can sustain ourselves to keep up with current standards. When necessary to upgrade, increase choices and allocate monies to keep up with present day standards. Need for more complete liaison with the COOP Staff to hear if our teachings are or meet Industry standards by giving us comments and feedback. Make CULN-150-Plated Desserts and CULN-150-Chocolates, Candies permanent and required for graduation. Continue CULN-150-UB, Urban Garden and CULN-150S-Sustainable Hospitality. 4. Faculty and students sign off on these PLO required assessments but there are so many students that, with the semester so short and time is limited in days of operation for our venues (Express, Norseman, Grill and Catering), do not complete them. Need to increase the length of semester. Mandatory Faculty Self Improvement Plan: Training of new I-Pads, Overhead HD Projector. New updated, current today's standards menu plan and recipes.

DVC Instructional Program SLO Action Plans

150. Hospitality Studies - Restaurant Management [AS.HSRM.D] belonging to Culinary Arts [CULN]

Overall Program Action Plan for 2013/14

Courses added to the degree which will eventually be required and are currently under 150 top codes: Culn 150 Plated desserts and Culn 150 UB urban garden and Culn 150 S sustainable Hospitality will be added to the certificates in Culinary Baking and Pastry. These classes were added because of the direction that is being taken by ACFEF, so we determined to be proactive in our degree. The degree will once again offer International Cuisine because this course also meets the general elective course requirement of the AS Degree, and it is transferable. We determined that we need to add more contact hours to the core lab courses to increase the hands on exposure and repetition needed to make sure all students meet the course objects. Thus they will have an opportunity to complete all SLOs required for each lab class. Restructuring Baking and Pastry Culn 180 and 280 to teach concurrently under 150 R (180) fundamentals of Baking and 150 T (280) Advanced Baking. In addition to meet the requirements for ACFEF standards for baking contact hours for Restaurant Management will re-institute Culn 180 (150 R) taught at night. This class will be taught in the evening for students who only want to complete baking for Restaurant Management Certificate. There was non-substantial changes made to the certificate and will be updated in the Catalogue Addendum 14/15. In reviewing the course level actions plans we feel that moving to the new facilities will help meet some of our concerns noted in those plans. All title 5 rewrites have been completed 2014 for course requirements as assigned. Moving from our old facility will upgrade our program to new technologies such as POS (point of sale systems), computers for all students in all classes. This will enhance instructor student learning by using PowerPoint lectures, hands on learning by doing, and upgrade SLOs by using iPads to record all student learning outcomes daily. In working with the counseling department we have been assigned a dedicated counselor for our students to help them navigate our certificates and degrees. We met with our Advisory committee and informed them of these changes in the degree.

DVC Instructional Program SLO Action Plans

151. Hotel & Restaurant Management - Hotel Administration [CA.HRMHA.D] belonging to Culinary Arts [CULN]

DVC Instructional Program SLO Action Plans

152. Industrial Maintenance Machinist/Mechanic (mTECH) [AS.MTECH.D] belonging to Architecture and Engineering Department [ENGIN]

DVC Instructional Program SLO Action Plans

153. Industrial Maintenance Machinist/Mechanic (mTECH) [CA.MTECH.D] belonging to Architecture and Engineering Department [ENGIN]

DVC Instructional Program SLO Action Plans

154. Intermediate ESL Reading and Writing [CC.ESLIN.D] belonging to Learning Center and ESL Area [ESL]

DVC Instructional Program SLO Action Plans

155. Intersegmental General Ed Transfer Curriculum-IGETC [GE.IGETC.D] belonging to SLOAC [GE]

DVC Instructional Program SLO Action Plans

156. Italian [CA.ITAL.D] belonging to Foreign Language Department [ITAL]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Italian program, we will revise the course objectives for ITAL 120, 121, 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and Italian tutors at Foreign Language tutoring center. Moreover, the department offered ITAL 121 without combining it with other level courses due to the high demand and it has been successful.

Overall Program Action Plan for 2012/13

Italian SLO program Action Plan #1 The matrix is properly aligned. However the department is planning to look at the wording of this SLO to determine if it can be reworded to be more inclusive. The department changed the assessment methods from indirect to direct one for ITAL 120 and 121 and will change the assessment methods for ITAL 220 and 221 in the next cycle, and will assess ITAL 230 and 231 in the 2012/2013 cycle The department decided to have a meeting with Italian instructors to discuss changing ITAL221 and 230 course SLOs to include conversation skills. Also we will change the assessment method of ITAL120, SLO #3 to measure students' achievement more accurately. #2 The matrix is properly aligned. However the department is planning to change the wording of this SLO because it is too specific to be matched with other language courses. The department changed the assessment methods from indirect to direct one for ITAL 120 and 121 and will change the assessment methods for ITAL 220 and 221 in the next cycle, and will assess ITAL 230 and 231 in the 2012/2013 cycle. In the end, very satisfactory results of each course assessment confirmed that our extensive use of language and tutorial labs contributes to the students' achievement of this SLO. #3 The matrix is properly aligned. The department changed the assessment methods from indirect to direct one for ITAL 120 and 121 and will change the assessment methods for ITAL 220 and 221 in the next cycle, and will assess ITAL 230 and 231 in the 2012/2013 cycle. The department has decided to have a meeting with the Italian instructors to discuss whether it is appropriate to add cultural elements to ITAL220 course outlines.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

157. Italian [AA.ITAL.D] belonging to Foreign Language Department [ITAL]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Italian program, we will revise the course objectives for ITAL 120, 121, 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and Italian tutors at Foreign Language tutoring center. Moreover, the department offered ITAL 121 without combining it with other level courses due to the high demand and it has been successful.

DVC Instructional Program SLO Action Plans

158. Japanese [AA.JPN.D] belonging to Foreign Language Department [JAPAN]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun the work to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are revised, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Japanese program, we will revise course objectives for JAPAN 120, 121, 220, and 221 during the next Title 5 rewrite cycle. In addition, we will add a new course objective to include non-roman alphabet writing such as Arabic, Chinese, Persian, Japanese and Russian. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of students' support with in-class teaching assistants and outside class tutors. Due to the high demand, the department hired several Japanese PT instructors last year and a new Japanese FT instructor this spring. The Japanese program will have a meeting in August and review the SLO assessment methods and results to make sure everyone understands the process and plans.

DVC Instructional Program SLO Action Plans

159. Japanese [CA.JPN.D] belonging to Foreign Language Department [JAPAN]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun the work to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are revised, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Japanese program, we will revise course objectives for JAPAN 120, 121, 220, and 221 during the next Title 5 rewrite cycle. In addition, we will add a new course objective to include non-roman alphabet writing such as Arabic, Chinese, Persian, Japanese and Russian. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of students' support with in-class teaching assistants and outside class tutors. Due to the high demand, the department hired several Japanese PT instructors last year and a new Japanese FT instructor this spring. The Japanese program will have a meeting in August and review the SLO assessment methods and results to make sure everyone understands the process and plans.

Overall Program Action Plan for 2012/13

Japanese SLO program Action Plan #1 The matrix is properly aligned. However the department is planning to examine the wording of this program SLO to determine if it can be reworded to be more inclusive. The department is on the way of changing the assessment methods from indirect to direct one for JAPAN120, 121, 220 and 221. This change should enable us to identify the differences of students' achievements by each section and see more detailed data. Through looking at very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to the students' achievement of this SLO. #2 The matrix is properly aligned. However the department is planning to change the wording of this program SLO because it is too specific to be matched with different language courses. The department is on the way of changing the assessment methods from indirect to direct one for JAPAN120, 121, 220 and 221. This change should enable us to identify the differences of students' achievements by each section and see more detailed data. Through looking at very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to students' achievement of this SLO. #3 The matrix is properly aligned. However the department is planning to change the course contents of JAPAN 130 to have better match with this program SLO in the next title V rewrite. The department is on the way of changing the assessment methods from indirect to direct one for JAPAN120, 121, 220 and 221. This change should enable us to identify the differences of students' achievements by each section and see more detailed data. Through looking at very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to students' achievement of this SLO.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

160. Kinesiology - Coaching [AS.KINCH.D] belonging to Kinesiology, Athletics and Dance Department [KINES]

Overall Program Action Plan for 2014/15

When reviewing the alignment matrix - it became apparent that while the program and course SLOs are aligned, they are aligned indirectly due to how the program learning outcomes were constructed, making it impossible to assess the PLOs through the course. The PLOs were written at an early time in SLO/PLO initiation and relied on external assessment methods rather than via course SLO assessment. Plan: To rewrite the Program Learning Outcomes to directly align to course SLOs and allow for assessment under the current methodology.

Overall Program Action Plan for 2012/13

The course SLOs for this program have not been assessed to this point, but are scheduled for spring 2013 (due in Fall 2013). The program outcomes and matrix were evaluated and changes will be made to the matrix to more accurately represent expected outcomes and the role of each course in meeting the outcomes. The program was recently updated so the assessment due in Fall 2013 will provide the baseline for the new program configuration.

DVC Instructional Program SLO Action Plans

161. Kinesiology - Sports and Recreation Management [AS.KINSM.D] belonging to Kinesiology, Athletics and Dance Department [KINES]

DVC Instructional Program SLO Action Plans

162. Landscape Architecture and Design [CA.HRTD.D] belonging to Horticulture Area [HORT]

Overall Program Action Plan for 2012/13

It was discovered that several of the assessment topics have not been assessed yet, so the plan is to assess these in the future. The data that was present indicated that, in general, students are doing well in the program. A few enhancements were suggested. These included: more practice with drafting basics and incorporating aspects of landscape design into the plant identification classes to make learned plant species more relevant. The plan for these courses is to evaluate how these enhancements work to improve student learning of the material.

2010/11 Action Plan for Outcome "develop fundamental designer and client communication techniques.":

Plan is to gather course SLO data as soon as possible since courses have not yet been assessed.

2010/11 Action Plan for Outcome "identify plant and non-plant material suitable for specific site design.":

Only one course has been assessed so far. Students in this class on tree identification exceeded expectations, so plan is to maintain curriculum and gather data for other courses as soon as possible.

2010/11 Action Plan for Outcome "produce a portfolio and related documents necessary to enter the marketplace.":

Plan is to gather course SLO data as soon as possible since courses have not yet been assessed.

DVC Instructional Program SLO Action Plans

163. Landscape Construction and Management [CA.HRTCM.D] belonging to Horticulture Area [HORT]

Overall Program Action Plan for 2012/13

It was discovered that several of the assessment topics have not been assessed yet, so the plan is to assess these in the future. The data that was present indicated that, in general, students are doing well in the program. A few enhancements were suggested. These included: bringing in Spanish material for the Pest Management class and incorporating aspects of landscape design into the plant identification classes to make learned plant species more relevant. The plan for these courses is to evaluate how these enhancements work to improve student learning of the material.

DVC Instructional Program SLO Action Plans

164. Life Science [AS.LS.D] belonging to Biological Science Department [BIOSC]

Overall Program Action Plan for 2014/15

All program SLOs have been assessed in at least one course. More importantly the assessments occurred in both the required Life Science and Physical Science courses. The assessments also covered at least one course in each of the subcategories of the degree therefore assuring that some assessment has been done for each category. With the next assessment cycle more information especially on the less assessed PLOs 1,2 and 4 will be gathered and solidify the quality of the program. In summary the overall program assessment shows that the students taking the required courses will be able to meet the goal and objectives of this Associate in Science Degree with a Major in Life Science. A particular action should be that the more general PSLOs should be represented in the same language in the participating course SLOs to streamline assessment of this program. As an example the basic PSLO 1: ???Understand and apply the scientific method of inquiry??? which is very likely addressed in every Science course should actually be represented as a course SLO 1 in all Science courses. Similarly all participating courses should look at their matching course SLOs to particular program SLOs and modify the language and numbering to exactly that of program SLOs. That would be of great help for the assessor. Program SLO 1: BioSc 102,107, 130, Chem 109, not assessed for this SLO. Chem 120 SLO 6 The practice of emphasizing that students should review the quality of their data BEFORE leaving the lab should be continued. Students had trouble meeting the 2% accuracy goal at the 50% level. The 5% accuracy goal was achievable at the 70% level. It is not clear how to improve these results - perhaps we are asking for more than the technique can deliver. We will continue to monitor the results. Ocean101 SLO 5 Results indicate that students are understanding this topic very well. Will continue to teach this topic as usual. Program SLO 2: BioSc 130, Chem 109 not assessed for this SLO. Chem 120 SLO3 Essentially all sections met the goal on all questions. There is not a significant difference between FT and PT instructors. No action is needed. Program SLO 3: BioSc 102 SLO2 found that students performed to the level expected. No changes needed for this SLO for now. BioSc 107, 117,126,130 not assessed for this SLO. BioSc 131 SLO 2 Outcome was satisfactory but an increase in successful performance is desired, therefore the more in class assignments and homework to help the students retain the knowledge will be given. BioSc 161 SLO1 The methodology already in use is successful for a majority of the students for this topic. However, a deeper understanding for evolutionary relationships, requires improvement therefore it might be beneficial to spend more time on phylogenetic trees, and utilize active learning techniques. course BioSc 162 not asessed for this SLO. Ocean 101 Our goal was not reached. More time will be spend on natural selection in the future. Program SLO 4: BioSc 107 SLO 1 General understanding met expectations but lab activity for trait identification needed more instructions in the future BioSc 119, 130, 140 not assessed for this SLO. Program SLO 5 BioSC 126 SLO1 The outcome matched expectation therefore next assessment period with move to another SLO. Bio 131 SLO2 which matches the program SLO 4 was evaluated in 2013/14 and resulted in the following analysis that the overall results was an over 87% success in achieving the learning outcome. One aspect of this SLO had a lower success rate since it required a higher level of thinking. In the future more critical thinking scenarios will be incorporated in the lecture (using worksheets or questions) and more critical thinking questions will be required on exams. on the exams. BioSc 161 SLO 2 The outcome generally demonstrate that students are understanding the concept. However there was a lack of understanding of the vocabulary terms. More emphasis needs to be placed on teaching those terms. BioSc 161 SLO 3 Generally we were pleased with the success of the outcome of the multiple choice questions. For 1 2 J

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DVC Instructional Program SLO Action Plans

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 270.80 548.56 Td (DVC Instructional Program SLO Action Plans) Tj ET

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (160. Kinesiology - Coaching [AS.KINCH.D] belonging to Kinesiology, Athletics and Dance Department [KINES]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2014/15) Tj ET

BT /F2 10.00 Tf ET

0.978 Tw

28.35 504.57 m 28.35 487.56 | S 28.35 504.57 m 813.54 504.57 | S 813.54 504.57 m 813.54 487.56 | S BT 31.19 493.06 Td (When reviewing the alignment matrix - it became apparent that while the program and course SLOs are aligned, they are aligned indirectly due to how the program learning) Tj ET

0.484 Tw

28.35 487.56 m 28.35 470.55 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (outcomes were constructed, making it impossible to assess the PLOs through the course. The PLOs were written at an early time in SLO/PLO initiation and relied on external) Tj ET

1.102 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (assessment methods rather than via course SLO assessment. Plan: To rewrite the Program Learning Outcomes to directly align to course SLOs and allow for assessment) Tj ET

0 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S 28.35 436.54 m 813.54 436.54 | S BT 31.19 442.04 Td (under the current methodology.) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 424.43 Td (Overall Program Action Plan for 2012/13) Tj ET

BT /F2 10.00 Tf ET

1.637 Tw

28.35 419.53 m 28.35 402.52 | S 28.35 419.53 m 813.54 419.53 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (The course SLOs for this program have not been assessed to this point, but are scheduled for spring 2013 \ (due in Fall 2013\). The program outcomes and matrix were) Tj ET

0.792 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (evaluated and changes will be made to the matrix to more accurately represent

DVC Instructional Program SLO Action Plans

expected outcomes and the role of each course in meeting the outcomes. The program was) Tj ET

0 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S 28.35 368.50 m 813.54 368.50 | S BT 31.19 374.01 Td (recently updated so the assessment due in Fall 2013 will provide the baseline for the new program configuration.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 206 of 278) Tj ET

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BT /F1 14.00 Tf ET

BT 270.80 548.56 Td (DVC Instructional Program SLO Action Plans) Tj ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (162. Landscape Architecture and Design [CA.HRTD.D] belonging to Horticulture Area [HORT]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2012/13) Tj ET

BT /F2 10.00 Tf ET

0.599 Tw

28.35 504.57 m 28.35 487.56 | S 28.35 504.57 m 813.54 504.57 | S 813.54 504.57 m 813.54 487.56 | S BT 31.19 493.06 Td (It was discovered that several of the assessment topics have not been assessed yet, so the plan is to assess these in the future. The data that was present indicated that, in) Tj ET

1.873 Tw

28.35 487.56 m 28.35 470.55 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (general, students are doing well in the program. A few enhancements were suggested. These included: more practice with drafting basics and incorporating aspects of) Tj ET

0.395 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (landscape design into the plant identification classes to make learned plant species more relevant. The plan for these courses is to evaluate how these enhancements work to) Tj ET

0 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S 28.35 436.54 m 813.54 436.54 | S BT 31.19 442.04 Td (improve student learning of the material.) Tj ET

DVC Instructional Program SLO Action Plans

BT /F1 12.00 Tf ET

BT 31.19 424.43 Td (2010/11 Action Plan for Outcome) Tj ET

BT /F2 12.00 Tf ET

BT 221.91 424.43 Td ("develop fundamental designer and client communication techniques.") Tj ET

BT /F2 10.00 Tf ET

28.35 419.53 m 28.35 402.52 | S 28.35 419.53 m 813.54 419.53 | S 813.54 419.53 m 813.54 402.52 | S 28.35 402.52 m 813.54 402.52 | S BT 31.19 408.02 Td (Plan is to gather course SLO data as soon as possible since courses have not yet been assessed.) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 390.42 Td (2010/11 Action Plan for Outcome) Tj ET

BT /F2 12.00 Tf ET

BT 221.91 390.42 Td ("identify plant and non-plant material suitable for specific site design.") Tj ET

BT /F2 10.00 Tf ET

1.183 Tw

28.35 385.51 m 28.35 368.50 | S 28.35 385.51 m 813.54 385.51 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (Only one course has been assessed so far. Students in this class on tree identification exceeded expectations, so plan is to maintain

2012/13 Action Plan for Outcome "understand and apply the scientific method of inquiry.":

Assessment goals were met with SLO 3 of Ocean 101. SLO 4 of Ocean 102 assessment requires a more challenging question next assessment round to more adequately evaluate student success. No new assessment has been done with Course SLO 4 and 6 for BioSc 130 and SLO 2 for Chem 120. The following courses were not assessed yet with course SLO 1 of BioSC 102 and BioSc 107. Course SLO 1 and 2 for Chem 109. Ocean 102 SLOs should be aligned better to Program SLOs (Change matrix)

2010/11 Action Plan for Outcome "understand and apply the scientific method of inquiry.":

This Slo was not analysed in Bio 102, Bio 107, Chem 109 and Ocean 101. Chem 120 is a prerequisite Bio 130. It showed some need for improvement regarding better stockroom assistance, however the course that followed met the expected outcomes.

