1. Introduction to the Administration of Justice [ADJUS-120] belonging to Administration of Justice [ADJUS]

Plan for topic "Students completing the course will be able to identify a career in Administrative Justice field." 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and study in criminological theories, and have included directed study, small group activities and class presentations. Directed focus of this SLO has successfully resulted in improved student learning and retention. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing ADJUS-120 will be able to demonstrate an understanding of criminological theories used to explain crime and criminality." 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and study in criminological theories, and have included directed study, small group activities and class presentations. Directed focus of this SLO has successfully resulted in improved student learning and retention. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing the course will be able to critique causes of crime and criminology studies." 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and study in policing history and function, and have included directed study, small group activities and class presentations. Directed focus of this SLO has successfully resulted in improved student learning and retention. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing ADJUS-120 will be able to demonstrate an understanding of how the CJ system works." 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and study in law principles and crime
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ADJUS-120 will be able to explain the definitions of crime.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and study in law principles and crime definitions, and have included directed study, small group activities and class presentations. Directed focus of this SLO has successfully resulted in improved student learning and retention. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ADJUS-120 will be able to demonstrate an understanding of criminological theories used to explain crime and criminality.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify a career in Administrative Justice field.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ADJUS-120 will be able to critique causes of crime and criminology studies.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ADJUS-120 will be able to demonstrate an understanding of the history, structure and function of the police.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ADJUS-120 will be able to explain the definitions of crime.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of how the CJ system works.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify a career in Administrative Justice field.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
</table>
| 2014-02-26: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case
DVC Instructional Course SLO Action Plans

studies and testing models, all in order to achieve a higher success rate.
2014-09-12: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles and concepts within this area, such as classroom exercises, case studies and additional on-line learning tools, all in order to achieve a higher success rate.

Plan for topic "Students completing ADJUS-120 will be able to demonstrate an understanding of criminological theories used to explain crime and criminality.": 2013/14

2014-02-26: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.
2014-09-12: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles and concepts within this area, such as classroom exercises, case studies and additional on-line learning tools, all in order to achieve a higher success rate.

Plan for topic "Students completing the course will be able to critique causes of crime and criminology studies.": 2013/14

2014-02-26: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.
2014-09-12: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles and concepts within this area, such as classroom exercises, case studies and additional on-line learning tools, all in order to achieve a higher success rate.

Plan for topic "Students completing ADJUS-120 will be able to demonstrate an understanding of the history, structure and function of the police.": 2013/14

2014-02-26: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.
2014-09-12: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles and concepts within this area, such as classroom exercises, case studies and additional on-line learning tools, all in order to achieve a higher success rate.

Plan for topic "Students completing the course will be able to demonstrate an understanding of how the CJ system works.": 2013/14

2014-02-26: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.
2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing ADJUS-120 will be able to explain the definitions of crime.": 2013/14

2014-02-26: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.
2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ADJUS-120 will be able to demonstrate an understanding of criminological theories used to explain crime and criminality.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are satisfied with the results as they show a solid achievement rate above 70%.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify a career in Administrative Justice field.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are satisfied with the results as they show a solid achievement rate above 70%.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to critique causes of crime and criminology studies.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises and case studies in order to achieve a higher success rate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ADJUS-120 will be able to demonstrate an understanding of the history, structure and function of the police.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises and case studies in order to achieve a higher success rate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify a career in Administrative Justice field.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the result but we will continue to analyze the curriculum and methods to improve student learning in this area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ADJUS-120 will be able to demonstrate an understanding of criminological theories used to explain crime and criminality.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the result but we will continue to analyze the curriculum and methods to improve student learning in this area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to critique causes of crime and criminology studies.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the result but we will continue to analyze the curriculum and methods to improve student learning in this area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ADJUS-120 will be able to demonstrate an understanding of the history, structure and function of the police.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the result but we will continue to analyze the curriculum and methods to improve student learning in this area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of how the CJ system works.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ADJUS-120 will be able to explain the definitions of crime.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

2. Criminal Law [ADJUS-121] belonging to Administration of Justice [ADJUS]

Plan for topic "Students completing the course will be able to analyze corpus delecti of California criminal statutes": 2016/17

Faculty are generally satisfied with these results. Both standard f2f and on-line class performance results were similar. The department has discussed the use of additional learning methodologies in the classroom, including the incorporation of, or additional use of, written case studies, in-class exercises, video scenarios, and the use of the video scenario-force options simulator to increase student comprehension, retention and application.

Plan for topic "Students completing ADJUS-121 will be able to Summarize the basic concept of California Criminal Law.": 2016/17

Faculty are generally satisfied with these results. Both standard f2f and on-line class performance results were similar. The department has discussed the use of additional learning methodologies in the classroom, including the incorporation of, or additional use of, written case studies, in-class exercises, video scenarios, and the use of the video scenario-force options simulator to increase student comprehension, retention and application.

Plan for topic "Students completing the course will be able to analyze case law principles": 2016/17

Faculty are generally satisfied with these results. Both standard f2f and on-line class performance results were similar. The department has discussed the use of additional learning methodologies in the classroom, including the incorporation of, or additional use of, written case studies, in-class exercises, video scenarios, and the use of the video scenario-force options simulator to increase student comprehension, retention and application.

Plan for topic "Students completing ADJUS-121 will be able to Analyze California criminal codes and distinguish the different classifications of crimes.": 2016/17

Faculty are generally satisfied with these results. Both standard f2f and on-line class performance results were similar. The department has discussed the use of additional learning methodologies in the classroom, including the incorporation of, or additional use of, written case studies, in-class exercises, video scenarios, and the use of the video scenario-force options simulator to increase student comprehension, retention and application.

Plan for topic "Students completing the course will be able to apply the principles of the philosophy of the law to community based policing": 2016/17

Faculty are generally satisfied with these results but will be working on improvement of student performance. The on-line course results were 8% lower than the standard f2f class. The department will address this difference and has discussed the use of additional learning methodologies in the courses, including the incorporation of, or additional use of, written case studies, in-class exercises, video scenarios, and the use of the video scenario-force options simulator to increase student comprehension, retention and application. The additional video applications are believed to enhance and benefit the on-line course specifically.

Plan for topic "Students completing ADJUS-121 will be able to Distinguish between crimes against the person and crimes against
Faculty are generally satisfied with these results but will be working on improvement of student performance. The on-line course results were 8% lower than the standard f2f class. The department will address this difference and has discussed the use of additional learning methodologies in the courses, including the incorporation of, or additional use of, written case studies, in-class exercises, video scenarios, and the use of the video scenario-force options simulator to increase student comprehension, retention and application. The additional video applications are believed to enhance and benefit the on-line course specifically.

Plan for topic "Students completing ADJUS-121 will be able to Summarize the basic concept of California Criminal Law.": 2013/14
2013-12-27: We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.
2014-09-12: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles and concepts within this area, such as classroom exercises, case studies and additional on-line learning tools, all in order to achieve a higher success rate.

Plan for topic "Students completing the course will be able to analyze corpus delecti of California criminal statutes": 2013/14
2013-12-27: We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.
2014-09-12: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles and concepts within this area, such as classroom exercises, case studies and additional on-line learning tools, all in order to achieve a higher success rate.

Plan for topic "Students completing the course will be able to analyze case law principles": 2013/14
2013-12-27: We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.
2014-09-12: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles and concepts within this area, such as classroom exercises, case studies and additional on-line learning tools, all in order to achieve a higher success rate.

Plan for topic "Students completing ADJUS-121 will be able to Analyze California criminal codes and distinguish the different classifications of crimes.": 2013/14
2013-12-27: We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.
2014-09-12: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles and concepts within this area, such as classroom exercises, case studies and additional on-line learning tools, all in order to achieve a higher success rate.

Plan for topic "Students completing the course will be able to apply the principles of the philosophy of the law to community based policing": 2013/14
2013-12-27: We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.
2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing ADJUS-121 will be able to Distinguish between crimes against the person and crimes against
### Plan for topic "Students completing the course will be able to analyze corpus delecti of California criminal statutes": 2012/13

We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.

### Plan for topic "Students completing ADJUS-121 will be able to Summarize the basic concept of California Criminal Law.": 2012/13

We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.

### Plan for topic "Students completing the course will be able to analyze case law principles": 2012/13

Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.

### Plan for topic "Students completing ADJUS-121 will be able to Analyze California criminal codes and distinguish the different classifications of crimes.": 2012/13

Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.

### Plan for topic "Students completing the course will be able to apply the principles of the philosophy of the law to community based policing": 2012/13

We are satisfied with these results.

### Plan for topic "Students completing ADJUS-121 will be able to Distinguish between crimes against the person and crimes against property.": 2012/13

We are satisfied with these results.

### Plan for topic "Students completing ADJUS-121 will be able to Summarize the basic concept of California Criminal Law.": 2011/12

2012-01-30: We are satisfied with the results as they show a near 90% achievement rate, and this is also significant improvement over the last semester period.

2012-12-14: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

### Plan for topic "Students completing the course will be able to analyze corpus delecti of California criminal statutes": 2011/12

2012-01-30: We are satisfied with the results as they show a near 90% achievement rate, and this is also significant improvement over the last semester period.

2012-12-14: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

### Plan for topic "Students completing the course will be able to analyze case law principles": 2011/12

2012-01-30: We are satisfied with the results as they show over 90% achievement rate, and this is also significant improvement over the last semester period.
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-12-14</td>
<td>Very satisfied with the result.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing ADJUS-121 will be able to Analyze California criminal codes and distinguish the different classifications of crimes.&quot;</strong>: 2011/12</td>
</tr>
<tr>
<td>2012-01-30</td>
<td>We are satisfied with the results as they show over 90% achievement rate, and this is also significant improvement over the last semester period.</td>
</tr>
<tr>
<td>2012-12-14</td>
<td>Very satisfied with the result.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing the course will be able to apply the principles of the philosophy of the law to community based policing&quot;</strong>: 2011/12</td>
</tr>
<tr>
<td></td>
<td>Very satisfied with the results.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing ADJUS-121 will be able to Distinguish between crimes against the person and crimes against property.&quot;</strong>: 2011/12</td>
</tr>
<tr>
<td></td>
<td>Very satisfied with the results.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing the course will be able to analyze corpus delecti of California criminal statutes&quot;</strong>: 2009/10</td>
</tr>
<tr>
<td></td>
<td>Although satisfied with the outcome, consider pedagogical changes that emphasize specific corpus delicti of primary California criminal statutes, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing ADJUS-121 will be able to Summarize the basic concept of California Criminal Law.&quot;</strong>: 2009/10</td>
</tr>
<tr>
<td></td>
<td>Although satisfied with the outcome, consider pedagogical changes that emphasize specific corpus delicti of primary California criminal statutes, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing the course will be able to analyze case law principles&quot;</strong>: 2009/10</td>
</tr>
<tr>
<td></td>
<td>Consider pedagogical changes that emphasize criminal case law principles, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing ADJUS-121 will be able to Analyze California criminal codes and distinguish the different classifications of crimes.&quot;</strong>: 2009/10</td>
</tr>
<tr>
<td></td>
<td>Consider pedagogical changes that emphasize criminal case law principles, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing ADJUS-121 will be able to Distinguish between crimes against the person and crimes against property.&quot;</strong>: 2009/10</td>
</tr>
<tr>
<td></td>
<td>Not satisfied with the outcome, implement pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to apply the principles of the philosophy of the law to community based policing": 2009/10

Not satisfied with the outcome, implement pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.
3. Criminal Procedure [ADJUS-122] belonging to Administration of Justice [ADJUS]
Plan for topic "Students completing the course will be able to differentiate between consensual contact, detention, and probable cause to arrest": 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and study in legal detentions and arrests, and have included directed study and written exercises in case law and hypothetical scenarios. Directed focus of this SLO has successfully resulted in improved student learning and retention. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing the course will be able to understand the principle stages within the criminal trial process.": 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and study in the legal stages involved in the criminal trial process and have included directed study, a study schematic and the use of case studies. We had hoped for higher success but will continue with directed focus of this SLO to achieve higher success in future semesters. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing the course will be able to differentiate between two routes through the accusatory process": 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and study in legal searches, seizures and arrests, and have included directed study and written exercises in Constitutional and case law and hypothetical scenarios. Directed focus of this SLO has successfully resulted in improved student learning and retention. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing ADJUS-122 will be able to Describe the history and application of the exclusionary rule in shaping criminal procedure.": 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and study in legal searches, seizures and arrests, and have included directed study and written exercises in Constitutional and case law and hypothetical scenarios. Directed focus of this SLO has successfully resulted in improved student learning and retention. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.
and arrests, and have included directed study and written exercises in Constitutional and case law and hypothetical scenarios. Directed focus of this SLO has successfully resulted in improved student learning and retention. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing ADJUS-122 will be able to Describe the purpose, history and functions of the agencies charged with the administration and execution of criminal justice.": 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and study in the history and function of the various criminal justice agencies and have included directed study and the use of case studies. We had hoped for higher success but will continue with directed focus of this SLO to achieve higher success in future semesters. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing the course will be able to describe the purpose, history and functions of the agencies charged with the administration and execution of criminal justice.":

Plan for topic "Students completing the course will be able to differentiate between consensual contact, detention, and probable cause to arrest": 2014/15

The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.

Plan for topic "Students completing the course will be able to understand the principle stages within the criminal trial process.": 2014/15

The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.

Plan for topic "Students completing ADJUS-122 will be able to describe the history and application of the exclusionary rule in shaping criminal procedure.": 2014/15

The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.

Plan for topic "Students completing the course will be able to differentiate between two routes through the accusatory process": 2014/15

The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing ADJUS-122 will be able to Describe the purpose, history and functions of the agencies charged with the administration and execution of criminal justice.": 2014/15

The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.

Plan for topic "Students completing the course will be able to differentiate between consensual contact, detention, and probable cause to arrest": 2013/14

Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles and concepts within this area, such as classroom exercises, case studies and additional on-line learning tools, all in order to achieve a higher success rate.

Plan for topic "Students completing the course will be able to understand the principle stages within the criminal trial process.": 2013/14

2013-12-27: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.

2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing the course will be able to differentiate between two routes through the accusatory process": 2013/14

2013-12-27: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.

2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing ADJUS-122 will be able to Describe the history and application of the exclusionary rule in shaping criminal procedure.": 2013/14

2013-12-27: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.

2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing ADJUS-122 will be able to Describe the purpose, history and functions of the agencies charged with the administration and execution of criminal justice.": 2013/14

Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.

Plan for topic "Students completing the course will be able to differentiate between consensual contact, detention, and probable cause to arrest": 2012/13
We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.

Plan for topic "Students completing the course will be able to understand the principle stages within the criminal trial process": 2012/13
We are satisfied with this result but of course will discuss pedagogy amongst instructors to attempt continued improvement.

Plan for topic "Students completing the course will be able to differentiate between two routes through the accusatory process": 2012/13
We are satisfied with this result but of course will discuss pedagogy amongst instructors to attempt continued improvement.

Plan for topic "Students completing ADJUS-122 will be able to Describe the history and application of the exclusionary rule in shaping criminal procedure": 2012/13
We are satisfied with this result but of course will discuss pedagogy amongst instructors to attempt continued improvement.

Plan for topic "Students completing the course will be able to differentiate between consensual contact, detention, and probable cause to arrest": 2011/12
2012-02-01: We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.
2012-12-14: Very satisfied with the results.

Plan for topic "Students completing the course will be able to understand the principle stages within the criminal trial process": 2011/12
2012-02-01: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.
2012-12-14: Very satisfied with the results.

Plan for topic "Students completing the course will be able to differentiate between two routes through the accusatory process": 2011/12
2012-02-01: We are satisfied with the results as they show a near 90% achievement rate, and this is also significant improvement over the last semester period.
2012-12-14: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing ADJUS-122 will be able to Describe the history and application of the exclusionary rule in shaping criminal procedure": 2011/12
2012-02-01: We are satisfied with the results as they show a near 90% achievement rate, and this is also significant improvement over the last semester period.
2012-12-14: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing the course will be able to differentiate between consensual contact, detention, and probable cause to arrest": 2010/11
Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.
Plan for topic "Students completing the course will be able to understand the principle stages within the criminal trial process.": 2010/11
Did not achieve success at the 70% level. Implement pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.

Plan for topic "Students completing the course will be able to differentiate between two routes through the accusatory process": 2010/11
Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.

Plan for topic "Students completing ADJUS-122 will be able to Describe the history and application of the exclusionary rule in shaping criminal procedure.": 2010/11
Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.
DVC Instructional Course SLO Action Plans

4. Elements of Corrections [ADJUS-124] belonging to Administration of Justice [ADJUS]

Plan for topic "Students completing the course will be able to identify the different types of correctional facilities and their missions.": 2016/17

- Faculty are very satisfied with these results. This particular SLO involved field trips and guest speakers and the results for the students was clearly very positive.

Plan for topic "Students completing ADJUS-124 will be able to identify and describe the evolving philosophy of punishment within the corrections subsystem of the criminal justice system.": 2016/17

- Faculty are very satisfied with these results. This particular SLO involved field trips and guest speakers and the results for the students was clearly very positive.

Plan for topic "Students completing ADJUS-124 will be able to identify and differentiate clients in each of the types of correctional institutions, the issues and challenges each type of client presents to a correctional institution.": 2016/17

- Faculty are very satisfied with these results. This particular SLO involved field trips and guest speakers and the results for the students was clearly very positive.

Plan for topic "Students completing the course will be able to recognize major patterns of deviant behavior unacceptable to society.": 2016/17

- Faculty are generally satisfied with these results but will continue to look for methods to improve. The department has discussed the use of additional learning methodologies in the classroom, including the additional use of written case studies and video documentaries to increase student comprehension and application.

Plan for topic "Students completing ADJUS-124 will be able to identify the alternatives to punishment and describe their impact on the criminal justice system and society at large.": 2016/17

- Faculty are generally satisfied with these results but will continue to look for methods to improve. The department has discussed the use of additional learning methodologies in the classroom, including the additional use of written case studies and video documentaries to increase student comprehension and application.

Plan for topic "Students completing ADJUS-124 will be able to identify the innovative programs designed for specific correctional institutions and describe their impact on the corrections client and society at large." : 2016/17

- Faculty are very satisfied with these results but will continue to look for methods to improve. As in SLO #1, the guest speakers and field trips worked extremely well and had a direct impact on the student's understanding. The department has discussed the use of additional case studies and video documentaries.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing ADJUS-124 will be able to identify and describe the evolving philosophy of punishment within the corrections sub-system of the criminal justice system.": 2016/17

Faculty are very satisfied with these results but will continue to look for methods to improve. As in SLO #1, the guest speakers and field trips worked extremely well and had a direct impact on the student's understanding. The department has discussed the use of additional case studies and video documentaries.

Plan for topic "Students completing ADJUS-124 will be able to identify and differentiate clients in each of the types of correctional institutions, the issues and challenges each type of client presents to a correctional institution.": 2013/14

2013-12-27: We are satisfied with the results as they show an above 90% achievement rate, and this is also significant improvement over the last semester period.
2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing ADJUS-124 will be able to identify and describe the evolving philosophy of punishment within the corrections subsystem of the criminal justice system.": 2013/14

2013-12-27: We are satisfied with the results as they show an above 90% achievement rate, and this is also significant improvement over the last semester period.
2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing the course will be able to identify the different types of correctional facilities and their missions.": 2013/14

2013-12-27: We are satisfied with the results as they show an above 90% achievement rate, and this is also significant improvement over the last semester period.
2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing ADJUS-124 will be able to identify and differentiate clients in each of the types of correctional institutions; the issues and challenges each type of client presents to a correctional institution.": 2013/14

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing the course will be able to identify possible careers in the correctional field.": 2013/14

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing the course will be able to recognize major patterns of deviant behavior unacceptable to society.": 2013/14

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing ADJUS-124 will be able to identify the alternatives to punishment and describe their impact on the criminal justice system and society at large.": 2013/14

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing ADJUS-124 will be able to identify the innovative programs designed for specific correctional
Plan for topic "Students completing ADJUS-124 will be able to identify and describe the evolving philosophy of punishment within the corrections sub-system of the criminal justice system.":: 2013/14

We are satisfied with the results as they show over 90% achievement rate, and this is also significant improvement over the last semester period.

Plan for topic "Students completing ADJUS-124 will be able to identify the alternatives to punishment and describe their impact on the criminal justice system and society at large.":: 2013/14

We are satisfied with the results as they show a near 90% achievement rate, and this is also significant improvement over the last semester period.

Plan for topic "Students completing ADJUS-124 will be able to identify and describe the evolving philosophy of punishment within the corrections subsystem of the criminal justice system.":: 2012/13

We are satisfied with this result but of course will discuss pedagogy amongst instructors to attempt continued improvement.

Plan for topic "Students completing the course will be able to identify the different types of correctional facilities and their missions.":: 2012/13

We are satisfied with this result but of course will discuss pedagogy amongst instructors to attempt continued improvement.

Plan for topic "Students completing ADJUS-124 will be able to identify and differentiate clients in each of the types of correctional institutions, the issues and challenges each type of client presents to a correctional institution.":: 2012/13

We are satisfied with this result but of course will discuss pedagogy amongst instructors to attempt continued improvement.

Plan for topic "Students completing the course will be able to identify possible careers in the correctional field.":: 2012/13

We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.

Plan for topic "Students completing ADJUS-124 will be able to identify and differentiate clients in each of the types of correctional institutions; the issues and challenges each type of client presents to a correctional institution.":: 2012/13

We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.

Plan for topic "Students completing the course will be able to recognize major patterns of deviant behavior unacceptable to society.":: 2012/13

We are satisfied with the results as they show a 90% achievement rate, and this is also significant improvement over the last semester period.

Plan for topic "Students completing ADJUS-124 will be able to identify the alternatives to punishment and describe their impact on the criminal justice system and society at large.":: 2012/13

We are satisfied with the results as they show a 90% achievement rate, and this is also significant improvement over the last semester period.
Plan for topic "Students completing the course will be able to identify the different types of correctional facilities and their missions.": 2011/12

Very satisfied with the results.

Plan for topic "Students completing ADJUS-124 will be able to Identify and describe the evolving philosophy of punishment within the corrections subsystem of the criminal justice system.": 2011/12

Very satisfied with the results.

Plan for topic "Students completing ADJUS-124 will be able to Identify and differentiate clients in each of the types of correctional institutions, the issues and challenges each type of client presents to a correctional institution.": 2011/12

Very satisfied with the results.

Plan for topic "Students completing ADJUS-124 will be able to Identify and differentiate clients in each of the types of correctional institutions; the issues and challenges each type of client presents to a correctional institution.": 2011/12

Very satisfied with the results.

Plan for topic "Students completing the course will be able to identify possible careers in the correctional field.": 2011/12

Very satisfied with the results.

Plan for topic "Students completing ADJUS-124 will be able to Identify the alternatives to punishment and describe their impact on the criminal justice system and society at large.": 2011/12

Very satisfied with the results.

Plan for topic "Students completing the course will be able to recognize major patterns of deviant behavior unacceptable to society.": 2011/12

Very satisfied with the results.
### 5. Report Preparation for Criminal Justice [ADJUS-125] belonging to Administration of Justice [ADJUS]

#### Plan for topic "Students completing the course will be able to organize crime information for various types of report writing": 2018/19

Faculty felt that one on one instruction was significant in raising the student writing performance. Also very effective was emphasis placed on both basic writing grammar skills and experiencing scenario-based and video-based exercises, where students interviewed persons and determined facts and evidence and then documented these in a standard report format.

The Action Plan would involve adding more of the scenario-based exercises, using video technology and Canvas.

#### Plan for topic "Students completing the course will be able to compare report writing techniques between state and federal levels": 2018/19

In addition to one on one instruction and emphasis placed on both basic writing and grammar skills and experiencing scenario-based and video-based exercises, students were lectured on the different reporting formats. Instruction and testing utilized these different formats. These instruction methods were effective.

The Action Plan would involve adding more of the scenario-based exercises, using video technology and Canvas, and incorporating these different report formats.

#### Plan for topic "Students completing the course will be able to evaluate techniques in various communication styles": 2018/19

Students were exposed to lecture and scenario-based instruction in both verbal and writing skills that explored various communication styles. Emphasis was placed here in role play and scenario-based instruction and exercises. In this area, students completed a pre-exam in the first week. Results were compared to their final scores and improvement was significant across the board.

The Action Plan would involve adding more of the scenario-based exercises, using role play, video technology and Canvas.

#### Plan for topic "Students completing the course will be able to organize crime information for various types of report writing": 2015/16

Students showed significant improvement in this area from the previous semester, which we feel is a direct result of focused instruction on the basic English grammar and writing skills. We will continue to focus instruction on writing fundamentals.

#### Plan for topic "Students completing the course will be able to compare report writing techniques between state and federal levels": 2015/16

Students showed significant improvement in this area from the previous semester, which we feel is a direct result of focused instruction on the basic English grammar and writing skills. We will continue to focus instruction on writing fundamentals.

#### Plan for topic "Students completing the course will be able to evaluate techniques in various communication styles": 2015/16

Students showed significant improvement in this area from the previous semester, which we feel is a direct result of focused instruction on the basic English grammar and writing skills. We will continue to focus instruction on writing fundamentals.
writing skills. We will continue to focus instruction on writing fundamentals.

**Plan for topic "Students completing the course will be able to organize crime information for various types of report writing": 2014/15**

Results took a dip this semester causing us concern. We will discuss this result amongst the faculty and we will analyze the curriculum and instruction methods to improve student learning in this area.

**Plan for topic "Students completing the course will be able to compare report writing techniques between state and federal levels": 2014/15**

The results are good and an improvement over last semester. The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

**Plan for topic "Students completing the course will be able to evaluate techniques in various communication styles": 2014/15**

The results are extremely positive. We will most likely create and use new assessment topics and methods for the next cycle.

**Plan for topic "Students completing the course will be able to compare report writing techniques between state and federal levels": 2013/14**

Although satisfied with the outcome, we will focus specifically on the concepts involved in both state and federal organizations.

**Plan for topic "Students completing the course will be able to evaluate techniques in various communication styles": 2013/14**

Although satisfied with the outcome, focus on classroom presentation and performance exercises to increase student success.
DVC Instructional Course SLO Action Plans

DVC Instructional Course SLO Action Plans

7. Cultural Diversity in Criminal Justice [ADJUS-130] belonging to Administration of Justice [ADJUS]

Plan for topic "Students completing the course will be able to explain the changing demographics of California and the implications of those changes to the public safety professions.": 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time lecturing and reviewing this subject within the curriculum and to also focus on this specific area within their written assignment, which involved case studies and data analysis. The results were effective and showed an improvement from previous semesters. The improved results were consistent in all three class formats. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic with lecture and additional written assignments.

Plan for topic "Students completing the course will be able to identify the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts.": 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time lecturing and reviewing this subject within the curriculum and to also focus on this specific area within their written assignment, which involved current events. The results were effective and showed an improvement from previous semesters. The improved results were consistent in all three class formats. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic with lecture and additional written assignments.

Plan for topic "Students completing the course will be able to explain the values, beliefs, and behaviors of people from a wide variety of cultures found in California.": 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time lecturing and reviewing this subject within the curriculum and to also focus on this specific area within their written assignment, which involved case studies and current events. The results were effective and showed an improvement from previous semesters. The improved results were consistent in all three class formats. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic with lecture and additional written assignments.

Plan for topic "Students completing the course will be able to explain the changing demographics of California and the implications of those changes to the public safety professions.": 2015/16

The results are essentially the same from the last semester. Even though the department is satisfied with the result, we will continue to analyze the curriculum and...
DVC Instructional Course SLO Action Plans

Instruction methods to improve student learning in this area. We will also consider changing assessment topics and methods for the next cycle.

Plan for topic "Students completing the course will be able to identify the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts.": 2015/16

The results are slightly lower from the last semester. Even though the department is satisfied with the result, we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will also consider changing assessment topics and methods for the next cycle.

Plan for topic "Students completing the course will be able to explain the values, beliefs, and behaviors of people from a wide variety of cultures found in California.": 2015/16

The results are essentially the same from the last semester. Even though the department is satisfied with the result, we will continue to analyze the curriculum and instruction methods to improve student learning in this area.
Plan for topic "Students completing the course will be able to explain the changing demographics of California and the implications of those changes to the public safety professions."": 2014/15

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will also consider changing assessment topics and methods for the next cycle.

Plan for topic "Students completing the course will be able to identify the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts."": 2014/15

The department is extremely satisfied with the result. We will consider changing assessment topics and methods for the next cycle.

Plan for topic "Students completing the course will be able to explain the values, beliefs, and behaviors of people from a wide variety of cultures found in California."": 2014/15

The results are essentially the same from the last semester. Even though the department is satisfied with the result, we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will also consider changing assessment topics and methods for the next cycle.

Plan for topic "Students completing the course will be able to explain the changing demographics of California and the implications of those changes to the public safety professions."": 2013/14

2013-12-27: We are satisfied with the results as they show over a 90% achievement rate, and this is also significant improvement over the last semester period.

2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing the course will be able to identify the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts."": 2013/14

2013-12-27: We are satisfied with the results as they show over a 90% achievement rate, and this is also significant improvement over the last semester period.

2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing the course will be able to explain the values, beliefs, and behaviors of people from a wide variety of cultures found in California."": 2013/14

2013-12-27: We are satisfied with the results as they show a very acceptable achievement rate, and this is also significant improvement over the last semester period.
<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
<th>Course Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to explain the changing demographics of California and the implications of those changes to the public safety professions.&quot;: 2012/13</strong></td>
<td>We are satisfied with the result and it marks a notable improvement over previous semesters but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
</tr>
<tr>
<td></td>
<td>The department is very satisfied with the result and it marks a notable improvement over previous semesters but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing the course will be able to identify the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts.&quot;: 2012/13</strong></td>
</tr>
<tr>
<td></td>
<td>We are satisfied with the results as they show over a 90% achievement rate.</td>
</tr>
<tr>
<td></td>
<td>Plan for topic &quot;Students completing the course will be able to identify the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts.&quot;: 2011/12</td>
</tr>
<tr>
<td></td>
<td>The department is not satisfied with the result and will analyze the curriculum and instruction methods to improve student learning in this area.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing the course will be able to explain the values, beliefs, and behaviors of people from a wide variety of cultures found in California.&quot;&quot;: 2012/13</strong></td>
</tr>
<tr>
<td></td>
<td>We are satisfied with this result but of course will discuss pedagogy amongst instructors to attempt continued improvement.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic &quot;Students completing the course will be able to explain the values, beliefs, and behaviors of people from a wide variety of cultures found in California.&quot;&quot;: 2011/12</strong></td>
</tr>
<tr>
<td></td>
<td>The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

8. Gangs and Threat Groups in America [ADJUS-139] belonging to Administration of Justice [ADJUS]

Plan for topic "Students completing the course will be able to demonstrate an understanding of the historical, cultural and current structure of gangs.": 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time lecturing and reviewing this subject within the curriculum and to also focus on this specific area within their written assignments, which involved case studies and gang history. The results were effective and showed an improvement from previous semesters. The improved results were consistent in both class formats. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic with lecture and additional research and written assignments.

Plan for topic "Students completing ADJUS-139 will be able to successfully demonstrate knowledge of the criminal gang statute.": 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time lecturing and reviewing this subject within the curriculum and to also focus on this specific area within their written assignments, which involved constantly reviewing the law and its application in case studies and current events. The results were effective and showed an improvement from previous semesters. The improved results were consistent in both class formats. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic.

Plan for topic "Students completing the course will be able to contrast the essential differences between prison and criminal street gangs.": 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time lecturing and reviewing this subject within the curriculum and to also focus on this specific area within their written assignments, which involved case studies and current events and trends. The results were effective and showed an improvement from previous semesters. The improved results were consistent in both class formats. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic with lecture and additional written assignments.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the historical, cultural and current structure of gangs.": 2015/16

The department is not satisfied with this result. More instructional time and other methods will be spent on the history and culture of gangs, including video, lecture and group discussion.

Plan for topic "Students completing ADJUS-139 will be able to successfully demonstrate knowledge of the criminal gang statute.": 2015/16

We are satisfied with this result but of course will discuss pedagogy and curriculum improvement amongst instructors within our department meetings to attempt continued improvement.

Plan for topic "Students completing the course will be able to contrast the essential differences between prison and criminal street gangs."
We are satisfied with this result but of course will discuss pedagogy and curriculum improvement amongst instructors within our department meetings to attempt continued improvement.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the historical, cultural and current structure of gangs."

- 2014/15

Although satisfied, modify instruction to spend more time on gang and organized crime areas, where students demonstrated some difficulty.

Plan for topic "Students completing ADJUS-139 will be able to successfully demonstrate knowledge of the criminal gang statute."

- 2014/15

Although very satisfied with the assessment results, spend more lecture time on Juvenile Law and costs of incarceration.

Plan for topic "Students completing the course will be able to contrast the essential differences between prison and criminal street gangs."

- 2014/15

Although satisfied with the assessment outcome, spend more lecture time on CDCR's criteria for prison gang identification and which groups are identified as gangs.
DVC Instructional Course SLO Action Plans

9. Topics in Administration of Justice [ADJUS-150] belonging to Administration of Justice [ADJUS]
Plan for topic “Students completing the course will be able to explain the various scientific principles utilized in the processing of crime scenes.”: 2017/18

This course is very unique in our program given the emphasis on laboratory and the application of skills and knowledge, and in-addition, having two instructors for typically a small number of students (approx. 20.) Instructors have the luxury of focusing on topics and the hands-on application in the laboratory. The department is very pleased with this outcome. Our next department meeting will focus on improving SLO achievement and factors learned in this class will be shared with other instructors in other courses.

Plan for topic “Students completing the course will be able to demonstrate knowledge of the relative value of different kinds of physical evidence.”: 2017/18

This course is very unique in our program given the emphasis on laboratory and the application of skills and knowledge, and in-addition, having two instructors for typically a small number of students (approx. 20.) Instructors have the luxury of focusing on topics and the hands-on application in the laboratory. The department is very pleased with this outcome. Our next department meeting will focus on improving SLO achievement and factors learned in this class will be shared with other instructors in other courses.

Plan for topic “Students completing the course will be able to explain the various scientific principles utilized in the processing of crime scenes.”: 2014/15

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will also consider changing assessment topics and methods for the next cycle.

Plan for topic “Students completing the course will be able to demonstrate knowledge of the relative value of different kinds of physical evidence.”: 2014/15

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will also consider changing assessment topics and methods for the next cycle.

Plan for topic “Students completing the course will be able to apply the principles of recognition, collection, recording and preserving physical evidence for use in the forensic setting.”: 2014/15

The department is satisfied with the result but we would like to improve the curriculum and instruction methods to improve student learning in this area. We will also consider changing assessment topics and methods for the next cycle.

Plan for topic “Students completing the course will be able to explain the various scientific principles utilized in the processing of crime scenes.”: 2013/14

These results show improvement from the previous semester. The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic “Students completing the course will be able to demonstrate knowledge of the relative value of different kinds of physical evidence.”: 2013/14
### Plan for topic "Students completing the course will be able to apply the principles of recognition, collection, recording and preserving physical evidence for use in the forensic setting."

2013/14

These results show improvement from the previous semester. The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

### Plan for topic "Students completing the course will be able to explain the various scientific principles utilized in the processing of crime scenes."

2012/13

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

### Plan for topic "Students completing the course will be able to demonstrate knowledge of the relative value of different kinds of physical evidence."

2012/13

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

### Plan for topic "Students completing the course will be able to apply the principles of recognition, collection, recording and preserving physical evidence for use in the forensic setting."

2012/13

The department is not completely satisfied with the result and will analyze the curriculum and instruction methods to improve student learning in this area.
### 11. Legal Aspects of Evidence [ADJUS-221] belonging to Administration of Justice [ADJUS]

**Plan for topic "Students completing the course will be able to demonstrate an understanding of the concept of judicial review and its role in establishing the rules governing search and seizure, admissibility and presentation of evidence in criminal trials."**: 2017/18

Department faculty have been working on increasing the success of course SLOs. Achievement results in this course are satisfactory but can be improved. Our department feels the challenge here is teaching law classes on-line. We need to incorporate more focus on the SLO topic as well as case law and hypothetical written exercises. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

**Plan for topic "Students completing the course will be able to analyze situations and/or events to determine how the rules of evidence and the concepts of evidentiary law apply."**: 2017/18

Department faculty have been working on increasing the success of course SLOs. Achievement results in this course are satisfactory but can be improved. Our department feels the challenge here is teaching law classes on-line. We need to incorporate more focus on the SLO topic as well as case law and hypothetical written exercises. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

**Plan for topic "Students completing the course will be able to compare and contrast different types of evidence commonly used in criminal prosecution."**: 2017/18

These results are an improvement over past semesters. The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.

**Plan for topic "Students completing the course will be able to demonstrate an understanding of the concept of judicial review and its role in establishing the rules governing search and seizure, admissibility and presentation of evidence in criminal trials."**: 2014/15

The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.

**Plan for topic "Students completing the course will be able to analyze situations and/or events to determine how the rules of evidence and the concepts of evidentiary law apply."**: 2014/15

These results are an improvement over past semesters.

**Plan for topic "Students completing the course will be able to compare and contrast different types of evidence commonly used in criminal prosecution."**: 2014/15

These results are an improvement over past semesters.
### DVC Instructional Course SLO Action Plans

The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of the concept of judicial review and its role in establishing the rules governing search and seizure, admissibility and presentation of evidence in criminal trials.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-12-27: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.</td>
<td></td>
</tr>
<tr>
<td>2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze situations and/or events to determine how the rules of evidence and the concepts of evidentiary law apply.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-12-27: Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.</td>
<td></td>
</tr>
<tr>
<td>2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare and contrast different types of evidence commonly used in criminal prosecution.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-12-27: We are satisfied with the results as they show a near 90% achievement rate and this is also significant improvement over the last semester period.</td>
<td></td>
</tr>
<tr>
<td>2014-09-12: The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of the concept of judicial review and its role in establishing the rules governing search and seizure, admissibility and presentation of evidence in criminal trials.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze situations and/or events to determine how the rules of evidence and the concepts of evidentiary law apply.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare and contrast different types of evidence commonly used in criminal prosecution.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of the concept of judicial review and its role in establishing the rules governing search and seizure, admissibility and presentation of evidence in criminal trials.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.</td>
<td></td>
</tr>
</tbody>
</table>

Course Action Plans | Outcome Assessment History | Page 32 of 2394
Plan for topic "Students completing the course will be able to analyze situations and/or events to determine how the rules of evidence and the concepts of evidentiary law apply.": 2009/10

Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.

Plan for topic "Students completing the course will be able to compare and contrast different types of evidence commonly used in criminal prosecution.": 2009/10

Not satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.
### DVC Instructional Course SLO Action Plans

#### 12. Criminal Investigation [ADJUS-222] belonging to Administration of Justice [ADJUS]

**Plan for topic "Students completing the course will be able to conduct Interviews and interrogation."**: 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture and practical exercises and hypothetical scenarios. Directed focus of this SLO has successfully resulted in improved student learning and retention but can be improved. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

**Plan for topic "Students completing the course will be able to develop a crime scene notebook."**: 2017/18

Department faculty have been working on increasing the success of course SLOs. Achievement results in this course are satisfactory but can be improved. Our department feels the challenge here is teaching investigation and skill-based classes on-line. We need to incorporate more focus on the SLO topic as well as hypothetical written exercises and the use of technology. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

**Plan for topic "Students completing the course will be able to explain the procedures and techniques involved in the processing of a crime scene for evidence."**: 2017/18

Department faculty have been working on increasing the success of course SLOs. Instructors have spent more time focusing on lecture, practical crime scene exercises and the incorporation of forensic technology. Directed focus of this SLO has successfully resulted in improved student learning and retention. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

---

**Plan for topic "Students completing the course will be able to conduct Interviews and interrogation."**: 2014/15

The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.

**Plan for topic "Students completing the course will be able to develop a crime scene notebook."**: 2014/15

The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.

**Plan for topic "Students completing the course will be able to explain the procedures and techniques involved in the processing of a crime scene for evidence."**: 2014/15

The department is satisfied with the results and they are similar to regular face to face classes. We will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider using different assessment topics and methods next cycle.

---

**Plan for topic "Students completing the course will be able to conduct Interviews and interrogation."**: 2013/14

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

**Plan for topic "Students completing the course will be able to develop a crime scene notebook."**: 2013/14

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.
## DVC Instructional Course SLO Action Plans

### Plan for topic "Students completing the course will be able to explain the procedures and techniques involved in the processing of a crime scene for evidence."

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>The department is very satisfied with the result and feel strongly about the success of learning activities that emphasize and reinforce the academic studies.</td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to conduct interviews and interrogation."

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.</td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to develop a crime scene notebook."

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>We are satisfied with the results as they show a solid achievement rate above 70%, and this is also significant improvement over the last semester period.</td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to explain the procedures and techniques involved in the processing of a crime scene for evidence."

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>We are satisfied with the results as they show a near 90% achievement rate, and this is also significant improvement over the last semester period.</td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to conduct interviews and interrogation."

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises, case studies and testing models, all in order to achieve a higher success rate.</td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to develop a crime scene notebook."

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises and mock crime scenes in order to achieve a higher success rate.</td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to explain the procedures and techniques involved in the processing of a crime scene for evidence."

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles of these concepts, such as classroom exercises and mock crime scenes in order to achieve a higher success rate.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to demonstrate an understanding of general and verified principles and other kinds of knowledge regarding the process of law, crime, and treatment or prevention as they apply to juveniles."

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time lecturing and reviewing this subject within the curriculum and to also focus on this specific area within their written assignments. The results were effective and showed consistent results from previous semesters. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic with lecture, current trends and events and additional written assignments.

Plan for topic "Students completing the course will be able to demonstrate a familiarity with legal codes and standards pertaining to delinquency control."

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time lecturing and reviewing this subject within the curriculum and to also focus on this specific area within their written assignments. The results were effective and showed consistent results from previous semesters. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic with lecture, current trends and events and additional written assignments.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the function of probation, parole, and institutions and their relationship to juvenile justice."

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time lecturing and reviewing this subject within the curriculum and to also focus on this specific area within their written assignments. The results were effective and showed consistent results from previous semesters. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic with lecture, current trends and events and additional written assignments.

Plan for topic "Students completing the course will be able to demonstrate an understanding of general and verified principles and other kinds of knowledge regarding the process of law, crime, and treatment or prevention as they apply to juveniles."

Essentially the same results as last semester. Even though the department is satisfied with the result, we will continue to analyze the curriculum and instruction methods in our department meetings with the goal to improve student learning in this area.
DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to demonstrate an understanding of the function of probation, parole, and institutions and their relationship to juvenile justice."**: 2015/16

Essentially the same results as last semester. Even though the department is satisfied with the result, we will continue to analyze the curriculum and instruction methods in our department meetings with the goal to improve student learning in this area.