Plan: This SLO needs to be evaluated in Bio 102, Bio 107, Chem 109 and Ocean 101. Stockroom problems for Chem 120 will be addressed, and BIO 130 curriculum will be maintained.

2012/13 Action Plan for Outcome "explain, illustrate and analyze chemical bonds and reactions.":

No new assessment has been done with Course SLO 5 for BioSc 130 and SLO 3 for Chem 120. The following courses were not assessed yet with course SLO 2 of BioSC 205. Course SLO 4 and 9 for Chem 109.

2010/11 Action Plan for Outcome "explain, illustrate and analyze chemical bonds and reactions.":

DVC Instructional Program SLO Action Plans

Similar to SLO1 Chem 120 showed a need for more practice in this SLO, which was accomplished with the course Bio 130 that followed. Chem 109 and Bio 205 were not evaluated yet.

Plan: Curriculum of Bio 130 will be maintained, but more practice time on this SLO will be worked into Chem 120. Chem 109 and Bio 205 SLOs need to be analysed.

2010/11 Action Plan for Outcome "discuss the mechanisms and evidence for the theory of evolution.":

Bio 102 and Bio 117 showed the need for additional information on the subject which was provided in a handout. BioSc 130 expected outcomes have been met or exceeded. Bio 107, Bio 126, Bio 131, Bio 161, Bio 161, and Ocean 102 have not been assessed yet.

Plan: Handout is passed out in Bio 102 and Bio 117. No changes in Bio 130 curriculum. Bio 107, Bio 126, Bio 131, Bio 161, Bio 162 and Ocean 102 need to be assessed in this SLO.

2012/13 Action Plan for Outcome "understand the molecular aspects of genetics (Cellular Biology emphasis)":

No new assessment has been done with Course SLO 1 for BioSc 146, SLO 3 for BioSc 130 and SLO 4 for BioSc 119. The following course was not assessed yet with course SLO 4 of BioSc 117.

2010/11 Action Plan for Outcome "understand the molecular aspects of genetics (Cellular Biology emphasis)":

Bio 107 has not been evaluated for this SLO yet. For BioSc 130 the expected outcomes have been met or exceeded. In Bio 119 and Bio 146 there were some discrepancies observed in how this subject area was taught by different instructors and how it was assessed.

Plan: No changes necessary in Bio 130 curriculum. More consistency in coverage between different instructors will be achieved through group meetings and a more useful assessment method focusing on the larger concept will be developed for the next cycle. Assessment of this SLO in the other participating courses needs to occur.

2012/13 Action Plan for Outcome "discuss interactions of organisms in communities (Field Studies emphasis)":

Assessment goal of SLO 2 and 3 for BioSc 161 has been met. The following courses were not assessed yet with course SLO 1 of Ocean 101, SLO 2 and/or 3 for BioSc 126, BioSc 162, BioSc 170, BioSc 171, BioSc 205, HORT 148L, Ocean 102, and SLO 5 for BioSc 131. Program SLO 5 needs more frequent assessment by some participating courses. Ocean 102 SLOs should be aligned better to Program SLOs (Change matrix)

2010/11 Action Plan for Outcome "discuss interactions of organisms in communities (Field Studies emphasis)":

This SLO has not been evaluated in any of the courses.

Plan: Assessment of this SLO needs to occur.

2012/13 Action Plan for Outcome "demonstrate knowledge of the structure and function of the human body (Health emphasis)":

Assessment of SLO 1 for BioSc 120 resulted in the need for more supervision during cadaver dissection time. SLO 2 for BioSc 146 resulted in the change of assessment question to better evaluate success over several evaluation cycles. SLO 1 and 3 for Nutr 160 assessment question needs to be reworded and teaching of this subject matter needs to be more detailed using case studies. No new assessment has been done with Course SLO 2 for BioSc 119. The following courses were not assessed yet with course SLO 2 of BioSc 117 and BioSc 139.

DVC Instructional Program SLO Action Plans

2010/11 Action Plan for Outcome "demonstrate knowledge of the structure and function of the human body (Health emphasis).":

This SLO has not been evaluated in BioSc 120 and BioSc139. In Bio 119 and Bio 146 there were some discrepancies observed in how this subject area was taught by different instructors and how it was assessed. In Nutri 160 students had some difficulties with their dietary analysis.

Plan: For BioSc 119 and 146 more consistency in coverage between different instructors will be achieved through group meetings and a more useful assessment method focusing on the larger concept will be developed for the next cycle. In Nutr 160 more detailed instructions for the dietary analysis will provided to increase success rate in this SLO. Assessment of this SLO in the other participating courses needs to occur.

DVC Instructional Program SLO Action Plans

165. Management and Leadership Studies [CA.BUSML.D] belonging to Business Administration Department [BUSMG]

Overall Program Action Plan for 2013/14

The Business Administration Department reviewed the program matrices, confirmed that the PLOs are appropriate, and that course SLOs are relevant to the program. Following the recommendations of the SLO committee, the department now has a process in place to include at least one section of each modality in the SLO assessment for each course. Specific insights guided the department to develop the following plans: 1. Course SLO action plans will be continuously reviewed for specificity and soundness. 2. The department recognizes the usefulness of increased use of case studies and other hands-on activities for the study of management and leadership, and will develop an inventory of possibilities

Overall Program Action Plan for 2012/13

The Business Administration Department confirmed that the PLOs are appropriate, and that course SLOs are relevant to the program.

Specific insights guided the department to develop the following plans:

1. The program matrices will be reviewed in detail with the whole department.
2. Larger sample groups of students need to be assessed. We will achieve this by creating a process across the department to include all sections offered during the assessment period.
3. Course SLO action plans will be more specific, focusing on what and how we can improve student learning, as well as what is working and should be continued.

DVC Instructional Program SLO Action Plans

166. Mandarin Chinese [AA.MANCH.D] belonging to Foreign Language Department [CHIN]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun the work to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are revised, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Chinese program, we will revise course objectives for MANCH 120, 121, 220, and 221 during the next Title 5 rewrite cycle. In addition, we will add a new course objective to include non-roman alphabet writing such as Arabic, Chinese, Persian, Japanese and Russian. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. We will continue to encourage students to participate in the Chinese speech contests in San Francisco and hire a speech coach to help students improve their writing and speaking skills.

DVC Instructional Program SLO Action Plans

167. Mandarin Chinese [CA.MANCH.D] belonging to Foreign Language Department [CHIN]

Overall Program Action Plan for 2012/13

Mandarin Chinese SLO program Action Plan #1 The matrix is properly aligned. However the department is planning to look at the wording of this program SLO to determine if it can be reworded to be more inclusive. The department decided to have a meeting with Chinese instructors to discuss the details of giving more conversation practice to the non-heritage students for CHIN 220. SLOs will include conversation skills. Also we will change the assessment method of CHIN 120 to properly measure students' achievement. #2 The matrix is properly aligned. However the department is planning to change the wording of this program SLO because it is too specific to be matched with different language courses. Looking at the improvement plan, we intend to add games in CHIN 220 as a tool to assess students' learning. #3 The matrix is properly aligned. The department changed the assessment methods from indirect to direct one for CHIN 120, 121, 220 and 221. We plan to use cultural readings and presentations for the assessment for CHIN 221. Considering the very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to the students' achievement of this SLO.

Overall Program Action Plan for 2010/11

1. Add cultural component to Chinese 120 to align with cultural component in the certificate.
2. Add grammar component in Chinese 221.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

2014/15 Action Plan for Outcome "comprehend a spoken dialogue in the target language.":

The Foreign Language Department has begun the work to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are revised, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Chinese program, we will revise course objectives for MANCH 120, 121, 220, and 221 during the next Title 5 rewrite cycle. In addition, we will add a new course objective to include non-roman alphabet writing such as Arabic, Chinese, Persian, Japanese and Russian. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. We will continue to encourage students to participate in the Chinese speech contests in San Francisco and hire a speech coach to help students improve their writing and speaking skills.

DVC Instructional Program SLO Action Plans

168. Mechanical Engineering [AS.ENGMC.D] belonging to Architecture and Engineering Department [ENGIN]

Overall Program Action Plan for 2012/13

Associate of Science in Mechanical Engineering is a recently approved program. Majority of graduates of this program will transfer to a 4-year school to get a bachelor of science in engineering. To complete the assessment of this degree the Program Assessment by Alignment and Mapping (Matrix) was carefully examined. The course content for every course in the program was compared to the program SLOs and the course SLO topics that map to any SLOs of the program were identified. The program assessment was based on the relevance of these course SLOs and their assessments to the program SLOs. The overall assessments indicates that there are close agreement between the program SLOs and the existing course SLOs. The assessment of ENGIN-110, ENGIN-120, ENGIN-135, ENGIN-136, ENGIN-230, ENGIN-255, and ENGIN-240 classes are indicative of the alignments with acceptable success rates. Some improvements in the success rates of ENGIN-255 will contribute to better meeting the objectives of the program. The assessment of the required science courses for the program (CHEM-120, PHYS-130, and PHYS-230) indicates that the students will be able to successfully complete the program. A successful completion of the Math requirements (MATH-192, MATH-193, MATH-292, MATH-294) of the program will provide the needed math background to meet the requirements of the program SLOs and the assessment of these math classes are indicative of this fact. We will continue to expand our activities to enrich this program and will pay special attention to the factors influencing student success in this program

DVC Instructional Program SLO Action Plans

169. Meteorology [AS.MET.D] belonging to Physical Science, Physics, Astronomy, Geology and Geography Department [GEOG]

Overall Program Action Plan for 2014/15

Of the 7 core courses, GEOG 162 (Maps and Cartography), has been modified as a course in Map Design and Visualization. The course number is the same as before. The revised content meets the AS.MET.D program objectives. GEOG 162 will continue to be a part of the core requirement. 2. The current course assessments for GEOG140 and GEOG141 address the program SLO # 1, 2 &3. This will be continued during the next term. If data indicates that in three consecutive assessments students are meeting the expected objective successfully, then one of the current program SLO will be replaced with a new SLO statement. 3. If substantial changes are made during Title V rewrite of any of the core courses, the alignment matrix will be revisited and updates will be made as needed.

Overall Program Action Plan for 2012/13

Mapping: No changes required.

Analysis: PSLO#1: Course-level assessment results for mapped courses indicate that student success on this PSLO is mixed. Although not specifically addressed in GEOG 120, 135 and 162, results from these courses in related topics are generally good. Results from course-level assessments in GEOG 140, 141 and PHYS 120 are generally good with modifications under way to improve results in GEOG 140.

PSLO#2: Course-level assessment results indicate that students are not achieving this intended outcome at acceptable levels. Changes to both GEOG 140 and 141 are currently being implemented to increase student achievement of this PSLO. Reassess once pedagogic changes have been implemented and assessed.

PSLO#3: Not yet assessed.

Plan: Reassess all PSLOs once curricular changes have been made to GEOG 140 and 141.

Overall Program Action Plan for 2011/12

This action plan confirms that the placement of 'X' in the alignment matrix is supported by the course content.

This will be reviewed again at the next title5 rewrite or when changes are reported in the course outline of the aligned courses.

DVC Instructional Program SLO Action Plans

170. Microsoft Windows Systems Administration [CC.MSWSA.D] belonging to Computer Science Department [CNT]

DVC Instructional Program SLO Action Plans

171. Music [AA.MUSIC.D] belonging to Music Department [MUSIC]

Overall Program Action Plan for 2015/16

Overall Program Action Plan for 2012/13

SLO#1 Perform music with technical facility and artistry on his/her voice or choice of instrument as a soloist and as member of an ensemble. This outcome relates to performance courses. Current assessment criteria was met. For these courses, a more specific, yet practical rubric for technical and artistic evaluation should be developed by the department for use in all performance courses in order to more accurately assess student learning. This outcome might also be split into "solo facility and artistry" and "ensemble facility and artistry" in future assessments. Higher standards of evaluation should also be adopted to encourage greater student achievement. SLO#2 Demonstrate practical musical literacy, both theoretical and historical. This outcome relates to the beginning piano and music theory/musicianship programs. Current assessment criteria was met. Analysis of outcomes are taken directly examination scores and thus accurately SLOs. Students who complete Theory and Musicianship I and II (MUSIC 122 and 123) seem to continue to do well in Theory and Musicianship III and IV (MUSIC 222 and 223). SLO#3 Listen to music with practical awareness, theoretical, critical and historical. This SLO relates to all classes in the program, including performance classes. Current assessment criteria was met. A more specific, yet practical rubric for technical and artistic evaluation should be developed by the department for use in all performance courses in order to more accurately assess intonation, tone, phrasing, and historical correct performance. Some faculty need to be more specific and thoughtful in their own course SLO assessments. There were too many, "Criteria has been met" and "No plan needed." Note - Some course SLO assessments appear to be incomplete even though complete assessments had been submitted. Missing assessments for MUSIC 223 and MUSIC 290 have been submitted.

DVC Instructional Program SLO Action Plans

172. Music Industry Studies [AA.MIS.D] belonging to Music Department [MUSX]

2014/15 Action Plan for Outcome "produce recorded music projects.":

Students completing the program will be able to produce recorded music projects. The matrix for this program SLO is not properly aligned. Steps have been taken to remove MUSX 270 from the outcome's matrix. This is because students taking the course have the option of several applied projects in music industry studies, and this includes the option of a recorded a music project but it is not a requirement. Other production projects may include podcasts or pre-recorded shows for our Internet radio station KDVC.org, preparation of a CD for commercial release, duplication of music CDs with printed text and graphics, concert organization and promotion, etc. This program topic has been successfully assessed. Nine of the twelve courses within the program have two course outcomes that directly assess a student's ability to produce recorded music projects. Four of the five required courses within the program have two course outcomes that directly assess a student's ability to produce recorded music projects. Typically this is demonstrated through an assessment method of a recorded music production assignment evaluated using an instructor developed rubric, and by objective exam items. Of the nine courses assessed it includes thirteen sections with an involvement of approximately 364 students. Based on our criteria that 75% of students completing the course will complete the assignment at a 75% level our analysis shows a remarkable consistency of excellence from class to class in our students recording projects. The assessment ranges from a low of 80% of students reaching the benchmark to 100%, with an average of 89%. We see this as an affirmation and reinforcement of the current applied curriculum. The objective exam items were more mixed. Based on our criteria that 75% of students completing the course will complete the objective exam items at a 75% level there is room for improvement. The assessment ranges from a low of 75% of students reaching the benchmark to 100%, with an average of 85%. We see this as an affirmation and reinforcement of the current applied curriculum but with the following caveat, the department will discuss methods to improve lower performing sections. In addition, and upon reflection, it is felt that the exam questions will need to be updated very soon as the software versions have outpaced the exams, texts and tutorials. It also to be noted that we have two course sequences that progress from beginning to advanced levels. These are MUSX 172 to 173 and MUSX 174 to 175. Our assessment demonstrates that students are successfully making the transition from beginning to advanced levels of recorded music. In particular this is reinforced by the high completion rate of 80% for the AVID, Inc. Pro Tools 101 industry certification exam we administer as part of MUSX 175. The wording of the topic is adequate but we will discuss with our Advisory Committee the need for a specific level of achievement in our student's recorded music projects. The assessment methods are adequate but we will discuss with our Advisory Committee the need for specific industry standard criteria in the instructor developed rubrics.

2014/15 Action Plan for Outcome "demonstrate professional behaviors required in the music industry.":

Students completing the program will be able to demonstrate professional behaviors required in the music industry. The matrix for this program SLO is properly aligned. This program topic has been successfully assessed. Twelve of the twelve courses within the program have a course outcome that directly assesses a student's ability to demonstrate professional behaviors required in the music industry. Five of the five required courses within the program have a course outcome that directly assesses a student's ability to demonstrate professional behaviors required in the music industry. Typically this is demonstrated through the assessment method of instructor tracking of professional behaviors including dependability, time management, work ethic, and participation. Of the twelve courses assessed it includes seventeen sections with an involvement of approximately 475 students. Based on our criteria that 75% of students completing the course will achieve expected outcomes at a 75% level, our analysis

DVC Instructional Program SLO Action Plans

shows a remarkable consistency of excellence from class to class in our student's professional behavior. The assessment ranges from a low of 78% of students reaching the benchmark to 91%, with an average of 86%. We see this as an affirmation and reinforcement of the current curriculum. We accomplished these successful outcomes by achieving or exceeding benchmark criteria measuring dependability, time management, work ethic, and participation. But our faculty are of the opinion that professional behaviors still must be improved. We need to raise the bar of our metrics in the next cycle and go beyond evaluating deadlines and attendance and address professional team work and other soft skills demanded by industry. It also to be noted that we have two course sequences that progress from beginning to advanced levels. These are MUSX 172 to 173 and MUSX 174 to 175. Our assessment demonstrates that students are successfully making the transition from beginning to advanced levels. The wording of the topic is adequate but we will discuss with our Advisory Committee the need for improvements. The assessment methods are adequate but we will discuss with our Advisory Committee the need for additional and more specific soft skills demanded by industry.

2014/15 Action Plan for Outcome "apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights.":

Students completing the program will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights. The matrix for this program SLO is properly aligned. This program topic has been successfully assessed (but with a caveat - see below). Two of the twelve courses within the program have a course outcome that directly assesses a student's ability to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights. One of the five required courses within the program has a course outcome that directly assesses a student's ability to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights. Typically this is demonstrated through the assessment method of objective exam items. Of the two courses assessed it includes a total three sections with an involvement of approximately 115 students. Based on our criteria that 75% of students completing the course will complete the objective exam items at a 75% level our analysis shows a remarkable consistency of excellence from class to class in our student's ability to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights. The assessment ranges from a low of 90% of students reaching the benchmark to 95%, with an average of 92%. We see this as an affirmation and reinforcement of the current curriculum. But since this is an essential program SLO, and our Advisory Committee recommends that it is worthy of additional time and training, the DVC Music Industry Studies program has created additional curriculum to support this outcome. The curriculum committee has recently approved a new course, MUSX 183, with this specific topic addressed in its Objectives/Student Learning Outcomes. We will have additional data to support this program outcome in our next cycle. The wording of the topic is adequate but we will discuss with our Advisory Committee the need for improvements. The assessment methods are adequate but we will confirm with our Advisory Committee that our exam questions reflect industry standards.

DVC Instructional Program SLO Action Plans

173. Music Industry Studies [CA.MIS.D] belonging to Music Department [MUSX]

Overall Program Action Plan for 2012/13

The Music Industry Studies Certificate of Achievement is a very successful CTE program with over 60 graduates during the three years of the assessment cycle. This success is also measured in our Course SLO Analysis with the majority of outcomes achieving or exceeding the benchmark criteria. SLO #1: Production of Recorded Music is a stated outcome in 10 of our 12 courses and shows a remarkable consistency of excellence from class to class. We see this as an affirmation and reinforcement of the current curriculum. But in order to sustain this excellence the program seeks to update 28 Digital Audio Workstations (DAW) necessary for students to learn modern recording production techniques. The current equipment is now in its fourth year of service and is in immediate need of refreshment. Manufacturer service agreements expire May of 2014. Without these new DAWs the demonstrated excellence of this outcome is in jeopardy. In addition to these concerns there has been discussion of raising the standards of our graduates to include advanced recording projects as an outcome. Advanced in this instance is defined as semi-pro to professional quality recorded music projects. One measure of this advanced status is the completion of our first level Pro Tools industry certification offered as part of our MUSIC 175 Advanced Pro Tools course work. Over three quarters of the completers successfully passed the industry certification and many of those completed our DVC certificate of achievement as well. In summary this expanded outcome seems to be well within the capabilities of our current graduates and is a worthy challenge. SLO #2: Demonstrated Professional Behaviors is a stated outcome in all 12 of our Music Industry Studies courses. We accomplished successful outcomes by achieving or exceeding benchmark criteria measuring dependability, time management, work ethic, and participation. But our faculty are of the opinion that professional behaviors must be improved. We need to raise the bar of our metrics in the next cycle and go beyond evaluating deadlines and attendance and address professional team work and other soft skills demanded by industry. SLO #3: Protection of Intellectual Property Rights is a stated outcome in 2 of our 12 courses and has met with success by achieving or exceeding benchmark criteria measuring the application of vocabulary and demonstrated processes used in the protection of these rights. This is an essential program SLO and our faculty think that it is worthy of additional time and training. The DVC Music Industry Studies program, on the recommendation of its Advisory Committee, advises the development of additional curriculum to support this outcome. We will submit a new course outline during the 2013-2014 academic year in support of this outcome.

2014/15 Action Plan for Outcome "produce recorded music projects.":

Students completing the program will be able to produce recorded music projects. The matrix for this program SLO is not properly aligned. Steps have been taken to remove MUSX 270 from the outcome's matrix. This is because students taking the course have the option of several applied projects in music industry studies, and this includes the option of a recorded a music project but it is not a requirement. Other production projects may include podcasts or pre-recorded shows for our Internet radio station KDVC.org, preparation of a CD for commercial release, duplication of music CDs with printed text and graphics, concert organization and promotion, etc. This program topic has been successfully assessed. Nine of the twelve courses within the program have two course outcomes that directly assess a student's ability to produce recorded music projects. Four of the five required courses within the program have two course outcomes that directly assess a student's ability to produce recorded music projects. Typically this is demonstrated through an assessment method of a recorded music production assignment evaluated using an instructor developed rubric, and by objective exam items. Of the nine courses assessed it includes thirteen sections with an involvement of approximately 364 students. Based on our criteria that 75% of students completing the course will

DVC Instructional Program SLO Action Plans

complete the assignment at a 75% level our analysis shows a remarkable consistency of excellence from class to class in our students recording projects. The assessment ranges from a low of 80% of students reaching the benchmark to 100%, with an average of 89%. We see this as an affirmation and reinforcement of the current applied curriculum. The objective exam items were more mixed. Based on our criteria that 75% of students completing the course will complete the objective exam items at a 75% level there is room for improvement. The assessment ranges from a low of 75% of students reaching the benchmark to 100%, with an average of 85%. We see this as an affirmation and reinforcement of the current applied curriculum but with the following caveat, the department will discuss methods to improve lower performing sections. In addition, and upon reflection, it is felt that the exam questions will need to be updated very soon as the software versions have outpaced the exams, texts and tutorials. It also to be noted that we have two course sequences that progress from beginning to advanced levels. These are MUSX 172 to 173 and MUSX 174 to 175. Our assessment demonstrates that students are successfully making the transition from beginning to advanced levels of recorded music. In particular this is reinforced by the high completion rate of 80% for the AVID, Inc. Pro Tools 101 industry certification exam we administer as part of MUSX 175. The wording of the topic is adequate but we will discuss with our Advisory Committee the need for a specific level of achievement in our student's recorded music projects. The assessment methods are adequate but we will discuss with our Advisory Committee the need for specific industry standard criteria in the instructor developed rubrics.

2014/15 Action Plan for Outcome "demonstrate professional behaviors required in the music industry.":

Students completing the program will be able to demonstrate professional behaviors required in the music industry. The matrix for this program SLO is properly aligned. This program topic has been successfully assessed. Twelve of the twelve courses within the program have a course outcome that directly assesses a student's ability to demonstrate professional behaviors required in the music industry. Five of the five required courses within the program have a course outcome that directly assesses a student's ability to demonstrate professional behaviors required in the music industry. Typically this is demonstrated through the assessment method of instructor tracking of professional behaviors including dependability, time management, work ethic, and participation. Of the twelve courses assessed it includes seventeen sections with an involvement of approximately 475 students. Based on our criteria that 75% of students completing the course will achieve expected outcomes at a 75% level, our analysis shows a remarkable consistency of excellence from class to class in our student's professional behavior. The assessment ranges from a low of 78% of students reaching the benchmark to 91%, with an average of 86%. We see this as an affirmation and reinforcement of the current curriculum. We accomplished these successful outcomes by achieving or exceeding benchmark criteria measuring dependability, time management, work ethic, and participation. But our faculty are of the opinion that professional behaviors still must be improved. We need to raise the bar of our metrics in the next cycle and go beyond evaluating deadlines and attendance and address professional team work and other soft skills demanded by industry. It also to be noted that we have two course sequences that progress from beginning to advanced levels. These are MUSX 172 to 173 and MUSX 174 to 175. Our assessment demonstrates that students are successfully making the transition from beginning to advanced levels. The wording of the topic is adequate but we will discuss with our Advisory Committee the need for improvements. The assessment methods are adequate but we will discuss with our Advisory Committee the need for additional and more specific soft skills demanded by industry.

2014/15 Action Plan for Outcome "apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights.":

Students completing the program will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights. The matrix for this

DVC Instructional Program SLO Action Plans

program SLO is properly aligned. This program topic has been successfully assessed (but with a caveat - see below). Two of the twelve courses within the program have a course outcome that directly assesses a student's ability to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights. One of the five required courses within the program has a course outcome that directly assesses a student's ability to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights. Typically this is demonstrated through the assessment method of objective exam items. Of the two courses assessed it includes a total three sections with an involvement of approximately 115 students. Based on our criteria that 75% of students completing the course will complete the objective exam items at a 75% level our analysis shows a remarkable consistency of excellence from class to class in our student's ability to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights. The assessment ranges from a low of 90% of students reaching the benchmark to 95%, with an average of 92%. We see this as an affirmation and reinforcement of the current curriculum. But since this is an essential program SLO, and our Advisory Committee recommends that it is worthy of additional time and training, the DVC Music Industry Studies program has created additional curriculum to support this outcome. The curriculum committee has recently approved a new course, MUSX 183, with this specific topic addressed in its Objectives/Student Learning Outcomes. We will have additional data to support this program outcome in our next cycle. The wording of the topic is adequate but we will discuss with our Advisory Committee the need for improvements. The assessment methods are adequate but we will confirm with our Advisory Committee that our exam questions reflect industry standards.

DVC Instructional Program SLO Action Plans

174. Natural Science [AS.NS.D] belonging to Biological Science Department [BIOSC]

Overall Program Action Plan for 2014/15

All program SLOs have been assessed in at least one course. More importantly the assessments occurred in both the required Life Science and Physical Science courses. Many courses (especially in the Life Sciences) were assessed in POL 2 just prior the last PLOs assessment in 2012/2013, therefore their outcomes are not listed. This is also true for other courses (see list at the bottom). With the next assessment cycle more information on the less assessed PLOs 4 and 5 will hopefully be gathered and solidify the quality of the program. In summary the overall program assessment shows that the students taking the required courses will be able to meet the goal and objectives of this Associate in Science Degree with a Major in Natural Science. A particular action should be that the more general PSLOs should be represented in the same language in the participating course SLOs to streamline assessment of this program, which is extremely cumbersome, due to the high amount of courses participating in this degree. As an example the basic PSLO 2: "Understand and apply the scientific method of inquiry" which is very likely addressed in every Science course should actually be represented as a course SLO 1 in all Science courses. Similarly all participating courses should look at their matching course SLOs to particular program SLOs and modify the language and numbering to exactly that of program SLOs. That would be of great help for the future assessor. Courses which are no longer offered should be removed from the program and the matrix must be changed accordingly. These are : Chem 298, GEOG 298, GEOG 127, GEOL 298, PHYS 112, 298 During the analysis it became clear that ASTRO 298 fulfills also PSLO 4. And PSLO 5 .and BioSc 126 fulfill PSLO 5. Matrix should be changed. Program SLO 1: ASTRO110: A greater amount of stress given to the topic during lecture and reinforced with observation in the planetarium. ASTRO 128: The students meet the assessment criterion. ASTRO 130: The results were better than the goal set. BioSc 101,102, 130, Chem 109, not assessed for this SLO. BioSc 107 A lab quiz that includes identification of the traits may prove useful in the future to ensure all students can successfully identify the traits being studied. BioSc 116 and Biosc117: We clearly can do a better job on the terminology of the immune system. It will be suggested that worksheets or other homework assignments are shared among the multiple instructors to improve student performance. These will then be analyzed by quizzes. BioSc 131: Outcome was satisfactory but an increase in successful performance is desired, therefore the more in class assignments and homework to help the students retain the knowledge will be given. BioSc 140: The ultimate outcome exceeded our goal of 80% scoring a 3 or better, However it should be noted that more than one third of the students met the bare minimum or less on this criterion. Future teachings will focus on improving the outcome for the lower performing students. BioSc 161 SLO1 The methodology already in use is successful for a majority of the students for this topic. However, a deeper understanding for evolutionary relationships, requires improvement therefore it might be beneficial to spend more time on phylogenetic trees, and utilize active learning techniques. BioSc 162: We are satisfied with the results of this assessment. We will continue the teaching methgods of this elaborate terminolgy this in the future. BioSc 170: This question is an important concept that students should get after this course. While the multiple choice question defining community had a good success rate, the short answer question only had a 73% success rate. We will add clicker questions, worksheets or case study to solidify the vocabulary. Chem 106: This outcome involves higher level problem solving skills because of the application process to various concepts. The question was multiple choice and therefore "correct or not correct". Perhaps the question needs assess the steps in the application to better inform us as to where the student

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2012/13 Action Plan for Outcome "understand and apply scientific terminology appropriate for this specific field of life or physical science.":

All courses are aligned with this Program SLO (the individual course SLOs however to not necessarily match in their numbers with this program SLO!)

Life Science courses

BioSC courses:

For BIOSC 101/102 SLO2 and 3 and BIOSC 116/117 SLO1 a handout was developed to improve the terminology of evolution and assure teaching quality among the vast number of adjunct faculty. BIOSC 116/117 SLO3 not evaluated yet. BIOSC 107 goals were met. BIOSC 119 SLO3 assessment needs to be modified to get a more accurate evaluation. BIOSC 120 SLO2 more time needs to be allotted for each student to have at least a 2 hours total to dissect the cadaver. BIOSC 126 was never evaluated. BIOSC 130 more practice time was allotted to improve genetic SLO. BIOSC 131 SLO1 not assessed, SLO2 goal met, SLO3 more in class assignments necessary to improve scores. BIOSC 139 SLO1 and 2 not assessed. BIOSC 149 SLO1,2 and 3 some assessment needs to be modified. BIOSC 161 SLO 1 more in class assignment necessary, SLO 2 goals were met. BIOSC 170/171 are new courses which have not been evaluated yet.

HORT courses:

HORT 110 SLO 3 and HORT 148L SLO 2 and 3 not assessed yet.

NUTRI courses:

NUTRI 160 SLO 1 emphasis on teaching terminology definitions required.

OCEAN courses:

OCEAN 101 SLO 2 more time necessary to teach evolution terminology. OCEAN 102 SLO1 rewording of assessment questions needed. Latest evaluation of evolution terminology improved outcome.

Physical Science courses

Astro Courses:

ASTRO 110 , 128, 298 never assessed. ASTRO 120 SLO 4 more classwork needed. ASTRO 130 SLO goals generally met but more practice and feedback needed in some areas.