**Plan for topic "Students completing the course will be able to demonstrate an understanding of general and verified principles and other kinds of knowledge regarding the process of law, crime, and treatment or prevention as they apply to juveniles."**: 2014/15

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

**Plan for topic "Students completing the course will be able to demonstrate a familiarity with legal codes and standards pertaining to delinquency control."**: 2014/15

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

**Plan for topic "Students completing the course will be able to demonstrate an understanding of the function of probation, parole, and institutions and their relationship to juvenile justice."**: 2014/15

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.
## DVC Instructional Course SLO Action Plans


**Plan for topic "Students completing this course will be able to identify the characteristics manifested by violent extremists.":** 2017/18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was the first time this course was offered. Achievement results in this course are satisfactory but can be improved. Our department feels the challenge here is teaching criminal justice classes on-line. Department faculty have been working on increasing the success of course SLOs. We need to incorporate more focus on the SLO topic as well as video case studies and hypothetical written exercises. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing this course will be able to identify and discuss the components of the radicalization pathway.":** 2017/18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was the first time this course was offered. Achievement results in this course are satisfactory but can be improved. Our department feels the challenge here is teaching criminal justice classes on-line. Department faculty have been working on increasing the success of course SLOs. We need to incorporate more focus on the SLO topic as well as video case studies and hypothetical written exercises. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing this course will be able to identify the challenges associated with containing and reducing the violent extremist threat to our local communities.":** 2017/18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was the first time this course was offered. Achievement results in this course are satisfactory but can be improved. Our department feels the challenge here is teaching criminal justice classes on-line. Department faculty have been working on increasing the success of course SLOs. We need to incorporate more focus on the SLO topic as well as video case studies and hypothetical written exercises. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

15. The Police: Roles, Methods, and Operations [ADJUS-260] belonging to Administration of Justice [ADJUS]

Plan for topic "Students completing the course will be able to demonstrate an understanding of the qualifications needed for employment in the law enforcement industry.": 2018/19

Department faculty have been working on increasing the success of course SLOs. The results here are not acceptable and need to be improved. This SLO covers core concepts in this CTE field. Instructors will need to spend more time focusing on lecture in police organizations, policies and procedures, and need to incorporate directed study, scenarios and written exercises. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing the course will be able to demonstrate the knowledge and techniques required daily be peace officers.": 2018/19

Department faculty have been working on increasing the success of course SLOs. This SLO covers many of the primary concepts of this course. Instructors have spent considerable class time focusing on lecture and class activities directed in this area, including case studies and hypothetical scenarios. Directed focus of this SLO has successfully resulted in improved student learning and retention. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing the course will be able to identify the police functions and the relationship between law enforcement officer, fellow workers, supervisors, the press, and the public.": 2018/19

Department faculty have been working on increasing the success of course SLOs. The results here are acceptable but can be improved. This SLO covers core concepts in this CTE field. Instructors will need to spend more time focusing on lecture in police organizations, policies and procedures, and need to incorporate directed study, scenarios and written exercises. Our next department meeting will focus on improving SLO achievement and increased results in on-line courses.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the qualifications needed for employment in the law enforcement industry.": 2014/15

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We intend to use practical and performance based exercises for assessments in the next cycle.

Plan for topic "Students completing the course will be able to demonstrate the knowledge and techniques required daily be peace officers.": 2014/15

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We intend to use practical and performance based exercises for assessments in the next cycle.

Plan for topic "Students completing the course will be able to identify the police functions and the relationship between law enforcement officer, fellow workers, supervisors, the press, and the public.": 2014/15

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We intend to use...
<table>
<thead>
<tr>
<th>Practical and performance based exercises for assessments in the next cycle.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of the qualifications needed for employment in the law enforcement industry.&quot;</strong>: 2013/14</td>
</tr>
<tr>
<td>The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate the knowledge and techniques required daily be peace officers.&quot;</strong>: 2013/14</td>
</tr>
<tr>
<td>The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to identify the police functions and the relationship between law enforcement officer, fellow workers, supervisors, the press, and the public.&quot;</strong>: 2013/14</td>
</tr>
<tr>
<td>The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

16. Personal Self Defense and Firearms [ADJUS-270] belonging to Administration of Justice [ADJUS]

Plan for topic "Students completing the course will be able to demonstrate knowledge of defensive tactics and firearms, including the laws governing possession and use of dangerous weapons and the moral and legal aspects of the use of force and dangerous weapons.": 2016/17

Faculty are generally satisfied with these results. The department has discussed the use of additional learning methodologies in the classroom, including the incorporation of additional written case studies, in-class exercises, video scenarios, and the increased use of the video scenario-force options simulator to increase student comprehension and performance.

Plan for topic "Students completing the course will be able to explain the legal issues in the use of force and powers of arrests by private citizens.": 2016/17

Faculty are generally satisfied with these results. The department has discussed the use of additional learning methodologies in the classroom, including the POST LD series and the incorporation of additional written case studies, in-class exercises, video scenarios, and the increased use of the video scenario-force options simulator to increase student comprehension and performance.

Plan for topic "Students completing the course will be able to demonstrate the ability to make arrests safely and properly.": 2016/17

At least 70% of the students assessed will correctly answer SLO specific test questions incorporated within the final examination.

Faculty are generally satisfied with these results. The department has discussed the use of additional learning methodologies in the classroom, including the POST LD series, and the incorporation of additional written case studies, in-class practical exercises, video scenarios, and the increased use of the video scenario-force options simulator to increase student comprehension and performance.

Plan for topic "Students completing the course will be able to demonstrate knowledge of defensive tactics and firearms, including the laws governing possession and use of dangerous weapons and the moral and legal aspects of the use of force and dangerous weapons.": 2013/14

These results show improvement from the previous semester. The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.
DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to explain the legal issues in the use of force and powers of arrests by private citizens."**: 2013/14

<table>
<thead>
<tr>
<th>These results show improvement from the previous semester. The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing the course will be able to demonstrate the ability to make arrests safely and properly."**: 2013/14

<table>
<thead>
<tr>
<th>These results show improvement from the previous semester. The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing the course will be able to demonstrate knowledge of defensive tactics and firearms, including the laws governing possession and use of dangerous weapons and the moral and legal aspects of the use of force and dangerous weapons."**: 2012/13

<table>
<thead>
<tr>
<th>The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing the course will be able to explain the legal issues in the use of force and powers of arrests by private citizens."**: 2012/13

<table>
<thead>
<tr>
<th>The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing the course will be able to demonstrate the ability to make arrests safely and properly."**: 2012/13

<table>
<thead>
<tr>
<th>The department is not fully satisfied with the result and will analyze the curriculum and instruction methods to improve student learning in this area.</th>
</tr>
</thead>
</table>
DVC Instructional Course SLO Action Plans

17. Community-Based Corrections [ADJUS-280] belonging to Administration of Justice [ADJUS]

Plan for topic "Students completing the course will be able to explain the history and current practice of probation and parole in the criminal justice system.: 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time focusing on and reviewing this subject within the curriculum and to also focus on this specific law changes, new programs, case studies and current events. The results were effective and showed an improvement from previous semesters.

Plan for topic "Students completing the course will be able to demonstrate a familiarity with pertinent legal codes, court decisions, and procedures that affect probation and parole.": 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time focusing on and reviewing this subject within the curriculum and to also focus on this specific law changes, new programs, case studies and current events. The results were effective and showed an improvement from previous semesters.

Plan for topic "Students completing the course will be able to contrast the essential differences between probation and parole.": 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time focusing on and reviewing this subject within the curriculum and to also focus on this specific area within their written assignments, which involved case studies and current events. The results were effective and showed an improvement from previous semesters.

Plan for topic "Students completing the course will be able to explain the history and current practice of probation and parole in the criminal justice system.": 2015/16

The department is satisfied with the result but we will
continue to analyze the curriculum and instruction
methods to improve student learning in this area. We are working on changing assessment topics for the next cycle.

Plan for topic "Students completing the course will be able to demonstrate a familiarity with pertinent legal codes, court decisions, and procedures that affect probation and parole.": 2015/16

The department is satisfied with the result but we will
continue to analyze the curriculum and instruction
methods to improve student learning in this area. We are working on changing assessment topics for the next cycle.

**Plan for topic "Students completing the course will be able to contrast the essential differences between probation and parole."**: 2015/16

| The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. |

**Plan for topic "Students completing the course will be able to explain the history and current practice of probation and parole in the criminal justice system."**: 2014/15

| The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. |

**Plan for topic "Students completing the course will be able to demonstrate a familiarity with pertinent legal codes, court decisions, and procedures that affect probation and parole."**: 2014/15

| The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. |
DVC Instructional Course SLO Action Plans

DVC Instructional Course SLO Action Plans

19. Interviewing and Counseling [ADJUS-284] belonging to Administration of Justice [ADJUS]

Plan for topic "Students completing the course will be able to analyze theories and current methods of communication as applied in casework in the criminal justice system." : 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time focusing on this subject within the curriculum and to also utilize more in-class active role play, including video taping the exercises. The results were effective and showed improved results from previous semesters. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic with continued use of video training and expanded use of role play exercises.

Plan for topic "Students completing the course will be able to develop rudimentary skills in interviewing and counseling." : 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time focusing on this subject within the curriculum and to also utilize more in-class active role play, including video taping the exercises. The results were effective and showed improved results from previous semesters. Faculty are pleased with the results and will continue to evaluate instruction methods and continue to focus instruction of this specific topic with continued use of video training and expanded use of role play exercises.

Plan for topic "Students completing the course will be able to recognize procedures and techniques to serve as a base for further study in the more sophisticated methods utilized in interviewing and counseling." : 2018/19

Our faculty had reviewed the past SLO results from previous assessment cycles and had chosen to spend more time focusing on this subject within the curriculum and to also utilize more in-class active role play, including video taping the exercises. The results were effective and showed consistent results from previous semesters. Faculty are satisfied with the results but would like to improve them and will continue to focus instruction of this specific topic with continued use of video training and expanded use of role play exercises.

Plan for topic "Students completing the course will be able to analyze theories and current methods of communication as applied in casework in the criminal justice system." : 2015/16

Although the department is satisfied with the result, we will focus instruction to improve student learning in this area. We intend on incorporating more live interactive role playing for interview and counseling instruction, using role players from psychology and drama.

Plan for topic "Students completing the course will be able to develop rudimentary skills in interviewing and counseling." : 2015/16

Although the department is satisfied with the result, we will focus instruction to improve student learning in this area. We intend on incorporating more live interactive role playing for interview and counseling instruction, using role players from psychology and drama.

Plan for topic "Students completing the course will be able to recognize procedures and techniques to serve as a base for further study in the more sophisticated methods utilized in interviewing and counseling." : 2015/16

Although the department is satisfied with the result, we will focus instruction to improve student learning in this area. We intend on incorporating more live interactive role playing for interview and counseling instruction, using role players from psychology and drama.
for interview and counseling instruction, using role players from psychology and drama.

Plan for topic "Students completing the course will be able to analyze theories and current methods of communication as applied in casework in the criminal justice system.": 2014/15

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider changing assessment topic and testing methods next cycle.

Plan for topic "Students completing the course will be able to develop rudimentary skills in interviewing and counseling.": 2014/15

Results are the same from last cycle. The department is very satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider changing assessment topic and testing methods next cycle.

Plan for topic "Students completing the course will be able to recognize procedures and techniques to serve as a base for further study in the more sophisticated methods utilized in interviewing and counseling.": 2014/15

Results are slight improvement from the last cycle. The department is very satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area. We will consider changing assessment topic and testing methods next cycle.

Plan for topic "Students completing the course will be able to analyze theories and current methods of communication as applied in casework in the criminal justice system.": 2013/14

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing the course will be able to develop rudimentary skills in interviewing and counseling.": 2013/14

The department is satisfied with the result but we will continue to analyze the curriculum and instruction methods to improve student learning in this area.

Plan for topic "Students completing the course will be able to recognize procedures and techniques to serve as a base for further study in the more sophisticated methods utilized in interviewing and counseling.": 2013/14

Although satisfied with the outcome, consider pedagogical changes that emphasize specific principles and concepts within this area, such as classroom exercises and case studies in order to achieve a higher success rate.
DVC Instructional Course SLO Action Plans

20. Occupational Work Experience Education in ADJUS [ADJUS-295] belonging to Administration of Justice [ADJUS]
DVC Instructional Course SLO Action Plans

21. Internship in Occupational Work Experience Education in ADJUS [ADJUS-296] belonging to Administration of Justice [ADJUS]
## 22. Independent Study [ADJUS-298] belonging to Administration of Justice [ADJUS]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing this course will be able to meet outcomes as specified in the approved Application for Independent Study.</strong></td>
<td>Our department did not have any AJ299 Independent Study courses completed in 2018/19. We plan to offer them again in 2019/20 and will complete SLOs when attended by students.</td>
</tr>
<tr>
<td><strong>Students completing this course will be able to gain knowledge and skill through the successful completion of this independent study course.</strong></td>
<td>Our department did not have any AJ299 Independent Study courses completed in 2018/19. We plan to offer them again in 2019/20 and will complete SLOs when attended by students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing this course will be able to meet outcomes as specified in the approved Application for Independent Study.</strong></td>
<td>This is the first semester of assessment and historically AJ298 is rarely taken. If other students take this course in the future, evaluate the assessment methods and criteria to make sure they are relevant and accurate.</td>
</tr>
<tr>
<td><strong>Students completing this course will be able to gain knowledge and skill through the successful completion of this independent study course.</strong></td>
<td>This is the first semester of assessment and historically AJ298 is rarely taken. If other students take this course in the future, evaluate the assessment methods and criteria to make sure they are relevant and accurate.</td>
</tr>
<tr>
<td><strong>Students completing this course will be able to demonstrate and apply independent academic learning skills.</strong></td>
<td>This is the first semester of assessment and historically AJ298 is rarely taken. If other students take this course in the future, evaluate the assessment methods and criteria to make sure they are relevant and accurate.</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### 23. Student Instructional Assistant [ADJUS-299] belonging to Administration of Justice [ADJUS]

**Plan for topic "Students completing this course will be able to increase learning through involvement as a teacher's aide/lab assistant.": 2018/19**

<table>
<thead>
<tr>
<th>This SLO is important to evaluate the student's performance and development pursuant to their individualized plan and identified objectives. The student spends countless hours with the instructor and receives daily, one on one guidance and support.</th>
<th>This course and SLO is established primarily to give them advanced instruction and develop their skills and develop them into a leadership role.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to expand subject matter knowledge by assisting the instructor.": 2018/19**

<table>
<thead>
<tr>
<th>This SLO is important to evaluate the student's performance and development pursuant to their individualized plan and identified objectives. The student spends countless hours with the instructor and receives daily, one on one guidance and support.</th>
<th>This course and SLO is established primarily to give them advanced instruction and develop their academic and instructionql skills.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to improve knowledge and skills related to the identified course objectives, student-teacher relations, and course subject matter, values and defined goals.": 2018/19**

<table>
<thead>
<tr>
<th>This SLO is important to evaluate the student's performance and development pursuant to their individualized plan and identified objectives. The student spends countless hours with the instructor and receives daily, one on one guidance and support.</th>
<th>This course and SLO is established primarily to give them advanced instruction and develop their personal, professional and academic skills.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to increase learning through involvement as a teacher's aide/lab assistant.": 2015/16**

<table>
<thead>
<tr>
<th>This is the first semester of assessment. In future semesters, evaluate the assessment methods and criteria to make sure they are relevant and accurate.</th>
<th></th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to expand subject matter knowledge by assisting the instructor.": 2015/16**

<table>
<thead>
<tr>
<th>This is the first semester of assessment. In future semesters, evaluate the assessment methods and criteria to make sure they are relevant and accurate.</th>
<th></th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to improve knowledge and skills related to the identified course objectives, student-teacher relations, and course subject matter, values and defined goals.": 2015/16**

| This is the first semester of assessment. In future semesters, evaluate the assessment methods and criteria to make sure they are relevant and accurate. | |
### DVC Instructional Course SLO Action Plans

#### 24. Introduction to Motivational Interviewing Skills [ADS-102] belonging to Health Science [ADS]

**Plan for topic "Students completing the course will be able to identify the key components of motivational interviewing."**: 2016/17

This class is the second course to take in the series of Addiction counseling and is critical for learning skills in counseling. The observational practicum is a good plan to really observe the skills. We will record these in the future for students to use and practice.

**Plan for topic "Students completing the course will be able to demonstrate basic listening skills."**: 2014/15

I will develop a guideline sheet (rubric) for peers to use when evaluating each other and provide a sample of how to use it before having them use it to rank each other.

**Plan for topic "Students completing the course will be able to identify the steps of the Stages of Change model."**: 2013/14

The results are in line with our expectation of the students in regards to their ability to identify the steps of the Stages of Change model. The essay questions also got at their ability to apply their understanding of this information. We will assess another topic next time this course is due for assessment. We will continue to develop more vignettes for students so they can practice identifying the stages of change model and applying that knowledge towards determining effective treatment strategies.

**Plan for topic "Students completing the course will be able to demonstrate basic listening skills."**: 2010/11

94% of the students agreed and strongly agreed to achieving the student learning outcome, which shows a success in nearing the target goal of 95%. If this student learning outcome is assessed again in the future, the goal would be to surpass 95% of the students to achieve the outcome. Since it appears by the results that the outcome was successfully achieved, a new student learning outcome will be assessed in the future, with the goal of achieving the 95% or above successful results.
25. Topics in Addiction Studies [ADS-150] belonging to Health Science [ADS]
DVC Instructional Course SLO Action Plans

26. Ethical and Legal Concerns for ADS Counselors [ADS-151] belonging to Health Science [ADS]

Plan for topic "Students completing the course will be able to compare and contrast the legal and ethical issues related to confidentiality." : 2016/17

Using these online certification programs that students will likely have to complete in their career anyway seems like a great assessment tool that we will continue to use. They can take the test as many time as they need, so all are more likely to succeed at this outcome.

Plan for topic "Students completing the course will be able to compare and contrast the legal and ethical issues related to confidentiality." : 2013/14

These results validates our instruction in this area. We will assess topic #3 next cycle.

Plan for topic "Students completing the course will be able to examine the ethical and legal guidelines (HIPPA) used when counseling." : 2011/12

To increase survey completion rate we will offer an incentive to return survey.
27. Relapse Prevention [ADS-152] belonging to Health Science [ADS]

Plan for topic "Students completing the course will be able to demonstrate at least one relapse prevention technique used to help people with addiction problems."

- 2017/18
  ADS students tend to use personal experience rather than theory learned through course materials. We need to remind them that the theory is based on research and is to be cited. We will include this in the rubric.

Plan for topic "Students completing the course will be able to identify the role of triggers in relapse."

- 2013/14
  We have noted that some students were not successful in explaining and understanding successful strategies to prevent relapse. More lecture and activities will be covered.

Plan for topic "Students completing the course will be able to identify the relapse dynamic in chronic alcoholism and addiction."

- 2011/12
  Continue to monitor and adapt curriculum to refine students understanding of relapse.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to identify recommended treatment approaches for clients with co-occurring disorders.": 2017/18

- It would work best if we determine clientele at each facility prior to sending students to make sure they are serving co-occurring clients. We may need to reduce the observation to 2 instead of 3 center visits.

Plan for topic "Students completing the course will be able to utilize the Diagnostic Statistical Manual IV in order to distinguish alcohol abuse from chemical dependency.": 2014/15

- The assignment planning was not long enough. More guidance needs to be done in class. Plan is to add a class day to discuss rough drafts prior to final submission

Plan for topic "Students completing the course will be able to compare and contrast various co-occurring disorders.": 2011/12

- Maintain essay for final exam. Assess topic #2 on next cycle.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to identify at least 2 different cultural communication styles and how they impact utilization of social services.&quot;</td>
<td>2016/17</td>
</tr>
<tr>
<td>It may be best to have this essay done in class, and discussed prior to having it on the exam. That way students can practice and review it before seeing it on the final test.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to define cultural competence as it relates to addiction counselors.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>This assessment validates current instructional practices. Our plan is to assess #2 next cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify at least 2 different cultural perspectives assumptions, and stereotypes and the potential impact of these on personal and professional interactions.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>To increase survey completion rate we will offer an incentive to return survey.</td>
<td></td>
</tr>
</tbody>
</table>
**DVC Instructional Course SLO Action Plans**


**Plan for topic "Students completing the course will be able to recognize the importance of social and community systems in the treatment and recovery process."**: 2016/17

Places students into the community is so valuable for learning application of content. We will likely pursue more assignments like this as we see it as very valuable for students to see how Addiction community resources function.

**Plan for topic "Students completing the course will be able to create treatment strategies based on clients' stage of dependence change or recovery."**: 2014/15

Stages of change and cognitive behavioral therapy needs to be further broken done to 2 steps for each stage-- we used to cover the whole stage-- now we will go over each stage and offer examples and practice before moving to next stage.

**Plan for topic "Students completing the course will be able to understand a variety of addiction treatment models."**: 2012/13

The likert scale has not been the best way to assess depth of understanding. We will assess with objective essay grading for the 2013-2014 class.
DVC Instructional Course SLO Action Plans

31. Introduction to Codependency and Family Issues [ADS-170] belonging to Health Science [ADS]

Plan for topic "Students completing the course will be able to create treatment strategies based on clients' stage of dependence change or recovery.": 2018/19

With a new instructor starting, we would like to maintain this activity and likely revise the rubric to meet newer treatment plan requirements

Plan for topic "Students completing this course will be able to identify functional and dysfunctional family patterns of behavior": 2015/16

This assignment is a 3 week assignment requiring family oral and online family research. The family tree once developed then needs further research into known family behavior patterns and/or outcomes. Even with this extensive time commitment the learning that comes out of this is valuable for counselors in training. We will look into some more efficient online sources further for possible use (i.e. ancestry.com)

Plan for topic "Students completing the course will be able to recognize the importance of social and community systems in the treatment and recovery process.": 2013/14

reassess with more objective measure such as paper evaluation
32. ADS Field Work I [ADS-171] belonging to Health Science [ADS]

Plan for topic "Students completing the course will be able to recognize the importance of social and community systems in the treatment and recovery process."

Most students took the time to review their placement sites database of local outside social and community agencies. They were able to describe in detail the purpose and benefit of the selected organizations as well as list the necessary information in order to make an effective referral to a future client. What would be useful in the future is to follow this with a group assignment that would have each student assist in the creation of a class directory of local resources developed by all of the students in the course.

Plan for topic "Students completing this course will be able to demonstrate through role-play and written assignments basic interviewing skills necessary."

I want to make the interview role-plays more poignant for the students by having them videotape their role-plays. It will take me doing this assignment over more time in and out of class time.

Plan for topic "Students completing the course will be able to create helping strategies and treatment plans for people with a variety of addiction problems."

Although the sample is small (only one section each semester), the results are good. We will continue to work with onsite supervisors to spend time with students as they prepare treatment plans. We will also work to develop some more treatment planning tools to put in the online course for students.
33. ADS Field Work II [ADS-172] belonging to Health Science [ADS]

Plan for topic "Students completing ADS-172 will be able to create helping strategies and a case study on a client at an addiction treatment facility."

As agencies change their protocols on client files and case notes, we will need to modify our assignments related to this SLO to reflect the current standards in the field.

Plan for topic "Students completing the course will be able to recognize the importance of social and community systems in the treatment and recovery process."

This class is a field work class. Each student spends 135 hours in a community based recovery treatment facility. To encourage more opportunities for the student to engage with the administration, we will create a survey students will use to interview a staff member and get the information to complete the assignment.

Plan for topic "Students completing ADS-172 will be able to create helping strategies and a case study on a client at an addiction treatment facility."

These are good results. We will continue what we are doing that is working and in addition we will start earlier in the semester helping students identify a person at their clinic that is a good candidate for a case study.
34. Student Instructional Assistant [ADS-299] belonging to Health Science [ADS]
Plan for topic "Students completing the course will be able to apply scientific methodologies and concepts of evolutionary theory to the study of primate evolution."

Data were derived from three semesters of day courses. A total of nine individual courses were included. A total of 114 students were assessed. Of the 114 students, 4 out of 5 of the students were successful in the assessment for this topic. A closer analysis of the results shows that the remaining 22 students struggled most often with providing appropriate evidence and supporting statements to describe the subject.

Plan for topic "Students completing the course will be able to analyze and integrate information from various disciplines to develop interpretive models of primate biology, ecology, and behavior."

As a plan of action the department will be to direct instructors to give students research paper assignments that allow students to correlate scientific approaches with specific discoveries related primate biology, ecology, behavior, and evolution. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to apply the theoretical frameworks of paleontology and evolutionary theory to analyzing and interpreting the fossil record of primate evolution."

As a plan of action the department will direct instructors to use subject matter vocabulary handouts with illustrations, and to give assignments that have students visually outline the fossil record of primate evolution. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to apply scientific methodologies and concepts of evolutionary theory to the study of primate evolution."

Overall, a high percentage of students achieved desired result, no plan for further action.

Plan for topic "Students completing the course will be able to analyze and integrate information from various disciplines to develop interpretive models of primate biology, ecology, and behavior."

Course Action Plans

Outcome Assessment History

Page 63 of 2394
No new plan, overall, students performed well on this assessment.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to discern the functions of religion in human society.": 2017/18

As a plan of action the department will direct instructors to provide students with writing samples and direct them to resources such as journals available in the library databases regarding the functions of beliefs regarding magic, witchcraft, and religion in various human societies in the Americas. Instructors will also be directed to collect and evaluate student notes at regular intervals during the course. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing ANTHR-120 will be able to Students successfully completing Anthropology 120 will be able to read, take detailed notes, and write or compose grammatically correct college-level, essay-style responses to questions regarding the functions of beliefs regarding magic, witchcraft, and religion in various human societies in the Americas": 2017/18

As a plan of action the department will direct instructors to provide students with writing samples and direct them to resources such as journals available in the library databases regarding the functions of beliefs regarding magic, witchcraft, and religion in various human societies in the Americas. Instructors will also be directed to collect and evaluate student notes at regular intervals during the course. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to demonstrate an understanding of different religious belief systems in the Americas since prehistoric colonization.".: 2017/18

As a plan of action the department will direct instructors to provide students with writing samples and direct them to resources such as journals available in the library databases regarding different religious belief systems that have developed or been established in the Americas since the colonization of the New World. Instructors will also be directed to collect and evaluate student notes at regular intervals during the course. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing ANTHR-120 will be able to Students successfully completing Anthropology 120 will be able to read, take detailed notes, and write or compose grammatically correct college-level, essay-style responses to questions regarding different religious belief systems that have developed or been established in the Americas since the colonization of the New World." : 2017/18

As a plan of action the department will direct instructors to provide students with writing samples and direct them to resources such as journals available in the library databases regarding different religious belief systems that have developed or been established in the Americas since the colonization of the New World. Instructors will also be directed to collect and evaluate student notes at regular intervals during the course. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to analyze the processes of cultural interaction and cultural change that have occurred in various regions of the New World." : 2017/18

As a plan of action the department will direct instructors to provide students with writing samples that are related to the processes of cultural interaction and cultural change that have occurred in various regions of the New World. Instructors will also be directed to collect and evaluate student notes at regular intervals during the course. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.
### DVC Instructional Course SLO Action Plans

#### Plan for topic "Students completing the course will be able to discern the functions of religion in human society.":

- **2013/14**

  **Interpretation of Results:** Results indicate that the desired outcome for SLO had been obtained in all sections assessed. Summary of Plan: All sections assessed met or exceeded the established criteria for SLO. Course will be assessed again during its regularly scheduled time.

#### Plan for topic "Students completing the course will be able to demonstrate an understanding of different religious belief systems in the Americas since prehistoric colonization."

- **2013/14**

  **Interpretation of Results:** Results indicate that the desired outcome for SLO had been obtained in all sections assessed. Summary of Plan: All sections assessed met or exceeded the established criteria for SLO. Course will be assessed again during its regularly scheduled time.

#### Plan for topic "Students completing ANTHR-120 will be able to Students successfully completing Anthropology 120 will be able to read, take detailed notes, and write or compose grammatically correct college-level, essay-style responses to questions regarding different religious belief systems that have developed or been established in the Americas since the colonization of the New World.":

- **2013/14**

  **Interpretation of Results:** Results indicate that the desired outcome for SLO had been obtained in all sections assessed. Summary of Plan: All sections assessed met or exceeded the established criteria for SLO. Course will be assessed again during its regularly scheduled time.

#### Plan for topic "Students completing the course will be able to discern the functions of religion in human society.":

- **2011/12**

  No plan. Good results on this assessment.

- **2011/12**

  No plan. Good results on this assessment.

- **2011/12**

  No Plan, overall good results.

- **2011/12**

  No Plan, overall good results.
| No Plan, overall good results. |
Plan for topic "Students completing the course will be able to understand how human culture develops, changes and adapts, and how cultural characteristics and the direction in which change takes place can be predictive.": 2017/18

As a plan of action the department will direct instructors to provide students with writing samples and direct them to resources such as journal in the library databases to assist them in understanding how human culture develops, changes and adapts, and the direction in which change takes place can be predictive. Instructors will also be directed to collect and evaluate student notes at regular intervals during the course. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to understand that archaeological remains take many forms, both material and non-material, and the methods by which archaeologists retrieve them, analyze them interpret them.": 2017/18

As a plan of action the department will direct instructors to provide students with writing samples and direct them to resources such as journals available in databases regarding the ways archaeological remains take many forms, both material and non-material, and the methods by which archaeologists retrieve them, analyze them interpret them. Instructors will also be directed to collect and evaluate student notes at regular intervals during the course. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to understand archaeological ethics are based on ideas that archaeologists should act as stewards of the archaeological record.": 2017/18

As a plan of action the department will direct instructors to provide students with writing samples that are related to understanding how archaeological ethics are based on ideas that archaeologists should act as stewards of the archaeological record. Instructors will also be directed to collect and evaluate student notes at regular intervals during the course. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to understand how human culture develops, changes and adapts, and how cultural characteristics and the direction in which change takes place can be predictive.": 2013/14
The data for the SLO Assessment topics has not been desegregated during this cycle but in future cycles the department will begin to separate the SLO assessment topics. In considering the increase of tests scores with the use of in-class exercises which reinforced assigned material, the instructor plans to use additional techniques to encourage critical thinking and learning. One method is the use of peer discussions on assigned topics as the lesson comes to an end and is in need of summarization. Mandatory office visits for students not meeting minimum assessment levels.

**Plan for topic "Students completing the course will be able to understand that archaeological remains take many forms, both material and non-material, and the methods by which archaeologists retrieve them, analyze them interpret them."**: 2013/14

**Plan for topic "Students completing the course will be able to understand archaeological ethics are based on ideas that archaeologists should act as stewards of the archaeological record."**: 2013/14

**Plan for topic "Students completing the course will be able to understand how human culture develops, changes and adapts, and how cultural characteristics and the direction in which change takes place can be predictive."**: 2010/11

Overall improvement is needed in this area. Will continue to monitor this area.

**Plan for topic "Students completing the course will be able to understand that archaeological remains take many forms, both material and non-material, and the methods by which archaeologists retrieve them, analyze them interpret them."**: 2010/11

Some improvement is necessary for this objective and will continue to monitor student results.

**Plan for topic "Students completing the course will be able to understand archaeological ethics are based on ideas that archaeologists should act as stewards of the archaeological record."**: 2010/11

Overall good success in having students understand the ethical dimensions of archaeological work.
38. Introduction to Archaeological Field Methods [ANTHR-126] belonging to Social Science [ANTHR]
### 39. Cultural Anthropology [ANTHR-130] belonging to Social Science [ANTHR]

Plan for topic "Students completing the course will be able to analyze how behavior in different cultures' groups is adaptive and/or maladaptive."

<table>
<thead>
<tr>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a plan of action the department will encourage instructors to direct students to specific subject matter resources, such as journals, video lectures and presentation, and to use the library resources, including databases and presentations/workshops put on by librarians, to augment the lecture they give on this particular topic. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to describe the advantages and disadvantages of cultural relativism."

<table>
<thead>
<tr>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a plan of action the department will encourage instructors to use more specific subject matter examples in handouts with illustration that point out distinctions. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to assess the impact of modernization and globalization on human cultures."

<table>
<thead>
<tr>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a plan of action the department will encourage instructors to use more specific subject matter examples in handouts with illustration that point out distinctions. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to apply the scientific method to understand human cultural behavior.": 2018/19

As a plan of action the department will encourage instructors to use subject matter handouts with illustration that point out how scientific methods are used to understand the subject matter. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to evaluate importance of saving traditional cultures.": 2018/19

As a plan of action the department will encourage instructors to direct students to specific subject matter resources, such journals, video lectures and presentation, and to use the library resources, that illustrate the need to preserve traditional courses so ad to augment the lecture they give on this particular topic. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to analyze how behavior in different cultures' groups is adaptive and/or maladaptive.": 2013/14

The data for the SLO Assessment topics has not been desegregated during this cycle but in future cycles the department will begin to separate the SLO assessment topics. In considering the increase of tests scores with the use of in-class response papers, the instructors plan to use additional techniques to reenforce learning while the material is still fresh in the students mind and provide timely feedback on weak areas. One method that will be tried is mandatory office visit by students not meeting early assessment levels. Another planed action is the use of more peer discussions on the topics assigned to the in-class daily response papers before submission.

Plan for topic "Students completing the course will be able to describe the advantages and disadvantages of cultural relativism.": 2013/14

The data for the SLO Assessment topics has not been desegregated during this cycle but in future cycles the department will begin to separate the SLO assessment topics. In
considering the increase of tests scores with the use of in-class response papers, the instructors plan to use additional techniques to reenforce learning while the material is still fresh in the students mind and provide timely feedback on weak areas. One method that will be tried is mandatory office visit by students not meeting early assessment levels. Anther planed action is the use of more peer discussions on the topics assigned to the in-class daily response papers before submission.

Plan for topic "Students completing the course will be able to apply the scientific method to understand human cultural behavior.": 2013/14

The data for the SLO Assessment topics has not been desegregated during this cycle but in future cycles the department will begin to separate the SIO assessment topics. In considering the increase of tests scores with the use of in-class response papers, the instructors plan to use additional techniques to reenforce learning while the material is still fresh in the students mind and provide timely feedback on weak areas. One method that will be tried is mandatory office visit by students not meeting early assessment levels. Anther planed action is the use of more peer discussions on the topics assigned to the in-class daily response papers before submission.

Plan for topic "Students completing the course will be able to evaluate importance of saving traditional cultures.": 2013/14

The data for the SLO Assessment topics has not been desegregated during this cycle but in future cycles the department will begin to separate the SIO assessment topics. In considering the increase of tests scores with the use of in-class response papers, the instructors plan to use additional techniques to reenforce learning while the material is still fresh in the students mind and provide timely feedback on weak areas. One method that will be tried is mandatory office visit by students not meeting early assessment levels. Anther planed action is the use of more peer discussions on the topics assigned to the in-class daily response papers before submission.

Plan for topic "Students completing the course will be able to analyze how behavior in different cultures' groups is adaptive and/or maladaptive.": 2010/11

Results were acceptable. Continued monitoring on this objective will continue.

Plan for topic "Students completing the course will be able to assess the impact of modernization and globalization on human cultures.": 2010/11

Continue to present material in similar manner and continue to monitor results.

Plan for topic "Students completing the course will be able to evaluate importance of saving traditional cultures.": 2010/11

Continue to monitor responses from students.
### 40. Native Americans [ANTHR-135] belonging to Social Science [ANTHR]

**Plan for topic "Students completing the course will be able to demonstrate knowledge of the array of indigenous cultures that developed in the Americas prior to European contact."**: 2017/18

This course will be evaluated the next time it is offered.

**Plan for topic "Students completing the course will be able to demonstrate knowledge of the array of indigenous cultures that developed in the Americas prior to European contact."**: 2011/12

No action plan for course.

**Plan for topic "Students completing the course will be able to analyze the effects of European contact on cultural patterns in the Americas."**: 2011/12

No plan for course on this outcome. Very satisfactory results.
DVC Instructional Course SLO Action Plans

41. Biological Anthropology [ANTHR-140] belonging to Social Science [ANTHR]
Plan for topic "Students completing the course will be able to apply scientific methodologies to understanding evolutionary processes.": 2017/18
As a plan of action the department will direct instructors to use subject matter vocabulary handouts with illustration that will assist students in applying scientific methodologies and the theory of evolution by natural selection to explain the patterns of evolutionary diversification that produced the Tree of Life. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing ANTHR-140 will be able to apply scientific methodologies and the theory of evolution by natural selection to explain the patterns of evolutionary diversification that produced the Tree of Life."": 2017/18
As a plan of action the department will direct instructors to use subject matter vocabulary handouts with illustration that will assist students in applying scientific methodologies and the theory of evolution by natural selection to explain the patterns of evolutionary diversification that produced the Tree of Life. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to incorporate knowledge of basic principles of genetics, heredity, and evolution."": 2017/18
As a plan of action the department will direct instructors to create handouts or presentations that provide more clear examples of the three basic principles to augment the lectures they give on this particular topic. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to apply paleontological evidence of different fossil hominid species to explain aspects of how humans evolved from chimp-like forms."": 2017/18

As a plan of action the department will direct instructors to provide students with writing samples that are related to the subject matter resources such as journals available in the library databases. Instructors will also be directed to collect and evaluate student notes at regular intervals during the course. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

### Plan for topic "Students completing ANTHR-140 will be able to SLO #3. Students successfully completing Anthropology 140 will be able to read, take detailed notes, and write or compose grammatically correct, college level, essay-style responses to questions on hominin evolution and adaptation."*: 2017/18

As a plan of action the department will direct instructors to provide students with writing samples that are related to the subject matter resources such as journals available in the library databases. Instructors will also be directed to collect and evaluate student notes at regular intervals during the course. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

### Plan for topic "Students completing ANTHR-140 will be able to SLO #3. Students successfully completing Anthropology 140 will be able to apply scientific methodologies and the theory of evolution by natural selection to explain the patterns of evolutionary diversification that produced the Tree of Life."*: 2013/14

Summary of Plan: All sections assessed met or exceeded the established criteria for SLO. Because of the new modular frameworks being introduced progressively, department will continue to assess this course for 2014-2015.

### Plan for topic "Students completing the course will be able to apply scientific methodologies to understanding evolutionary processes."*: 2013/14

Summary of Plan: All sections assessed met or exceeded the established criteria for SLO. Because of the new modular frameworks being introduced progressively, department will continue to assess this course for 2014-2015.

### Plan for topic "Students completing the course will be able to apply paleontological evidence of different fossil hominid species to explain aspects of how humans evolved from chimp-like forms."*: 2013/14

Summary of Plan: All sections assessed met or exceeded the established criteria for SLO. Because of the new modular frameworks being introduced progressively, department will continue to assess this course for 2014-2015.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing ANTHR-140 will be able to SLO #3. Students successfully completing Anthropology 140 will be able to read, take detailed notes, and write or compose grammatically correct, college level, essay-style responses to questions on hominin evolution and adaptation.": 2013/14

Summary of Plan: All sections assessed met or exceeded the established criteria for SLO. Because of the new modular frameworks being introduced progressively, department will continue to assess this course for 2014-2015.

Plan for topic "Students completing the course will be able to apply scientific methodologies to understanding evolutionary processes.": 2010/11

Performance summaries indicated that students did better on these questions covered in the last two units.

Plan for topic "Students completing ANTHR-140 will be able to Students successfully completing Anthropology 140 will be able to apply scientific methodologies and the theory of evolution by natural selection to explain the patterns of evolutionary diversification that produced the Tree of Life."": 2010/11

Performance summaries indicated that students did better on these questions covered in the last two units.

Plan for topic "Students completing the course will be able to incorporate knowledge of basic principles of genetics, heredity, and evolution."": 2010/11

Student performance was satisfactory. I may consider assessing each objective at the end of relevant units rather than waiting until the end of the semester.

Plan for topic "Students completing the course will be able to apply paleontological evidence of different fossil hominid species to explain aspects of how humans evolved from chimp-like forms."": 2010/11

I may consider assessing relevant objectives earlier in the semester rather than at the end of the semester.

Plan for topic "Students completing ANTHR-140 will be able to SLO #3. Students successfully completing Anthropology 140 will be able to read, take detailed notes, and write or compose grammatically correct, college level, essay-style responses to questions on hominin evolution and adaptation."": 2010/11

I may consider assessing relevant objectives earlier in the semester rather than at the end of the semester.
DVC Instructional Course SLO Action Plans

42. Biological Anthropology Laboratory [ANTHR-141L] belonging to Social Science [ANTHR]

Plan for topic "Students completing the course will be able to demonstrate knowledge of the array of scientific approaches and techniques, and their application to the study of hominid biology, ecology, behavior, and evolution." : 2017/18

As a plan of action the department will be to direct instructors to give students research paper assignments that allow students to correlate scientific approaches with specific discoveries related to the subject matter of the assessment. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to apply paleontological and comparative anatomical techniques to analyze the biological, evolutionary, and adaptational patterns of known hominid species." : 2017/18

As a plan of action the department will direct instructors to give students handouts that point out the patterns of adaptation found in various hominin species, and to create assignments that allow students to illustrate patterns of adaptations relevant to this SLO. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing ANTHR-141L will be able to SLO #2. Students successfully completing Anthropology 141L will be able to apply paleontological and comparative anatomical techniques to document and analyze the patterns of adaptation found in various hominin species." : 2017/18

As a plan of action the department will direct instructors to give students handouts that point out the patterns of adaptation found in various hominin species, and to create assignments that allow students to illustrate patterns of adaptations relevant to this SLO. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing this course will be able to develop a working understanding of the basics of cell biology, molecular biology, and genetics and apply these to the analysis of the genetic basis of human variation." : 2017/18

As a plan of action the department will direct instructors to use subject matter vocabulary handouts with illustrations, and to give assignments that have students visually outline the basics of cell biology, molecular biology, and genetics. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.
Plan for topic "Students completing the course will be able to apply paleontological and comparative anatomical techniques to analyze the biological, evolutionary, and adaptational patterns of known hominid species.": 2013/14
Summary of Plan: All sections assessed met or exceeded the established criteria for SLO. Because of the new modular frameworks being introduced progressively, department will continue to assess this course for 2014-2015.

Plan for topic "Students completing ANTHR-141L will be able to SLO #2. Students successfully completing Anthropology 141L will be able to apply paleontological and comparative anatomical techniques to document and analyze the patterns of adaptation found in various hominin species.": 2013/14
Summary of Plan: All sections assessed met or exceeded the established criteria for SLO. Because of the new modular frameworks being introduced progressively, department will continue to assess this course for 2014-2015.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the array of scientific approaches and techniques, and their application to the study of hominid biology, ecology, behavior, and evolution.": 2011/12
No plan, overall good results.

Plan for topic "Students completing the course will be able to apply paleontological and comparative anatomical techniques to analyze the biological, evolutionary, and adaptational patterns of known hominid species.": 2011/12
no Plan, overall, ok results for the assessment.

Plan for topic "Students completing ANTHR-141L will be able to SLO #2. Students successfully completing Anthropology 141L will be able to apply paleontological and comparative anatomical techniques to document and analyze the patterns of adaptation found in various hominin species.": 2011/12
no Plan, overall, ok results for the assessment.
43. Topics in Anthropology [ANTHR-155] belonging to Social Science [ANTHR]
44. Independent Study [ANTHR-298] belonging to Social Science [ANTHR]
DVC Instructional Course SLO Action Plans

45. Student Instructional Assistant [ANTHR-299] belonging to Social Science [ANTHR]
Plan for topic "Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.": 2016/17

Overall, we are satisfied with the results.

An overwhelming majority of students got 5 out of 5.

Of the 2 students who failed, one had an overall grade of C, and the other a C. Both students were struggling in the class and had a poor attendance record.