Chem Courses:

Chem 106/ 109 not assessed yet. CHEM 108 SLO 1 goals were met. SLO 3 change assessment method. Chem 120 SLO 2 goals were nearly met more practice and support

DVC Instructional Program SLO Action Plans

needed. Chem 120 SLO 3 goals generally met but certain topics need more emphasis. Chem 121 SLO1 and 2 goals met. Chem 226 SLO 3, 4, 5 and 6 goals generally were met, new evaluation method for SLO 4 in the future. Chem 227 SLO 2, 3, 4 and 6 goals are met.

GEOG courses:

GEOG 120 SLO 1,2, and 3 goals are met. GEOG 121 SLO 1, 2 and 3 all SLOs require more hands-on practices. GEOG 125 SLO 1 goals were met. SLO 2 and 3 more hands-on practice is needed. GEOG 126 SLO 2 goals were met. SLO 1 and 3 more hands-on practice needed. GEOG 127 SLO 1 new teaching methods need to be developed to better emphasize concepts. SLO 2 and 3 goals were met. GEOG 128 SLO 1 and 2 goals were met. SLO 3 target goal not met better instructions needed. GEOG 140 SLO 1,2 and 3 additional homework assignments necessary. GEOG 141 SLO 1,2 and 3 lab activities will be restructured to assure better SLOs. GEOG 160 SLO 1 change of SLO in the future assessment cycle, because of technology change. SLO 2 change of time line in teaching schedule to assure better SLO. SLO 3 goals are met. GEOG 162 SLO 1 and 3 goals are met. SLO2 time schedule change necessary.

GEOL courses:

GEOL 120 SLO 1 and 2 goals are met. SLO 3 review needed. GEOL 122 SLO 1 and 2 goals are met. SLO 3 more time needs to be allotted. GEOL 124 SLO 1 more time needed to improve SLO.2 goals met. SLO3 never assessed. GEOL 125 SLO 1 and 2 goals are met. SLO 3 more in-class exercises.

PHYS courses:

PHYS 110 SLO 1,2 and 3 goals were met. PHYS 111 SLO1,2 and 3 never assessed. PHYS 113 SLO1,2 and 3 never assessed. PHYS 120 SLO 1,2 and 3 goals were met. PHYS 121 never assessed. PHYS 124 SLO 1,2 and 3 goals were met. PHYS 125 SLO1 goals were met. SLO 2 and 3 never assessed. PHYS 129 never assessed. PHYS 130 SLO 1, 2 and 3 goals were met. PHYS 230 SLO 1, 2 and 3 goals were met. PHYS 231 SLO 1,2 and 3 goals were met.

PHYSC courses:

PHYSC 112 never assessed.

2012/13 Action Plan for Outcome "understand and apply the method of scientific inquiry appropriate for this specific field of life or physical science.":

All courses are aligned with this Program SLO (the individual course SLOs however to not necessarily match in their numbers with this program SLO!)

Life Science courses

BioSC courses:

BIOSC 101 /102 /107 SLO1 never assessed. BIOC 119 SLO1 assessment method needs to be modified. BIOC 120 SLO2 needs to be evaluated. BIOC 126 was never evaluated. BIOC 130 assessment goal was met. BIOC 131 SLO1 not assessed, SLO2 goal met, SLO3 more in class assignments necessary to improve scores. BIOC 139 SLO1 and 2 not assessed. BIOC 140 SLO2 goals were met but vigilance is necessary to maintain high achievement.. BIOC 161 SLO 2 goals were met. BIOC 170/171 are new courses which have not been evaluated yet.

DVC Instructional Program SLO Action Plans

HORT courses:

HORT 110 SLO 1 met assessment criteria

NUTRI courses:

NUTRI 160 SLO 2 assessment goal met

OCEAN courses:

OCEAN 101 SLO 5 assessment goals met. Ocean 102 SLO 4 assessment question should be more challenging.

HORT courses:

HORT 148L: has not been assessed at all for any SLOs!

Physical Science courses

Astro Courses:

ASTRO 110, 128 , 298 never assessed. ASTRO 120 SLO 4 more classwork needed. ASTRO 130 SLO 1 goals generally met but more practice and feedback needed in some areas.

Chem Courses:

Chem 106/ 109 not assessed yet. Chem 108 SLO 3 change assessment method. Chem 120 SLO 6 goals were met. Chem 121 SLO 3 , and 6 generally goals are met but assessment questions may need to be modified. Chem 226 SLO 2 goals were met. Chem 227 SLO 2, 3, 4 and 6 goals are met.

GEOG courses:

GEOG 120 SLO 1,2, and 3 goals are met. GEOG 121 SLO 1, 2 and 3 all SLOs require more hands-on practices. GEOG 125 SLO 1 goals were met. SLO 2 and 3 more hands-on practice is needed. GEOG 126 SLO 2 goals were met. SLO 1 and 3 more hands-on practice needed. . GEOG 127 SLO 1 new teaching methods need to be developed to better emphasize concepts. SLO 2 and 3 goals were met. GEOG 128 SLO 1 and 2 goals were met. SLO 3 target goal not met better instructions needed. GEOG 140 SLO 1,2 and 3 additional homework assignments necessary. GEOG 141 SLO 1,2 and 3 lab activities will be restructured to assure better SLOs. GEOG 160 SLO 1 change of SLO in the future assessment cycle, because of technology change. SLO 2 change of time line in teaching schedule to assure better SLO. SLO 3 goals are met. GEOG 162 SLO 1 and 3 goals are met. SLO2 time schedule change necessary.

GEOL courses:

GEOL 120 SLO 1 and 2 goals are met. SLO 3 review needed. GEOL 121 SLO 1 and 3 never assessed. SLO2 handouts needed to complement the textbook material. GEOL 122 SLO 1 and 2 goals are met. SLO 3 more time needs to be allotted. GEOL 124 SLO 1 more time needed to improve. SLO3 never assessed. GEOL 125 SLO 1 goals are met. SLO 3 more in-class exercises.

PHYS courses:

PHYS 110 SLO 1,2 and 3 goals were met. PHYS 111 SLO1,2 and 3 never assessed. PHYS 113 SLO1,2 and 3 never assessed. PHYS 120 SLO 1,2 and 3 goals were met.

DVC Instructional Program SLO Action Plans

PHYS 121 never assessed. PHYS 124 SLO 1,2 and 3 goals were met. PHYS 125 SLO1 goals were met. SLO 2 and 3 never assessed. PHYS 129 never assessed. PHYS 130 SLO 1, 2 and 3 goals were met. PHYS 230 SLO 1, 2 and 3 goals were met. PHYS 231 SLO 1,2 and 3 goals were met.

PHYSIC courses:

PHYSIC 112 never assessed

2012/13 Action Plan for Outcome "collect and/or analyze laboratory and/or field data appropriate for the specific field of life or physical science.":

All courses are aligned with this Program SLO (the individual course SLOs however to not necessarily match in their numbers with this program SLO!)

Life Science courses

BioSC courses:

BIOSC 102 and BIOSC 117 SLO3 more emphasis on teaching individually microscopic techniques. BIOSC 119/146 SLO1 assessment needs to be modified to get a better broader evaluation of success. BIOSC 120 does not have a matching SLO. BIOSC 120 SLO2 more time needs to be allotted for each student to have at least a 2 hours total to dissect the cadaver. BIOSC 126 was never evaluated. BIOSC 130 SLO 4 assessment goal was met consistently over 6 evaluation cycles. BIOSC SLO3 more in class assignments necessary to improve scores. BIOSC 139 SLO3 more time needs to be allotted for each student to have at least a 2 hours total to dissect the cadaver. BIOSC 140 SLO2 goals were met but vigilance is necessary to maintain high achievement. BIOSC 161 goals were met. BIOSC 171 is a new course which has not been evaluated yet.

HORT courses:

Hort 148L never assessed

NUTRI courses:

NUTRI 160 SLO 3 more case study examples given.

OCEAN courses:

OCEAN 102 SLO2 not assessed yet

Physical Science courses

Astro Courses:

ASTRO 130 SLO 1 goals generally met but more practice and feedback needed in some areas.

Chem Courses:

Chem 106, 109 not assessed yet. Chem 108 SLO 2 goals were met., SLO 4 better test needs to be developed. Chem 120 SLO 1 and 6 goals were generally met, more practice and support for weaker students. Chem 120 SIO 4 and 5 goals were met. Chem 126 SLO 1 goals were met. Chem 227 SLO 1 and 5 goals were met.

GEOG courses:

GEOG 120 SLO 2 goals are met. GEOG 121 SLO 1, 2 and 3 all SLOs require more hands-on practices. GEOG 125 SLO 2 and 3 more hands-on practice is needed. GEOG 126 SLO 1 and 3 more hands-on practice needed. GEOG 140 SLO 1 and 2 additional homework assignments necessary. GEOG 141 SLO 1,2 and 3 lab activities will be

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restructured to assure better SLOs. GEOG 160 SLO 1 change of SLO in the future assessment cycle, because of technology change. GEOG 162 SLO 3 goals are met. SLO2 time schedule change necessary.

GEOL courses:

GEOL 120 SLO 2 goals are met. GEOL 121 SLO 1 and 3 never assessed. GEOL 122 SLO 3 more time needs to be allotted. GEOL 124 SLO 1 more time needed to improve SLO3 never assessed. GEOL 125 SLO 3 more in-class exercises.

PHYS courses:

PHYS 110 SLO 1,2 and 3 goals were met. PHYS 111 SLO1,2 and 3 never assessed. PHYS 113 SLO1,2 and 3 never assessed. PHYS 120 SLO 1,2 and 3 goals were met. PHYS 121 never assessed. PHYS 124 SLO 2 goals were met. PHYS 125 SLO1 goals were met. SLO 2 and 3 never assessed. PHYS 129 never assessed. PHYS 130 SLO 1, 2 and 3 goals were met. PHYS 230 SLO 1, 2 and 3 goals were met. PHYS 231 SLO 1,2 and 3 goals were met.

PHYSC courses:

PHYSC 112 never assessed

2012/13 Action Plan for Outcome "critically evaluate scientific information in various formats.":

All courses are aligned with this Program SLO (the individual course SLOs however to not necessarily match in their numbers with this program SLO!)

Life Science courses

BioSC courses:

BIOSC 107 SLO 2 not evaluated yet. BIOSC 130 SLO 4 assessment goal was met over 6 evaluation cycles. BIOSC 140 SLO 3 goals were met but vigilance is necessary to maintain high achievement. SLO4 was not assessed yet. BioSc 161 SLO 3goals were met.

HORT courses: n/a

NUTRI courses: :

NUTRI 160 SLO 1 handouts given to explain specifics on critical evaluation of published information.

OCEAN courses: n/a

Physical Science courses

Astro Courses:

ASTRO 110 not assessed yet.

Chem Courses:

Chem 121 SLO 3 better assessment method needed.

GEOG courses:

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GEOG 128 SLO 1 and 2 goals were met. SLO 3 target goal not met better instructions needed.

GEOL courses:

GEOL 120 SLO 1 goals are met.

PHYS courses: n/a

PHYSC courses: n/a

2012/13 Action Plan for Outcome "understand the relationship between humans and the physical and/or life sciences.":

All courses are aligned with this Program SLO (the individual course SLOs however to not necessarily match in their numbers with this program SLO!)

Life Science courses

BioSC courses:

BIOSC 116/117 SLO3 not evaluated yet. BIOSC 119 SLO5 assessment goals met. BIOSC 120 SLO5 never assessed. BIOSC 131 SLO1 not assessed. BIOSC 140 SLO3 goals were met but vigilance is necessary to maintain high achievement. BIOSC 146 SLO5 assessment questions need to be more focussed.

HORT courses: n/a

NUTRI courses:

NUTRI 160 SLO 3 more case study examples given.

OCEAN courses: n/a

Physical Science courses

Astro Courses: n/a

Chem Courses: n/a

GEOG courses:

GEOG 126 SLO 1 and 3 more hands-on practice needed.

GEOL courses:

GEOL 121 SLO 1 never assessed.

PHYS courses: n/a

PHYSC courses: n/a

DVC Instructional Program SLO Action Plans

175. Network and System Administration [AS.MSWSA.D] belonging to Computer Science Department [CNT]

Overall Program Action Plan for 2013/14

Very small number of courses can be offered each semester. DVC has committed to revamping the program for better student success and current technology skill set. Course outlines will be updated, 12 unit certificates will be created, and skill sets will be updated. This program is currently being taught by 100% part-time and DVC is committed to hiring a full-time instructor that will lead the program and teach in this area.

Overall Program Action Plan for 2012/13

Add two new outcomes to align required courses that don't align with any existing outcomes. Also remove COMSC 121 by submitting a program change form.

Overall Program Action Plan for 2009/10

Consider removing BUS-250, CNT-117 and -131, and COMTC-118 from the requirements in May 2010 Advisory Committee meeting.

2010/11 Action Plan for Outcome "list and describe the key TCP/IP protocols.":

Removing and dropping CNT 223, adding CNT 125
(virtualization+disk mgmt), adding
Visio/Office intro to CNT 105 COR, adding "create network
diagrams using Visio" to all CNT CORs.

2010/11 Action Plan for Outcome "list, describe, and configure TCP/IP protocols and ports.":

Removing and dropping CNT 223, adding CNT 125
(virtualization+disk mgmt), adding
Visio/Office intro to CNT 105 COR, adding "create network
diagrams using Visio" to all CNT CORs.

2009/10 Action Plan for Outcome "list and describe the key TCP/IP protocols.":

Consider removing BUS-250, CNT-117 and -131, and COMTC-118 from the requirements in Fall 2010 Advisory Committee meeting.

2010/11 Action Plan for Outcome "secure a Microsoft Windows network.":

Adding "apply and configure appropriate security measures" to all CNT CORs

2010/11 Action Plan for Outcome "apply and configure appropriate security measures.":

Adding "apply and configure appropriate security measures" to all CNT CORs

2009/10 Action Plan for Outcome "secure a Microsoft Windows network.":

1. Consider removing BUS-250, CNT-117 and -131, and COMTC-118 from the requirements in May 2010 Advisory Committee meeting.
2. Consider adding CNT-148 as a required course, supporting this outcome in May 2010 Advisory Committee meeting.

DVC Instructional Program SLO Action Plans

2010/11 Action Plan for Outcome "build a computer.":

Add COMTC 110 to the program.

2010/11 Action Plan for Outcome "maintain and upgrade computer systems.":

Add COMTC 110 to the program.

2009/10 Action Plan for Outcome "build a computer.":

Consider adding COMTC-110 as a required course, supporting this outcome in May 2010 Advisory Committee meeting.

2010/11 Action Plan for Outcome "install and configure Microsoft Windows Server Operating System.":

Adding "install and configure OS and apps" to CNT 114 COR, requesting Engineering to update COMTC 118 COR content.

2010/11 Action Plan for Outcome "install and configure Microsoft Windows operating systems and applications.":

Adding "install and configure OS and apps" to CNT 114 COR, requesting Engineering to update COMTC 118 COR content.

2009/10 Action Plan for Outcome "install and configure Microsoft Windows Server Operating System.":

1. Consider removing BUS-250, CNT-117 and -131, and COMTC-118 from the requirements in May 2010 Advisory Committee meeting.
2. Consider adding CNT-116 as a required or elective course, supporting this outcome in May 2010 Advisory Committee meeting.

2010/11 Action Plan for Outcome "document and communicate system design and architecture.":

Removing and dropping CNT 223, adding CNT 125 (virtualization+disk mgmt) and COMSC 100L, adding Visio/Office intro to CNT 105 COR, adding "create network diagrams using Visio" to all CNT CORs, adding "install and configure OS & apps" to CNT 114 COR, adding optional CNT 116, requesting Engineering to update COMTC 118 COR content.

DVC Instructional Program SLO Action Plans

176. Network and System Administration [CA.NSA.D] belonging to Computer Science Department [CNT]

DVC Instructional Program SLO Action Plans

177. Office Professional [CA.OFFPR.D] belonging to Business Administration Department [BUSIM]

Overall Program Action Plan for 2013/14

The Business Administration Department recognizes that all programs must be responsive to the changing needs of students and the community. With consistently low and continual declining enrollments, the BUSIM program (Office Professional) has entered a revitalization process. In conjunction with the Workforce Development Office, the program has initiated a dialog to assess the appropriateness of the BUSIM curriculum/certificates for career pathway preparation. The Business Education Advisory Committee has confirmed that employers want and need workers who know basic office procedures and current office technology. With revised curriculum, scheduling, accessibility and articulation/matriculation practices, increased student enrollments are expected. To date, articulation/matriculation discussions have occurred with two adult education programs, resulting in 14 articulated classes. Further, self-paced learning courses will be designed/piloted during the 14-15 academic year.