The quiz was probably too easy, since most of the class time was spent on teaching the alphabet and there was not much vocabulary and grammar to be tested in.

We will try to see if we can shorten the time spent on the alphabet and introduce more texts and dialogues.

Plan for topic "Students completing the course will be able to recognize and understand Arabic words and basic sentences in writing and speech." : 2016/17

Overall, we are satisfied with the results.

An overwhelming majority of students got 5 out of 5.

Of the 2 students who failed, one had an overall grade of C, and the other a C. Both students were struggling in the class and had a poor attendance record.

The quiz was probably too easy, since most of the class time was spent on teaching the alphabet and there was not much vocabulary and grammar to be tested in.
We will try to see if we can shorten the time spent on the alphabet and introduce more texts and dialogues.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to recognize and understand Arabic words and basic sentences in writing and speech.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to comprehend simple conversations.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to engage in simple conversations in Arabic.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate basic knowledge about some cultural aspects of Arabic language and Arabic society.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
</table>

Incorporate presentations and role play early into class activities to maximize ease and aid fluency.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to recognize and understand Arabic words and basic sentences in writing and speech.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Incorporate presentations and role play early into class activities to maximize ease and aid fluency.

Plan for topic "Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.": 2011/12

Results are only good for prepared and rehearsed lines. I plan to incorporate presentations and role play early into class activities to maximize ease and aid fluency.

Plan for topic "Students completing the course will be able to engage in simple conversations in Arabic.": 2011/12

Results are only good for prepared and rehearsed lines. I plan to incorporate presentations and role play early into class activities to maximize ease and aid fluency.

Plan for topic "Students completing the course will be able to comprehend simple conversations.": 2011/12

Results are only good for prepared and rehearsed lines. I plan to incorporate presentations and role play early into class activities to maximize ease and aid fluency.

Plan for topic "Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.": 2011/12

Introduce more projects with cultural themes.

Plan for topic "Students completing the course will be able to demonstrate basic knowledge about some cultural aspects of Arabic language and Arabic society.": 2011/12

Introduce more projects with cultural themes.

Plan for topic "Students completing the course will be able to recognize and understand Arabic words and basic sentences in writing and speech.": 2010/11

We changed the SLO to be aligned with the current curriculum and are very satisfied with results. We will continue using the new SLO and the language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.": 2010/11

We changed the SLO to be aligned with the current curriculum and are very satisfied with results. We will continue using the new SLO and the language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.": 2010/11

We changed the SLO to be aligned with the current curriculum and are not satisfied with results. For this outcome the direct method would be preferable. We will encourage the instructor to create an oral presentation to measure this outcome.

Plan for topic "Students completing the course will be able to engage in simple conversations in Arabic.": 2010/11

We changed the SLO to be aligned with the current curriculum and are not satisfied with results. For this outcome the direct method would be preferable. We will encourage the instructor to create an oral presentation to measure this outcome.
We changed the SLO to be aligned with the current curriculum and are not satisfied with results. For this outcome the direct method would be preferable. We will encourage the instructor to create an oral presentation to measure this outcome.

Plan for topic "Students completing the course will be able to comprehend simple conversations." : 2010/11

We changed the SLO to be aligned with the current curriculum and are not satisfied with results. For this outcome the direct method would be preferable. We will encourage the instructor to create an oral presentation to measure this outcome.

Plan for topic "Students completing the course will be able to understand and apply information about Arabic culture and customs related to food." : 2010/11

We changed the SLO to be aligned with the current curriculum and are very satisfied with results. We will continue using the new SLO and the language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to demonstrate basic knowledge about some cultural aspects of Arabic language and Arabic society." : 2010/11

We changed the SLO to be aligned with the current curriculum and are very satisfied with results. We will continue using the new SLO and the language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to understand and apply information about Arabic culture and customs related to food." : 2009/10

Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to recognize and understand Arabic words and basic sentences in writing and speech." : 2009/10

Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to understand and apply information about Arabic culture and customs related to food." : 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to comprehend simple conversations." : 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to engage in simple conversations in Arabic.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to recognize and understand Arabic words and basic sentences in writing and speech.&quot;: 2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The assignment should be mandatory for every student regardless of background.</td>
</tr>
<tr>
<td></td>
<td>An assessment/placement test to determine levels of proficiency should be taken at the beginning of the course in order to maximize their learning experiences. Teaching three groups of students with three different competency levels was a challenge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.&quot;: 2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The assignment should be mandatory for every student regardless of background.</td>
</tr>
<tr>
<td></td>
<td>An assessment/placement test to determine levels of proficiency should be taken at the beginning of the course in order to maximize their learning experiences. Teaching three groups of students with three different competency levels was a challenge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to understand and apply information about Arabic culture and customs related to food.&quot;: 2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The assignment should be mandatory for every student regardless of background.</td>
</tr>
<tr>
<td></td>
<td>An assessment/placement test to determine levels of proficiency should be taken at the beginning of the course in order to maximize their learning experiences. Teaching three groups of students with three different competency levels was a challenge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to engage in simple conversations in Arabic.&quot;: 2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The assignment should be mandatory for every student regardless of background.</td>
</tr>
<tr>
<td></td>
<td>An assessment/placement test to determine levels of proficiency should be taken at the beginning of the course in order to maximize their learning experiences. Teaching three groups of students with three different competency levels was a challenge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to comprehend simple conversations.&quot;: 2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The assignment should be mandatory for every student regardless of background.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate basic knowledge about some cultural aspects of Arabic language and Arabic society.&quot;</td>
<td>2008/9</td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>The assignment should be mandatory for every student regardless of background.</td>
<td></td>
</tr>
</tbody>
</table>

An assessment/placement test to determine levels of proficiency should be taken at the beginning of the course in order to maximize their learning experiences. Teaching three groups of students with three different competency levels was a challenge.

| Plan for topic "Students completing the course will be able to understand and apply information about Arabic culture and customs related to food." | 2008/9 |
| --- |
| The assignment should be mandatory for every student regardless of background. |

An assessment/placement test to determine levels of proficiency should be taken at the beginning of the course in order to maximize their learning experiences. Teaching three groups of students with three different competency levels was a challenge.
DVC Instructional Course SLO Action Plans

47. Second Term Arabic [ARABC-121] belonging to Foreign Language [ARABC]

Plan for topic "Students completing the course will be able to recognize words and sentence structure and to comprehend them.": 2018/19

This course will be assessed in Spring 2020

Plan for topic "Students completing this course will be able to practice communicating verbally in daily situations, at a basic-intermediate level with clear pronunciation in Arabic.": 2015/16

Students overall performance was satisfactory. Students who received A or B prepared their presentations earlier and consulted with me before the presentation. Most students chose the easy subject of talking about themselves, however, I was happy to see a few students who ventured into other subjects and did well.

I will require students to turn in their first draft and give them suggestions before the presentation.

Plan for topic "Students completing the course will be able to express themselves in Arabic.": 2012/13

Reading and comprehension results are satisfactory. We will continue encouraging students to go to the FL computer and tutorial labs.

Plan for topic "Students completing the course will be able to demonstrate an understanding of some socio-linguistic and cultural aspects of Arabic.": 2012/13

Very satisfied with the results. We started oral presentations and role-plays early in the semester and it helped students develop their conversational skills. We will continue using the same teaching methods and encouraging students to go to the FL computer and tutorial labs.

Plan for topic "Students completing the course will be able to recognize words and sentence structure and to comprehend them.": 2011/12

Incorporate oral presentations and role in class activities and find ways to measure competence.

Plan for topic "Students completing the course will be able to express themselves in Arabic.": 2011/12

Incorporate oral presentations and role in class activities and find ways to measure competence.

Plan for topic "Students completing the course will be able to demonstrate an understanding of some socio-linguistic and cultural aspects of Arabic.": 2011/12

Come up with themes of cultural activities as out of class activities.

Plan for topic "Students completing the course will be able to recognize words and sentence structure and to comprehend them.":
### DVC Instructional Course SLO Action Plans

#### 2009/10

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to express themselves in Arabic.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of some socio-linguistic and cultural aspects of Arabic.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of some socio-linguistic and cultural aspects of Arabic.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>
48. Topics in Arabic [ARABC-150] belonging to Foreign Language [ARABC]
DVC Instructional Course SLO Action Plans

49. Student Instructional Assistant [ARABC-299] belonging to Foreign Language [ARABC]

| Plan for topic "Students completing the course will be able to design and fabricate full scale architectural components and projects."
| 2017/18
| No action is needed this time. |

| Plan for topic "Students completing the course will be able to diagram, sketch and graphically communicate architectural ideas." |
| 2013/14 |
| No action required. |
DVC Instructional Course SLO Action Plans

51. Introduction to Technical Drawing [ARCHI-119] belonging to Architecture/Engineering [ARCHI]

Plan for topic "Students completing this course will be able to identify the six standard and three primary views of a basic multi-view drawing." : 2017/18

This topic is being instructed throughout the semester. Students who successfully completed the course demonstrate competence in this learning outcome. No action is needed at this time.

Plan for topic "Students completing the course will be able to identify auxiliary and sectional views of an engineering multi-view drawing." : 2017/18

This topic is being instructed throughout the semester. Students who successfully completed the course demonstrate competence in this learning outcome. No action is needed at this time.

Plan for topic "Students completing this course will be able to identify the six standard and three primary views of a basic multi-view drawing." : 2014/15

Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.

Plan for topic "Students completing the course will be able to identify auxiliary and sectional views of an engineering multi-view drawing." : 2014/15

Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.

Plan for topic "Students completing this course will be able to identify engineering line-types." : 2014/15

Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing this course will be able to identify auxiliary and sectional views of an engineering multi-view drawing.</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing this course will be able to identify auxiliary and sectional views of an engineering multi-view drawing.</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing this course will be able to identify the six standard and three primary views of a basic multi-view drawing.</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing the course will be able to identify auxiliary and sectional views of an engineering multi-view drawing.</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing this course will be able to identify engineering line-types.</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing this course will be able to identify auxiliary and sectional views of an engineering multi-view drawing.</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing this course will be able to identify the six standard and three primary views of a basic multi-view drawing.</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing the course will be able to identify auxiliary and sectional views of an engineering multi-view drawing.</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing this course will be able to identify auxiliary and sectional views of an engineering multi-view drawing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to identify engineering line-types.&quot;</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to identify the six standard and three primary views of a basic multi-view drawing.&quot;</td>
<td>Results show that current teaching plan is working for 94% of students, so there is not plan to change current teaching methods.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify auxiliary and sectional views of an engineering multi-view drawing.&quot;</td>
<td>Plan is to continue to use current methods of teaching.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to identify engineering line-types.&quot;</td>
<td>Plan is to continue with current teaching methods</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to identify auxiliary and sectional views of an engineering multi-view drawing.&quot;</td>
<td>Plan is to continue with current teaching methods</td>
</tr>
</tbody>
</table>
### 52. Introduction to Architecture and Environmental Design [ARCHI-120] belonging to Architecture/Engineering [ARCHI]

#### Plan for topic "Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods."

- **2017/18**: No action plan is needed at this time.

#### Plan for topic "Students completing the course will be able to construct physical models of architectural elements and spaces."

- **2017/18**: No action plan needed at this point, continue teaching course using same instructional methods.

#### Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings, and precedents in architecture."

- **2014/15**: No action needed at this time.

#### Plan for topic "Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods."

- **2011/12**: No SLO related changes are recommended for this course.

- **2010/11**: No action plan needed at this time, continue with current course teaching methods.

#### Plan for topic "Students completing the course will be able to construct physical models of architectural elements and spaces."

- **2010/11**: No action plan needed at this point, continue teaching course using same instructional methods.

#### Plan for topic "Students completing the course will be able to demonstrate an understanding of building components, structures, and systems in relation to design."

- **2010/11**: No action plan needed at this time, continue teaching course with current instructional methods.

#### Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings, and precedents in architecture."

- **2010/11**: No action plan needed at this point, continue teaching course using current instructional methods.

#### Plan for topic "Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related design fields."

- **2010/11**: No action plan needed at this point, continue teaching course using current instructional methods.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Architectural Design I [ARCHI-121] belonging to Architecture/Engineering [ARCHI]</strong></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to construct physical models of architectural elements and spaces.&quot;: 2018/19</td>
<td>Students often have to overcome many challenges. For example, when building large architecture models, students have to bring their models back and forth since there is no storage space for students within the ET complex. Students who failed in this learning outcome sometimes reported the challenges of unable to transport their projects.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate understanding of building components, structures, and systems in relation to design.&quot; 2018/19</td>
<td>Students often had to overcome many challenges. For example, when building large architecture models, students have to bring their models back and forth since there is no storage space for students within the ET complex. Students who failed in this learning outcome sometimes reported the challenges of unable to transport their projects.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to communicate architectural concepts, using graphic conventions and representational methods.&quot; 2015/16</td>
<td>No action needed at this time.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to construct physical models of architectural elements and spaces.&quot; 2011/12</td>
<td>More iteration of plan graphics and elevation drawings throughout the course, better time management for assignment to ensure students complete required drawings.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate understanding of building components, structures, and systems in relation to design.&quot; 2011/12</td>
<td>No plan needed, student success is good. Continue teaching course with same methods and assignments.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to communicate architectural concepts, using graphic conventions and representational methods.&quot; 2011/12</td>
<td>No plan needed, student success is good. Continue teaching course with same methods and assignments.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify notable architects, design concepts, canonical buildings in architecture and precedents.&quot; 2011/12</td>
<td>No plan needed, student success is good. Continue teaching course with same methods and assignments.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related design fields.&quot; 2011/12</td>
<td>No action plan needed, results are satisfactory.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to communicate architectural concepts, using graphic conventions and representational methods.&quot; 2010/11</td>
<td>Continue with curriculum, no changes recommended.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to construct physical models of architectural elements and spaces.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate understanding of building components, structures, and systems in relation to design.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify notable architects, design concepts, canonical buildings in architecture and precedents.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to communicate architectural concepts, using graphic conventions and representational methods.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to construct physical models of architectural elements and spaces.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate understanding of building components, structures, and systems in relation to design.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify notable architects, design concepts, canonical buildings in architecture and precedents.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related design fields.&quot;</td>
<td>2009/10</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to successfully draw objects in the model space of AutoCAD." : 2017/18
No action is needed at this time

Plan for topic "Students completing the course will be able to use layout to configure a drawing to print." : 2017/18
No action is needed at this time

Plan for topic "Students completing the course will be able to successfully draw objects in the model space of AutoCAD." : 2014/15
Although all students were successful in completing this competency, the older adult students require more assistance to accomplish the task. Although younger students like the element of online instruction, it was determined that this type of course should only be taught in a face-to-face format, so the distance education option was removed from this course outline.

Plan for topic "Students completing ARCHI-126 will be able to use all the Draw and Modify functions to create a CAD drawing." : 2014/15
Although all students were successful in completing this competency, the older adult students require more assistance to accomplish the task. Although younger students like the element of online instruction, it was determined that this type of course should only be taught in a face-to-face format, so the distance education option was removed from this course outline.

Plan for topic "Students completing ARCHI-126 will be able to use all the draw and modify functions to create a CAD drawing." : 2014/15
Although all students were successful in completing this competency, the older adult students require more assistance to accomplish the task. Although younger students like the element of online instruction, it was determined that this type of course should only be taught in a face-to-face format, so the distance education option was removed from this course outline.

Plan for topic "Students completing the course will be able to use layout to configure a drawing to print." : 2014/15
Although all students were successful in completing this competency, the older adult students require more assistance to accomplish the task. Although younger students like the element of online instruction, it was determined that this type of course should only be taught in a face-to-face format, so the distance education option was removed from this course outline.

Plan for topic "Students completing the course will be able to successfully draw objects in the model space of AutoCAD." : 2013/14
No action needed at this time.

Plan for topic "Students completing the course will be able to successfully draw objects in the model space of AutoCAD." : 2011/12
No SLO related changes are recommended for this course.

Plan for topic "Students completing ARCHI-126 will be able to use all the draw and modify functions to create a CAD drawing." : 2011/12
No SLO related changes are recommended for this course.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to use layout to configure a drawing to print.&quot;</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to successfully draw objects in the model space of AutoCAD.&quot;</td>
<td>Plan is to continue using current methods of instruction</td>
</tr>
<tr>
<td></td>
<td>2011/12</td>
</tr>
<tr>
<td></td>
<td>2010/11</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing this course will be able to operate the Revit user interface&quot;: 2018/19</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>The action is to increase the exposure of the interface by adding one lecture that expands on the interface.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to create three dimensional virtual models in the Revit software and create multiple orthographic views&quot;: 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep the same structure of the assessment and increase the difficulty of the assessments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to operate the Revit user interface&quot;: 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>No actions are needed at this time.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to utilize orthographic projection methods and multi-view drawings to describe three dimensional objects.": 2017/18

After the assignment was graded, students reviewed the project with the instructor and with each their classmates to address the unclear area.

Plan for topic "Students completing the course will be able to construct shadows of architectural objects.": 2017/18

After the assignment was graded, students reviewed the project with the instructor and with their classmates to address the unclear area.

Plan for topic "Students completing the course will be able to render materials, surfaces and contours using a range of drafting conventions and media.": 2017/18

After the assignment was graded, students reviewed the project with the instructor and with their classmates to address the unclear area. Then students were asked to redo or correct the incorrect elements.

Plan for topic "Students completing the course will be able to utilize orthographic projection methods and multi-view drawings to describe three dimensional objects.": 2014/15

No action needed at this time.

Plan for topic "Students completing the course will be able to utilize orthographic projection methods and multi-view drawings to describe three dimensional objects.": 2011/12

Do more repetitions will definitely improve percentage, but class time does not allow it.

Plan for topic "Students completing the course will be able to construct shadows of architectural objects.": 2011/12

Will slow down when introducing shadows to students. Perhaps will create 3d visualization animation to demonstrate better (if find more time to prepare). Generally I am happy with the results.

Plan for topic "Students completing the course will be able to render materials, surfaces and contours using a range of drafting conventions and media.": 2011/12

Will slow down when introducing shadows to students. Perhaps will create 3d visualization animation to demonstrate better (if find more time to prepare). Generally I am happy with the results.

Plan for topic "Students completing the course will be able to utilize orthographic projection methods and multi-view drawings to describe three dimensional objects.": 2009/10

Observe class for several more semesters, possibly require ARCHI 119 as prerequisite for course.

Plan for topic "Students completing the course will be able to construct shadows of architectural objects.": 2009/10

No action needed at this time, observe course and possibly require ARCHI 119 as prerequisite in future.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to render materials, surfaces and contours using a range of drafting conventions and media.": 2009/10

No action needed at this time. Final assignment to be modified in new form to compare outcomes for different projects.

Plan for topic "Students completing the course will be able to construct advanced multi-view drawings of buildings and building elements.": 2018/19

No action plan is needed as the teaching methods have evolved over years and the current structure of the course is consistently successful.

Plan for topic "Students completing the course will be able to render materials, surfaces, contextual elements and entourage using a range of drafting conventions and media.": 2018/19

No action plan is needed at this point.

Plan for topic "Students completing the course will be able to utilize perspective representational methods to describe three dimensional objects.": 2015/16

No actions are needed at this time.

Plan for topic "Students completing the course will be able to utilize perspective representational methods to describe three dimensional objects.": 2012/13

No action plan needed at this time, results are excellent.

Plan for topic "Students completing the course will be able to construct advanced multi-view drawings of buildings and building elements.": 2012/13

No action plan needed at this time, results are excellent.

Plan for topic "Students completing the course will be able to render materials, surfaces, contextual elements and entourage using a range of drafting conventions and media.": 2012/13

No action plan needed at this time, results are excellent.

Plan for topic "Students completing the course will be able to utilize perspective representational methods to describe three dimensional objects.": 2010/11

No action plan needed at this time, continue teaching course using current instructional methods.

Plan for topic "Students completing the course will be able to construct advanced multi-view drawings of buildings and building elements.": 2010/11

No action plan needed at this point, continue teaching the course using current instructional methods.

Plan for topic "Students completing the course will be able to render materials, surfaces, contextual elements and entourage using a range of drafting conventions and media.": 2010/11

No action plan needed at this point, continue teaching course using current instructional methods.

Plan for topic "Students completing the course will be able to create, modify, transform and edit digital representations of architectural elements and space utilizing materials, contextual elements and entourage.": 2018/19

No action plan for this criteria

Plan for topic "Students completing the course will be able to create digital files for architectural models and graphic presentations using current standards for layers, file structure and organization.": 2018/19

No action plan needed at this time.

Plan for topic "Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods.": 2015/16

No actions are needed at this time.

Plan for topic "Students completing the course will be able to model buildings and architectural elements using three dimensional modeling software.": 2013/14

Continued reinforcement of concepts in lecture and lab to help all students learn this outcome effectively.

Plan for topic "Students completing this course will be able to apply what they learned to make a portfolio of work": 2013/14

Continued reinforcement of concepts in lecture and lab to help all students learn this outcome effectively.

Plan for topic "Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods.": 2011/12

No plan needed at this time, results are satisfactory.

Plan for topic "Students completing the course will be able to create, modify, transform and edit digital representations of architectural elements and space utilizing materials, contextual elements and entourage.": 2011/12

No action plan needed at this time, results are satisfactory.

Plan for topic "Students completing the course will be able to create digital files for architectural models and graphic presentations using current standards for layers, file structure and organization.": 2011/12

No action plan needed at this time, results are satisfactory.

Plan for topic "Students completing the course will be able to model buildings and architectural elements using three dimensional modeling software.": 2011/12

No action plan needed at this time, results are satisfactory.

Plan for topic "Students completing this course will be able to apply what they learned to make a portfolio of work": 2011/12
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods.&quot;</td>
<td>2009/10 Continue teaching course in current format</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to create, modify, transform and edit digital representations of architectural elements and space utilizing materials, contextual elements and entourage.&quot;</td>
<td>2009/10 Continue teaching course in current format</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to create digital files for architectural models and graphic presentations using current standards for layers, file structure and organization.&quot;</td>
<td>2009/10 Continue teaching course in current format</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to apply what they learned to make a portfolio of work&quot;</td>
<td>2009/10 Continue teaching course in current format</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to model buildings and architectural elements using three dimensional modeling software.&quot;</td>
<td>2009/10 Continue teaching course in current format</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to model non-orthogonal forms in 3D using Rhino software.&quot;</td>
<td>No action needed at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use computer aided manufacturing techniques to create physical models and prototypes from digital models.&quot;</td>
<td>No action is needed at this time.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to apply what they learned to make a portfolio of work&quot;</td>
<td>No action is needed at this time.</td>
</tr>
<tr>
<td>&quot;e&quot;</td>
<td>No action is needed at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to model non-orthogonal forms in 3D using Rhino software.&quot;</td>
<td>No action plan needed at this time.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**60. Topics in Architecture [ARCHI-150] belonging to Architecture/Engineering [ARCHI]**

Plan for topic "Students completing ARCHI-150 will be able to Prepare parametric definitions for digital modeling, additive and subtractive methods of digital fabrication."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>No action is needed at this time.</td>
</tr>
<tr>
<td>2013/14</td>
<td>No action needed at this time.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related design fields.": 2018/19

No action plan is needed at this time.

Plan for topic "Students completing the course will be able to describe parallel and divergent canons and traditions of architecture, landscape and urban design.": 2018/19

No action plan is needed at this time.

Plan for topic "e": 2018/19

No action plan is needed at this time.

Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings and precedents in architecture." : 2015/16

No actions are needed at this time.

Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings and precedents in architecture." : 2011/12

No action plan needed at this time. Results are satisfactory.

Plan for topic "Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related design fields." : 2011/12

No action plan needed at this time. Results are satisfactory.

Plan for topic "Students completing the course will be able to describe parallel and divergent canons and traditions of architecture, landscape and urban design." : 2011/12

No action plan needed at this time. Results are satisfactory.

Plan for topic "e": 2011/12

No action plan needed at this time. Results are satisfactory.

Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings and precedents in architecture." : 2009/10

Continue teaching course in current format.

Plan for topic "Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related design fields."
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
<th>Page 112 of 2394</th>
</tr>
</thead>
</table>

**DVC Instructional Course SLO Action Plans**

<table>
<thead>
<tr>
<th>Profession and related design fields.&quot;&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue teaching course in current format</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to describe parallel and divergent canons and traditions of architecture, landscape and urban design."": 2009/10 |

| Separate paper into individual writing topics for next semester with daily writing |

**Plan for topic "e": 2009/10** |

| Separate paper into individual writing topics for next semester with daily writing |
Plan for topic "Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related design fields.": 2018/19
No action plan is needed at this time.

Plan for topic "Students completing the course will be able to describe parallel and divergent canons and traditions of architecture, landscape and urban design.": 2018/19
No action plan is needed at this time.

Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings, and precedents in architecture.": 2015/16
No actions are needed at this time.

Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings, and precedents in architecture.": 2012/13
No action plan needed at this time, results are very good.

Plan for topic "Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related design fields.": 2012/13
No action plan needed, results are very good.

Plan for topic "Students completing the course will be able to describe parallel and divergent canons and traditions of architecture, landscape and urban design.": 2012/13
No action plan needed, results at this time are very good.

Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings, and precedents in architecture.": 2010/11
No plan needed at this time, continue with course teaching methods

Plan for topic "Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related design fields.": 2010/11
No change to plan needed, continue with same methods teaching material in course.

Plan for topic "Students completing the course will be able to describe parallel and divergent canons and traditions of architecture, landscape and urban design.": 2010/11

No action plan needed, continue teaching course using same methods at this time.

Plan for topic "Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related fields.": 2018/19

No action plan is needed at this time.

Plan for topic "Students completing the course will be able to describe parallel and divergent canons and traditions of architecture, landscape and urban design.": 2018/19

No action plan is needed at this time.

Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings, and precepts in architecture.": 2015/16

No actions are needed at this time.

Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings, and precepts in architecture.": 2011/12

No action plan needed, continue teaching course with current instructional methods.

Plan for topic "Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related fields.": 2011/12

No action plan needed, continue teaching course with current instructional methods.

Plan for topic "Students completing the course will be able to describe parallel and divergent canons and traditions of architecture, landscape and urban design.": 2011/12

No action needed at this time, continue teaching course with same methods.

Plan for topic "Students completing the course will be able to identify the historical and contemporary role of architects in the profession and related fields.": 2018/19

| No action plan is needed at this time. |

Plan for topic "Students completing the course will be able to describe parallel and divergent canons and traditions of architecture, landscape and urban design.": 2018/19

| No action plan is needed at this time. |

Plan for topic "Students completing the course will be able to identify notable architects, design concepts, canonical buildings, and precepts in architecture.": 2015/16

| No actions are needed at this time. |
### DVC Instructional Course SLO Action Plans


<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Date</th>
<th>Action Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to identify passive and active heating and cooling strategies for buildings.&quot;</td>
<td>2018/19</td>
<td>No action is needed at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to calculate heat transfer in buildings.&quot;</td>
<td>2018/19</td>
<td>No action plan is needed at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify strategies for solar orientation in architectural design.&quot;</td>
<td>2018/19</td>
<td>No action is needed at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify passive and active heating and cooling strategies for buildings.&quot;</td>
<td>2015/16</td>
<td>No actions are needed at this time.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods."

- 2017/18: No action needed at this time
- 2014/15: No action needed at this time
- 2011/12: No plan needed, although future development of course assignments, rubrics and criteria could be helpful.

Plan for topic "Students completing the course will be able to Students completing the course will demonstrate an understanding of building components, structures and systems in relation to design."

- 2011/12: No action plan needed at this time
- 2010/11: No action needed at this time, continue teaching course with same methods

Plan for topic " Students completing Archaeological Design II will be able to demonstrate an understanding of building components, structures and systems in relation to design."

- 2011/12: No action plan needed at this time
- 2010/11: No action needed at this time, continue teaching course with same methods

Plan for topic "Students completing the course will be able to construct physical models or architectural elements and spaces."

- 2011/12: No action plan needed at this time
- 2010/11: No action needed at this time, continue with course utilizing same teaching methods

Plan for topic "Students completing the course will be able to Students completing the course will demonstrate an understanding of building components, structures and systems in relation to design."

- 2011/12: No action plan needed at this time
- 2010/11: No action needed at this time, continue teaching course with same methods

Plan for topic "Students completing ARCHI 220 will be able to demonstrate an understanding of building components, structures and systems in relation to design."

- 2011/12: No action plan needed at this time
- 2010/11: No action needed at this time, continue teaching course with same methods
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to construct physical models or architectural elements and spaces.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
</tr>
<tr>
<td>No action needed at this time, continue teaching course using same teaching methods.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods.": 2018/19
No change required at this time, continue with course instructional methods and projects.

Plan for topic "Students completing the course will be able to demonstrate an understanding of building components, structures and systems in relation to design.": 2018/19
No change required at this time, continue with course instructional methods and projects.

Plan for topic "Students completing the course will be able to construct physical models or architectural elements and spaces.": 2018/19
No change necessary, but allow students to begin models earlier in the semester to allow more time.

Plan for topic "Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods.": 2015/16
No action needed at this time.

Plan for topic "Students completing the course will be able to demonstrate an understanding of building components, structures and systems in relation to design.": 2011/12
No plan needed, current results are satisfactory. Course material is challenging and is a capstone project for students exiting the program.

Plan for topic "Students completing the course will be able to construct physical models or architectural elements and spaces.": 2011/12
No plan needed, current results are satisfactory.

Plan for topic "Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods.": 2010/11
No action plan required, however ARCHI 135 is now a prerequisite for the course to improve computer skills for students entering the class.

Plan for topic "Students completing the course will be able to demonstrate an understanding of building components, structures and systems in relation to design.": 2010/11
No action plan required, new textbook to be used for Spring 2012 covering expanded building system information. potential co-requisite of ARCHI 207 in future.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to construct physical models or architectural elements and spaces."

<table>
<thead>
<tr>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No plan required, continue with curriculum and teaching methods.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to create custom menus and macros.": 2018/19

The software has changed from menu to ribbon interface. Therefore this topic is no longer applicable.

Plan for topic "Students completing the course will be able to develop a drawing database to be used for project management, including bill of materials and estimation.": 2018/19

Right now the assignment is focused primarily on architecture. Next step is to incorporate both architecture and product design assignments.

Plan for topic "Students completing this course will be able to develop three-dimensional digital models for design and presentation": 2018/19

No action plan is needed at this time.

Plan for topic "Students completing the course will be able to develop 3-dimensional drawings for product design and development.": 2015/16

No action plan is needed at this time.

Plan for topic "Students completing the course will be able to develop 3-dimensional drawings for product design and development.": 2015/16

No action plan is needed at this time.

Plan for topic "Students completing the course will be able to develop 3-dimensional drawings for product design and development.": 2012/13

Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.

Plan for topic "Students completing the course will be able to develop 3-dimensional drawings for product design and development.": 2012/13

Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.

Plan for topic "Students completing the course will be able to create custom menus and macros.": 2012/13

Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.

Plan for topic "Students completing the course will be able to develop a drawing database to be used for project management, including
### Plan for topic "Students completing the course will be able to develop a drawing database to be used for project management, including bill of materials and estimation": 2012/13

Assessment showed that the current methods used are satisfactory with no need to change those methods of instruction.

### Plan for topic "Students completing the course will be able to develop 3-dimensional drawings for product design and development.": 2011/12

With 100% of the students responding feeling at least somewhat confident that they were able to complete the SLO, no action or change is planned at this time.

### Plan for topic "Students completing the course will be able to create custom menus and macros." 2011/12

There may need to be more time spent working with the development of macros. The students who responded 'somewhat confident' felt macros was their weak topic.

### Plan for topic "Students completing the course will be able to develop a drawing database to be used for project management, including bill of materials and estimation": 2011/12

**no change at this time**
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
<th>Page 124 of 2394</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVC Instructional Course SLO Action Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69. Architectural Practice and Working Drawings I [ARCHI-244] belonging to Architecture/Engineering [ARCHI]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods.&quot;: 2017/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No action is needed at this time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to communicate architectural concepts using graphic conventions and representational methods.&quot;: 2013/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No action needed at this time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
70. Internship in Occupational Work Experience Education in ARCHI [ARCHI-296] belonging to Architecture/Engineering [ARCHI]

Plan for topic "Students completing this course will be able to link academic coursework to work-based learning": 2017/18

No one has taken this class yet.

Plan for topic "Students completing this course will be able to gain knowledge and skill of conducting research for successful completion of the proposed independent study [Â BÂ ] never": 2018/19

No action is needed at this time.

Plan for topic "Students completing this course will be able to demonstrate and apply independent academic learning skills.": 2018/19

No action is needed at this point.

Plan for topic "Students completing this course will be able to conduct independent study on the subject as proposed in their applications": 2015/16

no action plan needed at this time.
72. Student Instructional Assistant [ARCHI-299] belonging to Architecture/Engineering [ARCHI]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to increase learning through involvement as a teacher's aid&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan is needed at this time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to improve skills related to subject matter&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action is needed at this time</td>
</tr>
</tbody>
</table>
73. Introduction to Two-Dimensional Design [ART-101] belonging to Art [ART]
Plan for topic "Students completing ART-101 will be able to demonstrate basic color usage within a two-dimensional design context.": 2020/21
While students thought they understood color theory well enough to apply it in practice, their ability to actually do so in practice could have been more successful (moving some "Cs" to "Bs" and "Bs" to "As." Some simpler, low-stakes projects to lead into the assessed color tessellation project might help students to gain a clearer sense of their practical understanding of color manipulation. As well, so activities having students analyze color compositions might clarify their understanding of color theory when applied in a specific compositional context.

Plan for topic "Students completing ART-101 will be able to critique their own work and the work of others using appropriate design vocabulary.": 2020/21
A small, predictable number of students were the most participatory and articulate with others offering their thoughts only when prompted. Canvas allowed students to offer one another written feedback through Discussion Boards) versus verbally during a live (zoom) critique giving shy or less verbal students an alternative way to share their thoughts with the class. This did not seem to translate to greater participation during live critiques, however.

Plan for topic "Students completing this course will be able to describe basic usage and manipulation.": 2020/21
Although 8 students failed to submit a written explanation of their thinking about and use of color in their tessellation design, and while 3 received an assessment of "C," the use of the assignment comment function in Canvas was a very useful way to gain insight into students' understanding of their own knowledge and process.

In the future, I plan to make such student explanations of their planning and execution of their projects a more common requirement for key assignments. Also, I will remind students of the requirement by Canvas announcements as well as by email.

Plan for topic "Students completing ART-101 will be able to utilize basic two-dimensional design principles.": 2017/18
Even though both sections have successfully covered design principles, some students in section 1295 felt not confident on design principles. The instructor will continue looking for better practices by talking with instructor of section 1291.
ART101 faculty is currently discussing effective method of assessing student success in the outcome using methods other than student Likert scale. We will discuss during SP19 FLEX week.

Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to identify examples of contemporary and historical two-dimensional design.": 2017/18

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ART-101 will be able to Students completing the course will be able to identify examples of contemporary and historical two-dimensional design.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>After reviewing lecture and samples from each other, each instructor will continue collecting examples of both contemporary and historical design and will further develop lectures to identify their similarity and differences.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to apply the elements that define two-dimensional art to design projects.": 2017/18

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ART-101 will be able to Students completing the course will be able to apply the elements that define two-dimensional art to design projects.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>After sharing experiences between instructors, we will continue looking for effective design projects.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to demonstrate basic color usage within a two-dimensional design context.": 2017/18

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ART-101 will be able to Students completing the course will be able to demonstrate basic color usage within a two-dimensional design context.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>After sharing experiences between instructors, we will continue looking for effective projects on color usage.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to identify, apply, and compare cross cultural theories and concepts of two-dimensional design.": 2017/18

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ART-101 will be able to Students completing the course will be able to identify, apply, and compare cross cultural theories and concepts of two-dimensional design.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>After sharing experiences between instructors, we will continue looking for design samples and theories from various cultures.</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**ART101 faculty is currently discussing effective method of assessing student success in the outcome using methods other than student Likert scale. We will discuss during SP19 FLEX week.**

**Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to critique their own work and the work of others using appropriate design vocabulary.": 2017/18**

After sharing experiences between instructors, we will continue looking for more effective critique methodologies.

**Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to utilize basic two-dimensional design principles." : 2014/15**

We are satisfied by the fact 100% of students became able to use 2-D design principles in both Fall 2014 and Spring15 semester. Instructors of two sections communicated during semester about effectiveness of the assignments. Since this is relatively new class, we will encourage communication between instructors before, during, and end of semester. During FLEX week of SP2015 instructors had a short meeting. During FLEX week of FA2015 semester, instructors will have another short meeting between instructors who taught and assigned to teach for the first time to share assignments and outcomes.

**Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to identify examples of contemporary and historical two-dimensional design.": 2014/15**

On top of technical demonstrations, instructors may need to show more slide presentations of various art and design samples relating to the topic. Or we may revisit this outcome. During flex week, we will discuss our slide presentation experience. Slide presentation will be more encouraged in ART101. We started to discuss sharing text books. We will further discuss the way to share textbook, audio visual sources, PowerPoint files, etc. Some students in section 1087 suggested to change the name of course. Since it is named as Intro to 2D Design, they expected more design projects. The instructor introduced more of studio foundation assignments. The name was changed from Fundamentals of 2D Design to Introduction to 2D Design. We will discuss more on title and objectives of ART101.

**Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to apply the elements that define two-dimensional art to design projects." : 2014/15**

The results show studio assignments were effective to class level. However, the Topic 1 and 3 wording are very similar and results are also shows similar numbers. We may consolidate these topics into one.
**Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to demonstrate basic color usage within a two-dimensional design context."**: 2014/15

Even though we were satisfied to the results, we should keep improving lectures on color theory and demonstrations on color mixing. One assignment in section 1087 (Color Transformation project) is a little bit too rigorous to some student, instructor may modify the assignment.

**Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to identify, apply, and compare cross cultural theories and concepts of two-dimensional design."**: 2014/15

Presenting art works from various cultures may be encouraged. Students may be given research projects about comparison of various artists from different back ground. Even though we introduced this topic, discussion time was not given. We will need to have a discussion after introducing cross-cultural topic. One student commented â?”learning about Toruâ?’Ts own personal art and style was very beneficial to my learningâ”?. Sometimes, sharing personal experience of art making during class time may engage students in deeper level, instead of talking only theories.

**Plan for topic "Students completing ART-101 will be able to Students completing the course will be able to critique their own work and the work of others using appropriate design vocabulary."**: 2014/15

Even though we were satisfied to the results, we realize that critique process is always difficult for some students. There are so many approaches to classroom critiques. In order to accommodate more people to be engaged to critiques, we will further discuss and share methods if critiques. Section 1087 was very quiet class, so the instructor tried post-it notes instead of verbal comments.
DVC Instructional Course SLO Action Plans

74. Introduction to Three-Dimensional Design and Sculpture [ART-102] belonging to Art [ART]
Plan for topic "Students completing ART-102 will be able to 1. Identify and understand the concepts, terminology, and organizing principles of three-dimensional design. 2. Discuss, analyze, and critique three-dimensional works of art through references to the formal principles of three-dimensional design. 3. Recognize the presence of specific design elements and subject matter in works of three-dimensional art in cross cultural and historical contexts. 4. Recognize the general possibilities of spatial manipulation and three-dimensional design. 5. Independently produce objects, forms, and problem solving projects that successfully incorporate the basic elements and organizing principles of three-dimensional design. 6. Apply individual aesthetic decisions and judgments related to students' own design work. 7. Translation of ideas and visual experiences into tactile form, using both formal and conceptual approaches. 8. Compose in three-dimensions and work in a variety of media which may include but is not limited to clay, wood, plaster, fibers, and mixed media in an appropriate and safe manner."

This Fall 2018, we re-worked the Art 102 course as a part of Title V. SLOs for the course were changed, especially B4. This Assessment confirms that students were being mislead slightly by this SLO. Students in Art 102 do not work with Steel or Clay, so we took this out. We will also work with adjunct to emphasize to students how broad sculpture media is, and that Art 102 is not media-based, but design-based. We also re-worded B4 to clear confusion about what materials MAY be used, and does not mean ALL will be used.

Plan for topic "Students completing ART-102 will be able to 1. Identify and understand the concepts, terminology, and organizing principles of three-dimensional design. 2. Discuss, analyze, and critique three-dimensional works of art through references to the formal principles of three-dimensional design. 3. Recognize the presence of specific design elements and subject matter in works of three-dimensional art in cross cultural and historical contexts. 4. Recognize the general possibilities of spatial manipulation and three-dimensional design. 5. Independently produce objects, forms, and problem solving projects that successfully incorporate the basic elements and organizing principles of three-dimensional design. 6. Apply individual aesthetic decisions and judgments related to students' own design work. 7. Translation of ideas and visual experiences into tactile form, using both formal and conceptual approaches. 8. Compose in three-dimensions and work in a variety of media which may include but is not limited to clay, wood, plaster, fibers, and mixed media in an appropriate and safe manner."

Student survey question #2 seemed the weakest results from the student assessment. The question regarded students self assessment that they “Applied individual aesthetic decisions and judgement related to my own art work.” The question could be better framed to reflect on SLO #2 for this course. Student might feel they do not have enough aesthetic freedom because of project prompts. Instructors now discussing the balance between allowing more freedom of expression versus following formal guidelines for design topics. Most other assessments seem satisfactory.
This section was the first time ART-103 was offered by DCV. An inherent challenge, I found, was for students to understand how important each assignment is to their final grade, as there are fewer of them, in exchange for more lecture and discussion of the historical/cultural context of color that prepares students for each assignment. While not an "action plan" as such, my intent is to make my powerpoints and lectures even more focused and clear, and to better emphasize the need for students to fully invest themselves in each assignment.
DVC Instructional Course SLO Action Plans

76. Drawing I [ART-105] belonging to Art [ART]

Plan for topic "Students completing this course will be able to apply sighting and measuring methods to observational drawing."

2016/17

While this student outcome was a success, there is always room for improvement in ART 105 and its learned outcomes. We will continue to monitor this learned outcome, and all others.

Plan for topic "Students completing this course will be able to apply chiaroscuro drawing techniques."

2016/17

While this student outcome was a success, there is always room for improvement in ART 105 and its learned outcomes. We will continue to monitor this learned outcome, and all others.

Plan for topic "Students completing this course will be able to apply principles of composition (design and organization) in their drawing."

2016/17

While this student outcome was a success, there is always room for improvement in ART 105 and its learned outcomes. We will continue to monitor this learned outcome, and all others.

Plan for topic "Students completing this course will be able to apply the principles of linear perspective."

2016/17

While this student outcome was a success, there is always room for improvement in ART 105 and its learned outcomes. We will continue to monitor this learned outcome, and all others.

Plan for topic "Students completing this course will be able to demonstrate the use of a variety of materials."

2016/17

While this student outcome was a success, there is always room for improvement in ART 105 and its learned outcomes. We will continue to monitor this learned outcome, and all others.

Plan for topic "Students completing this course will be able to identify examples historical and contemporary drawing, critical trends, materials, and approaches."

2016/17

While this student outcome was a success, there were a few students who did not quite understand the question. After going over the learned outcome (after the surveys were collected), I heard a few "oh that's what you meant" responses from students who did understand the topic, just not how it was worded on the survey. There is always room for improvement in ART 105 and its learned outcomes. We will continue to monitor this learned outcome, and all others.

Plan for topic "Students completing this course will be able to critique their own work and the work of others."

2016/17

While this student outcome was a success, there is always room for improvement in ART 105 and its learned outcomes. We will continue to monitor this learned outcome, and all others.