DVC Instructional Program SLO Action Plans

178. Office Professional Essentials [CC.OPES.D] belonging to Business Administration Department [BUSIM]

Overall Program Action Plan for 2013/14

The Business Administration Department recognizes that all programs must be responsive to the changing needs of students and the community. With consistently low and continual declining enrollments, the BUSIM program (Office Professional) has entered a revitalization process. In conjunction with the Workforce Development Office, the program has initiated a dialog to assess the appropriateness of the BUSIM curriculum/certificates for career pathway preparation. The Business Education Advisory Committee has confirmed that employers want and need workers who know basic office procedures and current office technology. With revised curriculum, scheduling, accessibility and articulation/matriculation practices, increased student enrollments are expected. To date, articulation/matriculation discussions have occurred with two adult education programs, resulting in 14 articulated classes. Further, self-paced learning courses will be designed/piloted during the 14-15 academic year.

Overall Program Action Plan for 2011/12

The Business Administration Department SLO Action Committee carefully and thoroughly reviewed the alignment and mapping for Office Professional Essentials (CC.OPES.D) and has come to the following conclusion: Everything aligns, and for this review we recommend no changes. We will continue to monitor this certificate program.

DVC Instructional Program SLO Action Plans

179. Painting and Drawing [CA.ARTPD.D] belonging to Art and Photography Department [ART]

2014/15 Action Plan for Outcome "create a portfolio demonstrating ideas in a broad range of painting and drawing techniques.":

Create a portfolio demonstrating ideas in a broad range of painting and drawing techniques. The painting and drawing certificate places emphasis on the creation of two-dimensional artworks that demonstrate competency in exit skills. Most of the courses in the program are geared toward the production of work that would ultimately be included in a student's portfolio. Action plan: continue to offer FLEX workshops for faculty to discuss best practices in areas of instruction such as observational drawing and linear perspective.

2012/13 Action Plan for Outcome "create a portfolio demonstrating ideas in a broad range of painting and drawing techniques.":

Certificate of Achievement in Painting and Drawing CA.ARTPD.D May 2013 SLO Assessment Submitted by Jane Fisher Prelude: the current painting and drawing certificate As we assess our current certificate in painting and drawing it bears noting that some of the courses have since been rewritten and their content changed (e.g. ART 105 and ART 106). Also, ART 135 has yet to be offered. As a result, what we describe here will be informative but not completely reflective of our program as we imagine it moving forward. SLO#1. create a portfolio demonstrating ideas in a broad range of painting and drawing techniques. The painting and drawing certificate places emphasis on the creation of two-dimensional artworks that demonstrate competency in exit skills. Most of the courses in the program are geared toward the production of work that would ultimately be included in a student's portfolio. Action plan: suggested edit: change "ideas" to "concepts executed".

2014/15 Action Plan for Outcome "identify the elements that define two-dimensional art.":

Identify the elements that define two-dimensional art The painting and drawing certificate requires that students identify and apply two-dimensional design elements in every assignment or project that involves the production of an original work of art. The Art Department as a whole has discussed this topic and has created and held "Best Practices" workshops on developing department-wide consistent formal vocabulary to improve teaching and student learning. Student responses to SLO survey questions regarding their confidence in this area have been very positive. Many instructors also rely on vocabulary tests to evaluate students' competency in this area. Action plan: continue FLEX workshops and...

2012/13 Action Plan for Outcome "identify the elements that define two-dimensional art.":

SLO#2. identify the elements that define two-dimensional art The painting and drawing certificate requires that students identify and apply two-dimensional design elements in every assignment or project that involves the production of an original work of art. The Art Department as a whole has discussed this topic and plan to create "Best Practices" workshops on developing department-wide consistent formal vocabulary to improve teaching and student learning. Student responses to SLO survey questions regarding their confidence in this area have been very positive. Many instructors also rely on vocabulary tests to evaluate students' competency in this area. Action plan: suggested edit: change wording to "identify the formal elements".

2014/15 Action Plan for Outcome "employ critical thinking to analyze two-dimensional art works in terms of historical context and cultural values.":

...employ critical thinking to analyze two-dimensional art works in terms of historical context and cultural values. Every studio course in the certificate and certainly the art history

DVC Instructional Program SLO Action Plans

course contain a large component that includes the discussion of a wide range of relevant artworks. In addition, students are shown slides in class and visit galleries and museums often with the purpose of writing a comparison essay or an analysis of an artwork. Action plan: We will continue to focus on critique skills as an area of emphasis in studio courses. We have been and will continue to implement a wider variety of methods and rubrics to further develop critical thinking and discussion skills in critiques.

2012/13 Action Plan for Outcome "employ critical thinking to analyze two-dimensional art works in terms of historical context and cultural values.":

SLO#3. employ critical thinking to analyze two-dimensional art works in terms of historical context and cultural values. Every studio course in the certificate and certainly the art history course contain a large component that includes the discussion of a wide range of relevant artworks. In addition, students are shown slides in class and visit galleries and museums often with the purpose of writing a comparison essay or an analysis of an artwork. Action plan: suggested edit: perhaps change wording to "analyze and critique". We will continue to focus on critique skills as an area of emphasis in studio courses. We will also commit to providing students with a wider variety of methods and rubrics to further develop critical thinking and discussion skills in critiques.

2014/15 Action Plan for Outcome "demonstrate basic drawing skills, color manipulation, and application of design principles.":

Demonstrate basic drawing skills, color manipulation, and application of design principles. This SLO topic and the outcomes within are fundamental to all studio classes in the certificate with varying levels of emphasis and reflected by the course SLOs. Our new ART 106 Drawing II has expanded opportunities for students to apply knowledge of color theory to drawing projects. Action plan: The newer versions of ART 105 Drawing I and ART 106 Drawing II are included here in our current program assessment. As faculty we continue to discuss the content of these courses and best practices for transitioning from 105 to 106.

2012/13 Action Plan for Outcome "demonstrate basic drawing skills, color manipulation, and application of design principles.":

SLO#4. demonstrate basic drawing skills, color manipulation, and application of design principles. This SLO topic and the outcomes within are fundamental to all studio classes in the certificate with varying levels of emphasis and reflected by the course SLOs. Our new ART 106 Drawing II will expand opportunities for students to apply knowledge of color theory to drawing projects. Action plan: we will include the new versions of ART 105 Drawing I and ART 106 Drawing II in our next program assessment.

2014/15 Action Plan for Outcome "apply the processes necessary to create drawings in various media and/or paintings in oil, acrylic, and alternative media.":

Apply the processes necessary to create drawings in various media and/or paintings in oil, acrylic, and alternative media. All of our studio classes have components that align with this SLO. Action plan: suggested edit: "apply the processes necessary to create completed drawings and paintings in various media as well as in alternative media such as digital images or performance." Summary/action plan This process has given the art department and specifically the 2D area faculty, an opportunity to review our SLOs for the certificate. The revised design and drawing courses that began in the fall of 2013 have indeed led to some positive trends. These include stronger fundamental drawing skills, better comprehension of color theory, improved fluency in visual art vocabulary and more constructive critique participation. Since SLOs were introduced the art department has made a concerted effort to comply and find value in the concepts and procedures. In most cases, our faculty members have been using Likert scale student self-evaluations to assess their courses. This method has been the most effective and convenient thus far. Our results have been consistently positive and confirm the efficacy of our pedagogy.

DVC Instructional Program SLO Action Plans

We want to guard against student over-reporting of success, however, so we have refined our surveys. As an example, under the word "Disagree" in the Likert scale we added "While I have noticed improvement, I still struggle in this area". Since implementing these changes in our assessment process, students have been able to more accurately describe their competence in the outcomes. We are also including "instructor observation with rubrics" as a method for such things as critique performance.

2012/13 Action Plan for Outcome "apply the processes necessary to create drawings in various media and/or paintings in oil, acrylic, and alternative media.":

SLO#5. apply the processes necessary to create drawings in various media and/or paintings in oil, acrylic, and alternative media. All of our studio classes have components that align with this SLO. Action plan: suggested edit: apply the processes necessary to create completed drawings and paintings in various media as well as in alternative media such as digital images or performance. Summary/action plan This process has given the art department and specifically the 2D area faculty, an opportunity to review our SLOs for the certificate. With the design and drawing courses coming in the fall of 2013 we anticipate some positive trends. These we hope will include stronger fundamental drawing skills, better comprehension of color theory, improved fluency in visual art vocabulary and more constructive critique participation. Since SLOs were introduced the art department has made a concerted effort to comply and find value in the concepts and procedures. In most cases, our faculty members have been using Likert scale student self- evaluations to assess their courses. This method has been the most effective and convenient thus far. Our results have been consistently positive and confirm the efficacy of our pedagogy. We want to guard against student over-reporting of success, however, so we are refining our surveys. As an example, under the word "Disagree" in the Likert scale we added "While I have noticed improvement, I still struggle in this area". We predict our future assessments will more accurately reflect students' proficiency and competence in the outcomes.

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180. Personal Training [CA.PFIT.D] belonging to Kinesiology, Athletics and Dance Department [KINES]

Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. All courses are aligned with at least one PLO. The Kinesiology department has reviewed the matrix and mapping of the Certificate of Achievement in Personal Training - Program Level Outcomes. The department is pleased with the outcomes of this certificate. The Kinesiology faculty are investigating adding new courses and a new Sport Wellness Certificate in the future. These new courses will be in the area of Sport Wellness which prepare students to be able incorporate the social, psychological and physiological aspects of wellness into sports and daily life activities. These future courses were part of a discussion with the Fitness Instruction/Personal Training advisory group. The instructors in this area continue to monitor professional development in the this field via organizations like National Academy of Sport Medicine and American College of Sports Medicine. The DVC faculty stay abreast of these professional groups for the express purpose of making sure they have the most current industry information for their students. The faculty feel that full menu of courses offered at DVC allow DVC students to continue onto their 4 year degrees while being able to work in the industry and gain experience. The department is pleased with the outcomes of this certificate. The department will continue to monitor the development of new areas in fitness and wellness to incorporate them into any future certificates and the current certificate. We have shared this PLO information with our program advisors and any other appropriate constituencies.

Overall Program Action Plan for 2013/14

Currently the department has no plans to add or remove any of the core or optional courses associated with this certificate. In the coming academic year, the department will discuss, making KINES 234 and another course as student's choice to fulfill the core requirement. The additional course is in development so it can be presented to the curriculum committee in the fall term. Once this process is approved and complete, the course may be added to the certificate. These ideas will be discussed during our June advisory meeting. The department is affiliated with the National Academy of Sports Medicine-NASM and continues to stay a breast of new research and changing components within the fitness industry. Another advanced course being considered as an optional requirement for the certificate is the Corrective Exercise Specialist. This course expands upon the basic application of program design as related to special populations and muscle/flexibility imbalances.

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181. Philosophy [CA.PHILO.D] belonging to Humanities and Philosophy Department [PHILO]

Overall Program Action Plan for 2015/16

Assessment: this degree is a new one at DVC, three years old. We are just now beginning to experience new major declarations in philosophy from students, and we have just been approved for hiring a second fulltime instructor to expand the program.

Action plan: We intend to increase the number of course offerings in general, beginning in the fall of 2016. Specifically we will highlight areas of symbolic logic, political philosophy, and non-western philosophy. By doing this, we hope to attract students who might not normally consider philosophy as a major, including minority students.

Overall Program Action Plan for 2012/13

Philosophy Major: SLO Action Plan for 2013-14 There are two general categories of action that our department will focus on our program: SLO participation by adjunct faculty and students, and working to better match course SLOs with program SLOs. Each of these foci are deliberated below under Roman numerals. I. SLO Participation (by Adjunct Faculty and Students) For the past three semesters, participation in SLO assessment, by both adjunct faculty teaching philosophy, and by the students being assessed, has too low to chart a patterned response. Our action plan for this year was to increase both our communications to adjunct faculty about SLO assessment, and underscoring the importance of administering SLOs as a professional responsibility on their part. We have done this during the past school year (2012-13), so we will see the results of our efforts once the SLO reviews for this school year have been processed. Additionally, we have discussed additional methods of incentivizing student participation in the SLO process. However, no definitive conclusions or methods were reached. What has become clear to us in discussion is that the current method of incentive—a slight boost in extra credit points for their participation in the SLO review process—has been clearly insufficient to interest students in participating. The conclusions reached were that, at the very least, instructors should provide more incentive points for students to participate in the SLO review process. This would be left up to the individual instructor, but more student incentivizing is clearly needed. II. Matching Program and Course SLOs Our investigation into this issue produced the following results: PHILO-120 1) Program SLO #1 is not included on the Course SLOs for this course, nor in the course content. It should be added. 2) The SLOs listed for this course do not precisely match the Program SLOs in wording, although the content matches. PHILO-122 1) Program SLOs #1 & #3 are not included on the Course SLOs for this course, nor in the course content. They should be added. 2) The SLOs listed for this course do not precisely match the Program SLOs in wording, although the content matches. PHILO-130 1) SLO #3 is checked off on the Alignment of Course Objectives page. It should not be, or an additional course SLO match this should be added. 2) Program SLOs #2 & 3 do not match the Course SLOs nor the content for this course. However, they don't need to, given that this is a course on the logistics of argumentation. PHILO-224 1) The Program and Course SLOs and content match. However, an addition should be made to Course SLO #4 to match it more closely with the articulate part of Program SLO #4 2) Course Content should be aligned more closely with both sets of SLOs. PHILO-225 1) Program SLOs #3 & 4 are not really

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contained in the SLOs for this course, as listed. They should be. 2) Course Content should be aligned more closely with both sets of SLOs. PHILO-140 The Program and Course SLOs match. However, a phrase should be added to the Course SLO to match it more closely with Program SLO #4. PHILO-141 The Program and Course SLOs match. However, a phrase should be added to the Course SLO to match it more closely with Program SLO #4. PHILO-220 1) Program SLOs #2, 3, & 4 are vaguely represented in the Course SLOs here. The course SLOs should be clarified for matching purposes. 2) SLOs #1 & #4 is not directly referred to at all here, but should be.

2015/16 Action Plan for Outcome "use their critical thinking skills to analyze and evaluate both formally and informally, arguments and positions taken regarding various philosophical topics.":

Assessment: Student SLO surveys were taken from the PHILO-120, 122, 130, and 225 courses. These surveys indicate a pattern of general demonstrated success in fulfilling this objective (the total ratio listed here is that of passing/total number of students): 118/188.

Action: We continue to see in these assessments a common pattern that occurs in philosophy courses in general, and in this course in particular: unprepared or underprepared students; student relativism (i.e. "All answers are right"); unmotivated students (i.e. don't read or turn in assignments; withdraw or stop attending when facing difficult reading or assignments). The solutions we have discussed as a department and are advocating include the following: more in-class discussion on the issues involved in a given SLO prior to graded work; toning down paper requirements; short, frequent assignments instead of larger ones. Students frequently find distinctly philosophical analysis most difficult, given the predilection of this discipline for detail, specific accuracy, and intensely abstract-rational discussion. While some instructors have attempted to reduce this difficulty by reducing the complexity of argumentation analysis, this is by no means unanimous. More discussion is needed regarding just how such a detailed and abstract discipline can be made more accessible to students.

2015/16 Action Plan for Outcome "compare and contrast various philosophical perspectives, both historically and in the context of larger philosophical texts.":

Assessment: Student SLO surveys were conducted from PHILO 120, 122, 224, and 225. They indicate two primary things: first, a number of adjunct instructors do not emphasize this SLO prominently in their pedagogy for the class, and thus not in their testing. Second, while the success rate for this SLO is high (96%), by the time serious assessment of this SLO begins, the withdrawal rates begin to climb. There is no way to ascertain whether the withdrawal rate is impacted by the fulfillment of this SLO or not. Additionally,

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Action: First, by the use of both in-class discussion and more informal dialogue with students, as well as a stronger emphasis by instructors on testing for this SLO, we may discover if the requirement individual instructors have for this SLO is too demanding for students who feel compelled to withdraw from the course. Second, we have also made clear the need for all instructors to highlight this SLO as part of the learning process in philosophy. We intend to test for this SLO in the near future, and earlier in the semester, to determine how well students are able to succeed in this SLO prior to wanting to withdraw.

2015/16 Action Plan for Outcome "recognize and explain the integration of philosophical perspectives and ideas in selected cultural, historical, and thematic contexts.":

Assessment: During this past cycle, student SLO surveys were conducted of PHILO 120, 130, and 225. They indicate a decent success rate (84%), and also a remarkable consistency between instructors in philosophy in terms of what methods they use to test for this SLO. As with SLO #2, the number of students who were still registered for the classes assessed was relatively small compared to the number of students who would be assessed earlier in the semester.

Action: If nearly all instructors are on the same page with assessing this SLO (e.g. testing, and writing papers) in each case, some are done in class, and some are take-home), and if we are not yet at the 80% level of student success, we will have to explore alternative methods to raising the success rate here. Thus far in our discussions, no alternative has been accepted. The dialogue continues.

2015/16 Action Plan for Outcome "demonstrate their ability to articulate clearly in oral and written form an objective analysis of major works from the various philosophic and religious literatures.":

Assessment: Student SLO surveys from PHILO 120, 122, 130, 224, and 225 indicate better-than-average success (approximately 85%). However, for this SLO the earlier surveys were done via Survey Monkey, which largely sampled student self-assessment as to whether they had succeeded with this SLO.

Action: We have abandoned Survey Monkey and instituted SLO assessment instructions to all faculty in our department regarding the need to test for this SLO, so that its actual results may be tabulated in the future.

DVC Instructional Program SLO Action Plans

182. Philosophy [AA.PHILO.D] belonging to Humanities and Philosophy Department [PHILO]

Overall Program Action Plan for 2012/13

Philosophy Major: SLO Action Plan for 2013-14 There are two general categories of action that our department will focus on our program: SLO participation by adjunct faculty and students, and working to better match course SLOs with program SLOs. Each of these foci are deliberated below under Roman numerals. I. SLO Participation (by Adjunct Faculty and Students) For the past three semesters, participation in SLO assessment, by both adjunct faculty teaching philosophy, and by the students being assessed, has too low to chart a patterned response. Our action plan for this year was to increase both our communications to adjunct faculty about SLO assessment, and underscoring the importance of administering SLOs as a professional responsibility on their part. We have done this during the past school year (2012-13), so we will see the results of our efforts once the SLO reviews for this school year have been processed. Additionally, we have discussed additional methods of incentivizing student participation in the SLO process. However, no definitive conclusions or methods were reached. What has become clear to us in discussion is that the current method of incentive—a slight boost in extra credit points for their participation in the SLO review process—has been clearly insufficient to interest students in participating. The conclusions reached were that, at the very least, instructors should provide more incentive points for students to participate in the SLO review process. This would be left up to the individual instructor, but more student incentivizing is clearly needed. II. Matching Program and Course SLOs Our investigation into this issue produced the following results: PHILO-120 1) Program SLO #1 is not included on the Course SLOs for this course, nor in the course content. It should be added. 2) The SLOs listed for this course do not precisely match the Program SLOs in wording, although the content matches. PHILO-122 1) Program SLOs #1 & #3 are not included on the Course SLOs for this course, nor in the course content. They should be added. 2) The SLOs listed for this course do not precisely match the Program SLOs in wording, although the content matches. PHILO-130 1) SLO #3 is checked off on the Alignment of Course Objectives page. It should not be, or an additional course SLO match this should be added. 2) Program SLOs #2 & 3 do not match the Course SLOs nor the content for this course. However, they don't need to, given that this is a course on the logistics of argumentation. PHILO-224 1) The Program and Course SLOs and content match. However, an addition should be made to Course SLO #4 to match it more closely with the articulate part of Program SLO #4 2) Course Content should be aligned more closely with both sets of SLOs. PHILO-225 1) Program SLOs #3 & 4 are not really contained in the SLOs for this course, as listed. They should be. 2) Course Content should be aligned more closely with both sets of SLOs. PHILO-140 The Program and Course SLOs match. However, a phrase should be added to the Course SLO to match it more closely with Program SLO #4. PHILO-141 The Program and Course SLOs match. However, a phrase should be added to the Course SLO to match it more closely with Program SLO #4. PHILO-220 1) Program SLOs #2, 3, & 4 are vaguely represented in the Course SLOs here. The course SLOs should be clarified for matching purposes. 2) SLOs #1 & #4 is not directly referred to at all here, but should be.

2014/15 Action Plan for Outcome "use their critical thinking skills to analyze and evaluate both formally and informally, arguments and positions taken regarding various philosophical topics.":

The matrix was properly aligned to map easily to Course SLOs. The methods of assessment by most of our instructors shows a remarkable consistency between course sections, and is likewise pedagogically appropriate: several mid-term exam questions; two homework assignments; one in-class project; one test. Demonstrated success totals

DVC Instructional Program SLO Action Plans

of 118/188 shows that we are by and large successful, to varying degrees. It is a more exact measure of SLO's than was the Survey Minkey. Yet there is room for improvement. Hence, the action plan: These assessments revealed common patterns between these course sections: unprepared or underprepared students; student relativism (i.e. "All answers are right"); unmotivated students (i.e. don't read or turn in assignments; withdraw or stop attending when facing difficult reading or assignments). Solutions: more in-class discussion on the issues involved in a given SLO prior to graded work; toning down paper requirements; short, frequent assignments instead of larger ones. Withdrawals remain the biggest problem facing philosophy instructors. To ameliorate that, several strategies have been discussed in our department, including the ones heretofore mentioned. Most of all, we plan to test for SLO success earlier in the semester, after spending more "face time" with students, making sure that they know the material. Of course, the problem always remains, and is acutely suffered by philosophy, that if students refuse to read, then they cannot perform competently in class; thus they cannot successfully demonstrate mastery of the material that provides for a successful outcome.

2014/15 Action Plan for Outcome "compare and contrast various philosophical perspectives, both historically and in the context of larger philosophical texts.":

There is a problem in mapping the Matrix to the Course Outline SLO's for Philosophy courses in this respect: while we do assess for certain things listed on the Matrix, that does not show up in the Course Outline SLO's. This occurs in the following courses: 122; 224; 225; 140; 141; and 220. This is easily rectified by a restatement of one SLO, in most cases, to make it clearer what is being assessed. That will be done for fall 2015. The previously stated action plan to drop the Survey Monkey in favor of a more direct, in-class SLO assessment has been completed for all courses during this school year. The results have so far proven to be a more accurate reflection of SLO assessment per course and by specific instructors. The most substantive result was that there is a better sample to use, since every student is counted in the SLO assessment results. Further, the adjunct faculty have been more cooperative in providing this data to the department, since it comes from them directly, and since they automatically test for SLO's anyway. The results from "a," "b," and "c" is that it will assist us to improve in coming years. Yet there is room for improvement. While Program SLO #1 is used heavily by philosophy instructors, Program SLO #2 is not as frequently engaged. By highlighting the need for using this SLO, future assessments should tell us something about student ability to "contrast and compare" as part of their critical thinking experience in philosophy. Withdrawals remain the biggest problem facing philosophy instructors. To ameliorate that, several strategies have been discussed in our department, including the ones heretofore mentioned. Most of all, we plan to test for SLO success earlier in the semester, after spending more "face time" with students, making sure that they know the material. Of course, the problem always remains, and is acutely suffered by philosophy, that if students refuse to read, then they cannot perform competently in class; thus they cannot successfully demonstrate mastery of the material that provides for a successful outcome.

2014/15 Action Plan for Outcome "recognize and explain the integration of philosophical perspectives and ideas in selected cultural, historical, and thematic contexts.":

PTThere is a problem in mapping the Matrix to the Course Outline SLO's for Philosophy courses in this respect: while we do assess for certain things listed on the Matrix, that does not show up in the Course Outline SLO's. This occurs in the following courses: 122; 224; 225; 140; 141; and 220. This is easily rectified by a restatement of one SLO, in most cases, to make it clearer what is being assessed. That will be done for fall 2015. The methods of assessment by most of our instructors shows a remarkable consistency between course sections, and is likewise pedagogically appropriate: two in-class quizzes; one in-class exam; three written homework assignments; four in-class written projects;

DVC Instructional Program SLO Action Plans

four in-class essay quizzes; 2 in-class essay tests; two short take-home essays. Demonstrated success totals of 84/101 shows that we are by and large successful, to varying degrees. It is a more exact measure of SLO's than was the Survey Monkey. Yet there is room for improvement. Hence, the action plan: By the time this SLO was assessed, many failing or non-attending students had withdrawn from the two classes. With those that were left, they nearly all did well in each section, on this SLO. Improvement would include more in-class discussion time, and perhaps more one-on-one time with students in class, if possible. Withdrawals remain the biggest problem facing philosophy instructors. To ameliorate that, several strategies have been discussed in our department, including the ones heretofore mentioned. Most of all, we plan to test for SLO success earlier in the semester, after spending more "face time" with students, making sure that they know the material. Of course, the problem always remains, and is acutely suffered by philosophy, that if students refuse to read, then they cannot perform competently in class; thus they cannot successfully demonstrate mastery of the material that provides for a successful outcome.

2014/15 Action Plan for Outcome "demonstrate their ability to articulate clearly in oral and written form an objective analysis of major works from the various philosophic and religious literatures.":

Our assessment in PHILO 130 demonstrated that in fact, our course SLO's #5, 6, 11, and 12 were all assessing Program SLO #4; yet there was no "x" on the matrix matching the course to the program SLO's. This has been changed. Likewise, our assessment in PHILO 225, course SLO "C" could and does assess for Program SLO #4. However, the wording of the SLO in the Course Outline does not indicate that (similarly for other course outlines not assessed this year). These have all been corrected, and now need to be posted on wcs. The methods of assessment by most of our instructors shows a remarkable consistency between course sections, and is likewise pedagogically appropriate: several mid-term exam questions; two homework assignments; one in-class project; one test. Demonstrated success totals shows that we are by and large successful, to varying degrees. It is a more exact measure of SLO's than was the Survey Minkey. Yet there is room for improvement. Hence, the action plan: These assessments revealed common patterns between these course sections: unprepared or underprepared students; student relativism (i.e. "All answers are right"); unmotivated students (i.e. don't read or turn in assignments; withdraw or stop attending when facing difficult reading or assignments). Solutions: more in-class discussion on the issues involved in a given SLO prior to graded work; toning down paper requirements; short, frequent assignments instead of larger ones. Withdrawals remain the biggest problem facing philosophy instructors. To ameliorate that, several strategies have been discussed in our department, including the ones heretofore mentioned. Most of all, we plan to test for SLO success earlier in the semester, after spending more "face time" with students, making sure that they know the material. Of course, the problem always remains, and is acutely suffered by philosophy, that if students refuse to read, then they cannot perform competently in class; thus they cannot successfully demonstrate mastery of the material that provides for a successful outcome.

DVC Instructional Program SLO Action Plans

183. Physical Geography [AS.PGEO.D] belonging to Physical Science, Physics, Astronomy, Geology and Geography Department [GEOG]

Overall Program Action Plan for 2013/14

The program assessment has been conducted through at least one course on the alignment matrix and appropriate action plan has been reported at the course-level assessment. The alignment matrix is complete. In the next cycle two core courses - GEOG-127 (Introduction to GPS) will be replaced with GEOG-129 (Field Data Acquisition and Management). The program alignment matrix will be updated accordingly. GEOG-124 (Thinking and Communicating Geospatially) is a new course that will be added as an elective to the program. It will be assessed as determined by the SLO calendar.

DVC Instructional Program SLO Action Plans

184. Plumbing [AS.PLUMB.D] belonging to Construction and Steamfitting Apprenticeship Area [PLUMB]

Overall Program Action Plan for 2014/15

The Plumbing program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation in the California State Apprenticeship Curriculum. The student learning outcomes were reviewed in spring 2015 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for plumbing

Overall Program Action Plan for 2011/12

This degree has been available for almost 3 years and the program has been increasing in the number of students each academic year. The program has developed a flow chart that allows students to complete their GE requirements for the AS degree online since this degree is based at off campus facilities. All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses support the successful completion of the program SLOs. The program will continue to gather SLO assessment data based on the SLO Committees requirements. We are currently offering courses at off campus facilities that are designed to support this career technical vocation. With the development of new energy requirements in the industry, the program has decided to add 3 new courses in this particular area to the certificate/degree. These courses will be developed during the next several academic years with guidance from industry partners. Further, after the first cycle of SLO assessments the department felt that our individual SLOs were on target and tracked the areas we need to monitor. This certificate will be revised in conjunction with the development of the new courses.

DVC Instructional Program SLO Action Plans

185. Plumbing [CA.PLUMB.D] belonging to Construction and Steamfitting Apprenticeship Area [PLUMB]

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses support the successful completion of the program SLOs. The program will continue to gather SLO assessment data based on the SLO Committees requirements. We are currently offering courses at off campus facilities that are designed to support this career technical vocation. With the development of new energy requirements in the industry, the program has decided to add 3 new courses in this particular area to the certificate/degree. These courses will be developed during the next several academic years with guidance from industry partners. Further, after the first cycle of SLO assessments the department felt that our individual SLOs were on target and tracked the areas we need to monitor. This certificate will be revised in conjunction with the development of the new courses.

DVC Instructional Program SLO Action Plans

186. Plumbing [CC.PLUMB.D] belonging to Construction and Steamfitting Apprenticeship Area [PLUMB]

Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix for the AS Degree, the courses support the successful completion of the program SLOs.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses support the successful completion of the program SLOs. The program will continue to gather SLO assessment data based on the SLO Committees requirements. We are currently offering courses at off campus facilities that are designed to support this career technical vocation. With the development of new energy requirements in the industry, the program has decided to add 3 new courses in this particular area to the certificate/degree. These courses will be developed during the next several academic years with guidance from industry partners. Further, after the first cycle of SLO assessments the department felt that our individual SLOs were on target and tracked the areas we need to monitor. This certificate will be revised in conjunction with the development of the new courses.

DVC Instructional Program SLO Action Plans

187. Printmaking [CA.ARTPR.D] belonging to Art and Photography Department [ART]

2014/15 Action Plan for Outcome "create a portfolio demonstrating ideas in a broad range of printmaking techniques.":

Create a portfolio demonstrating ideas in a broad range of printmaking techniques. Aligned course: ART110 ART110 SLO student surveys (item A) have been showing strong result in this area. Fall 2013 92% of students felt confidence they learned wide range of printmaking including relief, intaglio, stencil, color registration to express personal ideas and aesthetics (drawing and composition skills). Action: Stencil method was experimented with combination of collagraph in Fall 2013. Stencil was further experimented in ART109 and ART116 during Summer2014. We will continue searching for effective assignments to incorporate stencil concept for ART110.

2012/13 Action Plan for Outcome "create a portfolio demonstrating ideas in a broad range of printmaking techniques.":

Create a portfolio demonstrating ideas in a broad range of printmaking techniques. Aligned course: ART110 ART110 SLO student surveys (item A) have been showing strong result in this area. 90% of students feel confidence they learned wide range of printmaking including relief, intaglio, stencil, color registration to express personal ideas and aesthetics (drawing and composition skills). Action: No specific action planned, although there is some room to find more approaches to stencil assignment as introductory level.

OR

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2014/15 Action Plan for Outcome "create and produce edition art prints from various print media.":

Create and produce edition art prints from various print media. Aligned courses: ART110, 111, 112, 114, 116 Each of aligned courses assigned edition (multiple impressions) projects. At the end of semester, all students understand the concept of edition prints and produce theirs by going through print exchange projects, especially students in ART110, 111, 112, and 114. Except SP14, only 85% students produced edition prints in time for exchange. Even though ART109 and 116 are taught as combined classes, edition print project was successfully applied to ART116 in Summer 2014. Action: For ART111 & 112, as a part of edition project, book cover was simplified to make in order to make students focus on edition printing during busy final weeks of the semester. I will continue look for other formats such as box making as options for edition print projects during my sabbatical leave during SP16 and FA16.

2012/13 Action Plan for Outcome "create and produce edition art prints from various print media.":

Create and produce edition art prints from various print media. Aligned courses: ART110, 111, 112, 114, 116 Each of aligned courses assigned edition (multiple impressions) projects. Around 75% of students comprehend the concept of edition prints around mid-term, but by the end of semester, all students understand and produce edition prints by going through print exchange projects, especially students in ART110, 111, 112, and 114. Action: Since ART109 (Monotype) and 116 (Stencil & Screen print) are taught concurrently, it is not as easy to give print exchange projects to ART116 students. I would like to seek possibility of offering Art109 and ART116 separately. For ART111 & 112, only book binding has been the format of edition print. I will look for other formats such as box making as options for edition print projects. I will take workshops from art organizations such as SF Center for the Book.