Plan for topic "Students completing the course will be able to identify the elements that define two-dimensional art"

2013/14

There is still room for improvement in this area as far as teaching the material goes. It is hoped that students will acquire even more skill and understanding in upcoming
### Plan for topic "Students completing ART-105 will be able to demonstrate basic drawing skills, color manipulation, and design principles.": 2013/14

<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Plan for topic &quot;Students completing ART-105 will be able to Upon completion of this course, I am able to demonstrate basic drawing skills, color manipulation, and design principles.&quot;</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>semesters as SRC works with the PHC art faculty to develop more effective ways to teach the material that pertains to this question.</td>
<td>There is still room for improvement in this area as far as teaching the material goes. It is hoped that students will acquire even more skill and understanding in upcoming semesters as SRC works with the PHC art faculty to develop more effective ways to teach the material that pertains to this question.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate basic drawing skills, color manipulation, and application of design principles&quot;: 2013/14</td>
<td>Composition is the heart of ART-101, 2-Design and Color (formerly ART-105), but is still an important aspect of Drawing I, yet often given short-shrift by students. There is still room, therefore, to improve students' understanding of how the formal aspects of drawing bear, even upon a representational image. Therefore, I plan to do more to make this an important aspect in Drawing I, as it is in 2-D design.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ART-105 will be able to Upon completion of this course, I am able to identify the elements that define two-dimensional art.&quot;</td>
<td>Composition is the heart of ART-101, 2-Design and Color (formerly ART-105), but is still an important aspect of Drawing I, yet often given short-shrift by students. There is still room, therefore, to improve students' understanding of how the formal aspects of drawing bear, even upon a representational image. Therefore, I plan to do more to make this an important aspect in Drawing I, as it is in 2-D design.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ART-105 will be able to Students completing ART-105 will be able to identify the elements that define two-dimensional art.&quot;</td>
<td>Because the SLO results are overwhelmingly positive, we will continue teaching it with its current methods. Yet, some instructors noticed there are some different visual vocabularies each student brings to other art classes. ART105 is one of beginning classes for all 2D art class, we should ensure the vocabularies covered in this class is consistent by making a list of vocabulary covered to hand each instructor of ART105.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ART-105 will be able to Students completing ART-105 will be able to identify the correlation between interdisciplinary fundamentals, techniques, and concepts of art.&quot;</td>
<td>Because the SLO results are overwhelmingly positive, we will continue teaching it with its current methods. Yet, because of various strength and discipline by each instructor, different samples and assignments related to class topics are presented by each instructor. We should encourage to have more dialogues to share experiences for assignments and lectures from each instructor for example one Drawing class forum can be scheduled each year.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ART-105 will be able to Students Completing ART-105 will be able to define and demonstrate the principles of linear perspective&quot;: 2013/14</td>
<td>Because the SLO results are overwhelmingly positive, we will continue teaching it with its current methods. Yet, we realize some instructors may not spend enough time on this</td>
<td></td>
</tr>
</tbody>
</table>

Course Action Plans | Outcome Assessment History | Page 135 of 2394
Plan for topic "Students completing ART-105 will be able to Students completing ART-105 will be able to demonstrate the use of a variety of drawing mediums.": 2013/14

Because the SLO results are overwhelmingly positive, we will continue teaching it with its current methods. Yet, we plan to ensure supply list on each instructor’s syllabus to cover at least 3 different drawing media including dry and wet medium.

Plan for topic "Students completing ART-105 will be able to Students completing ART-105 will be able to identify examples of historical and contemporary drawing, critical trends, materials and approaches." : 2013/14

Because the SLO results are overwhelmingly positive, we will continue teaching it with its current methods. Yet, because of various strength and discipline by each instructor, different samples and lectures related to class topics are presented by each instructor. We should set up shared holder such as jpeg and PDF library accessible by instructors.

Plan for topic "Students completing ART-105 will be able to Students completing ART-105 will be able to critique their own work and the work of other students in classroom critiques": 2013/14

These results are strong but can certainly be improved upon. Critique is inherently difficult for shy or less articulate students, but this does not mean that they do not understand the critical and technical aspects of drawing. I plan to augment in-class oral critiques with written and paired critiquing to try and ease students into the process and allow them to express their thoughts and observations in a less intimidating situation than the full-class group critique.

Plan for topic "Students completing ART-105 will be able to Upon completion of this course, I am able to demonstrate basic drawing skills, color manipulation, and design principles." : 2012/13

No plan of action as we had over 99% student learned outcome achievement.

Plan for topic "Students completing the course will be able to identify the elements that define two-dimensional art": 2012/13

No plan of action as we had over 99% student learned outcome achievement.

Plan for topic "Students completing the course will be able to demonstrate basic drawing skills, color manipulation, and application of design principles": 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing ART-105 will be able to Upon completion of this course, I am able to identify the elements that define two-dimensional art": 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing ART-105 will be able to Students completing Art 105 will be able to demonstrate basic drawing skills, color manipulation, and design principles." : 2012/13

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and
align this SLO to reflect the Program’s SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students’ needs in relation to their learning.

Plan for topic "Students completing ART-105 will be able to #4 Upon completion of this course, I am able to critique my artwork and the artworks of others.": 2012/13
No plan of action as we had over 99% student learned outcome achievement.

Plan for topic "Students completing the course will be able to critique their own artwork and the artwork of others": 2012/13
No plan of action as we had over 99% student learned outcome achievement.

Plan for topic "Students completing Art-105 will be able to Students completing this course will be able to upon completion of this course, I am able to identify the correlation between interdisciplinary fundamentals, techniques, and concepts of art.": 2012/13
No plan of action as we had over 99% student learned outcome achievement.

Plan for topic "Students completing the course will be able to identify the elements that define two-dimensional art": 2011/12
Increase amount of out of class exercises to increase student competence at lab exercises and focus great student attention on the critique of one another’s work during class critiques, as well as require short written critiques of one another’s work.

Plan for topic "Students completing ART-105 will be able to Upon completion of this course, I am able to demonstrate basic drawing skills, color manipulation, and design principles.": 2011/12
Increase amount of out of class exercises to increase student competence at lab exercises and focus great student attention on the critique of one another’s work during class critiques, as well as require short written critiques of one another’s work.

Plan for topic "Students completing the course will be able to demonstrate basic drawing skills, color manipulation, and application of design principles": 2011/12
Increase amount of out of class exercises to increase student competence at lab exercises and focus great student attention on the critique of one another’s work during class critiques, as well as require short written critiques of one another’s work.

Plan for topic "Students completing ART-105 will be able to Upon completion of this course, I am able to identify the elements that define two-dimensional art.": 2011/12
Increase amount of out of class exercises to increase student competence at lab exercises and focus great student attention on the critique of one another’s work during class critiques, as well as require short written critiques of one another’s work.

Plan for topic "Students completing Art-105 will be able to Students completing this course will be able to upon completion of this course, I am able to identify the correlation between interdisciplinary fundamentals, techniques, and concepts of art.": 2011/12
Increase amount of out of class exercises to increase student competence at lab exercises and focus great student attention on the critique of one another’s work during class critiques, as well as require short written critiques of one another’s work.

Plan for topic "Students completing ART-105 will be able to Upon completion of this course, I am able to identify the correlation between interdisciplinary fundamentals, techniques, and concepts of art.": 2011/12
Increase amount of out of class exercises to increase student competence at lab exercises and focus great student attention on the critique of one another’s work during class critiques, as well as require short written critiques of one another’s work.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to critique their own artwork and the artwork of others&quot;: 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase amount of out of class exercises to increase student competence at lab exercises and focus great student attention on the critique of one another's work during class critiques, as well as require short written critiques of one another's work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing ART-105 will be able to Upon completion of this course, I am able to demonstrate basic drawing skills, color manipulation, and design principles.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-02-07: The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
<tr>
<td>2011-11-08: No action needed, as we exceeded our goal of 70%.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to identify the elements that define two-dimensional art&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-02-07: The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
<tr>
<td>2011-11-08: No action needed, as we exceeded our goal of 70%.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate basic drawing skills, color manipulation, and application of design principles&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-11-08: No plan needed as we far exceeded our goal of 70% achievement (98% actual).</td>
<td></td>
</tr>
<tr>
<td>2011-11-08: The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing ART-105 will be able to Upon completion of this course, I am able to identify the elements that define two-dimensional art.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-11-08: No plan needed as we far exceeded our goal of 70% achievement (98% actual).</td>
<td></td>
</tr>
<tr>
<td>2011-11-08: The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to critique their own artwork and the artwork of others&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-09-09: The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
<tr>
<td>2014-09-09: No plan of action as we are well over our goal of 70% achievement (95%).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing ART-105 will be able to Upon completion of this course, I am able to critique their own artwork and the artwork of others&quot;.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-09-09: The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
<tr>
<td>2014-09-09: No plan of action as we are well over our goal of 70% achievement (95%).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing Art-105 will be able to Students completing this course will be able to upon completion of this</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-09-09: The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
<tr>
<td>2014-09-09: No plan of action as we are well over our goal of 70% achievement (95%).</td>
<td></td>
</tr>
</tbody>
</table>
## Plan for topic "Students completing the course will be able to identify the correlation between interdisciplinary fundamentals, techniques, and concepts of art."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
<tr>
<td>2014-09-09</td>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing the course will be able to identify the elements that define two-dimensional art"

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
<tr>
<td>2014-09-09</td>
<td>No plan of action as we are well over our goal of 70% achievement (95%).</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing ART-105 will be able to Upon completion of this course, I am able to demonstrate basic drawing skills, color manipulation, and design principles."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing the course will be able to demonstrate basic drawing skills, color manipulation, and application of design principles"

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing ART-105 will be able to Upon completion of this course, I am able to identify the elements that define two-dimensional art."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing Art-105 will be able to Students completing this course will be able to upon completion of this course, I am able to identify the correlation between interdisciplinary fundamentals, techniques, and concepts of art."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing the course will be able to critique their own artwork and the artwork of others"

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>
77. Drawing and Color [ART-106] belonging to Art [ART]

Plan for topic "Students completing the course will be able to improve their ability to draw from direct observation": 2016/17

We have since rewritten ART-106 Drawing II. In the fall of 2018 it will be Art and Color. Our plan then is to decrease the time spent of reviewing the use of black and white drawing techniques that are taught in ART 105. We plan to create FLEX workshops on the new course for part-time faculty.

Spring 2017

The results are strong enough to not warrant actions to improve student achievement in this area. While new approaches may be ventured, students clearly feel confident in this area.

We also plan to continue to refine and improve our assessment techniques. As faculty, we have many high-quality discussions about improving our pedagogy in informal settings that do not result in any hard data that can be submitted here. However, when courses such as ART-106 are taught by multiple faculty, going forward, we will collect all of the data from each faculty and have just one faculty submit the results at the end of the semester year. As art faculty we are committed to equity, excellence, and inclusion.

Plan for topic "Students completing ART-106 will be able to creatively interpret and apply formal design elements in the production of images in a wide range of media, format, and surfaces.": 2016/17

We have since rewritten ART-106 Drawing II. In the fall of 2018 it will be Art and Color. Our plan then is to decrease the time spent of reviewing the use of black and white drawing techniques that are taught in ART 105. We plan to create FLEX workshops on the new course for part-time faculty.
Spring 2017

The results are strong enough to not warrant actions to improve student achievement in this area. While new approaches may be ventured, students clearly feel confident in this area.

We also plan to continue to refine and improve our assessment techniques. As faculty, we have many high-quality discussions about improving our pedagogy in informal settings that do not result in any hard data that can be submitted here. However, when courses such as ART-106 are taught by multiple faculty, going forward, we will collect all of the data from each faculty and have just one faculty submit the results at the end of the semester year. As art faculty we are committed to equity, excellence, and inclusion.

Plan for topic "Students completing this course will be able to apply sighting and measuring methods to observational drawing": 2016/17

The results are strong enough to not warrant actions to improve student achievement in this area. While new approaches may be ventured, students clearly feel confident in this area.

Plan for topic "Students completing this course will be able to demonstrate skill in the use of a variety of black and white mediums to create drawings": 2016/17

We all agree that one of the challenges we face is the relatively large number of students in the 2D art area who have cognitive or behavioral challenges and, despite our efforts, do not take advantage of the DSS program offered by DVC.
Results were positive for this learning outcome. We will continue with the assignments as defined in the course outline.

Going forward, we will meet as faculty to collect our data to assess collectively at the end of the year.

**Plan for topic "Students completing this course will be able to demonstrate skill in the use of a variety of color mediums to create drawings": 2016/17**

This course has been rewritten as Color and Drawing so the topics will vary slightly in the fall of 2018 with a greater emphasis on color assignments. We believe this revision will create more student success.

For the majority of the responses we will keep to the same assignments in the course outline. For improvement: color theory examples will be displayed in the classroom for reference with each color assignment.

**Plan for topic "Students completing this course will be able to identify and apply historical and contemporary drawing styles, materials, and subject matter.": 2016/17**

References to historical and contemporary drawing styles will continue. Discussion in class during assignments will continue to reinforce the importance of the ability to recognize different drawing styles, both historical and contemporary, and how they relate to the assignment.

**Plan for topic "Students completing this course will be able to identify and apply principles of two-dimensional design including color theory in the production of drawings": 2016/17**

The results are strong enough to not warrant actions to improve student achievement in this area. While new approaches may be ventured, students clearly feel confident in this area.

**Plan for topic "Students completing this course will be able to critique their own work and the work of other students in classroom critiques." : 2016/17**
DVC Instructional Course SLO Action Plans

While the results are strong enough to not warrant actions to improve student achievement in this area we will continue to demonstrate and use appropriate vocabulary in class critiques to reinforce student's confidence in this area.

Plan for topic "Students completing ART-106 will be able to produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media, format, and surfaces.": 2013/14

The results are strong enough to not warrant actions to improve student achievement in this area. While new approaches may be ventured, students clearly feel confident in this area.

Plan for topic "Students completing the course will be able to improve their ability to draw from direct observation": 2013/14

The results are strong enough to not warrant actions to improve student achievement in this area. While new approaches may be ventured, students clearly feel confident in this area.

Plan for topic "Students completing the course will be able to create a portfolio of work demonstrating their individual expression and conceptual skills": 2013/14

The plan of action for this course is to continue teaching it with its current methods while figuring out ways to address issues that some students do not understand the difference between subjective and expressive use of value in their work.

Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates subjective and expressive use of value.": 2013/14

The plan of action for this course is to continue teaching it with its current methods while figuring out ways to address issues that some students do not understand the difference between subjective and expressive use of value in their work.

Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates techniques and concepts of abstraction and non-objective art.": 2013/14

We will continue to discuss and compare non objective art and/or abstract art concepts with our students in ART-106. It is true that some students struggle with the merit of these concepts as they want to just learn how to draw "real things", but we feel that it is important component to the overall growth of a student learning how to draw with more depth and variety. This semester's assessment were extremely positive. We feel that most students do enjoy this objective.

Plan for topic "Students completing the course will be able to critique their work and the work of others presented in class": 2013/14

We will continue to discuss and compare non objective art and/or abstract art concepts with our students in ART-106. It is true that some students struggle with the merit of these concepts as they want to just learn how to draw "real things", but we feel that it is important component to the overall growth of a student learning how to draw with more depth and variety. This semester's assessment were extremely positive. We feel that most students do enjoy this objective.
Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates experimentation with combinations of wet and dry mediums."

In teaching material usage in ART-106 we will continue to stress the importance of using both dry and wet drawing materials. This objective is tricky in that some students are more adept at using and understanding dry materials, and vice versa. Yet it is asked as a single objective. We will discuss perhaps splitting this objective. That said, overwhelmingly positive results in students' responses to this objective.

Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates observational, expressive, and conceptual analysis or application of color."

Color is a vast subject, and in some ways very subjective. I plan to undertake further study of ways to teach this material to fully explain the simultaneously very scientific aspect of color as a phenomenon of physics, and color as a subjective, emotional element of art and design.

Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates application and drawing techniques for a variety of color media."

Students respond to this objective well as they love to use color in their work. We will continue to stress the importance of color manipulation with the use of different wet and dry materials. Challenges that arise in this objective are students' ability to use a color technique in depth due to time constraints. Overall our results were very positive, none the less.

Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates non traditional compositions, formats, surfaces and materials."

While we had positive results, we need to continue to monitor this outcome. The use of non traditional formats/compositions/materials/structures keeps the subject fresh for both us, as teachers, and for our students as well. The challenge might be to keep the options down to a manageable level within the time frame and level/skill of the class.

Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates conceptually oriented approaches to drawing."

I feel that this objective is a bit redundant. We will discuss its merit.

Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates integration of form and content."

Extremely positive result. The integration of form and content in the making of artwork is the core of art instruction. We will monitor this objective very closely. Ideally this should
Plan for topic "Students completing ART-106 will be able to construct and prepare appropriate supports and surfaces for a mixed-media drawing."": 2013/14

99% positive response to this objective. We are doing something right. I'd like to suggest that this is covered under the portfolio assessment for the same topic.

Plan for topic "Students completing ART-106 will be able to evaluate and critique class projects using relevant terminology in oral and written formats."": 2013/14

This is always a difficult rubric to judge since many students are simply shy or inarticulate, but don't necessarily grasp the material any less than those who participate regularly in class critiques. By exploring other means of assessing students analytical skills (written and paired critiques, for example), I hope to tease out students who fail to participate in critiques because of shyness, versus a lack of understanding of the formal/critical aspects of visual art.

Plan for topic "Students completing ART-106 will be able to develop and express ideas and concepts through verbal and visual means."": 2013/14

An important objective/component in any studio course. Students need to understand that visual art is not just about making images, it's about expressing a subject, concept, idea, or feeling. It is a way of communicating. Despite our high rate of students comprehending this objective (97%), it is paramount to a visual artist to learn how to do this objective skillfully. We will push this objective in our courses while keep it relevant to our students interests and educational persuits.

Plan for topic "Students completing the course will be able to improve their ability to draw from direct observation": 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing ART-106 will be able to produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media, format, and surfaces."": 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing the course will be able to create a portfolio of work demonstrating their individual expression and conceptual skills": 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates subjective and expressive use of value.": 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing the course will be able to critique their work and the work of others presented in class": 2012/13

No plan of action as we had 100% student learned outcome achievement.
Plan for topic "Students completing ART-106 will be able to Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates techniques and concepts of abstraction and non-objective art.": 2012/13

<table>
<thead>
<tr>
<th>No plan of action as we had 100% student learned outcome achievement.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing ART-106 will be able to Students completing ART-106 will be able to produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media, format, and surfaces.": 2011/12

<table>
<thead>
<tr>
<th>The measurement criteria have been met, therefore no modifications are planned at this time.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to improve their ability to draw from direct observation": 2011/12

<table>
<thead>
<tr>
<th>The measurement criteria have been met, therefore no modifications are planned at this time.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media, format, and surfaces." 2011/12

<table>
<thead>
<tr>
<th>The measurement criteria have been met, therefore no modifications are planned at this time.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to create a portfolio of work demonstrating their individual expression and conceptual skills": 2011/12

<table>
<thead>
<tr>
<th>The measurement criteria were met for the outcome, so no modifications are planned at this time.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to critique their work and the work of others presented in class": 2011/12

<table>
<thead>
<tr>
<th>Since the measurement criteria were met, no modifications are planned at this time. However, the fact that two of the 36 students did not respond in the Agree/Strongly Agree range of the survey for this outcome does tell us that we need to continue refining our critique strategies to engage all students more effectively.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing ART-106 will be able to Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates subjective and expressive use of value.": 2011/12

<table>
<thead>
<tr>
<th>The measurement criteria were met for the outcome, so no modifications are planned at this time.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to improve their ability to draw from direct observation": 2009/10

<table>
<thead>
<tr>
<th>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing ART-106 will be able to Students completing ART-106 will be able to produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media, format, and surfaces.": 2012/13

<table>
<thead>
<tr>
<th>No plan of action as we had 100% student learned outcome achievement.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to improve their ability to draw from direct observation": 2011/12

<table>
<thead>
<tr>
<th>The measurement criteria have been met, therefore no modifications are planned at this time.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to create a portfolio of work demonstrating their individual expression and conceptual skills": 2011/12

<table>
<thead>
<tr>
<th>The measurement criteria were met for the outcome, so no modifications are planned at this time.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to critique their work and the work of others presented in class": 2011/12

<table>
<thead>
<tr>
<th>Since the measurement criteria were met, no modifications are planned at this time. However, the fact that two of the 36 students did not respond in the Agree/Strongly Agree range of the survey for this outcome does tell us that we need to continue refining our critique strategies to engage all students more effectively.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to improve their ability to draw from direct observation": 2009/10

<table>
<thead>
<tr>
<th>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</th>
</tr>
</thead>
</table>
creatively interpret and apply formal design elements in the production of images in a wide range of media, format, and surfaces."

2009/10

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to create a portfolio of work demonstrating their individual expression and conceptual skills": 2009/10

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates subjective and expressive use of value."

2009/10

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to critique their work and the work of others presented in class": 2009/10

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing ART-106 will be able to design and produce a portfolio of drawings and multiple mediums and formats that demonstrates techniques and concepts of abstraction and non-objective art."

2008/9

No modifications needed.

Plan for topic "Students completing the course will be able to critique their work and the work of others presented in class": 2008/9

No modifications needed.
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to develop observational skills in drawing the human figure.": 2018/19**

We continue to develop strategies to increase student success in observational drawing with demonstrations by the instructor and additional Canvas videos. Most students show great improvement by repeated practice. The limitation of students being able to take only four classes in a "family" hinders development in some students who need more drawing practice to be successful at a higher level.

**Plan for topic "Students completing the course will be able to accurately depict anatomical proportions.": 2018/19**

Since I began devoting one class period to allow students to work on this homework assignment in class, the quality has improved and more students are completing the project. We continue to enhance our instruction of anatomy within figure drawing by taking advantage of many instructional U-tube videos through Canvas. We have found that this improves the students' comprehension of the underlying anatomical structure of the human figure which is crucial to accurate depiction.

**Plan for topic "Students completing ART-107 will be able to compose the figure in an environmental context.": 2018/19**

We are pleased with the improvement we tend to see when we compare the drawing done at the start of the semester before instruction begins with the final drawing. Again, the limitation of students being able to take only four classes in a "family" hinders development in some students who need more drawing practice to be successful at a higher level.

**Plan for topic "Students completing ART-107 will be able to apply knowledge and skill in the traditional drawing media of charcoal and ink.": 2018/19**

Our plan going forward is to continue to develop strategies to increase student success in the use of these materials. Our "Model-thon" figure drawing marathon held once each semester has been increasing in popularity. We might try holding it twice in one semester to provide students with more opportunities to practice the application of pencil, charcoal, and ink techniques.

**Plan for topic "Students completing this course will be able to depict the human figure in an art historical context": 2018/19**

We are continuing to research and provide examples of diverse contemporary artists who meet the criteria to be considered a "master" as examples for our students. Their source does not necessarily have to be Italian Renaissance. We also continue to caution students to verify the source of their master drawing to make sure they are not copying someone else's drawing.

**Plan for topic "Students completing the course will be able to develop observational skills in drawing the human figure."": 2015/16**

We endeavor to demonstrate and reinforce the skills necessary for students to be successful in our figure drawing classes. Most students are but it is the nature of drawing classes that students benefit from the opportunity for repeated practice. Since students may only take figure drawing I once, that opportunity is limited. In addition, it is difficult for us to take in to account the percentage of students with developmental disabilities who take college-level drawing classes. Our plan is to invite a counselor and staff from DSS to our next art department meeting to further discuss strategies for working with students with these challenges.

**Plan for topic "Students completing the course will be able to accurately depict anatomical proportions."": 2015/16**
While most students were successful in the outcome, in order to help address those who were not, we are in the process of creating a new course in the art department called "Anatomy for Artists." The goal for this experimental topics course to provide students the opportunity to better understand structural anatomy so that they will be better prepared for other courses that involves the depiction of the human figure such as figure drawing, figure painting, animation and 3D modeling. We hope that this course may also be a way to bring students from the sciences into the art area as many may benefit from the hands-on experience a drawing class provides. This also ties in to our mission to increase awareness of the synergies possible with the arts and sciences, i.e. S.T.E.A.M..

Plan for topic "Students completing the course will be able to critique work presented in class.": 2015/16
We have noticed an improvement in our students' participation in critiques since we have instituted semi-regular FLEX workshops on best practices for critique. We plan to continue to share ideas in this area to continue to improve student success in this outcome.

Plan for topic "Students completing the course will be able to develop observational skills in drawing the human figure.": 2012/13
2012-12-19: We are satisfied with the results of the survey. Students express confidence in their observational drawing skills. We will continue to emphasize this important aspect of figure drawing in our teaching methods.
2013-05-29: We have revised our surveys to better reflect how the students see their own performance in the class. In the case of topic 1 the students' self survey results closely match the observations of the two instructors. We will revise the surveys again before our next assessment.

Plan for topic "Students completing the course will be able to accurately depict anatomical proportions.": 2012/13
2012-12-19: We met our goal of 70% or more. We will continue to refine our methods of instruction in regard to communicating methods of depicting anatomical proportions.
2013-05-29: We are pleased that our revision of the wording in the survey has given students some clarification on how to better express their assessment of their ability to "accurately depict anatomical proportions." Most answered "I excel here. I am extremely confident in my ability in this area." or "I am confident in my ability in this area though I see room for improvement." Four students did admit that "My skills have improved but I still struggle with this." (Disagree) We will take another look at the wording of the survey and perhaps remove "though I see room for improvement." A few students commented that "There's always room for improvement."

Plan for topic "Students completing the course will be able to critique work presented in class.": 2012/13
2012-12-19: Our goal has been met. Our plan is to continue to improve our instructional methods to enhance students' critique skills and visual art vocabulary.
2013-05-29: We continue to experiment with critique procedures and rubrics. We want every student to feel confident in their ability to use visual art vocabulary to asses their own work and feel confident providing constructive criticism to their classmates.

Plan for topic "Students completing ART-107 will be able to recognize and draw value pattern of surface anatomy.": 2012/13
2012-12-19: We will continue to assess the students and refine our teaching methods in the areas of anatomy and tonal drawing techniques.
2013-05-29: As the lead faculty in figure drawing, I plan to revise the figure drawing course, removing ART 106 as a prerequisite. We have rewritten our lower level drawing and design courses and the new ART 105 will be a more appropriate course to recommend to students before taking figure drawing. ART 105 has a tonal drawing component which will better prepare students to achieve this outcome.
<table>
<thead>
<tr>
<th>Topic</th>
<th>2012-12-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing ART-107 will be able to compose the figure in an environmental context.</td>
<td>While our goal was met, the fact that a relatively large number (5) did not express confidence in the skill, we will spend more time in class discussing the issues of background, context, environment and perspective. 2013-05-29: I plan to reword this topic to better express the goal which is to draw the figure accurately in perspective in an interior space. The word &quot;environmental&quot; may be confusing to students in this context.</td>
</tr>
<tr>
<td>Students completing ART-107 will be able to apply knowledge and skill in the traditional drawing media of charcoal and ink.</td>
<td>Our goal was met so no major revisions are planned at this time. We will continue to assess the outcome on a regular basis as required. 2013-05-29: After reading the student comments on the surveys, it was realized that the use of charcoal and the use of ink might need to be separate topics. Ink wash is a more challenging medium so a few students qualified their responses expressing less confidence with ink than with charcoal. We will consider this option and reassess when next scheduled to do so.</td>
</tr>
<tr>
<td>Students completing the course will be able to develop observational skills in drawing the human figure.</td>
<td>The measurement criteria have been met so no modifications are planned at this time. 2012-05-17: The measurement criteria have been met so no major adjustments are planned at this time, though we plan to reassess next semester.</td>
</tr>
<tr>
<td>Students completing the course will be able to accurately depict anatomical proportions.</td>
<td>The measurement criteria were met for the outcome, so no modifications are planned at this time. 2012-05-17: The measurement criteria were met for the outcome, though I would like to continue to refine instruction techniques for communicating the principles of observing anatomical proportions in figure drawing.</td>
</tr>
<tr>
<td>Students completing the course will be able to critique work presented in class.</td>
<td>Since the measurement criteria for the outcome were met, no modifications are planned at this time. 2012-05-17: While a cohort of over 70% of the students agreed that they felt the course prepared them for critiques, the three who answered in the negative are a concern. We need to continue to emphasize the importance of critiques and provide students with clearer rubrics and vocabulary in these situations.</td>
</tr>
<tr>
<td>Students completing the course will be able to develop observational skills in drawing the human figure.</td>
<td>The measurement criteria have been met, therefore no modifications are planned at this time.</td>
</tr>
<tr>
<td>Students completing the course will be able to accurately depict anatomical proportions.</td>
<td>The measurement criteria were met for the outcome, so no modifications were planned at this time.</td>
</tr>
<tr>
<td>Students completing the course will be able to critique work presented in class.</td>
<td>Since the measurement criteria for the outcome were met, no modifications are planned at this time.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

79. Figure Drawing II [ART-108] belonging to Art [ART]

Plan for topic "Students completing the course will be able to demonstrate their ability to the use color in drawing the figure." : 2018/19

I created a film of myself painting a head in gouache. This seemed to help the students, as they could have access to the video anytime after it was published on Canvas. We teach Figure Drawing I and II concurrently, so it is difficult to devote equal time to demonstrating multiple techniques in class to 2 groups of students. I plan to create a pastel demo video for next semester, as well.

Plan for topic "Students completing the course will be able to critique their work and other work presented." : 2018/19

I have developed a few successful methods for improving student participation in group critiques and we as a department continue to discuss best practices for critique and create FLEX workshops on the topic.

Plan for topic "Students completing ART-108 will be able to demonstrate and build on skills obtained in a beginning figure drawing course." : 2018/19

This outcome is rather vague so we plan to rewrite this SLO the next time the course is due for Title V rewrites.

Plan for topic "Students completing ART-108 will be able to demonstrate stylistic expression in figure compositions." : 2018/19

The wording of this SLO will be revised when we rewrite the course. "Stylistic expression" is too vague to describe what students actually do, which is to objectively depict the whole figure accurately applying the color techniques demonstrated in class. A student can only improve their drawing skills by repeated practice. We continue to figure out ways to better serve our students by providing them with extra figure drawing opportunities, like the Model-thon drawing workshop, but a figure drawing "family" would serve our students better. Ideally, an undergrad art student should have 4 semesters of figure drawing before transferring.

Plan for topic "Students completing the course will be able to create drawings in a variety of media." : 2015/16

We will continue to improve our instruction in the use of pastel and gouache as applied to figure drawing, through instructor demonstrations and slide presentations of the work of other artists.

Plan for topic "Students completing the course will be able to create drawings in a variety of media." : 2012/13

We have reworded our surveys to give students clarification on what "Strongly Agree" ("I excell here. I am extremely confident in my ability in this area.") and Agree ("I am confident in my ability in this area though I see room for improvement.") versus Disagree ("My skills have improved but I still struggle with this.") denote. I think we can still better word these surveys. We will do so when we are scheduled to assess the course again.

Plan for topic "Students completing the course will be able to demonstrate their ability to the use color in drawing the figure." : 2012/13

ART 108 is taught concurrently with ART 107. The classroom is often crowded and the curriculum is face paced for both courses. The instructor's challenge is to provide...
enough time in class to give demos for both groups. As instructors we are constantly experimenting with more efficient ways to do this. My observations in class are consistent with the survey results but I plan to modify my color (pastel and gouache) demos to better explain the concepts of muting colors with their compliments, for example.

| Plan for topic "Students completing the course will be able to critique their work and other work presented." | 2012/13 |
|---------------------------------------------------------------------------------------------------------------|
| 2012-12-06: We are pleased that the students feel confident in their critique skills. We will continue to revise and refine the techniques used in class to better prepare students for speaking about drawing. |
| 2013-05-29: We are pleased with the results of the surveys but will continue to refine our objectives and rubrics for critiques. We want all students to feel confident in their ability to use visual art vocabulary to assess their own work and provide constructive criticism to their classmates. |

| Plan for topic "Students completing ART-108 will be able to demonstrate and build on skills obtained in a beginning figure drawing course." | 2012/13 |
|---------------------------------------------------------------------------------------------------------------|
| 2012-12-06: We are happy with the results. They confirm the that our curriculum is sufficiently challenging for students transitioning from Beginning Figure Drawing to Intermediate Figure Drawing. Our plan is to continue to refine the lab and lectures for ART 108. |
| 2013-05-29: We are pleased with the survey results. However, I feel the topic could be reworded to better describe the particular skills from ART 107 that are built on in ART 108. |

| Plan for topic "Students completing ART-108 will be able to demonstrate stylistic expression in figure compositions." | 2012/13 |
|---------------------------------------------------------------------------------------------------------------|
| 2012-12-06: We plan to assess this course again in the spring of 2013. No changes to the curriculum are planned currently but we will continue to emphasize the basic concepts and techniques of figure drawing which lead to competence in individual stylistic expression. |
| 2013-05-29: We are encouraged by the survey results. Nevertheless, I plan to place a greater emphasis on intermediate figure drawing students' individual expression in the third quarter of the semester after pastel and gouache techniques have been presented and implemented. |

| Plan for topic "Students completing the course will be able to create drawings in a variety of media." | 2011/12 |
|---------------------------------------------------------------------------------------------------------------|
| 2012-01-04: The measurement criteria have been met, therefore no modifications are planned at this time. |
| 2012-05-17: The measurement criteria were met so no modifications are planned at this time. We will assess again in the fall. |

| Plan for topic "Students completing the course will be able to demonstrate their ability to use color in drawing the figure." | 2011/12 |
|---------------------------------------------------------------------------------------------------------------|
| 2012-01-04: The measurement criteria have been met, therefore no modifications are planned at this time. |
| 2012-05-17: The criteria were met so no major modifications are required. We will continue to refine our teaching techniques in communicating the use of ink wash, pastel and gouache in figure drawing. We will assess again in the fall. |

| Plan for topic "Students completing the course will be able to critique their work and other work presented." | 2011/12 |
|---------------------------------------------------------------------------------------------------------------|
| 2012-01-04: The measurement criteria were met so no modifications are planned at this time. |
| 2012-05-17: While the criteria were met, we will redouble our efforts to emphasize to all instructors teaching the course that critique plays an important role in the teaching of |
### Plan for topic "Students completing the course will be able to create drawings in a variety of media."": 2009/10
The measurement criteria have been met, therefore no modifications are planned at this time.

### Plan for topic "Students completing the course will be able to demonstrate their ability to the use color in drawing the figure."": 2009/10
The measurement criteria have been met, therefore no modifications are planned at this time.

### Plan for topic "Students completing the course will be able to critique their work and other work presented."": 2009/10
The measurement criteria have been met, therefore no modifications are planned at this time.
DVC Instructional Course SLO Action Plans

80. Printmaking: Monotype [ART-109] belonging to Art [ART]
Plan for topic "Students completing the course will be able to demonstrate their skills in a broad range of monotype and mono print techniques": 2016/17
Continue seeking effective and dynamic assignments to horn student skills in a broad range of monotype and mono print techniques. We will further develop more assignments including collagraph, which had successful results.

Plan for topic "Students completing the course will be able to combine various printmaking techniques into one print": 2016/17
Continue assign various approaches in monotype and encourage students to combine those various methods. As mixed media approach is encouraged in this class, we are considering changing name to such as Monotype & Mixed Media to clarify the class content.

Plan for topic "Students completing the course will be able to critique their work and the work of others.": 2016/17
Continue seeking effective critique methods. Since two instructors taught to class, they must have exposed to various critique methods, and we will share the methods from each other more.

Plan for topic "Students completing the course will be able to demonstrate their skills in a broad range of monotype and mono print techniques": 2013/14
We are satisfied by the fact 100% of students became able to demonstrate their drawing skills in monotype techniques, which most of students tried for the first time. Yet, one student did not demonstrate enough skill. This may be due to the fact the summer semester is short and there was not enough time to try further between sessions if they miss classes. And after midterm assignment, students were assigned in more photo-mechanical processes. If we teach this class next time in summer, we will further think of better and more effective order of assignments to ensure students can try drawing based processes throughout semester.

Plan for topic "Students completing ART-109 will be able to Students completing the course will be able to combine various printmaking techniques into one print.": 2013/14
We are satisfied by the fact 100% of students became able to combine various techniques into one print as mixed media approach. This is due to the fact most of the students in this semester had prior drawing and painting or another printmaking medium experiences. One student had no prior art experiences, but she was a nurse and her focusing mind and manual skill were suited to printmaking media. If we had other kind of students who have no prior art experience in future semester, we would have to be prepared to come out with additional approaches to make the student to be in this level.

Plan for topic "Students completing ART-109 will be able to Students completing the course will be able to critique their work and the work of others.": 2013/14
Even though we were satisfied to the results, we realize that critique process is always difficult for some students. There are so many approaches to classroom critiques, but neither of us has tried other than what we have been doing. In order to accommodate more people be engaged to critique, we will start to study other methods if critiques.
81. Introduction to Printmaking [ART-110] belonging to Art [ART]

**Plan for topic "Students completing this course will be able to critique their work and the work of others.": 2017/18**

There are various methodologies for critique. Toru Sugita will communicate with Anthony Ryan who taught FA16 for gaining more effective methods of critiques.

**Plan for topic "Students completing this course will be able to create a portfolio demonstrating ideas in a broad range of printmaking techniques."**: 2017/18

Covering all areas: relief, intaglio, planography, and stencil is challenging in one semester. We will continue seeking more effective lesson plan and assignments to cover all. Or we are thinking of removing Stencil from SLO in this class.

**Plan for topic "Students completing the course will be able to demonstrate drawing and composition skills by working in a series of prints.": 2017/18**

We will continue looking for effective assignments to incorporate drawing activity to render 3D forms, as well as composition/design activities for effective communication.

**Plan for topic "Students completing this course will be able to have a basic knowledge of printmaking history."**: 2017/18

Even though survey results shows the lesson have strong component of print history lecture, the lecture can be more broken into small segments to give a chance to have deeper conversation to print history.

**Plan for topic "Students completing this course will be able to critique their work and the work of others.": 2016/17**

There are various methodologies for critique. I will keep widening my perspectives in critiques by learning from other instructors including Anthony Ryan.

**Plan for topic "Students completing this course will be able to create a portfolio demonstrating ideas in a broad range of printmaking techniques."**: 2016/17

We will continue looking for effective combination of assignment to have students understand various printmaking techniques. We will continue seeking more effective methods of image transfer.

**Plan for topic "Students completing the course will be able to demonstrate drawing and composition skills by working in a series of prints.": 2016/17**

We will continue looking for effective assignments to incorporate drawing activity to render 3D forms, as well as composition/design activities for effective communication.

**Plan for topic "Students completing this course will be able to critique their work and the work of others.": 2013/14**

4 students answered “Agree.” It means some students seems less confident than others. I will continue to encourage students to participate in classroom critiques.

**Plan for topic "Students completing this course will be able to combine various printmaking processes into one print.": 2013/14**

Even though 92 % students answered either "strongly agree" or "agree," one student marked "disagree."• I will be continuously helping each student individually for his/her mixed media assignment.

**Plan for topic "Students completing this course will be able to create a portfolio demonstrating ideas in a broad range of printmaking techniques."**: 2013/14
Even though 92% students answered either "strongly agree" or "agree," one student marked "disagree." I will be continuously helping each student individually for each assignment.

Plan for topic "Students completing this course will be able to critique their work and the work of others." 2013/14

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing this course will be able to combine various printmaking processes into one print." 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing this course will be able to create a portfolio demonstrating ideas in a broad range of printmaking techniques." 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing this course will be able to critique their work and the work of others." 2010/11

No action plan needed as we have 100% achievement for this outcome.

Plan for topic "Students completing this course will be able to combine various printmaking processes into one print." 2010/11

No action planned as we surpassed our achievement goal.

Plan for topic "Students completing this course will be able to create a portfolio demonstrating ideas in a broad range of printmaking techniques." 2010/11

No planned action as we have surpassed our goal (70%) for student achievement for this outcome (95%).

Plan for topic "Students completing this course will be able to critique their work and the work of others." 2009/10

The measurement criteria have been met, therefore no modifications are planned at this time.

Plan for topic "Students completing this course will be able to combine various printmaking processes into one print." 2009/10

The measurement criteria have been met, therefore no modifications are planned at this time.

Plan for topic "Students completing this course will be able to create a portfolio demonstrating ideas in a broad range of printmaking techniques." 2009/10

The measurement criteria have been met, therefore no modifications are planned at this time.
82. Printmaking: Etching I [ART-111] belonging to Art [ART]

Plan for topic "Students completing the course will be able to develop a portfolio demonstrating their ideas in a broad range of intaglio techniques.": 2017/18

Piggy backing ART109 and 111 made me extremely busy throughout semester. Since these classes deal with completely different mediums and lesson plan, I was constantly busy on demos, lectures, critiques, and did not have enough time to assist student studio activities. I will offer each class separately and put in popular time slot to ensure more enrollment.

Plan for topic "Students completing the course will be able to create and produce an etching editioned print." : 2017/18

Edition assignment has been given as print exchange project at the end of semester. Even though students understand the concept of edition print, they had not completed edition at the time of survey. I may give them a small edition project as midterm in future semester. Also, one student produced great edition prints but indication part was wrong. I will look for better lecture and handout on print indication as well.

Plan for topic "Students completing the course will be able to create and produce a multiple color plate etching print": 2017/18

Multi-plate color etching print is the biggest and technically most complex assignment. This semester, in order to enhance student comprehension, I introduced two-plate color layering earlier in semester. And this time I introduced only one of two methods of color separation. More number of students came up with good results this semester. Still two students struggled in this assignment by not receiving enough assistance during lab hours. I will teach only ART111 and 112 Etching classes without ART109 Monotype next time.

Plan for topic "Students completing the course will be able to develop a portfolio demonstrating their ideas in a broad range of intaglio techniques." : 2014/15

Students were given semester-long theme at the beginning and various techniques were assigned throughout the semester. Students feel like a lot techniques were covered. But 20% feel not enough time was given to understand each technique. I will go over each assignment results and analyze which techniques were successful and which ones were not. I will edit by possibly reduce amount of technique or assignments.

Plan for topic "Students completing the course will be able to create and produce an etching editioned print." : 2014/15

Edition assignment has been given as print exchange project at the end of semester. Even though students understand the concept of edition print, they had not completed edition at the time of survey. I may give them a small edition project as midterm in future semester.

Plan for topic "Students completing the course will be able to create and produce a multiple color plate etching print": 2014/15

Multi-plate color etching print is the biggest and technically most complex assignment. Even though result shows positive and this semester was one of best semester in this assignment result, I am aware of some students need more time for this assignment. I will find a way to assign earlier semester so students will have more time to modify and develop.
The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students’ needs in relation to their learning.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to create and produce an etching editioned print.&quot;</td>
<td>The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students’ needs in relation to their learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to create and produce a multiple color plate etching print&quot;</td>
<td>We are pleased with the survey result showing students are confident. We plan to continue refining the assignments and assessments. Also I continue looking for assignments and approaches for students who are less comfortable in this topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to develop a portfolio demonstrating their ideas in a broad range of intaglio techniques.&quot;</td>
<td>The measurement criteria have been met, so no major modifications are currently planned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to create and produce an etching editioned print.&quot;</td>
<td>The measurement criteria have been met, therefore no modifications are planned at this time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to create and produce a multiple color plate etching print&quot;</td>
<td>The measurement criteria have been met, therefore no modifications are planned at this time.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

#### 83. Printmaking: Etching II [ART-112] belonging to Art [ART]

**Plan for topic "Students completing the course will be able to demonstrate understanding of intaglio printmaking as the traditional media and application of contemporary methods."**: 2017/18

In Spring18, ART112 was offered in the same time of ART111 & ART109. ART109 & 111 had enrollment but ART112 did not. That is why ART112 did not run in SP18. We will assess next time it runs.