DVC Instructional Program SLO Action Plans

2014/15 Action Plan for Outcome "employ critical thinking to analyze art prints in terms of historical content and cultural values.":

Employ critical thinking to analyze art prints in terms of historical content and cultural values. Aligned courses: ART109, 110, 111, 112, 114, 116 Since Summer14, ART109 and ART116 started to have history of medium by lectures and assignments. The student SLO survey of Summer 14 shows 100% students agree that they can apply knowledge of history of stencil and screen printing to own work. ART110, 111, 112, 114 students have been lectured of history of print as a part of curriculum. In SP14, ART111 & 112 students were assigned to emulate etching styles of historical master artists of their choice, and SP15, ART111 & 112 students were assigned to look for master etchers works at ANNEX Gallery website. This lead students to connect history of medium. This research also exposed students to high-quality prints, which raised the quality of students work. ART 110, 111, 112, & 114 students are assigned to make images along with semester-long themes, which have been giving opportunities to think of content related to current culture. Action: ANNEX Gallery website research for ART111 & 112 was inspiring to students, since it is complex list of historical and modern prints. I will develop the research projects to apply to other printmaking classes including Art110 & 114. Lecture on history of print are given two times during semester, it may have been too short for some of students to understand. I started to break down to smaller segments throughout semester. Student research assignments may be collaborated with lecture on history and technique.

2012/13 Action Plan for Outcome "employ critical thinking to analyze art prints in terms of historical content and cultural values.":

employ critical thinking to analyze art prints in terms of historical content and cultural values. Aligned courses: ART109, 110, 111, 112, 114, 116 ART110, 111, 112, 114 students have been lectured of history of print as a part of curriculum. In addition, they have been assigned to go to museum exhibitions by both traditional and contemporary printmakers to write a paper of print of their choice. ART 110, 111, 112, & 114 students are assigned to make images along with semester-long themes, which have been giving opportunities to think of content related to current culture. Spring 2013 semester, ART109 and 116 did not go to a field trip to museum exhibition since they were evening classes. Action: ART109/116 Instructor will plan field trips and writing assignment to engage students to have dialogues on historical and cultural content, starting Summer 2013 semester. Lecture on history of print are given two times during semester, it may have been too short for some of students to understand. Instructor may be giving more short lectures on more frequent bases throughout semester. Also I will look for collaboration with art history lecture which will enhance the effectiveness on this area.

2014/15 Action Plan for Outcome "demonstrate ability to create prints independently and to present professionally.":

Demonstrate ability to create prints independently and to present professionally. Aligned courses: ART109, 110, 111, 112, 114, 116 After receiving safety orientation, if student wish to work outside of class time, students are requested to sign safety consent form and requested to sign in to log-in sheet when work in printmaking studio outside of class time. This system effected on students to become responsible studio user. Group chore system started Spring 2013 has been practiced every semester since then. Every semester returning students lead the group for assigning chores and foster new leaders in the group. Number of prints in DVC Students exhibition have increased last few years. This year we had 9 works presented professionally. Action: We continue modify the group chore system to be efficient and effective, since not everyone shares equal amount of choirs and we still rely on a small group of students every semester. Encouraging students to continue printmaking is needed to have enough students to lead group choir. I also would like to have more student involvement for preparation of Holiday Print Sale, which will give more presentation and business opportunities to students.

2012/13 Action Plan for Outcome "demonstrate ability to create prints independently and to present professionally.":

DVC Instructional Program SLO Action Plans

Demonstrate ability to create prints independently and to present professionally. Aligned courses: ART109, 110, 111, 112, 114, 116 After receiving safety orientation, students are requested to sign in to log-in sheet when work in printmaking studio outside of class time. Starting Spring 2013 semester ART111 & 112 students are assigned to group chores for studio needs. They are ways to keep students be responsible studio user instead of depending on instructors or teaching assistant students. Many ART109 & 116 students exhibited their works professionally in DVC Printmaking Current (DVC Library Spring 2012) and 2013 DVC Student Art Exhibit, by using frames donated by Anthony Ryan. Number of participating students to DVC Student Art Exhibit is growing every year. 2013 Exhibit presented more than 10 print works. Action: the group choir system has to improve. It was started SP 2013 but most of choirs are relied on all responsible repeating students. We will have less of these students because they will no longer be able to take same family classes.

2014/15 Action Plan for Outcome "create images suitable for printing.":

Create images suitable for printing. Aligned courses: ARTDM112, ART109, 110, 111, 112, 114, 116 Each class introduces various techniques. For majority of students, they have not had any experience of the technique before (except ART112 students). By the time of final project, they choose technique(s) of choice and apply to their image, or choose image suited to the technique of their choice. Action: Instructor of ART116 has used the computer lab and will continue seek possibility of one or two days in computer lab for Photoshop and Illustrator usage for image making, which is crucial to students who do not have knowledge or do not own the software. For Certificate of Achievement in Printmaking program, I thought of seeking a non-substantial change to add on option of combination of ARTDM110 and ARTDM111 instead of ARTDM112 which is offered only one section per semester, to draw more ARTDM students who can share the digital image making knowledge in printmaking classes such as ART112 and ART116. But I have not done this yet. Instead I will take tame ARTDM classes during my sabbatical leave SP2016 to think more of the context of the certificate program.

2012/13 Action Plan for Outcome "create images suitable for printing.":

Create images suitable for printing. Aligned courses: ARTDM112, ART109, 110, 111, 112, 114, 116 Majority of students became familiar with the characteristics of each print media by the time of mid-term review. By the end of semester, students became more comfortable creating images suitable to the specific medium of the class. ART110 is a survey class and covers various medium. They chose one best medium they felt comfortable in terms of creating images suitable for the medium. ART116 instructor witnessed that the students who have knowledge and experiences in digital applications such as Photoshop and Illustrator helped other students for their image making suitable to Screenprint. ART112 students who have taken ARTDM112 were more efficient and helpful for photo etching assignments. Action:ART116 will seek possibility of one or two days in computer lab for Photoshop and Illustrator usage for image making. At this point, ARTDM112 (Digital Imaging for Artists) is one of core classes for Certificate of Achievement in Printmaking program. ARTDM112 is 3 unit and offered only once a year. I will seek a non-substantial change to add an option of combination of ARTDM110: Digital Imaging I (1.5 units) and ARTDM111: Digital Imaging II (1.5 units) which are offered more sections every semester. That will generate more students who will share the digital image making knowledge in printmaking classes such as ART112 and ART116.

2014/15 Action Plan for Outcome "critique their own artwork and the artwork of others.":

Critique their own artwork and the artwork of others Aligned courses: ART105, ARTDM112, ART109, 110, 111, 112, 114, 116 SLO surveys in ART105 and ART109 last two years show over 90% of students either "agree" or "strongly agree" to this item. Yet we are not sure we give enough critique opportunities to printmaking students.

DVC Instructional Program SLO Action Plans

Printmaking assignments are generally process-oriented and highly technical. Students often run out the time to have a deep conversation of works presented. Yet, our studio environment often provides more spontaneous critiques between students while sharing equipment. Action: I started to try post it memo critique at the beginning of critiques. I may extend this practice by leaving works on display wall longer to outside of class time to encourage more participation in memo critiques.

2012/13 Action Plan for Outcome "critique their own artwork and the artwork of others.":

Critique their own artwork and the artwork of others Aligned courses: ART105, ARTDM112, ART109, 110, 111, 112, 114, 116 SLO surveys show over 50% of students either "agree" or "strongly agree" to this item. Yet, this percentage is smaller than results in other items in SLO surveys. Printmaking assignments are generally process-oriented and highly technical. Students often run out the time to have a deep conversation of works presented. SP2013 Etching class did not have the final critique because the time was used for book binding. Prints are also smaller comparing with paintings and drawings, which makes classroom critique difficult. Action: I will look for alternative ways for group critiques. For example, dividing the class into smaller groups and posting comments and notes, rather than commenting verbally during class room critiques may be experimented from next semester.

DVC Instructional Program SLO Action Plans

188. Real Estate [CA.REAL.D] belonging to Business Administration Department [RE]

2013/14 Action Plan for Outcome "explain the functions of real estate markets, real estate practices, and real estate institutions, and recommend choices for common real estate situations.":

Aligned with this Outcome: Bus 109, Bus 294, Busmg 120, RE 160, RE 161, RE 162, RE 163, RE 164, RE 165, RE 166, RE 167 Bus 109 scheduled 2013/14, results not yet posted. Bus 294 assessed Dec 2013, relevant objectives not assessed. Busmg 120 Assessed Spring, 2013. Students achieved objective. RE 160 Fall 2010 SLO #1 & #3 assessed, students met objective. RE 161 FA 2010, SLO #2 assessed. Students met objective. RE 162 SLO relevant SLOs not assessed. RE 163 Assessed SP 2010. Relevant SLOs not assessed. RE 164 FA 2010 SLO #3 assessed Students achieved objective. RE 165 RE coordinator believes this course has been assessed but U drive records show not assessed. RE166 not assessed because we have not been able to offer this course in a viable format for several years. RE 167 Assessed SP 2009 SLO #3 assessed, students achieved objective. Program SLO #1. Where course SLOs have been assessed, students have achieved the goals. RE 162 & RE 163 need to assess the relevant SLOs when next assessed. If it truly hasn't yet been assessed, we need to assess RE 165 soon or get last assessment posted. We need to offer RE 166 so we can assess it.

2010/11 Action Plan for Outcome "explain the functions of real estate markets, real estate practices, and real estate institutions, and recommend choices for common real estate situations.":

9 of 9 courses have Xs for this Program SLO

Assessed by RE 160, RE161,RE164,RE 167

Satisfactory results for SLOs in courses already assessed. RE 162 (FA 10) and RE 163 (SP 10) were assessed but did not get recorded in eSLOs. Forwarded the results to Robert Burns for recording those 2 assessments toward this Program. Also, get the other courses on the schedule for assessment

2013/14 Action Plan for Outcome "demonstrate how to calculate the time value of money and evaluate various financing alternatives for real estate investment strategies.":

Where course SLOs have been assessed, students have achieved the goals. RE 167 needs to assess the relevant SLOs when next assessed. If it truly hasn't yet been assessed, we need to assess RE 165 soon or get last assessment posted. We need to offer RE 166 so we can assess it.

2010/11 Action Plan for Outcome "demonstrate how to calculate the time value of money and evaluate various financing alternatives for real estate investment strategies.":

7 of 9 courses have Xs for this Program SLO

Assessed by RE 160, RE164, & RE 167

Satisfactory results for SLOs in courses already assessed. RE 162 (FA 10) and RE 163 (SP 10) were assessed but did not get recorded in eSLOs. Forwarded the results to Robert Burns for recording those 2 assessments toward this Program. Also, get the other courses on the schedule for assessment.

2010/11 Action Plan for Outcome "evaluate real estate development opportunities in the commercial real estate markets for residential,

DVC Instructional Program SLO Action Plans

warehouse, retail, and industrial properties.":

8 of 9 courses have Xs for this Program SLO

Assessed by RE 160, RE164, & RE 167

Satisfactory results for SLOs in courses already assessed. RE 162 (FA 10) and RE 163 (SP 10) were assessed but did not get recorded in eSLOs. Forwarded the results to Robert Burns for recording those 2 assessments toward this Program. Also, get the other courses on the schedule for assessment.

2013/14 Action Plan for Outcome "research and analyze specific case problems related to real estate investment and present solutions.":

Where course SLOs have been assessed, students have achieved the goals. RE 163 needs to assess the relevant SLOs when next assessed. If it truly hasn't yet been assessed, we need to assess RE 165 soon or get last assessment posted. We need to offer RE 166 so we can assess it. In general, it seems that several of the Real Estate courses must be coming due for new assessments because the Course SLO data seems dated. On the Course SLOs that have been assessed our students are meeting the goals well. We need to keep in mind the Program SLOs when deciding which Course SLOs to assess next time.

2010/11 Action Plan for Outcome "research and analyze specific case problems related to real estate investment and present solutions.":

7 of 9 courses have Xs for this Program SLO

Assessed by RE 160, RE164, & RE 167

Satisfactory results for SLOs in courses already assessed. RE 162 (FA 10) and RE 163 (SP 10) were assessed but did not get recorded in eSLOs. Forwarded the results to Robert Burns for recording those 2 assessments toward this Program. Also, get the other courses on the schedule for assessment.

DVC Instructional Program SLO Action Plans

189. Restaurant Management [CA.RSTMG.D] belonging to Culinary Arts [CULN]

Overall Program Action Plan for 2013/14

Restructuring Baking and Pastry Culn 180 and 280 to teach concurrently under 150 R (180) fundamentals of Baking and 150 T (280) Advanced Baking. In addition to meet the requirements for ACFEF standards for baking contact hours for Restaurant Management will re-institute Culn 180 (150 R) taught at night. This class will be taught in the evening for students who only want to complete baking for Restaurant Management Certificate. There was non-substantial changes made to the certificate and will be updated in the Catalogue Addendum 14/15. In reviewing the course level actions plans we feel that moving to the new facilities will help meet some of our concerns noted in those plans. All title 5 rewrites have been completed 2014 for course requirements as assigned. Moving from our old facility will upgrade our program to new technologies such as POS (point of sale systems), computers for all students in all classes. This will enhance instructor student learning by using PowerPoint lectures, hands on learning by doing, and upgrade SLOs by using iPads to record all student learning outcomes daily. In working with the counseling department we have been assigned a dedicated counselor for our students to help them navigate our certificates and degrees. We met with our Advisory committee and informed them of these changes in the certificate.

2014/15 Action Plan for Outcome "plan, organize, setup and serve special events for 100-150 guests.":

Students are given an assignment to Set up for a Catered Special Event for 100 to150 guests. Starting with the reserving of the room. Inspection of room, designing of layout for the room, noting any special requirements (equipment, decorations, lighting for the event,etc.), setting up packing lists, prep lists, ordering food , labor requirements, Job assignments, staff attire requirements, establishing timeline for all of this to happen,actual setup, initiating the event, closing/clean procedures. Students completing this assignment successfully can keep this as a reference for other events that they will be exposed to.

DVC Instructional Program SLO Action Plans

190. Retail Nursery [CA.HRTN.D] belonging to Horticulture Area [HORT]

Overall Program Action Plan for 2012/13

It was discovered that several of the assessment topics have not been assessed yet, so the plan is to assess these in the future. The data that was present indicated that, in general, students are doing well in the program. A few enhancements were suggested. These included: bringing in Spanish material for the Pest Management class and increased emphasis on soils topics. The plan for these courses is to evaluate how these enhancements work to improve student learning of the material.

DVC Instructional Program SLO Action Plans

191. Russian [CA.RUSS.D] belonging to Foreign Language Department [RUSS]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Russian program, we will revise the course objectives for RUSS 120, 121, 220, and 221 during the next Title 5 rewrite cycle. In addition, we will add a new course objective to include non-roman alphabet writing systems such as Arabic, Chinese, Persian, Japanese and Russian. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. The department has been offering a RUSS 120 in the fall semester and a combined course for RUSS 121, 220, and 221 in the spring due to the low enrollment. The department is holding a FLEX meeting and discuss with a Russian instructor about how to promote Russian courses in order to get more sufficient data for these advanced courses.

Overall Program Action Plan for 2012/13

Russian SLO program Action Plan #1 The matrix is properly aligned. However the department is planning to examine the wording of this program SLO to determine if it can be reworded to be more inclusive. We plan to assess RUSS 220 of the course SLOs. Very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to the students' achievement of this SLO. #2 The matrix is properly aligned. However the department is planning to change the wording of this program SLO because it is too specific to be matched with different language courses. Considering the very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to students' achievement of this SLO. #3 The matrix is properly aligned, and we plan to assess the RUSS 220 course SLOs. Very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to the students' achievement of this SLO.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

192. Small Business Management/Entrepreneurship [CA.BUSBE.D] belonging to Business Administration Department [BUSMG]

Overall Program Action Plan for 2014/15

All courses align with at least one outcome. The Business Department finds that the Certificate of Achievement in Small Business Management and Entrepreneurship continues to be successful in its learning outcomes. Three course SLOs have not been assessed and will be given priority in the next cycle. While the end of the Great Recession opens new opportunities for employment, a large number of business students also want to explore what it means to create and run a small business. The department found that students performed better if they had the opportunity in classes to practice new concepts. This is especially revealed by the low percentage of CA.BUSBE.D students who complete a full business plan, the capstone of BusMg 191 and BusMg 192. We therefore will recommend to increase the time spend on case studies and other application exercises, as well as reviewing sample documents. At this time, no changes to the courses that are part of this certificate should be changed or deleted.

DVC Instructional Program SLO Action Plans

193. Social/Cultural Geography [AA.SGEO.D] belonging to Physical Science, Physics, Astronomy, Geology and Geography Department [GEOG]

Overall Program Action Plan for 2013/14

SLO matrix for the program is complete. The outcomes are assessed by respective courses according to the SLO calender and recorded on the course-level report along with course-specific action plan.

Overall Program Action Plan for 2011/12

This is to confirm that the placement of 'X' in the alignment matrix is supported by the course content.