**Plan for topic "Students completing the course will be able to create and produce a developed multiple color plate etching print."**: 2017/18

In Spring18, ART112 was offered in the same time of ART111 & ART109. ART109 & 111 had enrollment but ART112 did not. That is why ART112 did not run in SP18. We will assess next time it runs.

**Plan for topic "Students completing the course will be able to demonstrate photo mechanical procedures in printmaking."**: 2017/18

In Spring18, ART112 was offered in the same time of ART111 & ART109. ART109 & 111 had enrollment but ART112 did not. That is why ART112 did not run in SP18. We will assess next time it runs.

**Plan for topic "Students completing the course will be able to create and produce a developed multiple color plate etching print."**: 2014/15

ART111 covers multiple plate color so I may rewrite outcome slightly different or I will incorporate multiple plate color printing assignment to as required to ART112 students.

**Plan for topic "Students completing the course will be able to demonstrate photo mechanical procedures in printmaking."**: 2014/15

Photo mechanical processes can be more incorporated to ART112. I will gain some new approaches during my sabbatical and will revisit the lesson plan and assignments.

**Plan for topic "Students completing the course will be able to demonstrate understanding of intaglio printmaking as the traditional media and application of contemporary methods."**: 2012/13

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students' needs in relation to their learning.

**Plan for topic "Students completing the course will be able to create and produce a developed multiple color plate etching print."**: 2012/13

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students' needs in relation to their learning.

**Plan for topic "Students completing the course will be able to demonstrate photo mechanical procedures in printmaking."**: 2012/13


The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students' needs in relation to their learning.
### DVC Instructional Course SLO Action Plans

#### 84. Printmaking: Woodblock [ART-114] belonging to Art [ART]

**Plan for topic "Students completing the course will be able to demonstrate multi-block registration methods for woodblock."**: 2017/18

I did not use the method Anthony Ryan introduced in FA16. It can be implemented future semesters and compare the outcomes to analyze effectiveness.

**Plan for topic "Students completing the course will be able to demonstrate the reduction method from single-plate color printing."**: 2017/18

Woodblock is piggy back with ART110 Intro to Printmaking. Thus I often do not have time to check the students work over the shoulder. I would like to separate these two classes to teach in different time slots to give more supervision onto this activity.

**Plan for topic "Students completing the course will be able to apply skills of wood engraving for book illustration."**: 2017/18

Many expressed wood engraving was difficult because different from woodblock, yet there was no time to practice. This is another reason for offering woodblock from Intro class. So Woodblock I (introductory) can be taught with woodblock II (advanced). Wood engraving should be assigned only to Woodblock II students.

**Plan for topic "Students completing this course will be able to develop their color theory and sensitivity."**: 2017/18

Continue seeking effective assignments and methodology of teaching color theory through printmaking projects. It may be useful to compose a lecture on color mixing and layering.

**Plan for topic "Students completing the course will be able to demonstrate imaging through printing with letterpress"**: 2017/18

Develop the letterpress area by acquiring complete sets of cast types to teach hand-set types to associate to printed image. Seek funding for necessary equipment and experts to develop area. We invited letterpress artist for a demo this semester, and letterpress area was organized by work study person. As the area lead, Toru Sugita took letterpress class from CCSF and will continue acquiring types and tools and equipment needed. Our letterpress was tough to manage, it needs some maintenance work by specialist.

**Plan for topic "Students completing this course will be able to identify the role of woodblock printmaking in art history"**: 2017/18

Continue develop wood block part in print history lecture. At this point wood block is a part of print history lecture to Intro to Printmaking class. We would look into separate lecture for block printing history if wood block class is separated from Intro to Printmaking class.

**Plan for topic "Students completing the course will be able to demonstrate multi-block registration methods for woodblock."**: 2016/17

The registration system Anthony Ryan introduced to classroom can be implemented future semesters and compare the outcomes to analyze effectiveness.

**Plan for topic "Students completing the course will be able to demonstrate the reduction method from single-plate color printing."**: 2016/17

The registration system Anthony introduced to classroom was for both multi-block and reduction block. It can be implemented future semesters and compare the outcomes to analyze effectiveness.

**Plan for topic "Students completing the course will be able to apply skills of wood engraving for book illustration."**: 2016/17

As well as continue seeking effective methodology to teach wood engraving, we may have to re-visit this topic to open to include other book illustration techniques other than
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to develop their color theory and sensitivity.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue seeking effective assignments and methodology of teaching color theory through printmaking projects.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate imaging through printing with letter press&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the letterpress area by acquiring complete sets of cast types to teach hand-set types to associate to printed image. Seek funding for necessary equipment and experts to develop area. As the area lead, Toru Sugita will study to enhance the letterpress knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate multi-block registration methods for woodblock.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even though 100% students answered &quot;strongly agree.&quot; I will be continuously looking for effective registration methods.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate the reduction method from single-plate color printing.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even though 100% of students answered &quot;strongly agree,&quot; I will be continuously looking for more variety of samples, in order to welcome wide range of approaches from students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply skills of wood engraving for book illustration.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even though 100% of students answered &quot;strongly agree,&quot; I will be continuously looking for more variety of samples, in order to welcome wide range of approaches from students. Also I will look into incorporating types with wood engraving printing since some students expressed interest to it last few semesters.</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**85. Printmaking: Stencil and Screen Print [ART-116] belonging to Art [ART]**

#### Plan for topic "Students completing the course will be able to demonstrate multi-color printing and registration methods in stencil monotype and silk screen."

<table>
<thead>
<tr>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screen print introduced pin &amp; tab method, which was successful for color registration. Stencil monotype may have a room for additional registration methods to be introduced.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to apply technical knowledge in photo positive and exposure processes to screen."

<table>
<thead>
<tr>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since post-exposure screen washing station was outside, there were some difficulty in summer daylights. We will ensure indoor washing station in classroom design in the new building.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to apply knowledge of history of stencil and screen printing to own work."

<table>
<thead>
<tr>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have been giving history of stencil in at the begging of the semester, and lesson plan is coordinated with the history. But we feel there is a room to introduce more styles of the time to the assignment. We will continue developing assignments to incorporate that element.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing ART-116 will be able to Students completing the course will be able to apply technical knowledge in photo positive and exposure processes to screen."

<table>
<thead>
<tr>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are satisfied by the fact 100% of students became able to demonstrate multi-color printing and registration methods. Yet, one student feels there are more to understand to feel comfortable. This may be due to the fact it was my (Toru Sugita) first time to teach this class. I will look for more effective approach to teach registration methods in screen print. I had a visiting artist Nat Swope to demonstrate the registration methods towards the end of my part of teaching. I took notes and I will utilize it to my next teaching.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing ART-116 will be able to Students completing the course will be able to apply knowledge of history of stencil and screen printing to own work."

<table>
<thead>
<tr>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next time we team teach, two instructors can be more communicative on actual content such as images of each lecture to give more cohesive and continuous information for studio assignments.</td>
</tr>
<tr>
<td>Plan for topic</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to develop watercolor paintings referencing art historical and contemporary examples&quot;</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to develop foundation watercolor materials and techniques&quot;</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to demonstrate pigment properties with color mixing, layering, and glazing&quot;</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to use color to depict value and form&quot;</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to use design elements and principles in composition&quot;</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to define the role of critical thinking and develop skills through self and group evaluation (critique sessions)&quot;</td>
</tr>
<tr>
<td>&quot;e&quot;</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to critique their artwork and the artwork of others": 2014/15

For the past few years we have had one instructor teaching this course and we have historically scheduled this course for the morning hours. In Fall 2015 we are offering a second section of this course in the evening. This will bring in a new population of our students. We predict this new student population will add new value to our critique sessions.

### Plan for topic "Students completing the course will be able to develop skills in the handling of watercolor painting media": 2014/15

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review some of the techniques that were introduced earlier in the semester to ensure best results for the final project.

### Plan for topic "Students completing the course will be able apply their skills and ideas in a broad range of watercolor painting techniques": 2014/15

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review some of the techniques that were introduced earlier in the semester to ensure best results for the final project.

### Plan for topic "Students completing the course will be able to critique their artwork and the artwork of others": 2011/12

The measurement criteria were met so no modifications are needed at this time.

### Plan for topic "Students completing the course will be able to develop skills in the handling of watercolor painting media": 2011/12

The measurement criteria were met so no modifications are necessary.

### Plan for topic "Students completing the course will be able apply their skills and ideas in a broad range of watercolor painting techniques": 2011/12

No major modifications are necessary since the measurement criteria have been met. We will continue to assess this course each time it is offered.

### Plan for topic "Students completing the course will be able to critique their artwork and the artwork of others": 2010/11

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

### Plan for topic "Students completing the course will be able to develop skills in the handling of watercolor painting media": 2010/11

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

### Plan for topic "Students completing the course will be able apply their skills and ideas in a broad range of watercolor painting techniques": 2010/11

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to critique their artwork and the artwork of others": 2009/10
The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to develop skills in the handling of watercolor painting media": 2009/10
The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able apply their skills and ideas in a broad range of watercolor painting techniques": 2009/10
The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
### Plan for topic "Students completing this course will be able to discuss watercolor painting in an art historical, contemporary, and cultural context with a focus on content and narrative": 2017/18

Michele Krup will continue to present various historical and contemporary watercolor artists as examples of techniques in the watercolor medium and will continue to demonstrate effective applications of these selected techniques. Examples of historical and contemporary narrative in painting will continue with in class presentations.

### Plan for topic "Students completing this course will be able to describe intermediate watercolor materials and techniques.": 2017/18

Michele Krup will continue to introduce and demonstrate intermediate watercolor non-traditional materials, mixed mediums, and techniques. The class will continue with the successful assignment introducing the watercolor monotype printmaking technique with the assistance of Toru Sugita and the DVC art department printmaking classroom and equipment.

### Plan for topic "Students completing this course will be able to discuss strategies for research and the use of reference materials.": 2017/18

Michele Krup will continue with this successful assignment. Students are introduced to research methods, library use, data bases such as ARTSTOR and Google Art. Students will continue to create preliminary studies as they resolve the compositional changes for the final painting. Michele Krup will continue to provide guidance in research techniques and painting methods that apply to the selected assignment.

### Plan for topic "Students completing this course will be able to discuss and review the elements of color theory as applied to watercolor painting.": 2017/18

Michele Krup will continue to research and refine color theory lectures, demonstrations, assignments and exercises. A collection of classroom examples will continual to be updated for student reference.

### Plan for topic "Students completing this course will be able to discuss the process of exploration of various intermediate painting techniques, subject matter, and style.": 2017/18

Michele Krup will continue to refine successful combinations of assignments and materials, incorporating both traditional and non-traditional techniques. Assignment design will continue to explore the opportunity to incorporate subject matter and style by referencing art from historical and contemporary periods.

### Plan for topic "Students completing this course will be able to discuss the role of critical thinking and the use of visual art vocabulary through group and self-evaluation.": 2017/18

Michele Krup will continue explore and apply various methodologies for critique sessions.

### Plan for topic "Students completing the course will be able to create examples of intermediate level techniques and skills in the handling of watercolor painting media": 2014/15
Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review some of the techniques that were introduced earlier in the semester to ensure best results for the final project.

**Plan for topic "Students completing the course will be able to identify important watercolor artists throughout history": 2014/15**

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review the artwork of some of the important watercolor artists that were introduced earlier in the semester to ensure better retention.

**Plan for topic "Students completing the course will be able to critique their own artwork and the work of others."": 2014/15**

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will introduce new methods of critique both written and oral to insure that all students participate in each critique session.

**Plan for topic "Students completing the course will be able to create examples of intermediate level techniques and skills in the handling of watercolor painting media": 2011/12**

The measurement criteria have been met so no modifications are necessary at this time.

**Plan for topic "Students completing the course will be able to identify important watercolor artists throughout history": 2011/12**

The measurement criteria have been met so no modifications are necessary at this time. We will continue to add new artists to the roster of historical watercolorists.

**Plan for topic "Students completing the course will be able to critique their own artwork and the work of others."": 2011/12**

The measurement criteria have been met so no modifications are necessary at this time. We will continue to assess this course each time it is offered.

**Plan for topic "Students completing the course will be able to create examples of intermediate level techniques and skills in the handling of watercolor painting media": 2009/10**

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

**Plan for topic "Students completing the course will be able to identify important watercolor artists throughout history": 2009/10**

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

**Plan for topic "Students completing the course will be able to critique their own artwork and the work of others."": 2009/10**

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
### 88. Painting I: Introduction to Painting [ART-126] belonging to Art [ART]

**Plan for topic "Students completing the course will be able to create a painting with a full range of value."**: 2017/18

While the success rate was extremely high for this outcome, our department will continue to monitor the success rate and evaluate how we can continue with its success.

**Plan for topic "Students completing the course will be able to apply the process and procedures necessary to create an oil or acrylic painting."**: 2017/18

While the success rate was extremely high for this outcome, our department will continue to monitor the success rate and evaluate how we can continue with its success.

**Plan for topic "Students completing the course will be able to develop critical thinking and discussion skills through self and group evaluation."**: 2017/18

While the success rate was extremely high for this outcome, our department will continue to monitor the success rate and evaluate how we can continue with its success. This assessment was the most difficult for many students as we have many students from foreign countries who are not native English speakers, inhibiting their ability to participate in a high level. We have implemented written critiques (via CANVAS) which has allowed for some improvement in student success.

**Plan for topic "Students completing ART-126 will be able to apply painting theory and practice through an exploration of various techniques, subject matter and style."**: 2017/18

While the success rate was extremely high for this outcome, our department will continue to monitor the success rate and evaluate how we can continue with its success as we create new assignments to address this outcome.

**Plan for topic "Students completing ART-126 will be able to demonstrate knowledge of the concepts, tools, methods and philosophies of painting."**: 2017/18

While the success rate was extremely high for this outcome, our department will continue to monitor the success rate and evaluate how we can continue with its success and adapt to any changing needs in addressing this outcome from our students.

**Plan for topic "e"**: 2017/18

While the success rate was extremely high for this outcome, our department will continue to monitor the success rate and evaluate how we can continue with its success and adapt to any changing needs in addressing this outcome from our students.

**Plan for topic "Students completing the course will be able to create a painting with a full range of value."**: 2014/15

We plan to continue to emphasize to students the importance of value contrast in painting. This is reinforced in the curriculum of our two drawing courses, ART-105 Drawing I and ART-106 Drawing II, and in our Introduction to Design Art-101 course that precede ART 126 on the curricular pathway i.e. "flowchart" for courses in the art area.

**Plan for topic "Students completing the course will be able to apply the process and procedures necessary to create an oil or acrylic painting."**: 2014/15

---

Course Action Plans  
Outcome Assessment History  
Page 169 of 2394
We are pleased that most students felt confident at the end of the semester regarding this topic, though one student did comment "Overall I feel that I am very close to getting it but all aspects have not fully clicked yet so I tend to struggle when starting a painting." We as faculty will continue to improve our demonstration skill and in the process of mentoring new part-time instructors, continue to emphasize the importance of instructors performing demonstrations.

Plan for topic "Students completing the course will be able to develop critical thinking and discussion skills through self and group evaluation.": 2014/15
The critique process is an SLO in all of the courses in our programs so as faculty we continually discuss improving our methods to improve student participation and success. We are pleased students feel confident in this area but we will not rest on our laurels. Our plan is to continue to hold regular FLEX workshops where faculty may share "best critique practices."

Plan for topic "Students completing ART-126 will be able to apply painting theory and practice through an exploration of various techniques, subject matter and style.": 2014/15
The course curriculum addresses the topics and the instructors are providing the content with lectures, demonstrations and examples. While most of the students expressed confidence in their abilities, two did not. This is often the case with skills that require practice such as painting. This is why we hope at some point our students will have the opportunity to repeat courses to improve their success and equity. Our plan is to continue to advocate on behalf of our students in this regard.

Plan for topic "Students completing ART-126 will be able to demonstrate knowledge of the concepts, tools, methods and philosophies of painting.": 2014/15
We plan to continue to rely on student surveys to help us collect SLO data. Since two students did not feel confident, and one who did also commented that they "could learn more on the methods" we clearly need to pay attention here. We plan to continue to compare our survey results to what we as instructors observe in the classroom. We will also more strongly encourage students to make comments on their surveys.

Plan for topic "e": 2014/15
We plan to continue to rely on student surveys to help us collect SLO data. Since two students did not feel confident, and one who did also commented that they "could learn more on the methods" we clearly need to pay attention here. We plan to continue to compare our survey results to what we as instructors observe in the classroom. We will also more strongly encourage students to make comments on their surveys.

Plan for topic "Students completing the course will be able to create a painting with a full range of value.": 2012/13
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to apply the process and procedures necessary to create an oil or acrylic painting.": 2012/13

The goals for this outcome were met. We will assess as required, continuing to refine our teaching methods regarding communicating the methods of oil and acrylic painting.

Plan for topic "Students completing the course will be able to develop critical thinking and discussion skills through self and group evaluation.": 2012/13

We will continue to assess this outcome as required and monitor students' response regarding their confidence in their critical thinking and discussion skill as applied to painting.

Plan for topic "Students completing ART-126 will be able to apply painting theory and practice through an exploration of various techniques, subject matter and style.": 2012/13

Our plan is to continue to assess this outcome and to refine our teaching methodologies in this area.

Plan for topic "e": 2012/13

We will continue to assess as required, refining our teaching methods as applied to communicating to students the concepts, tools, methods and philosophies of painting.

Plan for topic "Students completing ART-126 will be able to demonstrate knowledge of the concepts, tools, methods and philosophies of painting.": 2012/13

We will continue to assess as required, refining our teaching methods as applied to communicating to students the concepts, tools, methods and philosophies of painting.

Plan for topic "Students completing the course will be able to create a painting with a full range of value.": 2011/12

This are strong positive responses, however, I will continue look for ways to reinforce students’ understanding of value as a primary compositional and modeling device in painting (and drawing.)

Plan for topic "Students completing the course will be able to apply the process and procedures necessary to create an oil or acrylic painting.": 2011/12

I believe this survey result demonstrates the efficacy of ART-126 pedagogy, specifically an emphasis on practical, hands-on lab experience reinforced by theoretical and technical principles and historical context during lecture.

Plan for topic "Students completing the course will be able to develop critical thinking and discussion skills through self and group evaluation.": 2011/12

I believe this survey result demonstrates the efficacy of ART-126 pedagogy, specifically an emphasis on practical, hands-on lab experience reinforced by theoretical and technical principles and historical context during lecture.

Plan for topic "Students completing the course will be able to create a painting with a full range of value.": 2009/10

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the process and procedures necessary to create an oil or acrylic painting.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective. A greater proportion of sections will be assessed in future cycles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to develop critical thinking and discussion skills through self and group evaluation.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective. A greater proportion of sections will be assessed in future cycles.</td>
</tr>
</tbody>
</table>
89. Painting II: Intermediate Painting [ART-127] belonging to Art [ART]

Plan for topic "Students completing the course will be able to create paintings from direct observation of subject matter.": 2016/17

Overall the assignment given for this learned outcome (Personal still-life study) was successful at engaging the student to meet its goal to paint from observation.

Things to consider: perhaps challenging the student to create more thumbnail sketches for better composition before committing to the painting.

Plan for topic "Students completing the course will be able to create paintings from research and reference materials.": 2016/17

The Self Portrait Collage was one of the more popular assignments, as it gave students a lot of creativity while allowing there to be a strong sense of form and structure by use of painting from a collage. The challenge of finding visual elements that describe one’s identity was an enriching experience for students.

Next time: give the students an extra week to complete the assignment. It felt rushed to many.

Plan for topic "Students completing the course will be able to demonstrate their knowledge of the elements of color theory as applied to painting.": 2016/17

This assignment, create a monochrome painting while only using its compliment to darken and to create contrast and space, was given early on during the semester. It was invaluable in learning how to create a more cohesive rendering of form, and to create more realistic shadows. I believe that it was highly successful and needs no tinkering.

Plan for topic "Students completing the course will be able to critique their own artwork and the artwork of others.": 2016/17

I tried several modes of critiquing artwork for each critique. There were three major group critiques, and as many as six one on one critiques. In each, students had to explain their concepts, technique, subject matter, and use of color.

To keep it interesting to all involved, I like to mix up the critiques to ensure that I am not always directing them.

Plan for topic "Students completing the course will be able to create paintings from direct observation of subject matter.": 2012/13

We are satisfied with the results. Students express confidence in their ability to paint from direct observation though we will continue to reiterate the importance of observational drawing skills in painting.
Plan for topic "Students completing the course will be able to create paintings from research and reference materials.": 2012/13

We are satisfied with the results though we will continue to refine our teaching methods to better assist students with taking advantage of a wide range of reference tools available to artists.

Plan for topic "Students completing the course will be able to demonstrate their knowledge of the elements of color theory as applied to painting.": 2012/13

While 100% of the students answered the survey in the positive, I noticed in two of the students some weaknesses in their comprehension of color mixing. We will spend more time in the future reviewing this basic skill for intermediate painting students at the start of the semester.

Plan for topic "Students completing the course will be able to critique their own artwork and the artwork of others.": 2012/13

100% of the students expressed confidence in their critique skills. My observation at the final critique confirmed the results of the student self-survey.

Plan for topic "Students completing the course will be able to create paintings from direct observation of subject matter.": 2011/12

2012-02-29: Due to the crowded nature of SRC's painting studio students do not spend a great deal of time working from direct observation (of still life setups.) Also, lighting in the studio is not optimal for such exercises. I will, however, seek to work around these impediments in order for intermediate students to spend more and better quality time working from direct observation and will also attempt to implement some plein air to supplement in-studio painting.

2012-05-21: The measurement criteria were met so no modifications are planned.

Plan for topic "Students completing the course will be able to create paintings from research and reference materials.": 2011/12

2012-02-29: Students complete several projects based upon photographic references. The range of responses to this question may simply reflect a slight misunderstanding of the question itself. However, this can still be ameliorated by placing more emphasis during lecture on the role of research and reference materials in the act of planning, composing and executing a painting.

2012-05-21: The measurement criteria were met so no modifications are planned. We will continue to assess the course as required.

Plan for topic "Students completing the course will be able to demonstrate their knowledge of the elements of color theory as applied to painting.": 2011/12

2012-02-29: These survey results speak to the efficacy of painting as a medium to thoroughly explore color and its role in composition. While theory classes may teach the concepts of color theory, successfully completing the assignments of ART-127 require an ability to actually manipulate color within the context of a finished work of art.

2012-05-21: The measurement criteria were met so no modification are planned, though as instructors we need to review these concepts with students continually. We will assess this course again in accordance with the SLO schedule.

Plan for topic "Students completing the course will be able to create paintings from direct observation of subject matter.": 2010/11

no plan of action as we have met 100% student learned outcome for this result.

Plan for topic "Students completing the course will be able to create paintings from research and reference materials.": 2010/11

Course Action Plans
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to demonstrate their knowledge of the elements of color theory as applied to painting."**: 2010/11

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
</tr>
<tr>
<td>No plan of action as we have met 100% learned outcome achievement.</td>
</tr>
</tbody>
</table>

- no plan of action as we have 100% student learned outcome results.
### DVC Instructional Course SLO Action Plans

#### Plan for topic "Students completing the course will be able to create a series of thematic paintings."

- **2018/19**
  
  I am currently developing "work books" that will serve as a useful reference text for students once they have completed a class, and represent a nexus point for what students are learning in class, through the online component of studio art courses, and their own reflections and research for a given class. This will help "offload" some of the instruction and student work that would otherwise occur in class, allowing greater time to work with more advanced students (like those in 128) in combined sections.

- **2016/17**
  
  We will assess the courses the next time they are offered.

- **2013/14**
  
  We are pleased that the students expressed confidence in their ability to prepare a series proposal and this is consistent with what I, the instructor observed. One issue some of the students had was following through with the proposal, in that a couple were not able to complete as many studies and finished paintings as they had planned. Next time we will work more with students on time management and setting realistic goals.

#### Plan for topic "Students completing the course will be able to demonstrate a refinement of skills in the use of various painting methods and materials."

- **2013/14**
  
  Painting requires repeated practice and fundamental drawing skills. We have been rewriting our painting courses, articulating the necessary skills required to be successful in the class. It is our observation that he lack of repeatability in drawing courses has already impacted the performance of our students in higher level painting courses. As painting instructors it often necessary to provide remedial instruction in some areas of drawing. The student who answered Disagree did not make a comment. We plan to continue to help students improve the quality of their series studies.

#### Plan for topic "Students completing ART-128 will be able to Construct supports for the painting series."

- **2013/14**
  
  We recently created a secured fenced in outdoor space behind A012. This has become an ideal workshop for students to use to prepare stretched canvases and build wood panels. Some students are more comfortable with power tools and some better at stretching canvases but these techniques are demonstrated at least once in every painting class. We plan to continue to emphasize these skills to our students and keep our workshop stocked, accessible and up-to-date.

#### Plan for topic "Students completing ART-128 will be able to create a series of paintings exploring various painting methods and materials demonstrated in class."

- **2013/14**
  
  We are pleased that students are expressing confidence in their ability to employ the various painting techniques and materials demonstrated in class. This is consistent with...
what I as the instructor observed. We plan to continue to present students with a range of technical approaches and encourage exploration in the process of their development as artists.

Plan for topic "Students completing ART-128 will be able to synthesize research and references into a series of finished paintings.": 2013/14

We are pleased student express confidence in their ability to use research materials and references(e.g. books, photography, the internet)to create their paintings. We have notice an overreliance in some cases of students using photo references collected from the internet. We will continue to communicate to students the importance of artists using their own photography and imagination as inspiration for their work and we plan to assist students with these skills.

Plan for topic "Students completing ART-128 will be able to demonstrate critical thinking and the use of art vocabulary through group and self evaluation.": 2013/14

Critique skills are part of very studio course SLO so we are constantly working on improving student abilities in this area. Some students are more reticent by nature so we hold different types of critiques, some of which include a writing component or following rubrics. Our biggest challenge is improving the confidence of students for whom English is a second language. We hold regular critique strategy FLEX workshops for faculty and plan to continue offering these workshops.

Plan for topic "Students completing the course will be able to create a series of thematic paintings.": 2012/13

All student responses were positive. The department will continue to reflect on the teaching methods and curriculum for this class. The department has recently updated and realigned its curriculum and system of recommended/prerequisite courses, and will continue to monitor the student success to make sure that students are meeting this course outcome. Flex workshops on best practices will support student success for this outcome.

Plan for topic "Students completing the course will be able to demonstrate a refinement of skills in the use of various painting methods and materials.".: 2012/13

Students all responded positively in their self-assessments. The department has recently completed a revision and realignment of curriculum to ensure that students are properly prepared for the course through a recommended sequence of courses. The department will continue to monitor the student success level for this outcome, to see if our curricular changes improve student self-assessments. Flex workshops on best teaching practices will also support student success for this outcome.

Plan for topic "Students completing ART-128 will be able to Construct supports for the painting series.": 2012/13

Students all responded positively in their self-assessments. The department has recently completed a revision and realignment of curriculum to ensure that students are properly prepared for the course through a recommended sequence of courses. The department will continue to monitor the student success level for this outcome, to see if our curricular changes improve student self-assessments. Flex workshops on best teaching practices will also support student success for this outcome. In addition, the department has chosen to focus on this objective in both the individual courses that pertain to critique, and for the program-level objective that measures critique. We have given and will continue to give workshops that focus on student success in this outcome.

Plan for topic "Students completing the course will be able to critique their paintings from an objective perspective.": 2012/13
Students all responded positively in their self-assessments. The department has recently completed a revision and realignment of curriculum to ensure that students are properly prepared for the course through a recommended sequence of courses. The department will continue to monitor the student success level for this outcome, to see if our curricular changes improve student self-assessments. Flex workshops on best teaching practices will also support student success for this outcome. In addition, the department has chosen to focus on this objective in both the individual courses that pertain to critique, and for the program-level objective that measures critique. We have given and will continue to give workshops that focus on student success in this outcome.
### Plan for topic "Students completing the course will be able to create a cohesive and thematic series of paintings."

#### 2016/17

Based on the results of this SLO, I feel that we have achieved its desirable outcome. We will continue to monitor this learned outcome and its assessment.

#### 2015/16

This course will be assessed during the Fall 2016 term.

### Plan for topic "Students completing the course will be able to demonstrate their ability to critically think and speak about painting"

#### 2016/17

Based on the results of this SLO, I feel that we have achieved its desirable outcome. We will continue to monitor this learned outcome and its assessment.

### Plan for topic "Students completing the course will be able to analyze and solve problems within their paintings"

#### 2016/17

Based on the results of this SLO, I feel that we have achieved its desirable outcome. We will continue to monitor this learned outcome and its assessment.

#### 2012/13

The Art Department has scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.

### Plan for topic "Students completing the course will be able to create a cohesive and thematic series of paintings.

#### 2012/13

All students met the desired outcome. To maintain this success, instructors should share best practices and discuss their methods informally.

### Plan for topic "Students completing the course will be able to demonstrate their ability to critically think and speak about painting"

#### 2012/13

The Art Department has scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.

### Plan for topic "Students completing the course will be able to analyze and solve problems within their paintings"

#### 2012/13

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

### Plan for topic "Students completing the course will be able to create a cohesive and thematic series of paintings.

#### 2009/10

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

### Plan for topic "Students completing the course will be able to demonstrate their ability to critically think and speak about painting"

#### 2009/10

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

### Plan for topic "Students completing the course will be able to analyze and solve problems within their paintings"

#### 2009/10

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
success in meeting the objective.
## DVC Instructional Course SLO Action Plans

### 92. Figure Painting [ART-130] belonging to Art [ART]

#### Plan for topic "Students completing ART-130 will be able to demonstrate proportion and anatomy of the human figure in painting."

**2018/19**

This course will be assessed the next time it is offered. This course will be offered SP20.

#### Plan for topic "Students completing ART-130 will be able to demonstrate proportion and anatomy of the human figure in painting."

**2014/15**

We will continue to emphasize the importance of understanding anatomical structure as applied to figure painting. This is difficult for students to achieve in one semester of figure painting so we plan to create two new courses in the future, Figure Painting II and Anatomy for Artists to improve students success.

#### Plan for topic "Students completing ART-130 will be able to create paintings using the human figure as subject matter."**2014/15**

We plan to reword this topic as it is too vague in describing the manner of the depiction of the human figure. The course content is focuses on objective and representational approaches so this needs to be articulated in the assessment topic.

#### Plan for topic "Students completing ART-130 will be able to demonstrate critical thinking and discussion skills through self and group evaluation."

**2014/15**

Critique skills are included in all of the studio courses in our programs. We plan to continue to meet as faculty to discuss "best practices" for greater student success in critiques.

#### Plan for topic "Students completing ART-130 will be able to 4. Compare historical and contemporary perspectives of the human figure in art."**2014/15**

We plan to give this topic more emphasis. We have been working on creating a new Powerpoint lecture that will present an art historical context for representational figurative painting. We will use it the next time the course is taught.

#### Plan for topic "Students completing ART-130 will be able to Apply critical thinking in the analysis of figurative painting."

**2014/15**

This topic will be reworded and folded in with topic #3.

#### Plan for topic "Students completing ART-130 will be able to Create paintings from imagination, observation, and reference materials."**2014/15**

This is many of the students’ favorite aspect of the class. Some students prefer working from life but most love to use photo references and work from their imagination. Our final assignment addressed this topic directly and all students were successful though most could have used more time to complete their projects. we plan to create a Figure Painting II course to improve student success.
Plan for topic "Students completing this course will be able to Create a painting series proposal utilizing abstraction as a main theme or concept." 2016/17

Much of what was explained seemed to work for the students as they all performed good to excellent on this learned outcome. I will continue to monitor this learned outcome and its assessments.

Plan for topic "Students completing this course will be able to develop a series of preliminary studies referencing contemporary, historical, or cultural examples of abstraction." 2016/17

Much of what was explained seemed to work for the students as they all performed good to excellent on this learned outcome. I will continue to monitor this learned outcome and its assessments.

Plan for topic "Students completing this course will be able to construct supports for the painting series." 2016/17

I believe that the success rate for this assessment speaks for itself. I will continue to monitor this learned outcome and its assessment.

Plan for topic "Students completing this course will be able to create a series of abstract paintings exploring various painting methods and materials demonstrated in class." 2016/17

Much of what was explained was grasped by the students as they all performed good to excellent on this learned outcome. I will continue to monitor this learned outcome and its assessments.

Plan for topic "Students completing this course will be able to synthesize research and references into a series of finished paintings." 2016/17

Much of what was explained was grasped by the students as they all performed good to excellent on this learned outcome. I will continue to monitor this learned outcome and its assessments.

Plan for topic "Students completing this course will be able to demonstrate critical thinking and the use of art vocabulary through group and self evaluation." 2016/17

Much of what was explained was grasped by the students as they all performed good to excellent on this learned outcome. I will continue to monitor this learned outcome and its assessments.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2016/17</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate the basic technical skills necessary for the preparation and presentation of art works.&quot;</td>
<td>Based on the results of this SLO. I feel that we have achieved its desirable outcome. We will continue to monitor this learned outcome and its assessment.</td>
<td>Based on the results of this SLO. I feel that we have achieved its desirable outcome. We will continue to monitor this learned outcome and its assessment.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to evaluate the aesthetics of gallery and museum exhibition design.&quot;</td>
<td>Based on the results of this SLO. I feel that we have achieved its desirable outcome. We will continue to monitor this learned outcome and its assessment.</td>
<td>Instructors collected student examples and will use them to inform assignment design and provide models for future students, which will improve instruction and communication of expectations. Instructors will continue to discuss field trip schedule and adapt assignments to local and state-wide exhibition venues.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to interpret the visual relationship between art forms and the display thereof.&quot;</td>
<td>Based on the results of this SLO. I feel that we have achieved its desirable outcome. We will continue to monitor this learned outcome and its assessment.</td>
<td>Instructors debriefed the assignment and how to provide students with more support during the planning and implementation of the project. Student examples were collected and will provide models for future classes. Assignment will be given earlier in the semester, with more instructor feedback during the process. Alteration of the class format from one day to two days per week will provide a better structure for lab/lecture/individual work and individual feedback from instructor(s).</td>
</tr>
</tbody>
</table>

Students did very well with material, but instructors discussed and agreed that the format in which the course was presented was very fatiguing for the students, and might be better presented in a 2 day per week format instead of one day 6 hour class. Students’ abilities to work without fatigue in physical roles and absorb lecture material would be improved. Instructors will continue to accumulate resources regarding technical care and presentation of artworks to provide a better resource pool for student instruction.

Instructors will discuss field trip schedule and adapt assignments to local and state-wide exhibition venues.

Assignment will be given earlier in the semester, with more instructor feedback during the process. Alteration of the class format from one day to two days per week will provide a better structure for lab/lecture/individual work and individual feedback from instructor(s).
95. Sculpture I [ART-138] belonging to Art [ART]

Plan for topic "Students completing this course will be able to create sculpture that utilize basic skills and craftsmanship in various sculpture media.": 2018/19

All students assessed were successful in creating sculpture that utilized basic skills in woodworking, plaster working, and mold making. All students showed evidence of having used basic handtools and evidence of material manipulation. Faculty discussion on this resulted in success linked to focus of basic skills taught in lab curriculum. However, evidence of craftsmanship varied greatly. Levels of mastery of material discussed by faculty as craftsmanship. Action plan includes a sub-division of "craftsmanship" in student grading rubric and expectations for our students to include intentional markmaking or successful handling that highlights material qualities or refined joinery, surface quality, and/or durability.

Plan for topic "Students completing this course will be able to apply technical skill to create sculptures in a variety of materials including but not limited to metal, wood, plaster, modeling material, and found object assemblage.": 2015/16

Students were given 4-5 various projects throughout the semester, reflecting a variety of media. Each new project used a new media. 8 students felt that they only Agreed, not Strongly Agreed, that they were able to create sculpture in a variety of media. In order to achieve even better results, we will try to further demonstrate techniques for each material. We feel that the students who do not Strongly Agree must need further instruction in technical skill rather than introducing a variety of materials.

Plan for topic "Students completing this course will be able to create sculptures that demonstrate the elements and skills of 3-D design of sculpture (such as modeling, mold making, assemblage, subtractive, additive, full round, positive/negative space, line, plane, etc).": 2015/16

The student results for topic number 2 were the same as for topic number 1. We feel we have successfully presented a variety of elements of design topics into the course projects. The 8 students who did not strongly agree might be referring to not having been shown each element of design listed on the topic (Modeling, mold making, assemblage, subtractive, additive, full round, pos/neg space, line, plane, etc). We feel that the "subtractive" design element is one that we have the weakest project guidelines for. We will try to strengthen this project. We are also considering techniques and materials that are best suited for this project.
96. Sculpture II [ART-139] belonging to Art [ART]

Plan for topic "Students completing ART-139 will be able to Students completing ART-135 will be able to apply technical skill to create sculpture in a variety of traditional materials including but not limited to fabrication, foundry, woodworking, and mold-making."**: 2016/17

We will certainly keep offering an assignment in each of the areas: 1. woodworking 2. metal casting 3. welding 4. mold making. It is difficult to work with other techniques and materials; the SLO determines this need. We discussed the technical language in this SLO and determined that it is specific enough to ensure that each technique is taught, but also broad enough that each instructor still has autonomy in the form of the projects around each technique and media.

Plan for topic "Students completing ART-139 will be able to Students completing ART-135 will be able to apply technical skill to create sculpture in a variety of traditional materials including but not limited to fabrication, foundry, woodworking, and mold-making."**: 2013/14

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program’s SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students’ needs in relation to their learning.

Plan for topic "Students completing ART-139 will be able to Students completing ART-135 will be able to demonstrate advanced critical thinking and problem-solving skills in each sculpture project."**: 2013/14

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program’s SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students’ needs in relation to their learning.

Plan for topic "Students completing ART-139 will be able to Students completing ART-135 will be able to Create a body of sculptural artwork that is presented in a final art portfolio."**: 2013/14

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program’s SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students’ needs in relation to their learning.

Plan for topic "Students completing ART-139 will be able to Students completing ART-135 will be able to Use tools and equipment properly and safely to create sculpture, including but not limited to welding equipment, stationary wood power tools, and basic electric and hand tools."**: 2013/14

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program’s SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students’ needs in relation to their learning.
97. From Clay to Bronze [ART-141] belonging to Art [ART]

Plan for topic "Students completing the course will be able to critique their own work and the work of others, addressing aesthetic concerns."

: 2016/17

We decided that the students were not strongly agreeing that they were able to critique their own work and the work of others, or able to fully address aesthetic concerns. We understand that this is a result of the specific art course being very technically heavy, with little room in the curriculum for introductory lessons in elements of 3-D design. While we do not require a prerequisite of Design foundation courses for this course, we see that it is affecting this learning outcome. Everything else in the course is working very well (applying 3-D processes, spatial manipulation, and design to create sculpture), but students are not able to get rich and substantive critiques in the course. We decided to require curriculum that addresses critique work earlier in the semester, and more often, rather than the large end of term critique. We feel that this will address this particular curriculum much better.

Plan for topic "Students completing the course will be able to critique their own work and the work of others, addressing aesthetic concerns."

: 2015/16

This course will be assessed during the Fall 2016 term

Plan for topic "Students completing the course will be able to critique their own work and the work of others, addressing aesthetic concerns."

: 2012/13

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course will be able to critique their own work and the work of others, addressing aesthetic concerns."

: 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to apply intermediate three dimensional processes to create sculpture."

: 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to recognize some of the general possibilities of spatial manipulation and three dimensional design."

: 2010/11

No modifications are currently planned, since the data indicates that students are meeting the outcome.

Plan for topic "Students completing the course will be able to apply intermediate three-dimensional processes to create sculpture"
No modifications are planned at this time, since the assessment criteria were met.
98. Metal Casting Techniques I [ART-144] belonging to Art [ART]

Plan for topic "Students completing the course will be able to demonstrate aspects of moldmaking for non-ferrous and ferrous metal."

2017/18

Art 144 was re-written as a part of the Title V process in Fall 2018. SLOs were revised to more specifically describe the course work. SLO: B refers to multiple moldmaking techniques. The responses from students indicated that they felt they were not getting various techniques, but perhaps only one technique. This assessment confirms that there are issues with the SLO and the course description in this specific case, and changes were made in Title V.

Plan for topic "Students completing ART-144 will be able to "Upon completion of this course, I am able to use various mold making techniques for multiple kinds of metals."

2017/18

Art 144 was re-written as a part of the Title V process in Fall 2018. SLOs were revised to more specifically describe the course work. SLO: B refers to multiple moldmaking techniques. The responses from students indicated that they felt they were not getting various techniques, but perhaps only one technique. This assessment confirms that there are issues with the SLO and the course description in this specific case, and changes were made in Title V.

Plan for topic "Students completing the course will be able to "Upon completion of this course, I am able to create finished metal art works."

2014/15

Student assessment indicates successful implementation of assessment topic. Because of the 2 students who marked "agree" rather than "strongly agree", we will work to balance the various mold making techniques so that there is more balanced varieties of techniques. We will make each project reflect a different type of mold making process. For example, Ceramic Shell technique, 2-part resin bonded sand mold technique, and standard investment technique.

Plan for topic "Students completing ART-144 will be able to "Upon completion of this course, I am able to use various mold making techniques for multiple kinds of metals."

2014/15

Student assessment indicates successful implementation of assessment topic. Because of the 2 students who marked "agree" rather than "strongly agree", we will work to balance the various mold making techniques so that there is more balanced varieties of techniques. We will make each project reflect a different type of mold making process. For example, Ceramic Shell technique, 2-part resin bonded sand mold technique, and standard investment technique.

Plan for topic "Students completing the course will be able to create finished metal art works."

2014/15

The student assessment for topic #3 indicates successful application of SLO. Because 2 students indicated "Agree" instead of "Strongly agree" we will work harder to allow time in the course schedule for students to complete their work by the end of the semester. We will do this by allowing more lab time to complete the work. We will also analyze the project guidelines to assess how difficult the projects are for completion by the end of the semester. We will look at changing the project guidelines to ask students to make smaller, or less ambitious projects in order to assure that ALL projects can be completed but the end of the semester by all students.
The student assessment for topic #3 indicates successful application of SLO. Because 2 students indicated "Agree" instead of "Strongly agree" we will work harder to allow time in the course schedule for students to complete their work by the end of the semester. We will do this by allowing more lab time to complete the work. We will also analyze the project guidelines to assess how difficult the projects are for completion by the end of the semester. We will look at changing the project guidelines to ask students to make smaller, or less ambitious projects in order to assure that ALL projects can be completed but the end of the semester by all students.

Plan for topic "Students completing ART-144 will be able to Upon completion of this course, I am able to participate in group critiques.":

2014/15

The student assessment indicated success in implementing this student learning outcome. Action plan at this time will involve continuing to strengthen the Critique outcomes.

Plan for topic "Students completing the course will be able to demonstrate skills in metal casting techniques of iron, bronze, and aluminum.":

2014/15

Student results indicated successful implementation of the course SLO topic. Action Plan is to continue to create project guidelines that engage students in the processes of metal casting techniques.

Plan for topic "Students completing ART-144 will be able to Upon completion of this course, I am able to demonstrate skills in metal casting techniques or iron, bronze, and aluminum based on design projects given by the instructor.":

2014/15

Student results indicated successful implementation of the course SLO topic. Action Plan is to continue to create project guidelines that engage students in the processes of metal casting techniques.

Plan for topic "Students completing the course will be able to demonstrate aspects of moldmaking for non-ferrous and ferrous metal.":

2009/10

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing ART-144 will be able to "Upon completion of this course, I am able to use various mold making techniques for multiple kinds of metals."":

2009/10

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to create finished metal art works.":

2009/10

The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing ART-144 will be able to "Upon completion of this course, I am able to create finished metal art works."":

2009/10
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate skills in metal casting techniques of iron, bronze, and aluminum.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing ART-144 will be able to Upon completion of this course, I am able to demonstrate skills in metal casting techniques or iron, bronze, and aluminum based on design projects given by the instructor.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We decided that the students were not strongly agreeing that they were able to critique their own work and the work of others, or able to fully address aesthetic concerns. Much like Art 141, we understand that this is a result of the specific art course being very technically heavy, with little room in the curriculum for introductory lessons in elements of 3-D design. While we do not require a prerequisite of Design foundation courses for this course, we see that it is affecting this learning outcome. Furthermore, Art 145 is the most advanced Metal Arts course available, but students are not required to take the lower Metal Arts classes. Everything else in the course is working very well (perform aspects of casting techniques and employ advanced mold making techniques), but students are not able to get rich and substantive critiques in the course. We decided to require curriculum that addresses critique work earlier in the semester, and more often, rather than the large end of term critique. We feel that this will address this particular curriculum much better.

This course will be assessed the next time it is offered.

No plan of action as we had 100% learned outcome achievement.

No plan of action as we had 100% student learned outcome achievement.

No plan of action as we had 100% student learned outcome achievement.
100. Metalsmithing and Jewelry I [ART-146] belonging to Art [ART]

Plan for topic "Students completing this course will be able to explain and discuss design principles and form for jewelry.": 2018/19

Each of the students present in the final critique were able to discuss design principles and form in their own work and the work of others. This suggests clear success for this SLO. However, we discovered that this only happened in the final critique of the semester because only one final critique has been possible during the course of the semester. Due to extremely high technical requirements in this course, multiple critiques for discussion of design are not possible at this time. Action plans include introducing hybrid online critiques, as well as in-class "concept boards" for students.

Plan for topic "Students completing the course will be able to demonstrate skills in beginning metalsmithing and jewelry techniques.": 2015/16

We feel that this topic is being addressed very well in the course. It is a very broad assessment topic, so we discussed ways that we can create sub-questions for the topic in the surveys next time, in order to gain more insight on which techniques are being demonstrated best, and which techniques are a challenge, if any.

Plan for topic "Students completing the course will be able to create jewelry pieces in silver and copper.": 2015/16

We feel that the survey reflects success in the course instruction. However, the students who Agree, rather than Strongly Agree is much higher in this topic than in the other topics. Overall, we feel that this is because students in the beginning jewelry class work predominantly in copper rather than silver. While both metals are crafted using the same techniques, silver is a little bit more advanced and also much more expensive for beginner students. We feel that the final project in silver is appropriate for beginner students, and are considering changing the SLO topic to reflect the pre-dominance of copper over silver in the course. We will also change the content of the course with regards to copper-working to include more information on how it translates to silver for each application of copper.

Plan for topic "Students completing the course will be able to demonstrate skills in beginning metalsmithing and jewelry techniques.": 2012/13

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students’ needs in relation to their learning.

Plan for topic "Students completing the course will be able to create jewelry pieces in silver and copper.": 2012/13

While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students’ needs in relation to their learning.

Plan for topic "Students completing the course will be able to demonstrate silver soldering and fabrication.": 2012/13

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students’ needs in relation to their learning.
Plan for topic "Students completing the course will be able to critique their own artwork and the artwork of others."": 2012/13
The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students' needs in relation to their learning.

Plan for topic "Students completing the course will be able to demonstrate skills in beginning metalsmithing and jewelry techniques."": 2009/10
The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to create jewelry pieces in silver and copper."": 2009/10
The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to demonstrate silver soldering and fabrication."": 2009/10
The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
DVC Instructional Course SLO Action Plans

101. Metalsmithing and Jewelry II [ART-147] belonging to Art [ART]

Plan for topic "Students completing this course will be able to develop a personal aesthetic design for use in a portfolio": 2018/19

The level of personal aesthetic designs varied greatly. Students whose successful personal aesthetic designs aligned with the instructor's technical demonstrations were most successful. Design aesthetics that required new technical skills beyond what the instructor presented were not successful. About 30% of the students presented weak development of portfolios because the instructor was not able to work on new techniques with this group. This is a result of teaching "staked" classes of Art 146 and 147 together. Instruction is primarily focused on new students in Art 146. Action plan includes working with campus wide cohorts on ways to manage schedule to lower enrollment caps for stacked classes, gain more support staff for staked classes, or separate the staked classes.

Plan for topic "Students completing the course will be able to demonstrate skills in advanced metalsmithing and jewelry techniques.":: 2015/16

We feel that this course is running successfully. However, we wonder why not all students felt strongly about the topic. We feel that the topic question taken directly from the SLO is too broad. In our next assessment we will change the surveys to have sub-questions such as "I am able to demonstrate skills required to create complex chains", "I am able to solder using easy and hard silver solder", and "I am able to fabricate in copper". We hope to gain more insight from changing the surveys. Also, we were able to have a conversation on the complexity of offering many demonstrations for Art 147 students who take the class concurrently with Art 146 (beginner) students. It is harder to offer the Art 147 students much needed one on one time while they practice, while there is a majority of beginner students just beginning and needing lots of attention. We will work on offering more attention to Art 147 students during class and have a sub question that reflects this in the next assessment, such as "I feel that I get adequate time to work, and demonstrations on advanced techniques during the class time such as silver solder, how to emboss, how to develop complex jump ring chains".

Plan for topic "Students completing the course will be able to create complex jewelry pieces in silver.":: 2015/16

We feel that this course is running successfully. Again, we wonder why not all students felt strongly about the topic. Again, like the first topic, we feel that the topic question taken directly from the SLO is too broad. In our next assessment we will change the surveys to add a list of what they were able to successfully complete. We hope to gain more insight from changing the surveys. Also, we were able to have a conversation on the complexity of offering many demonstrations for Art 147 students who take the class concurrently with Art 146 (beginner) students. It is harder to offer the Art 147 students much needed one on one time while they practice, while there is a majority of beginner students just beginning and needing lots of attention. We will work on offering more attention to Art 147 students during class and have a sub question that reflects this in the next assessment, such as "I feel that I get adequate time to work, and demonstrations on advanced techniques during the class time such as silver solder, how to emboss, how to develop complex jump ring chains".

Plan for topic "Students completing the course will be able to demonstrate skills in advanced metalsmithing and jewelry techniques.":: 2012/13

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that
Plan for topic "Students completing the course will be able to create complex jewelry pieces in silver.": 2012/13

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students' needs in relation to their learning.

Plan for topic "Students completing the course will be able to fabricate hollow forms in silver.": 2012/13

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students' needs in relation to their learning.

Plan for topic "Students completing the course will be able to critique their own artwork and the artwork of others.": 2012/13

The plan of action for this course is to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. While the results were overwhelmingly positive, our plan is to continue to monitor student learned outcomes as we find that the results are be helpful in addressing our students' needs in relation to their learning.

Plan for topic "Students completing the course will be able to demonstrate skills in advanced metalsmithing and jewelry techniques.": 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to create complex jewelry pieces in silver.": 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to fabricate hollow forms in silver.": 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to demonstrate skills in advanced metalsmithing and jewelry techniques.": 2009/10

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to create complex jewelry pieces in silver.": 2009/10

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to fabricate hollow forms in silver.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
</tbody>
</table>
**DVC Instructional Course SLO Action Plans**

102. Topics in Studio Art [ART-150] belonging to Art [ART]

Plan for topic "Students completing this course will be able to 1. Develop a personal style in their depictions of the figure": 2017/18

The course is team taught by a printmaking faculty and a figure drawing faculty. In order to provide more instruction in the depiction of the figure for students taking the class with less experience in that area, we are discussing revising the sequence of instruction. The next time we offer the course, we would like to try doing the painting and drawing portion of the course before the printmaking portion.

Plan for topic "Students completing this course will be able to develop a portfolio demonstrating interpretations of the figure in a broad range of mixed media drawing/painting techniques.": 2017/18

Going forward, we plan to add an additional critique/class discussion to provide students the opportunity to present their individual approaches to the figure using appropriate course vocabulary. We believe this will empower students to more thoughtfully talk about their work and the ideas therein. We may also revise the instruction to spend more time on the use of pastel over monotype.

Plan for topic "Students completing this course will be able to Identify the bones of the human skeleton": 2016/17

This was an experimental topics class that was offered concurrently with Figurative Ceramics I & II. Human anatomy for artists is a complex subject and ideally would be offered as a class by itself.

Plan for topic "Students completing this course will be able to Identify the superficial muscles of the human body": 2016/17

This course would be best offered by itself rather than "piggy-backed" with Figurative Ceramics I & II. Also, the students need to be encouraged to study harder. Anatomy is ultimately about memorization.

Plan for topic "Students completing this course will be able to apply sculptural skills to the depiction of the superficial muscles of the human figure.": 2016/17

While we are pleased with this outcome and the students were successful, the final projects could have demonstrated a greater depth of knowledge and have been more ambitious if the students had been given more time. Ideally, this course would be better if it could be offered on its own. Going forward, we will continue to study the student interest in an anatomy for artists course.

Plan for topic "Students completing ART-150pj will be able to 1. Identify the aesthetic and conceptual attributes of various artistic genres": 2014/15

Continue to refine assignments.

Plan for topic "Students completing ART-150AF will be able to formulate creative concepts using the human figure as subject matter.": 2013/14

We are pleased with the results. We have rewritten the course as ART 130 Figurative Concepts and plan to offer this on a regular basis as students are increasingly interested in the study of the figure through painting.

Course Action Plans

Outcome Assessment History
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing ART-150AF will be able to Critique their paintings and the paintings of other students from an objective perspective." : 2013/14

We are pleased that our students are expressing a growing confidence in critique since it is an SLO for all of our studio classes. We will continue to provide our students with clear rubrics for the process and explore various techniques for improving their performance.

Plan for topic "Students completing ART-150AF will be able to demonstrate knowledge of proportion and anatomy of the human figure in painting." : 2013/14

We think it would benefit students if repeatability of figure drawing were reinstated. Currently, students only have the option to take Figure Drawing I and Figure Drawing II. We plan to write another figure drawing course that focuses more on human anatomy as applied to fine art. We believe this would improve figure drawing skills and thus improve performance in figurative painting.

Plan for topic "Students completing ART-150PN will be able to deepen their understanding of color theory and sensitivity." : 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing ART-150PN will be able to display skills of wood engraving for book illustration." : 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing ART-150PN will be able to incorporate text to image through printing with letter press." : 2012/13

No plan of action as we had 100% student learned outcome achievement.

Plan for topic "Students completing ART-150AF will be able to demonstrate their knowledge of proportion and anatomy of the human figure in painting." : 2012/13

One student commented "I need to practice more." Summer courses provide unique and challenging opportunities for students to work intensely but for a shorter duration. While most students express confidence in this area we will compare the results with those gathered in the fall.

Plan for topic "Students completing ART-150AF will be able to formulate creative concepts using the human figure as subject matter." : 2012/13

We have rewritten this course so it will be a regularly offered class (ART 130 Figurative Concepts). We are pleased with the results here but the new class will have more SLOs and their wording will be refined.

Plan for topic "Students completing ART-150AF will be able to Critique their paintings and the paintings of other students from an objective perspective." : 2012/13

All of our studio courses emphasize critique. One of our challenges as instructors is to be sure everyone participates and feels confident using appropriate terminology. We will continue to develop rubrics and refine our methods of group and self-evaluation in the context of classroom critiques.

Plan for topic "Students completing ART-150PN will be able to understand color printing through reduction process from a single
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing ART-150PN will be able to understand multi-block registration in relief printmaking.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>No plan of action as we had 100% student learned outcome achievement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>plate.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>No plan of action as we had 100% student learned outcome achievement.</td>
<td></td>
</tr>
</tbody>
</table>
103. Visual Theory and Practice - Ceramic Art [ART-151] belonging to Art [ART]
Plan for topic "Students completing this course will be able to exercise creative problem solving skills while exploring alternative methods of learning through hands on experience."
The pedagogical methods designed to reach this outcome seem to be successful. During the next assessment cycle we will assess another outcome.

Plan for topic "Students completing this course will be able to describe social, psychological, political, religious, economic, and/or philosophical issues that contextualize the artistic eras studied."
The pedagogical methods designed to reach this outcome seem to be successful. During the next assessment cycle we will assess another outcome.

Plan for topic "Students completing this course will be able to distinguish and describe characteristics of various artistic styles, forms, and representative works from the cultures studied using appropriate vocabulary."
The results of this SLO is satisfactory. An overwhelming 85% of students were successful. In order to encourage an even larger percentage of students to research various artistic styles and complete their journal assignments we will develop increased handouts specific to the class. These will provide supplementary resources where students can explore content relevant to class. This may include assignment lists and expectations, images reviewed in class and links to helpful sites.

Plan for topic "Students completing this course will be able to create original artworks that re-contextualize historic symbols to demonstrate contemporary relevance."
The results of this SLO is satisfactory. An overwhelming 88% of students were successful. In order to encourage an even larger percentage of students to do research in order to re-contextualize historical symbols in their creative work we will develop additional handouts and visuals specific to the class. These will provide a supplementary resource where students can explore content relevant to class. Specifically, additional images reviewed in class and links to helpful sites where they can research historical art and contemporary issues.
### Plan for topic "Students completing the course will be able to identify the formal design elements of art": 2016/17

We are pleased with the results of this outcome and believe it is an accurate and positive measure of student success.

### Plan for topic "Students completing the course will be able to construct basic pottery forms.": 2016/17

We are pleased with the results of this outcome and believe it is an accurate and positive measure of student success.

### Plan for topic "Students completing this course will be able to Create original functional pottery forms.": 2016/17

We are pleased with the results of this outcome and believe it is an accurate and positive measure of student success.

### Plan for topic "Students completing the course will be able to Summarize and describe the ceramic process.": 2016/17

We are pleased with the results of this outcome and believe it is an accurate and positive measure of student success.

### Plan for topic "Students completing the course will be able to construct basic pottery forms.": 2013/14

81% of students felt they completely understood this material, and 19% somewhat understood this material. Additional assignments regarding this topic may be added to the curriculum to increase student's understanding of this topic.

### Plan for topic "Students completing the course will be able to identify the formal design elements of art": 2013/14

81% of students felt they completely understood this material, and 19% somewhat understood this material. Additional assignments regarding this topic may be added to the curriculum to increase student's understanding of this topic.

### Plan for topic "Students completing the course will be able to formally compare the attributes of ceramics and other art forms": 2013/14

The results for this SLO seem satisfactory. No changes in curriculum are triggered by these results.

### Plan for topic "Students completing the course will be able to identify pottery forms from diverse cultures.": 2013/14

The results for this SLO seem satisfactory. No changes in curriculum are triggered by these results.

### Plan for topic "Students completing the course will be able to create original works of ceramic art.": 2013/14

Results for this SLO are satisfactory and do not trigger any changes to curriculum.

### Plan for topic "Students completing the course will be able to apply design decisions in the construction of pottery forms.": 2013/14

Results for this SLO are satisfactory and do not trigger any changes to curriculum.

### Plan for topic "Students completing the course will be able to identify the formal design elements of art": 2011/12

Mr. Tsuruta does an exemplary job of demanding a solid theoretical understanding of three-dimensional design issues generally, as well as issues more specifically pertaining to the medium of wheel-thrown ceramics. These results indicate he should continue developing his pedagogy which has yielded such strong results.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;Students completing the course will be able to construct basic pottery forms.&quot;</strong>: 2011/12</td>
<td>Mr. Tsuruta does an exemplary job of demanding a solid theoretical understanding of three-dimensional design issues generally, as well as issues more specifically pertaining to the medium of wheel-thrown ceramics. These results indicate he should continue developing his pedagogy which has yielded such strong results.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to formally compare the attributes of ceramics and other art forms&quot;</strong>: 2011/12</td>
<td>These results may speak to the difficulty beginning students can have in understanding the deeper, artistic concerns and issues involved in wheel-thrown ceramics (as opposed to simply acquiring the skill necessary to work in the medium.) Mr. Tsuruta places great emphasis on this kind of deeper understanding, which may, paradoxically, cause students to realize how much more they still have to learn in this regard. I will work with Mr. Tsuruta to try and develop his pedagogy to more successfully address this issue, and will encourage him to also seek the advice of Mark Messenger and Karl McDade at the Pleasant Hill Campus.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to identify pottery forms from diverse cultures.&quot;</strong>: 2011/12</td>
<td>These results may speak to the difficulty beginning students can have in understanding the deeper, artistic concerns and issues involved in wheel-thrown ceramics (as opposed to simply acquiring the skill necessary to work in the medium.) Mr. Tsuruta places great emphasis on this kind of deeper understanding, which may, paradoxically, cause students to realize how much more they still have to learn in this regard. I will work with Mr. Tsuruta to try and develop his pedagogy to more successfully address this issue, and will encourage him to also seek the advice of Mark Messenger and Karl McDade at the Pleasant Hill Campus.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to create original works of ceramic art.&quot;</strong>: 2011/12</td>
<td>These are highly positive results for this SLO and the discrepancy in responses is most likely due to the actual range of skills amongst the students. However, anything SRC can do to extend lab hours will facilitate greater student skill. I am currently working to have an ethernet cable installed in the adjacent drawing room so I can keep my office hours there and still be able to check my campus email in the afternoons. This will great more lab time for the painting and ceramic students.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to apply design decisions in the construction of pottery forms.&quot;</strong>: 2011/12</td>
<td>These are highly positive results for this SLO and the discrepancy in responses is most likely due to the actual range of skills amongst the students. However, anything SRC can do to extend lab hours will facilitate greater student skill. I am currently working to have an ethernet cable installed in the adjacent drawing room so I can keep my office hours there and still be able to check my campus email in the afternoons. This will great more lab time for the painting and ceramic students.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to construct basic pottery forms.&quot;</strong>: 2010/11</td>
<td>No plan of action as we had 100% student learned outcome achievement.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to identify the formal design elements of art&quot;</strong>: 2010/11</td>
<td>No plan of action as we had 100% student learned outcome achievement.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to identify pottery forms from diverse cultures.&quot;</strong>: 2010/11</td>
<td>No plan of action as we had 100% student learned outcome achievement.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to formally compare the attributes of ceramics and other art forms&quot;</strong>: 2010/11</td>
<td>No plan of action as we had 100% student learned outcome achievement.</td>
</tr>
<tr>
<td>Topic</td>
<td>Year</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Students completing the course will be able to apply design decisions in the construction of pottery forms.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Students completing the course will be able to create original works of ceramic art.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Students completing the course will be able to create original works of ceramic art.</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to identify the formal design elements of art</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to construct basic pottery forms.</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to formally compare the attributes of ceramics and other art forms</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to identify pottery forms from diverse cultures.</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to create original works of ceramic art.</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to apply design decisions in the construction of pottery forms.</td>
<td>2009/10</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to construct complex forms integrating technical and analytical skills.": 2017/18
The pedagogical methods designed to reach this outcome seem to be successful. During the next assessment cycle we will assess another outcome.

Plan for topic "Students completing this course will be able to identify creative problem-solving strategies for the development of form and surface.": 2014/15
The result for this SLO are satisfactory. An overwhelming 100% of students marked positively. Nonetheless, in order sustain and improve student success, we will introduce additional supplementary handouts and Power Points to further support existing class demonstrations.

Plan for topic "Students completing this course will be able to create original glazes through experimentation.": 2014/15
The result for this SLO is satisfactory but there is room for improvement. An overwhelming 80% of students marked positively, but 20% felt they had not achieved this objective. The majorities of students in Wheel-Thrown Ceramics classes are learning skills and content for the first time. 153 students, who are a minority, have already completed a semester in the studio and are more self-directed. This survey information suggests that all 153 students need to be monitored more closely to guide a larger percentage to successfully complete glaze experiments. This can be accomplished by performing more glaze calculation demonstrations early in the semester for 153 students, clarifying this as their priority during studio time and holding them more stringently to project deadlines.

Plan for topic "Students completing the course will be able to analyze the aesthetic and conceptual attributes of various ceramic genres": 2011/12
These conceptual aspects of ceramics are more difficult for students to grasp than the more hands-on technical skills required by the medium. I will work with Mr. Tsuruta to try and address this. It should be noted that Mr. Tsuruta is already very rigorous in this regard but can still find room to be even more successful.

Plan for topic "Students completing the course will be able to define the fundamentals of three-dimensional design.": 2011/12
This survey sample is too small to be statistically meaningful, however, I will still work with Mr. Tsuruta to seek to improve his students’ understanding of the basic fundamental concepts of three-dimensional design.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to construct complex forms integrating technical and analytical skills.&quot;: 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Again, this is too small a survey group to be represent statistically meaningful response and most likely simply reflects differing skill levels between two students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the aesthetic and conceptual attributes of various ceramic genres.&quot;&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods of teaching and grading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the aesthetic and conceptual attributes of various ceramic genres&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods of teaching and grading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to define the fundamentals of three-dimensional design.&quot;&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods of teaching and grading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to construct complex forms integrating technical and analytical skills.&quot;&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods of teaching and grading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the aesthetic and conceptual attributes of various ceramic genres&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO will be rewritten to better reflect the course outline; assessment method should remain the same.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the aesthetic and conceptual attributes of various ceramic genres.&quot;&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO will be rewritten to better reflect the course outline; assessment method should remain the same.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to define the fundamentals of three-dimensional design.&quot;&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No modifications necessary at this time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to construct complex forms integrating technical and analytical skills.&quot;&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO will be rewritten to better reflect the course outline; assessment method should remain the same.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

106. Hand-Built Ceramics I [ART-154] belonging to Art [ART]

Plan for topic "Students completing this course will be able to identify creative problem-solving strategies to explore unique hand-built ceramics.": 2017/18

We feel that 87% is an acceptable success rate. We will assess different outcomes during the next cycle.

Plan for topic "Students completing this course will be able to Create original Hand-built pottery.": 2017/18

We feel that 87% is an acceptable success rate. We will assess different outcomes during the next cycle.

Plan for topic "Students completing this course will be able to implement basic techniques to construct hand-built pottery.": 2017/18

We feel that 87% is an acceptable success rate. We will assess different outcomes during the next cycle.

Plan for topic "Students completing this course will be able to identify creative problem-solving strategies to explore unique hand-built ceramics.": 2014/15

The result for this SLO seems satisfactory. An overwhelming 95% majority of students marked positively. Nonetheless, in order sustain and improve student success, we will introduce additional supplementary handouts and Power Points to further support existing class demonstrations.

Plan for topic "Students completing this course will be able to apply design decisions in order to synthesize hand-built ceramic form and function.": 2014/15

The result for this SLO seems satisfactory. An overwhelming 95% majority of students marked positively. Nonetheless, in order sustain and improve student success, we will introduce additional supplementary handouts and Power Points to further support existing class demonstrations.

Plan for topic "Students completing the course will be able to analyze the aesthetic and conceptual attributes of various ceramic genres.": 2011/12

These are overwhelmingly positive numbers that speak to Mr. Tsuruta's ability to engage students' interest in an exploration of a range of ceramics genres. These results indicate he should continue as he has been doing.

Plan for topic "Students completing the course will be able to compare the formal attributes of ceramics and other art forms.": 2011/12

As with student response to SLO 1, these are very positive results and speak well of Mr. Tsuruta's thorough treatment of the historical context of ceramics. Still, small improvements to this area of his curriculum could boost these numbers even higher. As coordinator in this area of the Applied Arts and Social Sciences department of SRC, I will work with Mr. Tsuruta to brainstorm ways to achieve this.

Plan for topic "Students completing the course will be able to outline the evolution of ceramic art and its relevance to cultural trends.": 2011/12

As with student response to SLO 1, these are very positive results and speak well of Mr. Tsuruta's thorough treatment of the historical context of ceramics. Still, small improvements to this area of his curriculum could boost these numbers even higher. As coordinator in this area of the Applied Arts and Social Sciences department of SRC, I
## DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to outline the evolution of ceramic art and its relevance to cultural trends."**: 2011/12

These numbers cannot be any higher, and set against the somewhat less enthusiastic responses to questions of this nature put to beginning or intermediate wheel-thrown students, they would seem to indicate a natural evolution in which student conceptual understanding eventually catches up with their technical development. No action seems required in relation to this SLO.

**Plan for topic "Identify the formal design elements and organizational principles of art through projects created in class."**: 2011/12

These numbers cannot be any higher, and set against the somewhat less enthusiastic responses to questions of this nature put to beginning or intermediate wheel-thrown students, they would seem to indicate a natural evolution in which student conceptual understanding eventually catches up with their technical development. No action seems required in relation to this SLO.

**Plan for topic "Students completing the course will be able to outline the evolution of ceramic art and its relevance to cultural trends."**: 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

**Plan for topic "Students completing the course will be able to compare the formal attributes of ceramics and other art forms."**: 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

**Plan for topic "Students completing the course will be able to outline the evolution of ceramic art and its relevance to cultural trends."**: 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

**Plan for topic "Identify the formal design elements and organizational principles of art through projects created in class."**: 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

**Plan for topic "Students completing the course will be able to analyze the aesthetic and conceptual attributes of various ceramic genres."**: 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
| Plan for topic "Identify the formal design elements and organizational principles of art through projects created in class."
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
</tr>
<tr>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>

| Plan for topic "Students completing the course will be able to outline the evolution of ceramic art and its relevance to cultural trends."
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
</tr>
<tr>
<td>The results were overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to Create original ceramic sculpture": 2016/17
Using the results of a specific assignment to evaluate the successful completion of student learning outcomes has proven to be a meaningful indicator of success. We will continue to use individual assignment grades to evaluate specific outcomes. The success rate of 85% on this student learning outcome is considered acceptable for our program.

Plan for topic "Students completing this course will be able to Apply design decisions in order to synthesize sculpture form and intent.": 2016/17
Using the results of a specific assignment to evaluate the successful completion of student learning outcomes has proven to be a meaningful indicator of success. We will continue to use individual assignment grades to evaluate specific outcomes. The success rate of 85% on this student learning outcome is considered acceptable for our program.

Plan for topic "Students completing this course will be able to choose and apply techniques to construct ceramic sculpture forms.": 2016/17
Using the results of a specific assignment to evaluate the successful completion of student learning outcomes has proven to be a meaningful indicator of success. We will continue to use individual assignment grades to evaluate specific outcomes. The success rate of 85% on this student learning outcome is considered acceptable for our program.

Plan for topic "Students completing the course will be able to identify the formal design elements and organizational principles of art.": 2013/14
We are pleased with the results of the survey because the measurement criteria for outcome # 1 have been met overwhelmingly. However, we have just submitted a re-write for Art-155 in order to meaningfully sequence it's content with a new ceramic sculpture course. This will effect the specific SLO's for Art 155 at the next survey.

Plan for topic "Students completing the course will be able to formally compare the attributes of ceramics and other art forms.": 2013/14
We are pleased with the results of the survey because the measurement criteria for outcome # 2 have been met. However, we have just submitted a rewrite for Art-155 in order to meaningfully sequence it's content with a new ceramic sculpture course. This will effect the specific SLO's for Art-155 at the next survey.

Plan for topic "Students completing the course will be able to trace the evolution of ceramic art and it's relevance to technical, social, cultural and political trends.": 2013/14
We are pleased with the results of the survey because the measurement criteria for outcome # 3 have been met. However, we have just submitted a re-write for Art-155 in order to meaningfully sequence content with a new ceramic sculpture course. This will effect the specific SLO's for Art-155 at the next survey.

Plan for topic "Students completing the course will be able to critique their own artwork and the artwork of others.": 2013/14
We are positive about the results of the survey because the measurement criteria for outcome # 4 have been met. We will, however, emphasize the courses component of
Plan for topic "Students completing the course will be able to identify the formal design elements and organizational principles of art."": 2012/13

For a more focused view on SLOs for this course, student surveys are being reconsidered.

Plan for topic "Students completing the course will be able to formally compare the attributes of ceramics and other art forms."": 2012/13

For a more focused view on SLOs for this course, student surveys are being reconsidered.

Plan for topic "Students completing the course will be able to trace the evolution of ceramic art and it’s relevance to technical, social, cultural and political trends."": 2012/13

For a more focused view on SLOs for this course, student surveys are being reconsidered.

Plan for topic "Students completing ART-155 will be able to Students completing Art-155 will be able to critically evaluate historical and contemporary ceramic art, including their own."": 2012/13

For a more focused view on SLOs for this course, student surveys are being reconsidered.
The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
### 108. Figurative Ceramics I [ART-156] belonging to Art [ART]

#### Plan for topic "Students completing the course will be able to both identify and apply the formal design elements and organizational principles of art.": 2016/17

We will continue to reinforce the vocabulary of 2D and 3D design and its principles when we offer the class again in the fall of 2018.

#### Plan for topic "Students completing the course will be able to identify and discuss major Western and non-Western examples of historical and contemporary figurative ceramic art.": 2016/17

The students were a little confused by the wording of this SLO. We will revisit it when the course is due for Title V rewrites.

#### Plan for topic "Students completing the course will be able to critically compare figurative ceramics and other art forms.": 2016/17

The art department as a whole will continue to meet either informally or in FLEX workshops to discuss best practices for student critiques, since it is an SLO for all of our studio classes.

#### Plan for topic "Students completing the course will be able to both identify and apply the formal design elements and organizational principles of art.": 2014/15

We have rewritten the SLOs for ART-156, as part of the Title V process, to emphasize the figurative aspect of the class (students work from live models and other references). The new SLO reads "identify the formal design elements and organizational principles of art through figurative projects created in class." This will help students to make the distinction between our figurative ceramics course and our hand building course, a ceramic sculpture course that does not have an emphasis on depicting the human form.

#### Plan for topic "Students completing the course will be able to identify and discuss major Western and non-Western examples of historical and contemporary figurative ceramic art.": 2014/15

While the majority of responses were positive, a couple of students answered in the "Disagree" category. Given the multi-cultural make-up of our students this does cause some concern. While I did show slides of historical work from Nigeria, Central America, and Asia (both historical and contemporary), the next time this course is taught we plan to place a stronger emphasis on non-Western examples of figurative ceramics. The final project a?oFigure as Metaphora?¯ was an opportunity for students to create a sculpture that included personal iconography. Many brought to the assignment elements from their own cultures, (e.g. a Mexican-American student incorporating Aztec imagery). Perhaps an assignment where students are required to research figurative sculptures from a culture not their own would have been better. This was my first time teaching this course. In the process of creating slide presentations for the students I found myself becoming increasingly interested in the figurative ceramics from countries about which I was previously unaware. I plan to keep this in mind the next time I teach the class.

#### Plan for topic "Students completing the course will be able to critically compare figurative ceramics and other art forms.": 2014/15

This topic about critique is a component of all of our studio classes. We are always interested in finding new ways to improve student participation. This particular group of students was very engaged in the process, probably due to the fact that ceramics in tends to be co-operative, e.g. students load kilns and make clay together. Students tend to perform better in critique when they feel comfortable with other students. We plan to continue to encourage group activities in all of our studio classes to continue to improve...
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to both identify and apply the formal design elements and organizational principles of art.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify and discuss major Western and non-Western examples of historical and contemporary figurative ceramic art.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to critically compare figurative ceramics and other art forms.&quot;&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to calibrate and manipulate standard photographic equipment and materials (film cameras, traditional darkroom materials, and digital technology) to create photographs." : 2017/18

This assignment is the very first technical shooting assignment and one of the biggest hurdles at that point in the semester is access to supplies as some students are still waiting on funds. We will work to make more resources readily available early on along with working more closely with those students who are still feeling unsure about their cameras. Through CANVAS we have adapted most of our handouts so that they are available electronically, but we will continue to do so to increase accessibility.

Plan for topic "Students completing the course should demonstrate an understanding of basic black and white photographic printing techniques." : 2014/15

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review some of the techniques that were introduced earlier in the semester to ensure best results for the projects.

Plan for topic "Students completing the course should demonstrate knowledge of proper black and white photographic film exposure and film processing techniques." : 2014/15

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review some of the techniques that were introduced earlier in the semester to ensure best results for the final project.

Plan for topic "Students completing the course should demonstrate an understanding of the basic principles and concepts of composition and design to communicate visually using black and white photographs." : 2014/15

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review and modify some of the critique methods that were introduced earlier in the semester to ensure best results for the critique sessions.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application." : 2014/15

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review and modify some of the critique methods that were introduced earlier in the semester to ensure best results for the critique sessions.

Plan for topic "Students completing the course should demonstrate an understanding of basic black and white photographic printing techniques." : 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course should demonstrate knowledge of proper black and white photographic film exposure and film processing techniques." : 2011/12
DVC Instructional Course SLO Action Plans

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course should demonstrate an understanding of the basic principles and concepts of composition and design to communicate visually using black and white photographs.": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course should demonstrate an understanding of basic black and white photographic printing techniques.": 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course should demonstrate knowledge of proper black and white photographic film exposure and film processing techniques.": 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.": 2010/11

The results were still overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective, however, we will look at this SLO more closely in the future and see if there is any different trend emerging.

Plan for topic "Students completing the course should demonstrate an understanding of the basic principles and concepts of composition and design to communicate visually using black and white photographs.": 2010/11

The results were still overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective, however, we will look at this SLO more closely in the future and see if there is any different trend emerging.

Plan for topic "Students completing the course should demonstrate an understanding of basic black and white photographic printing techniques.": 2008/9
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a.</td>
<td>no modifications needed</td>
</tr>
<tr>
<td>1b.</td>
<td>no modifications needed</td>
</tr>
</tbody>
</table>

**Plan for topic** "Students completing the course should demonstrate knowledge of proper black and white photographic film exposure and film processing techniques." : 2008/9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2a.</td>
<td>no modifications needed</td>
</tr>
<tr>
<td>2b.</td>
<td>no modifications needed</td>
</tr>
</tbody>
</table>

**Plan for topic** "Students completing the course should demonstrate an understanding of the basic principles and concepts of composition and design to communicate visually using black and white photographs." : 2008/9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a.</td>
<td>no modifications needed</td>
</tr>
<tr>
<td>3b.</td>
<td>no modifications needed</td>
</tr>
</tbody>
</table>

**Plan for topic** "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application." : 2008/9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a.</td>
<td>no modifications needed</td>
</tr>
<tr>
<td>3b.</td>
<td>no modifications needed</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to develop a body of work that reflects intermediate level of skill in lighting, printing, and exposures as well as a unique, personal photographic style and vision." : 2017/18

There are ways in which we can refine our evaluation processes to make more clear what students should expect to be graded on. We will continue to work on that. We will also provide more materials via CAVNAS for assistance with writing, what artist statements are, and how to refine a project.

Plan for topic "Students completing the course will be able to develop a body of work that reflects intermediate level of skill in lighting, printing, and exposures as well as a unique, personal photographic style and vision." : 2014/15

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review some of the techniques that were introduced earlier in the semester to ensure best results for the final project.

Plan for topic "Students completing the course will be able to develop a body of work that reflects intermediate level of skill in lighting, printing, and exposures as well as a unique, personal photographic style and vision." : 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course will be able to develop a body of work that reflects intermediate level of skill in lighting, printing, and exposures as well as a unique, personal photographic style and vision." : 2014/15

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review some of the techniques that were introduced earlier in the semester to ensure best results for the final project.

Plan for topic "Students completing the course will be able to develop a body of work that reflects intermediate level of skill in lighting, printing, and exposures as well as a unique, personal photographic style and vision." : 2014/15

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review some of the concepts and techniques that were introduced earlier in the semester to ensure best results for the final project. The instructor will review the work of photographic artists presented in class.

Plan for topic "Students completing the course will be able to develop a body of work that reflects intermediate level of skill in lighting, printing, and exposures as well as a unique, personal photographic style and vision." : 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course will be able to develop a body of work that reflects intermediate level of skill in lighting, printing, and exposures as well as a unique, personal photographic style and vision." : 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course will be able to develop a body of work that reflects intermediate level of skill in lighting, printing, and exposures as well as a unique, personal photographic style and vision." : 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.
As this class has been completely restructured and has not run since 2003, there are definitely some elements that we will work out in future semesters. First, more access to printed materials (not online). We are working with the library to update the photography book collection as it is lacking in several areas. More assistance with writing: providing online resources via CANVAS to assist students. More emphasis on how to conduct proper research: this is not always a topic in art classes, but with documentary projects, research is key. We will work to improve and promote best practices.
Plan for topic "Students completing ART-164 will be able to compose and revise a written statement that conveys personal approach to photographic practice." 2017/18

We need to find more ways to stress the importance of writing in the arts. We will work to provide more examples of artists writing about their work and provide more access to writing resources via CANVAS and the DVC library. We will continue to show examples of artwork and discuss the artist's intentions in class but along with that provide more written examples to give clarity to those students writing their first project proposals. We will also discuss the importance of drafts and how editing writing, just like artwork, is critical.

Plan for topic "Students completing ART-164 will be able to assemble a cohesive and focused portfolio of photographs that present a clear theme" 2014/15

Students have expressed their confidence in this area but the instructor noticed that there could be improvement. The instructor will review some of the guidelines for the project that were introduced earlier in the semester to ensure best results for the final project.

Plan for topic "Students completing ART-164 will be able to create a body of work that reflects an advanced level of skill in: a. Lighting b. Film and digital methods of exposure c. Film and digital methods of printing d. Digital manipulation e. Digital uploading f. Film and digital print finishing and sequencing" 2014/15

For the academic year Fall 2014-Spring 2015 we were only able to assess the Fall 2014 class because the Spring 2015 class was canceled due to low enrollment. The low enrollment could be contributed to the recent a?ofamily of classesa? restriction and the lack of a full-time photography instructor.

Plan for topic "Students completing ART-164 will be able to implement professional presentation methods in a final portfolio that are consistent with artistic intent." 2014/15

For the academic year Fall 2014-Spring 2015 we were only able to assess the Fall 2014 class because the Spring 2015 class was canceled due to low enrollment. The low enrollment could be contributed to the recent a?ofamily of classesa? restriction and the lack of a full-time photography instructor.

Plan for topic "Students completing ART-164 will be able to critique class portfolios" 2014/15

For the academic year Fall 2014-Spring 2015 we were only able to assess the Fall 2014 class because the Spring 2015 class was canceled due to low enrollment. The low enrollment could be contributed to the recent a?ofamily of classesa? restriction and the lack of a full-time photography instructor.
113. Advanced Photographic Portfolio Development [ART-165] belonging to Art [ART]
Plan for topic "Students completing this course will be able to create, revise, and assemble a cohesive personal portfolio of photographs that communicate the chosen theme.": 2017/18

This course asks for students to be very independent thinkers and independently driven. We will create more resources for those students who have not been asked to work this way so that they can be successful. We will work with the library, CANVAS and ArtStor to have resources accessible for research purposes. We will spend more time with each student via scheduled individual meetings to ensure the students are working at the correct pace.
114. Projects in Art [ART-250] belonging to Art [ART]

Plan for topic "Students completing ART-250 will be able to produce drawings that creatively interpret and apply observational drawing skills." : 2018/19

We did not offer this course in FA18/SP19. This course will be assessed the next time it is offered.

Plan for topic "Students completing ART-250 will be able to produce drawings that creatively interpret and apply observational drawing skills." : 2014/15

As the instructor, I was very pleased with the quality of the observational drawing skills of the students in the class. All of them had taken ART 105 and Art 106 at DVC so it was gratifying to see those skills applied to more sophisticated drawing problems. We plan to work more on the "interpret" aspect of the topic, however. This may be done on a case by case basis as students enter this slightly higher level class with differing skill levels and may not be appropriate for all of them.

Plan for topic "Students completing ART-250 will be able to produce drawings demonstrating competence in a variety of mixed mediums such as charcoal, ink, pastel, gouache, collage, assemblage, or performance." : 2014/15

We plan to get the 2D faculty together to create this as a new course and offer it again, perhaps in the spring of 2015. It is a great opportunity for students who want to make drawing their preferred medium for artistic expression.

Plan for topic "Students completing ART-250 will be able to Create a thematically consistent series of drawings." : 2014/15
I wrote the curriculum and taught the course for the first time. My hope was that the students would be self-starters and motivated to work independently and this worked well the case of 2 of the 3 students. One student struggled with following through with a “thematically consistent series of drawings” and needed more instruction in this area. When we rewrite the course we will factor in the fact that some students do not work as well independently and need more guidelines and instruction on the preparation of a project proposal.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing this course will be able to Design problem-solving strategies for altering wheel-thrown pottery forms&quot;: 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We will confer with instructors teaching level 2 Wheel-Thrown Pottery in order to facilitate students entering level 3 with a more robust understanding of altering ceramics on the potterâ€™s wheel. This will reduce the review time at the beginning of this class.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>&quot;Students completing this course will be able to Develop techniques to alter pottery forms&quot;: 2015/16</td>
</tr>
<tr>
<td></td>
<td>We will continue to use this assignment to evaluate our students successful comprehension of this SLO.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>&quot;Students completing this course will be able to Design problem-solving strategies for altering wheel-thrown pottery forms&quot;: 2015/16</td>
</tr>
<tr>
<td></td>
<td>We will continue to use this assignment to evaluate our students successful comprehension of this SLO.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>&quot;Students completing this course will be able to Create original altered pottery forms.&quot;: 2015/16</td>
</tr>
<tr>
<td></td>
<td>We will continue to use this assignment to evaluate our students successful comprehension of this SLO.</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing this course will be able to Develop techniques to produce multiples of the same pottery forms."

2016/17

Using the results of a specific assignment to evaluate the successful completion of student learning outcomes has proven to be a meaningful indicator of success. We will continue to use individual assignment grades to evaluate specific outcomes. The success rate of 100% on this student learning outcome is considered acceptable for our program.

### Plan for topic "Students completing this course will be able to Apply design decisions in the construction of a line of functional pottery forms."

2016/17

Using the results of a specific assignment to evaluate the successful completion of student learning outcomes has proven to be a meaningful indicator of success. We will continue to use individual assignment grades to evaluate specific outcomes. The success rate of 100% on this student learning outcome is considered acceptable for our program.

### Plan for topic "Students completing this course will be able to create an original line of production pottery forms."

2016/17

Using the results of a specific assignment to evaluate the successful completion of student learning outcomes has proven to be a meaningful indicator of success. We will continue to use individual assignment grades to evaluate specific outcomes. The success rate of 100% on this student learning outcome is considered acceptable for our program.
117. Hand-Built Ceramics II [ART-254] belonging to Art [ART]
Plan for topic "Students completing this course will be able to Examine technical decisions to construct hand-built pottery emphasizing the application of surface."