This will be reviewed again at the next title5 rewrite or when changes are reported in the course outline of the aligned courses

DVC Instructional Program SLO Action Plans

194. Spanish [AA.SPAN.D] belonging to Foreign Language Department [SPAN]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Spanish program, we have already unified the course objectives for SPAN 120 and 121 and will revise the course objectives for SPAN 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. For Spanish 230 and 231, it has been difficult to select appropriate and interesting classroom materials. We will have a FLEX meeting in August to discuss about possible options of anthologies and literatures for these advanced courses with Spanish instructors.

DVC Instructional Program SLO Action Plans

195. Spanish [CA.SPAN.D] belonging to Foreign Language Department [SPAN]

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Spanish program, we have already unified the course objectives for SPAN 120 and 121 and will revise the course objectives for SPAN 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. For Spanish 230 and 231, it has been difficult to select appropriate and interesting classroom materials. We will have a FLEX meeting in August to discuss about possible options of anthologies and literatures for these advanced courses with Spanish instructors.

Overall Program Action Plan for 2012/13

Alignment of Course Objectives to Program SLOS:(CA.SPAN.D) SLO # 1 Comprehend a spoken dialogue in the target language Most of our courses are directly aligned with their course content. The SLO assessments are fine. The usage of language and tutorial labs to support our methods of instruction are helping students in language acquisition. Action plan: We will review/ re write the course content in Span 155, 156, 157 and Span 231. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. Plan to expand assessment to all sections. SLO #2 Identify the present, past and future tenses in a written paragraph All of our courses are directly aligned with their course content. The SLO assessments are fine. The usage of language and tutorial labs to support our methods of instruction are helping students in language acquisition. Action plan: We will review/ rewrite the wording in the Program Learning Outcome in in Program SLO: Identify various verb tenses in a written paragraph. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. Plan to expand assessment to all sections. SLO # 3 interpret cultural behavior. Most of our courses are directly aligned with their course content. The SLO assessments are fine. Action plan: : We will review/ re write the course content in Span 221, 111, 155 and Span 231. We will continue using audiovisual materials in the classroom. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. Plan to expand assessment to all sections.

Overall Program Action Plan for 2009/10

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

196. Special Education Paraeducator/Instructional Assistant [CA.SPEDP.D] belonging to Learning Skills Department [SPEDU]

Overall Program Action Plan for 2014/15

The SpEdu certificate of achievement is designed as a 1-year pathway with a 23-unit sequence of courses which provides students with the practical knowledge needed to work successfully as a special education paraprofessional in local special education classrooms and rehabilitation centers. SpEdu has an Advisory Committee which meets annually. At the last meeting, the SpEdu department shared its SLO data. At that time, the Advisory Committee recommended that SpEdu courses (101, 102, 103) highlight the following areas: 1. the necessity of confidentiality regarding special education records and the FERPA laws which govern this, 2. knowledge regarding cultural diversity and strategies that work well with students from diverse cultural backgrounds, 3. effective teamwork, communication, and personal/professional boundaries in the workplace, 4. positive behavior support strategies that work well with special education students. SpEdu faculty have determined that assessment tools are already in place to measure areas 1, 2, and 4 of the above. However, we plan to add an assessment tool for area #3 above. Additionally, we plan to remove Math 124 from the ??optional coursework??? requirements of the SpEdu certificate and AA degree, since this course no longer seems relevant to the SpEdu program. To address the need for our students to learn about teamwork, communication, and personal/professional boundaries (area 3 above), we plan to replace Math 124 with Communication Studies 128 (Interpersonal Communication).

Overall Program Action Plan for 2010/11

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

197. Special Education Paraeducator/Instructional Assistant [AA.SPEDP.D] belonging to Learning Skills Department [SPEDU]

Overall Program Action Plan for 2014/15

The Special Education (SpEdu) program at DVC offers a Special Education Paraeducator/Instructional Assistant certificate and Associate of Arts degree to prepare students for entry-level employment assisting students and individuals with disabilities in education and rehabilitation settings. The SpEdu AA degree is designed as a 2-year pathway that offers students a broad general education as well as the skills and knowledge required to work with people with various disabilities in a variety of educational and rehabilitation settings. There is no AA-T being developed at the state level at this time. However, SpEdu faculty may explore articulation of SpEdu 101, 102 and 103 with comparable lower division CSU coursework. The SpEdu certificate of achievement is designed as a 1-year pathway with a 23-unit sequence of courses which provides students with the practical knowledge needed to work successfully as a special education paraprofessional in local special education classrooms and rehabilitation centers. SpEdu has an Advisory Committee which meets annually. At the last meeting, the SpEdu department shared its SLO data. At that time, the Advisory Committee recommended that SpEdu courses (101, 102, 103) highlight the following areas: 1. the necessity of confidentiality regarding special education records and the FERPA laws which govern this, 2. knowledge regarding cultural diversity and strategies that work well with students from diverse cultural backgrounds, 3. effective teamwork, communication, and personal/professional boundaries in the workplace, 4. positive behavior support strategies that work well with special education students. SpEdu faculty have determined that assessment tools are already in place to measure areas 1, 2, and 4 of the above. However, we plan to add an assessment tool for area #3 above. Additionally, we plan to remove Math 124 from the optional coursework requirements of the SpEdu certificate and AA degree, since this course no longer seems relevant to the SpEdu program. To address the need for our students to learn about teamwork, communication, and personal/professional boundaries (area 3 above), we plan to replace Math 124 with Communication Studies 128 (Interpersonal Communication).

Overall Program Action Plan for 2010/11

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping".

DVC Instructional Program SLO Action Plans

198. Sports Medicine/Athletic Training [AS.PESPM.D] belonging to Kinesiology, Athletics and Dance Department [KINES]

Overall Program Action Plan for 2014/15

When reviewing the alignment matrix - it became apparent that while the program and course SLOs are aligned, they are aligned indirectly due to how the program learning outcomes were constructed, making it impossible to assess the PLOs through the course. The PLOs were written at an early time in SLO/PLO initiation and relied on external assessment methods rather than via course SLO assessment. Plan: To rewrite the Program Learning Outcomes to directly align to course SLOs and allow for assessment under the current methodology.

Overall Program Action Plan for 2010/11

1. The phase I action plan is to consider these possible actions for BIOSC-101, 102, 116, 117, 130: (1) none of the program outcomes deal with the course's reason for being included, and the program outcome statements need revising, or (2) the course really does support one or more of the outcomes, but its course outline does not reflect this, and needs revision the next time there's a Title 5 rewrite.

DVC Instructional Program SLO Action Plans

199. Steamfitting [CA.STMFT.D] belonging to Construction and Steamfitting Apprenticeship Area [STMFT]

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix for the AS Degree, the courses support the successful completion of the program SLOs. The supporting courses are geared to prepare the students to apply to the Department of Apprentice for their Journey Person certificate. We will continue to monitor changes to that program and keep our AS degree aligned for success completion by our students. Upon review of the course SLO assessments and the review of the course action plans the department feels that they would like to complete another SLO cycle then review the wording of the course Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

200. Steamfitting [AS.STMFT.D] belonging to Construction and Steamfitting Apprenticeship Area [STMFT]

Overall Program Action Plan for 2014/15

When the 14/15 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Steamfitting program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation in the California State Apprenticeship Curriculum. The student learning outcomes were reviewed in spring 2015 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology.

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix for the AS Degree, the courses support the successful completion of the program SLOs. The supporting courses are geared to prepare the students to apply to the Department of Apprentice for their Journey Person certificate. We will continue to monitor changes to that program and keep our AS degree aligned for successful completion by our students. Upon review of the course SLO assessments and the review of the course action plans the department feels that they would like to complete another SLO cycle then review the wording of the course Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

201. Steamfitting [CC.STMFT.D] belonging to Construction and Steamfitting Apprenticeship Area [STMFT]

DVC Instructional Program SLO Action Plans

202. Technical Theater [CA.TECTH.D] belonging to Drama Area [DRAMA]

Overall Program Action Plan for 2014/15

Students completing the program will be able to exhibit the unique collaborative skills necessary to participate in a theater community. Analysis: Analysis: All courses align with at least one outcome. Aligned with this outcome: BCA-120, 125, COOP-170, 180, DRAMA-111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 298, FILM-292. Aligned courses due for Title 5 rewrite in 15/16: DRAMA-111, Drama 112, Drama 113, Drama 260, and Drama 270. All aligned course have been assessed. An additional new topics course is being offered in Fall 15: Costume Rendering for the Theater. The course is designed to increase students ability to collaborate professionally in the theater community as both artists and designers. The Department has determined that additional curriculum in lighting and new curriculum stage management, design, and scenic painting, would assist with the continued successful completion of this outcome. There has been a significant increase (from one student in 2008 to nine students in 2013 per Program Review data) in the number of students receiving the A.A. and C.A. in Technical Theater -additional courses will continue to increase the number of students completing the program and the successful completion of Outcome #1. SLOAC plan: Write and review new curriculum to increase the successful completion of this outcome. The department will review all curriculum and SLO outcomes, and add and possibly revise SLO Outcomes to the degree and certificate as needed.

Overall Program Action Plan for 2012/13

Overall assessment: all content portions of Title V's align with at least one or more outcomes for all courses on the Certificate of Achievement. The Drama area will continue to assess, evaluate, and implement improved methods of assessing all courses that are part of the C.A. In addition, a new course or courses will be added to the C.A. in Fall of 2013; Drama will update and align Matrix in Fall 2013 as well. Outcome #1 (same as previous) Assessment method (same as previous) Criteria (same as previous) Analysis: All courses align with at least one outcome. Aligned with this outcome: BCA- 120, 125, COOP-170, 180, DRAMA-111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 298, FILM- 292. No aligned course due for title 5 rewrite in 12/13. SLOAC plan: all courses Title V content match mapping - no action required. New course(s) will be added to the C.A. and Matrix in 2013-2014 All aligned course have been assessed Outcome #2 same as previous Assessment method (same as previous) Criteria (same as previous) Analysis No empty rows or columns in the alignment matrix. DRAMA 111, 112, 113, 122, 139, 200, and 201 align with this outcome. ARCHI 130 aligns with this outcome. ART 105, 106, and 108 align with this outcome. BCA 120 and 125 align with this outcome. ENGIN 119 and 126 align with this outcome. FILM 292 aligns with this outcome. MUSIC 172 aligns with this outcome All Title V's are current SLOAC plan : all courses Title V content match mapping - no action required. New course(s) will be added to the C.A. and Matrix in 2013-2014 All aligned course have been assessed Outcome #3 (same as previous) Assessment method (same as previous) Criteria (same as previous) Analysis: All courses align with at least one outcome. Aligned with this outcome: ARCHI-130, ART-105, 106, 108, ARTDM-130, 149, 160, BCA-120, 125, COOP-170, 180, DRAMA- 111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 230, 260, 270, 298, ENGIN-119, 126, FILM-292, MUSIC-172. All Title V's are current SLOAC plan : all courses Title V content match mapping - no action required. New course(s) will be added to the C.A. and Matrix in 2013-2014 All aligned course have been assessed

DVC Instructional Program SLO Action Plans

203. Technical Theater [AA.TECTH.D] belonging to Drama Area [DRAMA]

Overall Program Action Plan for 2014/15

Students completing the program will be able to exhibit the unique collaborative skills necessary to participate in a theater community. Analysis:Analysis: All courses align with at least one outcome. Aligned with this outcome: BCA-120, 125, COOP-170, 180, DRAMA-111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180,181, 200, 201, 298, FILM-292. Aligned courses due for Title 5 rewrite in 15/16: DRAMA-111, Drama 112, Drama 113, Drama 260, and Drama 270. All aligned course have been assessed. An additional new topics course is being offered in Fall 15: Costume Rendering for the Theater. The course is designed to increase students ability to collaborate professionally in the theater community as both artists and designers. The Department has determined that additional curriculum in lighting and new curriculum stage management, design, and scenic painting, would assist with the continued successful completion of this outcome. There has been a significant increase (from one student in 2008 to nine students in 2013 per Program Review data)in the number of students receiving the A.A. and C.A. in Technical Theater -additional courses will continue to increase the number of students completing the program and the successful completion of Outcome #1. SLOAC plan: Write and review new curriculum to increase the successful completion of this outcome. The department will review all curriculum and SLO outcomes, and add and possibly revise SLO Outcomes to the degree and certificate as needed.

Overall Program Action Plan for 2012/13

Overall assessment:all content portions of Title V's align with at least one or more outcomes for all courses on the Certificate of Achievement. The Drama area will continue to assess, evaluate, and implement improved methods of assessing all courses that are part of the A.A. In addition, a new course or courses will be added to the A.A. in Fall of 2013; Drama will update and align Matrix in Fall 2013 as well. Outcome #1 (same as previous) Assessment method(same as previous) Criteria (same as previous) Analysis: All courses align with at least one outcome. Aligned with this outcome: BCA- 120, 125, COOP-170, 180, DRAMA-111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 298, FILM- 292. No aligned course due for title 5 rewrite in 12/13. SLOAC plan: all courses Title V content match mapping - no action required. New course(s) will be added to the A.A. and Matrix in 2013-2014 All aligned course have been assessed Outcome #2 same as previous Assessment method (same as previous) Criteria (same as previous) Analysis No empty rows or columns in the alignment matrix. DRAMA 111, 112, 113, 122, 139, 200, and 201 align with this outcome. ARCHI 130 aligns with this outcome. ART 105, 106, and 108 align with this outcome. BCA 120 and 125 align with this outcome. ENGIN 119 and 126 align with this outcome. FILM 292 aligns with this outcome. MUSIC 172 aligns with this outcome All Title V's are current SLOAC plan : all courses Title V content match mapping - no action required. New course(s) will be added to the A.A. and Matrix in 2013-2014 All aligned course have been assessed Outcome #3 (same as previous) Assessment method (same as previous) Criteria (same as previous) Analysis: All courses align with at least one outcome. Aligned with this outcome: ARCHI-130, ART-105, 106, 108, ARTDM-130, 149, 160, BCA-120, 125, COOP-170, 180, DRAMA- 111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 230, 260, 270, 298, ENGIN-119, 126, FILM-292, MUSIC-172. All Title V's are current SLOAC plan : all courses Title V content match mapping - no action required. New course(s) will be added to the A.A. and Matrix in 2013-2014 All aligned course have been assessed

DVC Instructional Program SLO Action Plans

204. Wealth Management [CA.BUSWM.D] belonging to Business Administration Department [BUS]

Overall Program Action Plan for 2013/14

PLO Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. CA.BUSWM.D: WEALTH MANAGEMENT Careers in wealth management involve advising clients on financial plans using knowledge of tax and investment strategies, securities, insurance, pension plans, and real estate. Duties include assessing clients' assets, liabilities, cash flow, insurance coverage, tax status, and financial objectives. This curriculum is designed to provide targeted financial knowledge concerning money management, insurance, wealth accumulation, income taxes, investments, and estate planning for the individual. This is a multi-disciplinary program involving accounting, finance, and law. This assessment cycle measured successful achievement of program goals 3 and 1, tested via Bus-261 (Investments). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to become financially literate for their personal sake as well as financially knowledgeable so they may work helping their clients become financially more secure. SLO#3. develop financial plans based on analyses of clients' financial status, and discuss financial options with clients. AND SLO#1. demonstrate knowledge of business operations, the business organization, and business procedures. Assessment topic #2 cycle 2, reported by Tim Murphy, entered on Jan 27, 2012 by rburns LATEST (approved) assessed in 2011/12 Outcome: (same as previous) Assessment method: Course homework and research assignments with a grade of 75% or higher Criteria: Evaluation of submissions against standard ratio and industry analysis guidelines Analysis: Fall, 2011. A majority of students achieved a satisfactory grade of 75% or higher on Assignments Plan: SLOs is an appropriate criteria for evaluating student

2010/11 Action Plan for Outcome "demonstrate knowledge of business operations, the business organization, and business procedures.":

2 of 5 courses have Xs for this Program SLO

Assessed by Bus261 & RE 164

Satisfactory results for SLOs n courses already assessed. Get remaining courses on schedule for assessment.

2010/11 Action Plan for Outcome "interview clients to determine clients' assets, liabilities, cash flow, insurance coverage, tax status, and financial objectives.":

5 of 5 courses have Xs for this Program SLO

Assessed by Bus 161, Bus 261, Bus291, & RE 164

Satisfactory results for SLOs n courses already assessed. Get remaining courses on schedule for assessment

2010/11 Action Plan for Outcome "develop financial plans based on analyses of clients' financial status, and discuss financial options with clients.":

2 of 5 courses have Xs for this Program SLO

DVC Instructional Program SLO Action Plans

Assessed Bus 261

Satisfactory results for SLOs n courses already assessed. Get remaining courses on schedule for assessment