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
</tr>
<tr>
<td>We did not offer FA18/SP19. This course will be assessed the next time it is offered</td>
</tr>
<tr>
<td>2015/16</td>
</tr>
<tr>
<td>We will continue to use this assignment to evaluate our students successful comprehension of this SLO.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing this course will be able to use appropriate techniques to construct and fire hand-built pottery forms as well as formulate and apply specific surfaces."

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
</tr>
<tr>
<td>We will continue to use this assignment to evaluate our students successful comprehension of this SLO.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing this course will be able to apply design decisions in order to synthesize hand-built pottery form, function, and surface."

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
</tr>
<tr>
<td>We will continue to use this assignment to evaluate our students successful comprehension of this SLO.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

118. Ceramic Sculpture II [ART-255] belonging to Art [ART]
Plan for topic "Students completing this course will be able to apply techniques to construct ceramic sculpture forms as well as formulate and apply surfaces.": 2018/19

We will confer with instructors teaching level 1 Ceramic Sculpture in order to facilitate students entering level 2 with a more robust understanding of developing surface applications for ceramic sculpture. This will reduce the review time at the beginning of this class.

Plan for topic "Students completing this course will be able to Identify creative Problem-solving strategies to create appropriate surfaces on ceramic sculptural forms.": 2015/16

We will continue to use this assignment to evaluate our students successful comprehension of this SLO.

Continued discussion with DSS is necessary to help support students with severe learning disabilities.

Plan for topic "Students completing this course will be able to apply techniques to construct ceramic sculpture forms as well as formulate and apply surfaces.": 2015/16

We will continue to use this assignment to evaluate our students successful comprehension of this SLO.

Continued discussion with DSS is necessary to help support students with severe learning disabilities.

Plan for topic "Students completing this course will be able to create original ceramic sculpture with a focus on surface.": 2015/16

We will continue to use this assignment to evaluate our students successful comprehension of this SLO.

Continued discussion with DSS is necessary to help support students with severe learning disabilities.
119. Figurative Ceramics II [ART-256] belonging to Art [ART]
Plan for topic "Students completing this course will be able to create original ceramic figure sculpture with a focus on surface."

"": 2018/19
We will confer with instructors teaching level 1 Figurative Ceramic Sculpture in order to facilitate students entering level 2 with a more robust understanding of developing original surface applications for figurative ceramic sculpture. This will reduce the review time at the beginning of this class.

Plan for topic "Apply techniques to construct ceramic figurative sculpture as well as formulate and apply surfaces." : 2015/16
We plan to revise the assignments by placing more emphasis on applying hollow construction techniques sufficient to supporting a range of surface treatments.

Plan for topic "Students completing this course will be able to apply design decisions in order to synthesize ceramic figurative sculpture and surface." : 2015/16
Students commented on the strong impact seeing work by other artists had on them, either projected on the screen in class or viewed in a museum or gallery. We hope to bring in more visiting artists to perform lecture/demonstrations in this area.

Plan for topic "Students completing this course will be able to create original ceramic figure sculpture with a focus on surface."

": 2015/16
Going forward. we plan to more clearly define and demonstrate distinct surface techniques e.g. engobe, terra sigilata, sgraffito, mishima, and align each technique with a specific assignment e.g. torso study with sgraffito.
### Plan for topic "Students completing ART-298 will be able to demonstrate proficiency in advanced oil painting techniques."

The student observed for this SLO was an excellent example of a one who has benefited from the wide range of art courses offered at DVC while focusing on her interest in painting. We plan to continue to encourage our students to experience our breadth of art courses offered while helping them to work toward a preferred discipline.

### Plan for topic "Students completing ART-298 will be able to write a proposal for a series of paintings and follow through with completing the paintings as described in the proposal."

We are pleased with the success of this student. Our plan is to make this kind of success the norm in the art department by continuing to focus or teaching on strong technical skills and challenge our students conceptually.

### Plan for topic "Students completing ART-298 will be able to critique their work and the work of others using relevant visual art vocabulary."

Since critique skills are included in all of our studio course SLOs, we as a department continue to discuss and create new ways to enhance student success in this area. We hold regular FLEX workshops on critique methods and informally share ideas on the topic.

### Plan for topic "Students completing ART-298 will be able to demonstrate knowledge of block print techniques using water based inks."

We will continue to assess independent study as required.

### Plan for topic "Students completing ART-298 will be able to comprehend relief printmaking process of multi-block color registration and reduction process."

We plan to continue assessing independent study as required. Students are expressing confidence in the application of the skill the are acquiring from the professor.

### Plan for topic "Students completing ART-298 will be able to have knowledge of various paper suited to relief printing."

Our goal was met so we do not plan to revise our teaching methods, though we plan to continue to assess independent study courses as required.

### Plan for topic "Students completing ART-298 will be able to demonstrate the ability to perform a final presentation to their faculty adviser."

The outcome was achieved so no major revisions to the teaching methods are required. We will continue to assess independent study as required.

### Plan for topic "Students completing ART-298 will be able to demonstrate critical thinking skills."

We are pleased with the success of this student. Our plan is to make this kind of success the norm in the art department by continuing to focus or teaching on strong technical skills and challenge our students conceptually.

### Plan for topic "Students completing ART-298 will be able to comprehend relief printmaking process of multi-block color registration and reduction process."

We plan to continue assessing independent study as required. Students are expressing confidence in the application of the skill the are acquiring from the professor.

### Plan for topic "Students completing ART-298 will be able to have knowledge of various paper suited to relief printing."

Our goal was met so we do not plan to revise our teaching methods, though we plan to continue to assess independent study courses as required.

### Plan for topic "Students completing ART-298 will be able to demonstrate the ability to perform a final presentation to their faculty adviser."

The outcome was achieved so no major revisions to the teaching methods are required. We will continue to assess independent study as required.

### Plan for topic "Students completing ART-298 will be able to demonstrate critical thinking skills."

We are pleased with the success of this student. Our plan is to make this kind of success the norm in the art department by continuing to focus or teaching on strong technical skills and challenge our students conceptually.
The outcome was achieved. We do not plan to revise the teaching methods but will continue to emphasize critical thinking skills and assess independent study as required.
DVC Instructional Course SLO Action Plans

121. Student Instructional Assistant [ART-299] belonging to Art [ART]

Plan for topic "Students completing ART-299 will be able to C. Expand subject matter knowledge by assisting the instructor.": 2018/19

The Art Department has a good track record thus far with our ART 299s. However, we could formalize the responsibilities for each course we run in the labs so as to make each student's individual tasks more clearly defined. We could also implement a training session PRIOR to the start of classes (if student's schedules allow) so that we do not need to train them during their assigned class session.

Plan for topic "Students completing ART-299 will be able to A. Increase learning through involvement as a teacher's aid, lab assistant or research assistant.": 2017/18

We have a good track record thus far with our ART299s. However, we could formalize the responsibilities for each course we run in the lab so as to make each student's individual tasks more clearly defined. We could also implement a training session PRIOR to the start of classes (if student's schedules allow) so that we do not need to train them during their assigned class session.

Plan for topic "Students completing ART-299 will be able to A. Increase learning through involvement as a teacher’s aid, lab assistant or research assistant.": 2014/15

The result for this SLO is satisfactory. No changes in curriculum are triggered by these results. Nonetheless, in order sustain and improve student success, we will introduce additional supplementary handouts, specifically those pertaining to studio operations, to further support existing class demonstrations.
122. Introduction to the History and Development of Digital Media [ARTDM-100] belonging to Media Studies [ARTDM]
The ARTDM 101 course is a new class that was developed specifically for high school articulation. The class will be part of our entry level ARTDM Certificate of Accomplishment. The class was taught for the first time as a dual enrollment class on a high school campus last Spring. The class was small because it was being taught at the high school and only had 13 students enrolled. We are still trying to figure out enrollment and have developed a credit by exam for the course.
DVC Instructional Course SLO Action Plans

124. Introduction to Digital Imaging [ARTDM-105] belonging to Media Studies [ARTDM]

Plan for topic "Students completing this course will be able to compare and contrast the benefits of using various tool options for the creation of digital imaging projects." 2019/20

The instruction regarding this SLO appears to be working well. We may begin to focus on a more advanced use of imaging tools in Photoshop. This may require us to revise the SLOs for this course to be more specific with certain important imaging techniques.

Plan for topic "Students completing this course will be able to compare and contrast the benefits of using various tool options for the creation of digital imaging projects." 2015/16

The Art Digital Media department recognizes the need to offer relevant peripheral devices related to digital imaging. We will add an additional 30 drawing tablets that will allow us to cover two entire labs. This increases the variety of input devices and is industry standard as indicated by our advisory board.

Department wide plan:

The Art Digital Media department has determined that the Likert scale method is not providing adequate data. Our new assessment will allow for either project or test related assessment topics. We have begun using this method of assessment Fall 16 for some classes and plan to fully implement for Spring 17. An important outcome for all courses assessed is the need to have a better channel of communication between adjunct and full time faculty. Our new assessment method will foster more opportunities for faculty communication. Another important outcome for our department is the low volume of data collected. Using a project or tests as an assessment method will increase data volume and provide more meaningful data.
125. Digital Imaging for the Artist [ARTDM-112] belonging to Media Studies [ARTDM]

Plan for topic "Students completing the course will be able to create images suitable for printing or multimedia applications.": 2016/17

The results for this course are positive. Printing projects is something we would like to improve upon. We are in the design process of a new art building, one benefit for this course will be an integrated printing lab. The lab will be available outside of class hours and will extend printing times for students.

The department has decided to make this a partial online course next Fall. The instructor is preparing curriculum and will be updating Canvas to manage online materials.

Plan for topic "Students completing the course will be able to create images suitable for printing or multimedia applications.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students will digitize and then analyze studio art work and make improvements, applying principles of color theory and composition.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students completing the course will be able to use image-editing applications.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to apply basic graphic design principles of color, typography, alignment to designing interfaces": 2018/19

The students were prepared to pass this SLO based on the following: first students practiced assessing existing web designs for adherence to design principles. Next, they completed the assigned reading/video content. Finally, they practiced applying the principles to their project.

Having more small scale practice assignments may give students more opportunity to prepare for larger design assessments.

Plan for topic "Students completing this course will be able to evaluate existing web interfaces and user experience design": 2018/19

A combination of lecture/demonstration of existing competitive analysis documents and assigned readings discussing and demonstrating this learning outcome proved to be a successful approach.

In the future, a more detailed example of selecting a non-direct competitor would help students to benefit from design solutions outside of the project domain.

Plan for topic "Students completing this course will be able to apply user-centered design principles": 2018/19

Providing students with several examples of successful wireframes helped them to understand the required level of thought and attention required to solve, strategize, and empathise with the intended audience.

Plan for topic "Students completing the course will be able to create digital images for multimedia projects": 2015/16

The Art Digital Media department has rewritten ARTDM-115 to be an interface design course to align with our web offerings. The course is new and all student learning outcomes will be rewritten Spring 17. This course increases web design offerings and is industry standard as indicated by our advisory board.

Department wide plan:

The Art Digital Media department has determined that the Likert scale method is not providing adequate data. Our new assessment will allow for either project or test related assessment topics. We have begun using this method of assessment Fall 16 for some classes and plan to fully implement for Spring 17. An important outcome for all courses
assessed is the need to have a better channel of communication between adjunct and full time faculty. Our new assessment method will foster more opportunities for faculty communication. Another important outcome for our department is the low volume of data collected. Using a project or tests as an assessment method will increase data volume and provide more meaningful data.

Plan for topic "Students completing the course will be able to create digital images for multimedia projects.": 2010/11

Continue methods of instruction
Plan for topic "Students completing the course will be able to manually translate traditional drawings and photographs into digital format using vector paths.": 2016/17

While we were unable to obtain reliable data, we were able to infer that the course is doing well. We are working with the art department and printmaking courses to include more options for printing. The 117 course is a possible area of collaboration. The department will be looking at how to implement this collaboration most effectively.

For this year the department tried to use a new assessment method based on assigned material and not the Likert method. We were not successful in implementing the new process. It was cumbersome, time consuming, and files were lost. We will be looking at ways to use Canvas to help us organize assessment results and provide a forum for communication with adjunct and full time faculty.

Plan for topic "Students completing the course will be able to create, edit and rasterized vector graphics.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students completing the course will be able to demonstrate the basic principles of Digital Illustration." : 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students completing the course will be able to manually translate traditional drawings and photographs into digital format using vector paths.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students completing the course will be able to create, edit and rasterized vector graphics.": 2012/13

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly developing a form to instructors to determine student success on final project based on student learning outcomes.

Plan for topic "Students completing the course will be able to demonstrate the basic principles of Digital Illustration." : 2012/13

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly developing a form to instructors to determine student success on final project based on student learning outcomes.

Plan for topic "Students completing the course will be able to manually translate traditional drawings and photographs into digital format using vector paths." : 2012/13
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly developing a form to instructors to determine student success on final project based on student learning outcomes.
### Plan for topic "Students completing the course will be able to apply various audio file formats": 2016/17

While we were unable to obtain reliable data, we were able to infer that the course is doing well. The course is almost entirely online with 10 hours of face to face time. The big change has been to start the semester meeting the first five Saturdayâ€™s of the semester instead of one Saturday per month. This has been a good change in policy.

For this year the department tried to use a new assessment method based on assigned material and not the Likert method. We were not successful in implementing the new process. It was cumbersome, time consuming, and files were lost. We will be looking at ways to use Canvas to help us organize assessment results and provide a forum for communication with adjunct and full time faculty.

### Plan for topic "Students completing the course will be able to identify the basic vocabulary used for the study of digital audio."": 2013/14

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing how updates to new software have impacted student learning outcomes. The comments of students suggest the new software has been a good decision. We will continue to use and assess the new software.

### Plan for topic "Students completing the course will be able to utilize production tools for digital audio for multimedia projects."": 2013/14

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing how updates to new software have impacted student learning outcomes. The comments of students suggest the new software has been a good decision. We will continue to use and assess the new software.

### Plan for topic "Students completing the course will be able to apply various audio file formats": 2013/14

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing how updates to new software have impacted student learning outcomes. The comments of students suggest the new software has been a good decision. We will continue to use and assess the new software.
Plan for topic "[A.1] Students completing this course will be able to identify, discuss and apply the basic principles of digital photography, as well as comparable concepts in traditional photography.": 2019/20

In order to stress the importance of learning this skill, it is being considered to weighting this assignment grade heavier in order to encourage completion.

Plan for topic "[A.1] Students completing this course will be able to identify, discuss and apply the basic principles of digital photography, as well as comparable concepts in traditional photography.": 2015/16

Assessment results are positive but adjunct faculty have identified lighting projects as an area for consideration in that there is no lab space to properly set up lighting equipment to handle this activity efficiently. The Art Digital Media department is advocating for a studio lab space in the new art building complex to address the issue.

Department wide plan:

The Art Digital Media department has determined that the Likert scale method is not providing adequate data. Our new assessment will allow for either project or test related assessment topics. We have begun using this method of assessment Fall 16 for some classes and plan to fully implement for Spring 17. An important outcome for all courses assessed is the need to have a better channel of communication between adjunct and full time faculty. Our new assessment method will foster more opportunities for faculty communication. Another important outcome for our department is the low volume of data collected. Using a project or tests as an assessment method will increase data volume and provide more meaningful data.

Plan for topic "[A.1] Students completing this course will be able to identify, discuss and apply the basic principles of digital photography, as well as comparable concepts in traditional photography.": 2012/13

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly developing a form to instructors to determine student success on final project based on student learning outcomes.

Plan for topic "Students will be able to critically evaluate and interpret digital photographs.": 2012/13

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly developing a form to instructors to determine student success on final project based on student learning outcomes.

Plan for topic "Students will be able to acquire necessary skills for resolution management and output of digital files to print.": 2012/13

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly developing a form to instructors to determine student success on final project based on student learning outcomes.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly developing a form to instructors to determine student success on final project based on student learning outcomes.
Plan for topic "Students will be able to critically evaluate animation techniques and their effective use in a variety of digital media.": 2016/17

While a positive result we are disappointed with the amount of student involvement with the Likert scale.

This course has benefited from the proximity to the new equipment checkout. The checkout has been understaffed, we are hoping to have the position staffed properly for next semester. The department is still considering if this course should be offered only in Spring. Our advisory board still sees this as an important skill set, we will continue to evaluate the relevance of this course.

Plan for topic "Students completing the course will be able to...compare and contrast benefits of various tools and methods used to create motion graphics.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students will be able to critically evaluate animation techniques and their effective use in a variety of digital media.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students will be able to recognize digital image types and how they are composited to create motion graphics.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students completing the course will be able to...compare and contrast benefits of various tools and methods used to create motion graphics.": 2010/11

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).

Plan for topic "Students will be able to critically evaluate animation techniques and their effective use in a variety of digital media.": 2010/11

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who
were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).

Plan for topic "Students will be able to recognize digital image types and how they are composited to create motion graphics.": 2010/11

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).
**DVC Instructional Course SLO Action Plans**


<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the basic vocabulary used for the study of digital video.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>While a positive result we are disappointed with the amount of student involvement with the Likert scale.</td>
<td></td>
</tr>
<tr>
<td>This course has benefited from the proximity to the new equipment checkout. The checkout has been understaffed, we are hoping to have the position staffed properly for next semester.</td>
<td></td>
</tr>
<tr>
<td>We have hired some new adjunct faculty for our film production courses we are looking forward to having new perspectives and styles of teaching for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the basic vocabulary used for the study of digital video.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the basic vocabulary used for the study of digital video.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Compare and contrast benefits of various tools and methods used to create digital video.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the basic vocabulary used for the study of digital video.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the basic vocabulary used for the study of digital video.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Compare and contrast benefits of various tools and methods used to create digital video.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.</td>
<td></td>
</tr>
</tbody>
</table>
132. Topics in Digital Media [ARTDM-150] belonging to Media Studies [ARTDM]

Plan for topic "Students completing 150CR will be able to...

1. create images suitable for printing or multimedia applications.

2. digitize and then analyze studio art work and make improvements, applying principles of color theory and composition.

3. use image-editing applications." : 2016/17

This was a high school articulation and outreach project. While we do not have adequate data the outcome was overwhelmingly positive. The department is committed to offering another section this summer. The department tried to use a new assessment method based on assigned material and not the Likert method. We were not successful in implementing the new process. It was cumbersome, time consuming, and files were lost. We will be looking at ways to use Canvas to help us organize assessment results and provide a forum for communication with adjunct and full time faculty.
DVC Instructional Course SLO Action Plans

133. 3D Modeling and Animation I [ARTDM-160] belonging to Media Studies [ARTDM]

Plan for topic "Students completing ARTDM-160 will be able to comprehend the use of course level models and how they relate to complex models.": 2016/17

The department is happy with the success rate for course level modeling. The department has identified basic animation techniques from the 12 principles of animation should be introduced in this course. The department will be evaluating best practices for implementation.

Plan for topic "Students will be able to apply techniques of 3D modeling and animation.": 2013/14

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing ways to include more emphasis on vocabulary. The comments of students suggest the new software has been a good decision. We will continue to use and assess the new software.

Plan for topic "Students will be able to compare and contrast benefits of various tools and methods used to create 3D modeling.": 2013/14

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing ways to include more emphasis on vocabulary. The comments of students suggest the new software has been a good decision. We will continue to use and assess the new software.

Plan for topic "Students completing the course will be able to identify the basic vocabulary used for the study and understanding of 3D modeling and animation.": 2013/14

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing ways to include more emphasis on vocabulary. The comments of students suggest the new software has been a good decision. We will continue to use and assess the new software.

Plan for topic "Students will be able to apply techniques of 3D modeling and animation.": 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students will be able to compare and contrast benefits of various tools and methods used to create 3D modeling.": 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to identify the basic vocabulary used for the study and understanding of 3D modeling and animation.": 2011/12
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.
134. 3D Modeling and Animation II [ARTDM-161] belonging to Media Studies [ARTDM]

Plan for topic "Students will be able to utilize 3D animation production tools."": 2019/20

There is room for improvement in the use of Skeleton five Advanced Rigging System. Some of the issues revolve around the complexity of the system setup. We will integrate the process of instancing character model in a basic way in the animation 160 class. This will prepare students for the Animation 161 for the complexity of managing character assets. We will continue to monitor this technology as it is an important process in the industry.

Another new technology we will be investigating is PBR texture software to modernize the texture process for 3D models.

Plan for topic "Students critically evaluate advanced 3D modeling techniques and their effective use in 3D animation presentations."": 2015/16

The Art Digital Media department is pleased with the results for this course. New advancements with software will require new processes to consider. Rigging processes should be considered for next assessment.

Department wide plan:

The Art Digital Media department has determined that the Likert scale method is not providing adequate data. Our new assessment will allow for either project or test related assessment topics. We have begun using this method of assessment Fall 16 for some classes and plan to fully implement for Spring 17. An important outcome for all courses assessed is the need to have a better channel of communication between adjunct and full time faculty. Our new assessment method will foster more opportunities for faculty communication. Another important outcome for our department is the low volume of data collected. Using a project or tests as an assessment method will increase data volume and provide more meaningful data.

Plan for topic "Students will be able to utilize 3D animation production tools."": 2012/13

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly developing a form to instructors to determine student success on final project based on student learning outcomes.

Plan for topic "Students will be able to utilize 3D animation production tools."": 2012/13

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly developing a form to instructors to determine student success on final project based on student learning outcomes.
Plan for topic "Students critically evaluate advanced 3D modeling techniques and their effective use in 3D animation presentations."

2012/13

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly developing a form to instructors to determine student success on final project based on student learning outcomes.
Plan for topic "Students will be able to correlate interdisciplinary fundamentals, techniques, and concepts related to cartooning.": 2013/14

We are assessing alternatives to the Likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students will be able to create a fully developed cartoon ready for animating.": 2013/14

We are assessing alternatives to the Likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students will be able to correlate interdisciplinary fundamentals, techniques, and concepts related to cartooning.": 2016/17

Well. This course is a hands on class that requires room for students to draw and scan projects. We are looking to see if there are options for lab facilities to allow for more drawing space at each station.

For this year the department tried to use a new assessment method based on assigned material and not the Likert method. We were not successful in implementing the new process. It was cumbersome, time consuming, and files were lost. We will be looking at ways to use Canvas to help us organize assessment results and provide a forum for communication with adjunct and full time faculty.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.": 2016/17

Well. This course is a hands on class that requires room for students to draw and scan projects. We are looking to see if there are options for lab facilities to allow for more drawing space at each station.

For this year the department tried to use a new assessment method based on assigned material and not the Likert method. We were not successful in implementing the new process. It was cumbersome, time consuming, and files were lost. We will be looking at ways to use Canvas to help us organize assessment results and provide a forum for communication with adjunct and full time faculty.

Plan for topic "Students completing the course will be able to describe and explain Sequential Art.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe and explain Sequential Art.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to create a fully developed cartoon ready for animating.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because Both classes were taught concurrently.</td>
<td></td>
</tr>
</tbody>
</table>
**DVC Instructional Course SLO Action Plans**


**Plan for topic "Students completing the course will be able to apply the principles of animation theory to projects."**: 2016/17

166 is a dual section with 165 issues for both classes are similar. From past experience the dual model works well in this case.

While we were unable to obtain reliable data, we were able to infer that the course is doing well. This course is a hands on class that requires room for students to draw and scan projects. We are looking to see if there are options for lab facilities to allow for more drawing space at each station.

For this year the department tried to use a new assessment method based on assigned material and not the Likert method. We were not successful in implementing the new process. It was cumbersome, time consuming, and files were lost. We will be looking at ways to use Canvas to help us organize assessment results and provide a forum for communication with adjunct and full time faculty.

**Plan for topic "Students completing the course will be able to distinguish among traditional and non-traditional animation styles."**: 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

**Plan for topic "Students completing the course will be able to analyze and deconstruct an animation production."**: 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

**Plan for topic "Students completing the course will be able to apply the principles of animation theory to projects."**: 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

**Plan for topic "Students completing the course will be able to distinguish among traditional and non-traditional animation styles."**: 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because Both classes were taught concurrently.

**Plan for topic "Students completing the course will be able to analyze and deconstruct an animation production."**: 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing...
<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to apply the principles of animation theory to projects.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to apply the principles of animation theory to projects.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because Both classes were taught concurrently.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to apply the principles of animation theory to projects.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to apply the principles of animation theory to projects.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to distinguish among traditional and non-traditional animation styles.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to distinguish among traditional and non-traditional animation styles.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to analyze and deconstruct an animation production.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze and deconstruct an animation production.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to apply the principles of animation theory to projects.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to apply the principles of animation theory to projects.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).</td>
<td></td>
</tr>
</tbody>
</table>
137. Digital Animation [ARTDM-167] belonging to Media Studies [ARTDM]

Plan for topic "Students completing this course will be able to utilize tools and methods in the creation of animation projects. [Â NAÂ ]

2019/20": 2019/20

Students are using stop motion animation techniques to great effect in this class. Implementing the 2D and 3D animation with stop motion is still a difficult task but is getting better. Overall we are happy with the results.

Future assessments should consider the group aspects of an animation project, specifically the role of Project Manager as it relates to daily screenings and task management.
### DVC Instructional Course SLO Action Plans


<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plans</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to compare and contrast</td>
<td>The faculty have determined that the current SLO assessments based on likert scales are well</td>
<td>2018/19</td>
</tr>
<tr>
<td>benefits of various tools, methods, and strategies used for</td>
<td>developed and see no need to change the process. The faculty are discussing possibly adding a</td>
<td></td>
</tr>
<tr>
<td>web production projects.</td>
<td>pre assessment component to the existing system.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The faculty have determined that the current SLO assessments based on likert scales are well</td>
<td>2011/12</td>
</tr>
<tr>
<td></td>
<td>developed and see no need to change the process. The faculty are discussing possibly adding a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pre assessment component to the existing system.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The faculty have determined that the current SLO assessments based on likert scales are well</td>
<td>2011/12</td>
</tr>
<tr>
<td></td>
<td>developed and see no need to change the process. The faculty are discussing possibly adding a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pre assessment component to the existing system.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to compare and contrast benefits of various tools, methods, and strategies used for web production projects.": 2010/11

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).

Plan for topic "Students will be able to use basic vocabulary used for the study and understanding of web production tools.": 2010/11

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).
Plan for topic "Students completing this course will be able to construct and publish web pages using current versions of HTML, CSS, and web design tools.": 2017/18

Observations for the course show that the ratio of course instruction spent on wireframing and style tiles reduces the amount of instruction on the technical instruction and student practice on the technical aspects of writing HTML and CSS.

As we move to the 16 week semester, a plan to consider is to provide students with a set of premade wireframes with which they would use as a guide for constructing the site HTML and CSS, rather than spending time creating these planning documents.

Plan for topic "Students completing the course will be able to construct and publish web pages.": 2014/15

Due to the new WebSLO 3.0 course assignment this course was not assessed for the 2014/15 year. This course has been assessed already for 2015/16 year and will be reported in the next cycle.

Our previous plans have highlighted maintaining current software. This is becoming increasingly more difficult as the industry adopts new licensing strategies and product updates. Adobe licensing issues has consumed 90 percent of our lab technicians 10 hours per week. Other applications need updating on a monthly basis. Maintaining current versions of software on all computers is becoming a major issue. We would like to increase lab technician hours to 20 hours per week to help keep software up to date during the semester.

Plan for topic "Students completing the course will be able to construct and publish web pages.": 2011/12

DVC ArtDM Faculty have determined that the SLO was met by the majority of students. The faculty have determined that self-assessment surveys should be required instead of being optional for the students so that more data can be gathered. The new assessment system will be used during the next SLO cycle.

Plan for topic "Students will be able to apply the basic vocabulary used for the study of web design.": 2011/12

DVC ArtDM Faculty have determined that the SLO was met by the majority of students. The faculty have determined that self-assessment surveys should be required instead of being optional for the students so that more data can be gathered. The new assessment system will be used during the next SLO cycle.

Plan for topic "Students will be able to compare and contrast benefits of various tools and methods used to create a website.": 2011/12

DVC ArtDM Faculty have determined that the SLO was met by the majority of students. The faculty have determined that self-assessment surveys should be required instead of being optional for the students so that more data can be gathered. The new assessment system will be used during the next SLO cycle.
DVC Instructional Course SLO Action Plans

140. User Experience Design for Web and Mobile Devices [ARTDM-172] belonging to Media Studies [ARTDM]

| Spending more time on developing questions with a focus on how the answers will sort out will help the students acquire better actionable data. |
DVC Instructional Course SLO Action Plans

141. Web Design II [ARTDM-173] belonging to Media Studies [ARTDM]
DVC Instructional Course SLO Action Plans

142. Web and Mobile Design with JavaScript [ARTDM-174] belonging to Media Studies [ARTDM]
143. Game Design I [ARTDM-180] belonging to Media Studies [ARTDM]

Plan for topic "Students completing this course will be able to apply the basic processes of game design."

- **2017/18**: The department is pleased with the results and feel that the game mechanic aspect of the curriculum is strong. Assessing the course in the future will focus on asset development, possibly introducing new software such as Houdini a procedural 3d modeling/animation tool.

- **2014/15**: The faculty has determined that the current SLO assessments based on Likert scales are well developed and will continue to use the method. The department has begun conversations to include alternative assessment methods. Our previous plans have highlighted maintaining current software. This is becoming increasingly more difficult as the industry adopts new licensing strategies and product updates. Adobe licensing issues has consumed 90 percent of our lab technicians 10 hours per week. Other applications need updating on a monthly basis. Maintaining current versions of software on all computers is becoming a major issue. We would like to increase lab technician hours to 20 hours per week to help keep software up to date during the semester.

Based on assessments for this class we would like to work with title 5 to reword class recommendations to include ARTDM-160. We also would like to change the title of the course from "Intro to Game Design" to "Game Design 1".

Course Action Plans  Outcome Assessment History  Page 261 of 2394
### 144. Game Design II [ARTDM-181] belonging to Media Studies [ARTDM]

**Plan for topic "Students completing this course will be able to apply the intermediate processes of game design.": 2017/18**

<table>
<thead>
<tr>
<th>The department is pleased with the results and feel that the game mechanic aspect of the curriculum is strong. Assessing the course in the future will focus on asset development, possibly introducing new software such as Houdini a procedural 3d modeling/animation tool. Department will consider scheduling this course differently to increase enrollment.</th>
</tr>
</thead>
</table>
145. Digital Media Projects [ARTDM-190] belonging to Media Studies [ARTDM]  
Plan for topic "Students completing this course will be able to demonstrate the design and development processes of a digital media project." : 2017/18  
The nature of this course is for students to develop experience and deepen their knowledge of problem solving and media creation techniques and tools. Students from multiple ARTDM sub-disciplines enroll in this course. Currently, assignments established for each sub-discipline.

It might be better to have students identify and propose a plan for their projects according to the needs of their portfolios.

Plan for topic "Students completing the course will be able to utilize basic vocabulary used for the study of the multimedia design and development process." : 2016/17  
The department will access this class in Fall 2017.

Plan for topic "Students completing the course will be able to utilize basic vocabulary used for the study of the multimedia design and development process." : 2013/14  
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing how updates to new software have impacted student learning outcomes. The comments of students suggest the new software has been a good decision. We will continue to use and assess the new software.

Plan for topic "Students completing the course will be able to describe the design and development processes of a multimedia project." : 2013/14  
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing how updates to new software have impacted student learning outcomes. The comments of students suggest the new software has been a good decision. We will continue to use and assess the new software.

Plan for topic "Students will be able to critically evaluate techniques used in the design and development of multimedia projects and their effective use in a variety of digital media": 2013/14  
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing how updates to new software have impacted student learning outcomes. The comments of students suggest the new software has been a good decision. We will continue to use and assess the new software.

Plan for topic "Students completing the course will be able to design a multimedia project." : 2013/14
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing how updates to new software have impacted student learning outcomes. The comments of students suggest the new software has been a good decision. We will continue to use and assess the new software.

Plan for topic "Students completing the course will be able to utilize basic vocabulary used for the study of the multimedia design and development process.": 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because course was cross listed with 191 and 195.

Plan for topic "Students completing the course will be able to describe the design and development processes of a multimedia project.": 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because course was cross listed with 191 and 195.

Plan for topic "Students will be able to critically evaluate techniques used in the design and development of multimedia projects and their effective use in a variety of digital media": 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because course was cross listed with 191 and 195.

Plan for topic "Students completing the course will be able to design a multimedia project.": 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because course was cross listed with 191 and 195.

Plan for topic "Students completing the course will be able to utilize basic vocabulary used for the study of the multimedia design and development process.": 2010/11

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).

Plan for topic "Students completing the course will be able to describe the design and development processes of a multimedia project.":
Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. The results were, overwhelmingly positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

**Plan for topic "Students will be able to critically evaluate techniques used in the design and development of multimedia projects and their effective use in a variety of digital media": 2010/11**

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).

**Plan for topic "Students completing the course will be able to design a multimedia project."": 2010/11**

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor).
Plan for topic "Students completing the course will be able to apply the design and development processes of a professional multimedia portfolio.": 2016/17

We are offering 191 and 190 as a double section course. 190 and 191 are capstone courses that are required for most of our degrees. By offering it both Spring and Fall students have more flexibility to complete degrees. We are not happy with the double section solution. We are discussing how we could combine curriculum for both classes so that we don't have a situation where only one student is taking 191 and the rest of the class is taking 190.

Plan for topic "Students completing the course will be able to critically evaluate multimedia design techniques and their effective use in the development of a professional digital portfolio.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students completing the course will be able to compare and contrast benefits of various tools and methods used to create a professional digital portfolio.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students completing the course will be able to apply the design and development processes of a professional multimedia portfolio.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students completing the course will be able to critically evaluate multimedia design techniques and their effective use in the development of a professional digital portfolio.": 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because it is only offered once a year.

Plan for topic "Students completing the course will be able to compare and contrast benefits of various tools and methods used to create a professional digital portfolio.": 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because it is only offered once a year.

Plan for topic "Students completing the course will be able to apply the design and development processes of a professional multimedia portfolio.": 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because it is only offered once a year.
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because it is only offered once a year.

| Plan for topic "Students completing the course will be able to critically evaluate multimedia design techniques and their effective use in the development of a professional digital portfolio." | 2009/10 |
|---|
| The responses were positive, with 58 students surveyed responding in the Agree or Strongly Agree ranges of the Likert Scale and 0 students in the disagree category, for a ratio of 100% positive response to 0% negative response. The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective. |

| Plan for topic "Students completing the course will be able to compare and contrast benefits of various tools and methods used to create a professional digital portfolio." | 2009/10 |
|---|
| The responses were positive, with 58 students surveyed responding in the Agree or Strongly Agree ranges of the Likert Scale and 0 students in the disagree category, for a ratio of 100% positive response to 0% negative response. The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective. |

| Plan for topic "Students completing the course will be able to apply the design and development processes of a professional multimedia portfolio." | 2009/10 |
|---|
| The responses were positive, with 58 students surveyed responding in the Agree or Strongly Agree ranges of the Likert Scale and 0 students in the disagree category, for a ratio of 100% positive response to 0% negative response. The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective. |
### Plan for topic "Students completing the course will be able to write a project proposal."

**2018/19**

This course will be assessed the next time it is offered.

**2014/15**

Due to the new WebSLO 3.0 course assignment this course was not assessed for the 2014/15 year. This course has been assessed already for 2015/16 year and will be reported in the next cycle.

Our previous plans have highlighted maintaining current software. This is becoming increasingly more difficult as the industry adopts new licensing strategies and product updates. Adobe licensing issues has consumed 90 percent of our lab technicians 10 hours per week. Other applications need updating on a monthly basis. Maintaining current versions of software on all computers is becoming a major issue. We would like to increase lab technician hours to 20 hours per week to help keep software up to date during the semester.

**2011/12**

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because course was cross listed with with other classes.

**2009/10**

1 section was evaluated. The responses were positive, with 58 students surveyed responding in the Agree or Strongly Agree ranges of the Likert Scale and 0 students in the disagree category, for a ratio of 100% positive response to 0% negative response. The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
### Plan for topic "Students completing the course will be able to develop a budget and schedule for a multimedia project.": 2009/10

1 section was evaluated. The responses were positive, with 58 students surveyed responding in the Agree or Strongly Agree ranges of the Likert Scale and 0 students in the disagree category, for a ratio of 100% positive response to 0% negative response. The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

### Plan for topic "Students completing the course will be able to design complex multimedia projects.": 2009/10

1 section was evaluated. The responses were positive, with 58 students surveyed responding in the Agree or Strongly Agree ranges of the Likert Scale and 0 students in the disagree category, for a ratio of 100% positive response to 0% negative response. The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
DVC Instructional Course SLO Action Plans

148. Introduction to Graphic Design [ARTDM-214] belonging to Media Studies [ARTDM]

Plan for topic "Students will be able to identify formal elements of design.": 2016/17

The department is pleased with this course, it is a general education course and is often a gateway course for our department. This is a hands on course requiring students to use traditional hand techniques. Our current labs do not facilitate hand work well we are hoping the new art facility will provide some flex space for hand technique projects. The department is looking to expand the subject matter for this class by creating an intermediate graphic design course.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.": 2016/17

The department is pleased with this course, it is a general education course and is often a gateway course for our department. This is a hands on course requiring students to use traditional hand techniques. Our current labs do not facilitate hand work well we are hoping the new art facility will provide some flex space for hand technique projects. The department is looking to expand the subject matter for this class by creating an intermediate graphic design course.

Plan for topic "Students completing the course will be able to create graphic design projects.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students will be able to critically evaluate graphic designs.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students will be able to identify formal elements of design.": 2013/14

We are assessing alternatives to the likert scale and will determine if other options are better suited to gathering data. We will be revising degrees and certificates to be more in line with academic models and industry. We are adding new courses, to meet industry trends. We will evaluate over the course of the year.

Plan for topic "Students completing the course will be able to create graphic design projects.": 2011/12

The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.
Plan for topic "Students will be able to critically evaluate graphic designs.": 2011/12
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students will be able to Identify formal elements of design.": 2011/12
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.": 2011/12
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to create graphic design projects.": 2010/11
The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students will be able to critically evaluate graphic designs.": 2010/11
The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students will be able to Identify formal elements of design.": 2010/11
The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.": 2010/11
The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
149. Typography [ARTDM-224] belonging to Media Studies [ARTDM]

Plan for topic "Students completing the course will be able to create typographic designs.": 2017/18
The department is pleased with the results. One area of issue is students lack of prerequisites for the course, the department will discuss strategies to encourage students to take courses in coherent order.

Plan for topic "Students completing the course will be able to create typographic designs.": 2014/15
Due to the new WebSLO 3.0 course assignment this course was not assessed for the 2014/15 year. This course has been assessed already for 2015/16 year and will be reported in the next cycle.

Plan for topic "Students completing the course will be able to create typographic designs.": 2011/12
Our previous plans have highlighted maintaining current software. This is becoming increasingly more difficult as the industry adopts new licensing strategies and product updates. Adobe licensing issues has consumed 90 percent of our lab technicians 10 hours per week. Other applications need updating on a monthly basis. Maintaining current versions of software on all computers is becoming a major issue. We would like to increase lab technician hours to 20 hours per week to help keep software up to date during the semester.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the vocabulary of typographic form.": 2011/12
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because it is only offered once a year.

Plan for topic "Students completing the course will be able to use computers in typographic design.": 2011/12
The faculty have determined that the current SLO assessments based on likert scales are well developed and see no need to change the process. The faculty are discussing possibly adding a pre assessment component to the existing system. One thing to note the sample of students responding was small because it is only offered once a year.

Plan for topic "Students completing the course will be able to create typographic designs.": 2010/11
The results were positive (though only one section was offered and evaluated, and so, this data may be less statistically accurate than desirable) indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the vocabulary of typographic form.": 2010/11
The results were positive (though only one section was offered and evaluated, and so, this data may be less statistically accurate than desirable) indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
The results were positive, indicating that students were meeting the course objective however, since only one section was offered and evaluated, this data may be less statistically accurate than desirable. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
DVC Instructional Course SLO Action Plans

150. Occupational Work Experience Education in ARTDM [ARTDM-295] belonging to Media Studies [ARTDM]
151. Internship in Occupational Work Experience Education in ARTDM [ARTDM-296] belonging to Media Studies [ARTDM]
152. Independent Study [ARTDM-298] belonging to Media Studies [ARTDM]
DVC Instructional Course SLO Action Plans

153. Student Instructional Assistant [ARTDM-299] belonging to Media Studies [ARTDM]

Plan for topic "Students completing this course will be able to recognize facial variations within different animation styles": 2019/20

The results for this topic appear to be successful. In the future it has been determined to include both a hand drawn and digital version of the project.

Plan for topic "Students completing this course will be able to increase learning through involvement as a teachers aide, lab assistant or research assistant.": 2018/19

This course will be assessed the next time it is offered

Plan for topic "Students completing this course will be able to increase learning through involvement as a teachers aide, lab assistant or research assistant.": 2015/16

Results are positive but the department feels we could do better. The Art Digital Media department considers this course a great opportunity for students to work on collaboration and leadership skills. Encouraging faculty to emphasize collaborative and leadership opportunities for students enrolled in this class will increase student learning.

Department wide plan:

The Art Digital Media department has determined that the Likert scale method is not providing adequate data. Our new assessment will allow for either project or test related assessment topics. We have begun using this method of assessment Fall 16 for some classes and plan to fully implement for Spring 17. An important outcome for all courses assessed is the need to have a better channel of communication between adjunct and full time faculty. Our new assessment method will foster more opportunities for faculty communication. Another important outcome for our department is the low volume of data collected. Using a project or tests as an assessment method will increase data volume and provide more meaningful data.
### 154. Topics in Art History [ARTHS-190] belonging to Art [ARTHS]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students will be able to identify important issues in artworks from the relevant period(s).&quot;</td>
<td>We did not offer this course. It will be assessed next time offered.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to discuss in detail selected topics in art history&quot;</td>
<td>Will assess when next offered</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply critical thinking skills to specific topics in art history&quot;</td>
<td>Will assess when next offered</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply the principles of various topics in art history and acquired information&quot;</td>
<td>will assess when next offered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students will be able to identify important issues in artworks from the relevant period(s).&quot;</td>
<td>We will assess the courses the next time they are offered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students will be able to identify important issues in artworks from the relevant period(s).&quot;</td>
<td>The SLO was successful, therefore no modification seems necessary at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to discuss in detail selected topics in art history&quot;</td>
<td>The SLO was successful, therefore no modification seems necessary at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply critical thinking skills to specific topics in art history&quot;</td>
<td>The SLO was successful, therefore no modification seems necessary at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply the principles of various topics in art history and acquired information&quot;</td>
<td>The SLO was successful, therefore no modification seems necessary at this time.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2016/17</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>&quot;Discuss visual culture using a variety of analytical methodologies&quot;</td>
<td>2016/17</td>
</tr>
<tr>
<td>We will assess this course when it is offered. We are currently waiting for UC approval and articulation, and do not want to offer the course without having articulation in place.</td>
<td></td>
</tr>
<tr>
<td>&quot;Evaluate increasingly complex arguments from a variety of visual and written sources&quot;</td>
<td>2016/17</td>
</tr>
<tr>
<td>We will assess this course when it is offered. We are currently waiting for UC approval and articulation, and do not want to offer the course without having articulation in place.</td>
<td></td>
</tr>
<tr>
<td>&quot;Detect and explain common formal and informal fallacies and flaws in visual and written artifacts and texts&quot;</td>
<td>2016/17</td>
</tr>
<tr>
<td>We will assess this course when it is offered. We are currently waiting for UC approval and articulation, and do not want to offer the course without having articulation in place.</td>
<td></td>
</tr>
<tr>
<td>&quot;Identify, use, and evaluate deductive and inductive reasoning in their own writing and the work of others&quot;</td>
<td>2016/17</td>
</tr>
<tr>
<td>We will assess this course when it is offered. We are currently waiting for UC approval and articulation, and do not want to offer the course without having articulation in place.</td>
<td></td>
</tr>
<tr>
<td>&quot;Write a progression of substantial essays demonstrating increasingly sophisticated argument, critical analysis and style&quot;</td>
<td>2016/17</td>
</tr>
<tr>
<td>We will assess this course when it is offered. We are currently waiting for UC approval and articulation, and do not want to offer the course without having articulation in place.</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

#### 156. History of Asian Art [ARTHS-193] belonging to Art [ARTHS]

**Plan for topic "Students completing the course will be able to apply art historical concepts and vocabulary to the art of specific Asian cultures and time periods": 2017/18**

The Art Department understands that the Likert Scale assessment methodology is not longer considered robust enough to use for SLO assessment. An "Art History SLO Retreat" is planned for January 2019, where all ARTHS faculty will be informed of the SLO assessment process and will collectively create assignments, rubrics, and questions to use for future SLO assessments.

**Plan for topic "Students completing the course will be able to compare the art and culture of Asia and the West including differences in aesthetics, culture, religion, and the social role of art and the artist": 2017/18**

The Art Department understands that the Likert Scale assessment methodology is not longer considered robust enough to use for SLO assessment. An "Art History SLO Retreat" is planned for January 2019, where all ARTHS faculty will be informed of the SLO assessment process and will collectively create assignments, rubrics, and questions to use for future SLO assessments.

**Plan for topic "Students completing the course will be able to describe the intersection of culture, politics, religion, and the arts in specific Asian cultures and time periods": 2017/18**

The Art Department understands that the Likert Scale assessment methodology is not longer considered robust enough to use for SLO assessment. An "Art History SLO Retreat" is planned for January 2019, where all ARTHS faculty will be informed of the SLO assessment process and will collectively create assignments, rubrics, and questions to use for future SLO assessments.

**Plan for topic "Students completing the course will be able to distinguish characteristics of various artistic styles, forms, and works from Asian cultures": 2017/18**

The Art Department understands that the Likert Scale assessment methodology is not longer considered robust enough to use for SLO assessment. An "Art History SLO Retreat" is planned for January 2019, where all ARTHS faculty will be informed of the SLO assessment process and will collectively create assignments, rubrics, and questions to use for future SLO assessments.

**Plan for topic "Students completing the course will be able to describe the intersection of culture, politics, religion, and the arts in specific Asian cultures and time periods": 2014/15**

Overall, the high self-reported achievement rate matches the instructor assessments made through class writing, quizzes and exams, and a formal paper. The fact that one student did not feel fully successful prompts me again to reflect on what may be causing difficulty for some students and to research ways to expand student success. I wonder if the anomalous negative response reflects the fact that the course covers so very much historical and cultural material in 18 short weeks. It is clear to me that some students struggle to master the immense sweep of ideas and history explored this course, which requires thinking about Buddhism, Hinduism, Confucianism, Daoism, and Shinto as major cultural philosophies, along with thousands of years of history, a complex pattern of geographic relationship, and terminology from Sanskrit, Chinese, Japanese, and...
**Plan for topic "Students completing the course will be able to distinguish characteristics of various artistic styles, forms, and works from Asian cultures": 2014/15**

This high success rate is satisfying; it shows that all students attained an understanding of the course’s essential knowledge and skills. My actions will focus on sustaining this success while looking for ways to enhance students’ engagement with actual artworks – giving them the experience of moving beyond the limits of learning from photographs of art. My course has required students to visit the Asian Art Museum for their formal paper, but I am also working on gathering a small collection of (modest, not rare or expensive) artworks to facilitate students’ engagement with actual art objects over the duration of the semester. I also would like to establish more connections examining the lively influence of Asian culture on today’s global consumer culture, such as anime and the popularity of "Asian chic." I’m also working on using more film and video resources to give students a deeper, multi-sensory experience of the subject matter.

**Plan for topic "Students completing the course will be able to apply art historical concepts and vocabulary to the art of specific Asian cultures and time periods": 2013/14**

We are satisfied by the fact 100% of students were able to achieve and apply this skill. There is room for improvement in helping the 14 students who checked "agree" to attain a higher degree of confidence with this skill, bringing them closer to the 66% that choose the "strongly agree" option. With that in mind, I have been working to break down these skills into smaller "building block" steps with the writing "to-learn" assignments. I have also redesigned my handouts as active worksheets, which require students to define, explain, and illustrate key vocabulary on a week-by-week basis.

**Plan for topic "Students completing the course will be able to compare the art and culture of Asia and the West including differences in aesthetics, culture, religion, and the social role of art and the artist": 2013/14**

One student reported a sense of not having met this objective. In response to this student’s self-assessment, I am researching new ways to reinforce this knowledge area in my lessons. I am also reflecting on reasons why a student might not feel a sense of mastery in this area. Does it relate to the fact that some students have never before taken art history, and therefore feel too little knowledge of western art to compare it effectively to Asian art? To address this issue, I plan to use discussions of materials and techniques as opportunities to compare and contrast the western tradition. (I might, for example, contrast the use of marble in European high art sculpture with the reverence for wood in the Japanese tradition.) Making links that focus on concrete physical features will help reinforce connections without presupposing a background in the main outlines of western art history. In the longer run, I’d also be interested in seeing this question rephrased to focus on art of "other cultures," not just the west, since I also find it useful to make connections to the arts of the Americas, Ancient Egypt, etc.

**Plan for topic "Students completing the course will be able to apply art historical concepts and vocabulary to the art of specific Asian cultures and time periods": 2010/11**

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student...
### Plan for topic "Students completing the course will be able to compare the art and culture of Asia and the West including differences in aesthetics, culture, religion, and the social role of art and the artist": 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

### Plan for topic "Students completing the course will be able to describe the intersection of culture, politics, religion, and the arts in specific Asian cultures and time periods": 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.

### Plan for topic "Students completing the course will be able to distinguish characteristics of various artistic styles, forms, and works from Asian cultures": 2010/11

The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to identify the various visual arts and styles and their relationship to cultural values from the paleolithic through the Roman eras": 2017/18

| The overall difference between student self-assessment and assignment performance seems important to continue to explore. Designing robust and effective assessments that measure a students' overall course achievement of the learning outcomes may not be possible with a single test question or assignment. Action plan: convening discipline faculty in advance of the next SLO assessment to design a common assessment. |

Plan for topic "Students completing the course will be able to develop an art historical vocabulary by recognizing major styles and works of art: describe, classify, compare/contrast works of art to better identify developments and changes throughout history.": 2017/18

| The overall difference between student self-assessment and assignment performance seems important to continue to explore. Designing robust and effective assessments that measure a students' overall course achievement of the learning outcomes may not be possible with a single test question or assignment. Action plan: convening discipline faculty in advance of the next SLO assessment to design a common assessment. |

Plan for topic "Students completing the course will be able to distinguish and summarize possible relationships between artists and their societies.": 2017/18

| The assignment based assessment was closer to the self-assessment results for this SLO, but the sample size of one section is small. |

Plan for topic "Students completing the course will be able to identify the various visual arts and styles and their relationship to cultural values from the paleolithic through the Roman eras": 2016/17

| Lizzy Gand collected the SLO assessments for the 2016-17 academic year. She is currently on medical leave and will not return until after December 31, 2017. The remainder of the department does not have access to the data she collected. The department plans to complete the assessment for ARTHS-195 after Lizzy returns and provides access to the SLO assessments, ideally in January 2018 but certainly before the end of SP18 semester. |

| As a backup measure, in case the data has been lost, the department is reassessing ARTHS-195 this academic year, and would be able to submit an alternate set of assessments by June 2018. |

Plan for topic "Students completing the course will be able to develop an art historical vocabulary by recognizing major styles and works of art: describe, classify, compare/contrast works of art to better identify developments and changes throughout history.": 2016/17

| Lizzy Gand collected the SLO assessments for the 2016-17 academic year. She is currently on medical leave and will not return until after December 31, 2017. The remainder of the department does not have access to the data she collected. The department plans to complete the assessment for ARTHS-195 after Lizzy returns and provides access to |
Plan for topic "Students completing the course will be able to distinguish and summarize possible relationships between artists and their societies.": 2016/17

Lizzy Gand collected the SLO assessments for the 2016-17 academic year. She is currently on medical leave and will not return until after December 31, 2017. The remainder of the department does not have access to the data she collected. The department plans to complete the assessment for ARTHS-195 after Lizzy returns and provides access to the SLO assessments, ideally in January 2018 but certainly before the end of SP18 semester.

As a backup measure, in case the data has been lost, the department is reassessing ARTHS-195 this academic year, and would be able to submit an alternate set of assessments by June 2018.

Plan for topic "Students completing the course will be able to evaluate and apply concepts from critical, historical, and primary texts to interpret works of art": 2016/17

Lizzy Gand collected the SLO assessments for the 2016-17 academic year. She is currently on medical leave and will not return until after December 31, 2017. The remainder of the department does not have access to the data she collected. The department plans to complete the assessment for ARTHS-195 after Lizzy returns and provides access to the SLO assessments, ideally in January 2018 but certainly before the end of SP18 semester.

As a backup measure, in case the data has been lost, the department is reassessing ARTHS-195 this academic year, and would be able to submit an alternate set of assessments by June 2018.

Plan for topic "Students completing the course will be able to identify the various visual arts and styles and their relationship to cultural values from the paleolithic through the Roman eras": 2013/14

We are satisfied by the results showing a 100% achievement rate, as evidenced by student response and by instructor assessments made through class writing, quizzes and exams, and a formal paper. Based on these results, I'll be focusing my actions on sustaining what is working effectively while looking for ways to enhance student interest in the critical thinking issues that pertain to this topic, such as questions of evidence, reliability of sources, and critically examining assumptions.

Plan for topic "Students completing the course will be able to develop an art historical vocabulary by recognizing major styles and works of art: describe, classify, compare/contrast works of art to better identify developments and changes throughout history": 2013/14
We are satisfied by the results showing a 100% achievement rate, as evidenced by student response and by instructor assessments made through class writing, quizzes and exams, and a formal paper. Based on these results, I’ll be focusing my efforts on reinforcing and refining student opportunities to learn, apply, and reflect on the language of art history. I’ve modified the handouts so that they prompt students to more actively practice defining terms and relating them to relevant artworks. I’m also working on devising some word games that help students playfully master technical vocabulary and the art of description.

Plan for topic "Students completing the course will be able to distinguish and summarize possible relationships between artists and their societies.": 2013/14

To expand the number of students who report full success in this area, I am designing ways to clarify and enhance the issues of how to relate art to politics. I am looking for ways to engage more active, creative ways of discussing and reflecting on the significance of different political and religious concepts, including enhanced lessons that use role-playing, more primary sources, and multi-media resources to help students who may need more help in these areas.

Plan for topic "Students completing the course will be able to evaluate and apply concepts from critical, historical, and primary texts to interpret works of art": 2013/14

Although the overall success rate is high, I would like to continue to add tools that help students remember and use technical vocabulary. My action plan for this area is also to devise games that function as self-testing memory exercises to build vocabulary while enhancing the sense of community in the class, helping students feel more at ease working with unfamiliar terminology.

Plan for topic "Students completing the course will be able to identify the various visual arts and styles and their relationship to cultural values from the paleolithic through the Roman eras": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program’s SLO patterns.

Plan for topic "Students completing the course will be able to develop an art historical vocabulary by recognizing major styles and works of art: describe, classify, compare/contrast works of art to better identify developments and changes throughout history.": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program’s SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course will be able to distinguish and summarize possible relationships between artists and their societies.": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program’s SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course will be able to evaluate and apply concepts from critical, historical, and primary texts to interpret works of art": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program’s SLO patterns. All sections for this course were assessed this semester.
The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program’s SLO patterns and needs. All sections for this course were assessed this semester.
### History of Medieval and Renaissance Art [ARTHS-196] belonging to Art [ARTHS]

#### Plan for topic "Students completing the course will be able to distinguish differences in patronage and art production in Medieval and Renaissance art and architecture": 2018/19

This type of data analysis has allowed the department to compare data by sections and by all students. We have discovered that we need to work on certain concepts with students such as medieval attitudes about the classical era, and changes in patronage as a result of the rise of the bourgeoisie. The department plans to meet and discuss how to improve teaching of these concepts. It is also possible that the wording of the questions is confusing--it may be worthwhile to revisit the manner in which the questions are asked.

### Plan for topic "Students completing the course will be able to appraise the changing role of the artist in the Middle Ages and Renaissance": 2018/19

This type of data analysis has allowed the department to compare data by sections and by all students. We have discovered that we need to work on certain concepts with students such as the status of the artist in comparison to other types of labor, and the professionalization of artists in the Middle Ages through guilds. The department plans to meet and discuss how to improve teaching of these concepts. It is also possible that the wording of the questions is confusing--it may be worthwhile to revisit the manner in which the questions are asked.

### Plan for topic "Students completing the course will be able to analyze works of art in terms of historical circumstances and cultural values of Western Europe from early Christian period through the Renaissance": 2015/16

We will phase out student self-reporting surveys as our SLO assessment tool, in response to feedback that these are not a preferred method. Instead, we will use assignments, essays, and quizzes/exams used to assess this objective, defining success as achievement of a rubric score or grade.

To make this change, art history faculty will engage in dialogue to identify effective assignments we have designed (or are working to design) that provide good opportunities to assess SLOs, with the goal of building a system for sharing our results and "best practices" for art history SLO assessment.

### Plan for topic "Students completing the course will be able to compare and contrast painting, sculpture, and architecture using an art historical vocabulary in the various styles of the chronological periods": 2015/16

We will phase out student self-reporting surveys as our SLO assessment tool, in response to feedback that these are not a preferred method. Instead, we will use assignments, essays, and quizzes/exams used to assess this objective, defining success as achievement of a rubric score or grade.

To make this change, art history faculty will engage in dialogue to identify effective assignments we have designed (or are working to design) that provide good opportunities to assess SLOs, with the goal of building a system for sharing our results and "best practices" for art history SLO assessment.

### Plan for topic "Students completing the course will be able to distinguish differences in patronage and art production in Medieval and Renaissance art and architecture": 2018/19

This type of data analysis has allowed the department to compare data by sections and by all students. We have discovered that we need to work on certain concepts with students such as medieval attitudes about the classical era, and changes in patronage as a result of the rise of the bourgeoisie. The department plans to meet and discuss how to improve teaching of these concepts. It is also possible that the wording of the questions is confusing--it may be worthwhile to revisit the manner in which the questions are asked.

### Plan for topic "Students completing the course will be able to appraise the changing role of the artist in the Middle Ages and Renaissance": 2018/19

This type of data analysis has allowed the department to compare data by sections and by all students. We have discovered that we need to work on certain concepts with students such as the status of the artist in comparison to other types of labor, and the professionalization of artists in the Middle Ages through guilds. The department plans to meet and discuss how to improve teaching of these concepts. It is also possible that the wording of the questions is confusing--it may be worthwhile to revisit the manner in which the questions are asked.
That six students chose "disagree" indicates a small subset of students have difficulty distinguishing the economic structures of the medieval world from that Renaissance mercantile cities. This gap is being addressed in recent semesters by incorporating high quality documentary videos that dramatize concepts students find difficult to grasp from reading alone.

We will phase out student self-reporting surveys as our SLO assessment tool, in response to feedback that these are not a preferred method. Instead, we will use assignments, essays, and quizzes/exams used to assess this objective, defining success as achievement of a rubric score or grade.

To make this change, art history faculty will engage in dialogue to identify effective assignments we have designed (or are working to design) that provide good opportunities to assess SLOs, with the goal of building a system for sharing our results and "best practices" for art history SLO assessment.

Plan for topic "Students completing the course will be able to appraise the changing role of the artist in the Middle Ages and Renaissance": 2015/16

We will phase out student self-reporting surveys as our SLO assessment tool, in response to feedback that these are not a preferred method. Instead, we will use assignments, essays, and quizzes/exams used to assess this objective, defining success as achievement of a rubric score or grade.

To make this change, art history faculty will engage in dialogue to identify effective assignments we have designed (or are working to design) that provide good opportunities to assess SLOs, with the goal of building a system for sharing our results and "best practices" for art history SLO assessment.

Plan for topic "Students completing the course will be able to analyze works of art in terms of historical circumstances and cultural values of Western Europe from early Christian period through the Renaissance": 2012/13

The Art Department has scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.

Plan for topic "Students completing the course will be able to compare and contrast painting, sculpture, and architecture using an art
### DVC Instructional Course SLO Action Plans

**historical vocabulary in the various styles of the chronological periods**: 2012/13

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to distinguish differences in patronage and art production in Medieval and Renaissance art and architecture</strong>: 2012/13</td>
<td>The Art Department has scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.</td>
</tr>
</tbody>
</table>

**Plan for topic**: 2012/13

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to distinguish differences in patronage and art production in Medieval and Renaissance art and architecture</strong>: 2012/13</td>
<td>The Art Department has scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.</td>
</tr>
</tbody>
</table>

**Plan for topic**: 2012/13

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to appraise the changing role of the artist in the Middle Ages and Renaissance</strong>: 2012/13</td>
<td>The Art Department has scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.</td>
</tr>
</tbody>
</table>

**Plan for topic**: 2012/13

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to appraise the changing role of the artist in the Middle Ages and Renaissance</strong>: 2012/13</td>
<td>The Art Department has scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.</td>
</tr>
</tbody>
</table>

**Plan for topic**: 2009/10

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to analyze works of art in terms of historical circumstances and cultural values of Western Europe from early Christian period through the Renaissance</strong>: 2009/10</td>
<td>The SLO was successful, therefore no modification seems necessary at this time.</td>
</tr>
</tbody>
</table>

**Plan for topic**: 2009/10

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to compare and contrast painting, sculpture, and architecture using an art historical vocabulary in the various styles of the chronological periods</strong>: 2009/10</td>
<td>The SLO was successful, therefore no modification seems necessary at this time.</td>
</tr>
</tbody>
</table>

**Plan for topic**: 2009/10

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to analyze works of art in terms of historical circumstances and cultural values of Western Europe from early Christian period through the Renaissance</strong>: 2009/10</td>
<td>The SLO was successful, therefore no modification seems necessary at this time.</td>
</tr>
</tbody>
</table>

**Plan for topic**: 2009/10

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to compare and contrast painting, sculpture, and architecture using an art historical vocabulary in the various styles of the chronological periods</strong>: 2009/10</td>
<td>The success rates for this question are lower than those for SLOs 1 and 2, indicating that instructors should increase their focus on patronage and production methods during the semester's instruction, or design assignments that will focus on these aspects. The assessment method seems to be working, therefore no modifications to the SLO seem necessary at this time.</td>
</tr>
</tbody>
</table>

**Plan for topic**: 2009/10

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to analyze works of art in terms of historical circumstances and cultural values of Western Europe from early Christian period through the Renaissance</strong>: 2009/10</td>
<td>The SLO was successful, therefore no modification seems necessary at this time.</td>
</tr>
</tbody>
</table>

**Plan for topic**: 2009/10

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to analyze works of art in terms of historical circumstances and cultural values of Western Europe from early Christian period through the Renaissance</strong>: 2009/10</td>
<td>The SLO was successful, therefore no modification seems necessary at this time.</td>
</tr>
</tbody>
</table>
### 159. History of Baroque to 20th Century Art [ARTHS-197] belonging to Art [ARTHS]

**Plan for topic "Students completing the course will be able to analyze works of art in terms of historical circumstances and cultural values of Western Europe from the Baroque period to early twentieth century": 2018/19**

For future assessments, the department will: convene instructors earlier in the semester to discuss short answer questions and how to conduct a more normed assessment, such as requiring the same question of students, norming the evaluation of a short answer response, and making sure all instructors are aware of the SLO assessment and the importance of participating in and reporting SLO assessments. While students seem to be doing well on the assessment overall, the evaluation process has multiple variables and the department can improve the assessment process by making the assessments more standardized over all sections and students.

**Plan for topic "Students completing the course will be able to compare and contrast painting, sculpture, and architecture using appropriate aesthetic vocabulary in the various styles of the chronological period - Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Post-impressionism, Expressionism, Cubism, and Dada": 2015/16**

We will phase out student self-reporting surveys as our SLO assessment tool, in response to feedback that these are not a preferred method. Instead, we will use assignments, essays, and quizzes/exams used to assess this objective, defining success as achievement of a rubric score or grade.

To make this change, art history faculty will engage in dialogue to identify effective assignments we have designed (or are working to design) that provide good opportunities to assess SLOs, with the goal of building a system for sharing our results and "best practices" for art history SLO assessment.

**Plan for topic "Students completing the course will be able to analyze works of art in terms of historical circumstances and cultural values of Western Europe from the Baroque period to early twentieth century": 2015/16**

We will phase out student self-reporting surveys as our SLO assessment tool, in response to feedback that these are not a preferred method. Instead, we will use assignments, essays, and quizzes/exams used to assess this objective, defining success as achievement of a rubric score or grade.

To make this change, art history faculty will engage in dialogue to identify effective assignments we have designed (or are working to design) that provide good opportunities to assess SLOs, with the goal of building a system for sharing our results and "best practices" for art history SLO assessment.

**Plan for topic "Students completing the course will be able to distinguish differences in styles and art patronage within these centuries": 2015/16**

A subset of students seem to be having difficulty learning and remembering unfamiliar terminology, such as foreign names of artists or art styles. We will devise assignments that help students practice these skills.
We will phase out student self-reporting surveys as our SLO assessment tool, in response to feedback that these are not a preferred method. Instead, we will use assignments, essays, and quizzes/exams used to assess this objective, defining success as achievement of a rubric score or grade.

To make this change, art history faculty will engage in dialogue to identify effective assignments we have designed (or are working to design) that provide good opportunities to assess SLOs, with the goal of building a system for sharing our results and "best practices" for art history SLO assessment.

Plan for topic "Students completing the course will be able to evaluate the changing role of the artist from the baroque to the early 20th century": 2015/16

As the only thing students seem hesitant about is describing works of art conceptually using specific vocabulary terms, the encouragement of best teaching practices involving class discussions and low-stakes practice opportunities for students is the best course of action. The Art Department has scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.

Plan for topic "Students completing the course will be able to analyze works of art in terms of historical circumstances and cultural values of Western Europe from the Baroque period to early twentieth century": 2012/13

Students often have a weak grasp of historical events, which contributes to their lack of confidence. In addition, they need practice in analyzing works of art in terms of their historical circumstances, best given as low-stakes discussion and writing. Again, getting the department to share teaching strategies seems like the most effective solution.
Art Department has scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.

Plan for topic "Students completing the course will be able to distinguish differences in styles and art patronage within these centuries": 2012/13

Students need resources to fill in the gaps of their historical knowledge, and they need practice in taking historical information and applying it to works of art. One suggestion is to create a department pool of resources such as web pages or videos that students may want to use to supplement their reading and class activities. The Art Department has also scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.

Plan for topic "Students completing the course will be able to evaluate the changing role of the artist from the baroque to the early 20th century": 2012/13

The Art Department has scheduled a Best Practices Round-up during the FA13 Flex days, where the SLO results and recommendations will be discussed, and strategies for increased student success will be shared.

Plan for topic "Students completing the course will be able to compare and contrast painting, sculpture, and architecture using appropriate aesthetic vocabulary in the various styles of the chronological period - Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Post-impressionism, Expressionism, Cubism, and Dada": 2009/10

The SLO was successful, therefore no modification seems necessary at this time.

Plan for topic "Students completing the course will be able to analyze works of art in terms of historical circumstances and cultural values of Western Europe from the Baroque period to early twentieth century": 2009/10

The SLO was successful, therefore no modification seems necessary at this time.

Plan for topic "Students completing the course will be able to evaluate the changing role of the artist from the baroque to the early 20th century": 2009/10

The SLO was successful, therefore no modification seems necessary at this time.
DVC Instructional Course SLO Action Plans

160. Contemporary Art History [ARTHS-199] belonging to Art [ARTHS]

Plan for topic "Students completing the course will be able to identify, describe, and analyze important issues related to art making in the last half of the 20th century, including significant social, economic, scientific, and political forces that helped shape the character of the art produced during this time": 2016/17

Both assessment methods indicated that students were succeeding above the threshold of success set by the department. However, the lower rate of success in Method 2 indicates that students may be over-representing their success. The department intends to continue using two methods to analyze the SLO data, and expand the cohort being assessed through Method 2. We will do this by facilitating communication of all ARTHS 199 instructors in the next SLO cycle at the beginning of the semester(s), to set the method of analysis and prepare adjunct instructors for the new means of assessment.

It was agreed by all instructors that giving students more low-stakes opportunities to practice analysis of artworks and issues would be beneficial to student success in this SLO. To facilitate this practice, the instructors discussed setting up a common Canvas site for Art History, with sample rubrics, assignments, and a repository of practice questions and assignments. Sharing effective practices between instructors will facilitate consistency of instruction and enrich the learning experience of all students. In addition, several adjunct faculty have mentioned a desire to have more opportunity to collaborate and converse with other art history instructors. The department will facilitate more collaboration opportunities between art history instructors.

Plan for topic "Students completing the course will be able to recognize key works of art produced during the last half of the 20th Century": 2016/17

As with the other SLOs, instructors agreed that it is beneficial for students to have lots of low-stakes practice in identifying and discussing images. The more that students have to use recall and practice identifying images, the better they know those artworks. It is possible to incorporate practice in identifying images in many other types of assignments—image identification can be part of higher-level critical thinking questions, such as practice slide comparisons or other assignments. The planned Canvas ARTHS site and area discussions/collaborations will also benefit student achievement of this SLO in giving instructors examples of effective practices and assignment ideas.

Plan for topic "Students completing the course will be able to critically analyze the nature of contemporary art and its significance with regard to their own lives and society at large": 2016/17

The Canvas ARTHS share site and collaborative opportunities mentioned in SLO #1’s action plan will also benefit this SLO. Giving students lots of opportunities to apply their knowledge and connect art to social issues and their own lives in low-stakes assignments will help students meet this SLO. Instructors were able to discuss shared values of art history, and look forward to continuing this discussion. Some instructors take a much more â€œtraditionalâ€ and concrete approach to the subject matter, while others tend to emphasize personal choice and individual interaction with the subject. This variability of approaches seems appropriate and reflects the variety of methodologies in the discipline, but does make consistent assessment of this SLO difficult.
Plan for topic "Students completing the course will be able to apply concepts from critical, historical, and primary sources using appropriate art historical vocabulary": 2016/17

It is the strong belief of the lead faculty that rubrics are a more effective practice for student learning than a letter grade, especially if not many comments are written to explain the grade to the student.

It was agreed among all instructors that students are not as proficient at collecting and evaluating sources as we would like them to be.

The Canvas shared ARTHS site and collaboration opportunities mentioned by other SLO action plans will also be a benefit to this SLO. In particular, we can share assignments or tools designed to teach students how to research, identify sources, and evaluate their quality.

Plan for topic "Students completing the course will be able to identify, describe, and analyze important issues related to art making in the last half of the 20th century, including significant social, economic, scientific, and political forces that helped shape the character of the art produced during this time": 2013/14

The department will continue to discuss and consider its assessment methods and teaching strategies. The results are positive, but there are several factors to consider, with the most important being the robustness of the assessment methods. One possibility during the next assessment cycle is to keep the student self-assessment and cross-check it with an additional assessment method such as an essay rubric category or an exam question. This would verify the results.

Plan for topic "Students completing the course will be able to recognize key works of art produced during the last half of the 20th Century": 2013/14

The department will continue to discuss and consider its assessment methods and teaching strategies. The results are positive, but there are several factors to consider, with the most important being the robustness of the assessment methods. One possibility during the next assessment cycle is to keep the student self-assessment and cross-check it with an additional assessment method such as an essay rubric category or an exam question. This would verify the results.

Plan for topic "Students completing the course will be able to critically analyze the nature of contemporary art and its significance with regard to their own lives and society at large": 2013/14

The department will continue to discuss and consider its assessment methods and teaching strategies. The results are positive, but there are several factors to consider, with the most important being the robustness of the assessment methods. One possibility during the next assessment cycle is to keep the student self-assessment and cross-check it with an additional assessment method such as an essay rubric category or an exam question. This would verify the results. In addition, the cognitive difficulty of this SLO should not be underestimated. Giving students more concrete low-stakes opportunities to analyze the nature of contemporary art and connect it to their lives would be a good strategy. This is one way in which the short-term class may have actually succeeded better than the traditional sections, as the student cohort was so small, and the class time
so compressed and intensive, the instructor was able to personalize the material. These strategies and this SLO in particular would be a good discussion topic for the best practices workshops that are now held regularly by the department.

Plan for topic "Students completing the course will be able to apply concepts from critical, historical, and primary sources using appropriate art historical vocabulary": 2013/14

The department will continue to discuss and consider its assessment methods and teaching strategies. The results are positive, but there are several factors to consider, with the most important being the robustness of the assessment methods. One possibility during the next assessment cycle is to keep the student self-assessment and cross-check it with an additional assessment method such as an essay rubric category or an exam question. This would verify the results. In addition, more direct communication about types of sources and how to use them, or concrete identification of tasks or breaking tasks related to this SLO into discrete steps and clearly labeling the steps may help students to correctly identify their skills in this area.

Plan for topic "Students completing the course will be able to identify, describe, and analyze important issues related to art making in the last half of the 20th century, including significant social, economic, scientific, and political forces that helped shape the character of the art produced during this time": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course will be able to recognize key works of art produced during the last half of the 20th Century": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course will be able to critically analyze the nature of contemporary art and its significance with regard to their own lives and society at large": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course will be able to apply concepts from critical, historical, and primary sources using appropriate art historical vocabulary": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.

Plan for topic "Students completing the course will be able to identify, describe, and analyze important issues related to art making in the last half of the 20th century, including significant social, economic, scientific, and political forces that helped shape the character of the art produced during this time": 2011/12

The plan of action for this course to continue teaching it with its current methods, because the SLO results are so overwhelmingly positive. We will continue to evaluate and align this SLO to reflect the Program's SLO patterns. All sections for this course were assessed this semester.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to recognize key works of art produced during the last half of the 20th Century</td>
<td>2010/11</td>
</tr>
<tr>
<td>2011-02-22: The second cycle of assessments also contained very positive results, indicating that changes and modifications are not needed at this time.</td>
<td></td>
</tr>
<tr>
<td>2011-11-08: No plan of action as we have over 97% student learned outcome achievement.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to critically analyze the nature of contemporary art and its significance with regard to their own lives and society at large</td>
<td>2010/11</td>
</tr>
<tr>
<td>2011-02-22: The second cycle of assessments also contained very positive results, indicating that changes and modifications are not needed at this time.</td>
<td></td>
</tr>
<tr>
<td>2011-11-08: No plan of action as we had 100% student learned outcome achievement.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to apply concepts from critical, historical, and primary sources using appropriate art historical vocabulary</td>
<td>2010/11</td>
</tr>
<tr>
<td>2011-02-22: The second cycle of assessments also contained very positive results, indicating that changes and modifications are not needed at this time.</td>
<td></td>
</tr>
<tr>
<td>2011-11-08: No plan of action as we have over 98% student learned outcome achievement.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to identify, describe, and analyze important issues related to art making in the last half of the 20th century, including significant social, economic, scientific, and political forces that helped shape the character of the art produced during this time</td>
<td>2009/10</td>
</tr>
<tr>
<td>The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to recognize key works of art produced during the last half of the 20th Century</td>
<td>2009/10</td>
</tr>
<tr>
<td>The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to critically analyze the nature of contemporary art and its significance with regard to their own lives and society at large</td>
<td>2009/10</td>
</tr>
<tr>
<td>The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to apply concepts from critical, historical, and primary sources using appropriate art historical vocabulary": 2009/10

| The results were positive, indicating that students were meeting the course objective. At this time, no modifications are planned, since the assessments are indicating student success in meeting the objective. |  |
DVC Instructional Course SLO Action Plans

161. Student Instructional Assistant [ARTHS-299] belonging to Art [ARTHS]

Plan for topic "[A] Students completing this course will be able to assist other students with understanding of the assignments and developing thesis statements within the assignment."

<table>
<thead>
<tr>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TA communication in the course was consistent and helped students to understand assignments and develop thesis statements. Possibly in the future, an assessment of the effect of the TA communication can be given to the current students in the course.</td>
</tr>
</tbody>
</table>
Plan for topic "synthesize their knowledge of astronomical structures into a model of the Universe."": 2017/18

<table>
<thead>
<tr>
<th>Plan for topic &quot;understand the geometric cause of the day/night cycle, stars rising and setting, the year etc&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the correct result was achieved less than 70% of the time, a greater amount of stress given to the topic during lecture and reinforced with observation in the planetarium.</td>
</tr>
</tbody>
</table>

Plan for topic "understand the geometric cause of the day/night cycle, stars rising and setting, the year etc": 2010/11

<table>
<thead>
<tr>
<th>Plan for topic &quot;understand the geometric cause of the day/night cycle, stars rising and setting, the year etc&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>These results are consistent with the percentages expected for a challenging course. We expect to continue working with this material.</td>
</tr>
</tbody>
</table>

We expect to continue requiring homework, tests, and a comprehensive final to ensure that students review. Some sections provide extensive review materials to allow students to practice and review the concepts.
DVC Instructional Course SLO Action Plans

163. Visible Universe With Laboratory [ASTRO-112] belonging to Physical Science/Physics/Astronomy/Geology/Geography [ASTRO]
164. Elementary Astronomy [ASTRO-120] belonging to Physical Science/Physics/Astronomy/Geology/Geography [ASTRO]

Plan for topic "combine observational evidence with theoretical assumptions to develop a model of the underlying physical structure.": 2017/18

The level of mastery was closely correlated with class attendance and participation. Those students attending lectures regularly, completing course homework and participating in the solar observing session all achieved at least 7 out of 10 points. This was the first assessment of this particular SLO. Students that made use of department tutoring also performed at (at least) the satisfactory level. Going forward, encouragement of student tutoring resources should always be emphasized early in the semester. Additional material and content for display in the planetarium should also be acquired and utilized to aid in the understanding of this topic.

Plan for topic "analyze electromagnetic radiation to yield results concerning the composition and structure of our solar system, galaxy and universe.": 2013/14

The results have met the goals of the sub-department. Continue teaching these topics and reinforcing throughout the semester.

Plan for topic "use graphs and plots to represent data and to make inferences from the data provided.": 2011/12

Continue to stress these skills. Do more classwork and group work to improve their skills.
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>165. The Universe for Beginners [ASTRO-128] belonging to Physical Science/Physics/Astronomy/Geology/Geography [ASTRO]</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing ASTRO-128 will be able to Evaluate the limits of our current knowledge&quot;:</strong> 2018/19</td>
<td>This course has not been offered in years and thus, not evaluated.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to Observe selected celestial phenomena.&quot;</strong>: 2014/15</td>
<td>The students meet the assessment criterion. We plan to continue to having the students complete these projects as they are central to the scientific method and the core learning objectives of the program.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to...Summarize major components of knowledge of the constituents of the Universe.&quot;</strong>: 2012/13</td>
<td>The students meet the assessment criterion. We plan to continue to provide written material and lectures supporting the students' continuing understanding of our knowledge of the Universe.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Use mathematics and graphical material to reach quantitative and qualitative conclusions.&quot;</strong>: 2012/13</td>
<td>The students met the criterion for this assessment. Because using math and graphs is a key reasoning skill we hope to instill, we plan to continue both homework and tests that involve computations and use of graphs. We have in person meetings on a regular to improve students' success, by getting them to work together and avoid giving up.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing ASTRO-128 will be able to Apply scientific methods and logic to understand the physical world&quot;:</strong> 2012/13</td>
<td>Students met the achievement level required. The plan is to continue providing, text materials, homework assignments and in person activities to push students into using scientific principles. As activities come up for review and revision, more emphasis on drawing conclusions will be incorporated when possible.</td>
</tr>
</tbody>
</table>
### Plan for topic "Formulate conclusions based on scientific data such as stellar angular positions, duration of eclipses, positions of craters and spectral features.": 2017/18

Completing three laboratory exercises on the sub-topics of spectral analysis: Origins & analysis, Spectral analysis and Doppler-shift of spectral lines serves as both a comprehensive as well as a reinforcing set of topics appropriate for this academic level. Having students analyze real spectra via diffraction gratings and spectral tubes is working with regards to analyzing types of spectra with a high success rate. The analysis of stellar spectral classification is also well understood due to the large number of samples the student is introduced to in the laboratory. Areas that need improving deal with the mathematical analysis of doppler-shifted and doppler-broadened spectral lines. More time spent with the students doing sample problems prior to having them do problems independently is encouraged going forward. Finally, the interpretation of the mathematical results is the weakest area of proficiency. More lecturing, followed-up with some real examples should aid in the understanding of the numerical data.

### Plan for topic "Communicate results in concise written form, distinguishing measurements and observations": 2013/14

The results were better than the goal set. Continue having the students write laboratory reports. Intervene as early as possible when the reports do not meet minimum standards.

### Plan for topic "Analyze, measure and interpret star and planet positions, spectra, planetary features": 2010/11

Students met the requirement overall. The results on one of the finals, the most challenging were not as robust as desired. Putting this question toward the start of the exam and also giving more feedback for student practice is expected to help.
### 167. Independent Study [ASTRO-298] belonging to Physical Science/Physics/Astronomy/Geology/Geography [ASTRO]

**Plan for topic "Students completing the course will be able to State specific goals and challenges to pursue as part of the student's educational goals."**: 2018/19

This course has not been offered in years and thus, not evaluated. The course is highly specific to the student wishing to enroll and hence, the methods of evaluation can be quite diverse.

**Plan for topic "Students completing ASTRO-298 will be able to Explain how Dark Matter became a viable option for the flaws in classical (Newtonian) gravitational theory."**: 2013/14

The research paper is a good method of assessment for independent study courses. Specific goals and assessments should be designed for the specific topic agreed upon by both instructor and student.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ASTRO-299 will be able to Post discussion questions related to the subject matter to the D2L learning system.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course has not been offered in years and thus, not evaluated. The course is highly specific to the student wishing to enroll and hence, the methods of evaluation can be quite diverse.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ASTRO-299 will be able to Keep a log of the labs and specific problems the students had.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I teach astronomy lab again, I will endeavor to adopt most of his suggestions, as they are in general, both apropos and practical.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ASTRO-299 will be able to Post discussion questions related to the subject matter to the D2L learning system.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I teach the lab again, I plan to make it imperative that the student log into D2L, and utilize the hints, and helps offered. This may take considerable work re-writing the labs, and I may only get to the labs a few each semester.</td>
<td></td>
</tr>
</tbody>
</table>
A few years ago, the department developed a handout that described several misconceptions that are common regarding evolution. One of these misconceptions is that evolution and natural selection are the same thing. The use of this teaching tool appears to be successful based on the large percentage of students who understood the difference between evolution and natural selection. We plan to continue to use this handout as a useful teaching tool so that not only this misconception regarding evolution, but many others as well are addressed in class.

**Plan for topic "Students completing the course will be able to understand and apply the scientific method."**: 2015/16

After analyzing the data, it is clear that the students are getting the concept of the scientific method and the steps of the scientific method. All sections had over 90% success rates, which is over the 80% success rate. There is nothing we plan on working on for this concept.

On the other hand, there was very mixed results for the second question. It varied from section to section which is due to how much emphasis each teacher puts on it. The action plan is for the department to talk about whether or not this is an essential concept that they want students to learn in this class. If so, we need to let all the instructors (these are all taught by adjunct instructors) to emphasize this concept. This is a common misconception for many students as the media uses the term "theory" in a way that is really a hypothesis in scientific terms. We can spend more time contrasting the general term theory and scientific theory, and have them analyze examples.

**Plan for topic "Students completing the course will be able to understand and apply the theory of evolution by means of natural selection."**: 2012/13

Since the student learning was very good, no major changes are needed. However, there were 3 students who scored less than 15 out of 20. If this assessment tool is used again, it is recommended that students who score less than 15 out of 20 be required to visit the tutor room for additional help.

**Plan for topic "Students completing the course will be able to understand and apply the theory of evolution by means of natural selection."**: 2010/11

There is no immediate plan for these results as students demonstrated achievement of the learning outcome. However, in the future it would be better if more students were able to achieve this learning outcome. So, faculty teaching this course will be told to make sure they emphasize this learning outcome.

**Plan for topic "Students completing the course will be able to understand and apply the theory of evolution by means of natural selection."**: 2007/8

After analyzing the data from this semester's assessment, the department developed a handout that covers some of the important aspects of evolution. This was shared with the
### DVC Instructional Course SLO Action Plans

After analyzing the data from this semester's assessment, the department developed a handout that covers some of the important aspects of evolution. This was shared with the faculty teaching this course and the faculty were instructed to share the handout with their students.

**Plan for topic "Students completing the course will be able to understand and apply the theory of evolution by means of natural selection."**: 2007/8

- After analyzing the data from this semester's assessment, the department developed a handout that covers some of the important aspects of evolution. This was shared with the faculty teaching this course and the faculty were instructed to share the handout with their students.

**Plan for topic "e"**: 2007/8

- After analyzing the data from this semester's assessment, the department developed a handout that covers some of the important aspects of evolution. This was shared with the faculty teaching this course and the faculty were instructed to share the handout with their students.
170. Fundamentals of Biological Science with Laboratory [BIOSC-102] belonging to Biological Science [BIOSC]
Plan for topic "Students completing the course will be able to understand the difference between evolution and natural selection."
2018/19

A few years ago, the department developed a handout that described several misconceptions that are common regarding evolution. One of these misconceptions is that evolution and natural selection are the same thing. The use of this teaching tool appears to be successful based on the large percentage of students who understood the difference between evolution and natural selection. We plan to continue to use this handout as a useful teaching tool so that not only this misconception regarding evolution, but many others as well are addressed in class.

Plan for topic "Students completing the course will be able to properly use the microscope."
2018/19

The instructions for the use of the microscope in the lab manual were revised prior to the semester in which the students were assessed in an attempt to make the procedure more simple and easier to understand. A success rate of 83.6% would indicate that these revisions did help. But 16.4% of the students had at least some difficulty with the proper use of the microscope. As a plan of action, instructors will be encouraged to individually watch students use of the microscope after they have demonstrated the technique and individually assist those who did not understand/follow the instructions.

Plan for topic "e": 2018/19

The instructions for the use of the microscope in the lab manual were revised prior to the semester in which the students were assessed in an attempt to make the procedure more simple and easier to understand. A success rate of 83.6% would indicate that these revisions did help. But 16.4% of the students had at least some difficulty with the proper use of the microscope. As a plan of action, instructors will be encouraged to individually watch students use of the microscope after they have demonstrated the technique and individually assist those who did not understand/follow the instructions.

Plan for topic "Students completing the course will be able to understand and apply the scientific method."
2015/16

The results of questions # 3 and 4 clearly demonstrate the students overall had a good understanding about the difference between a hypothesis and a scientific theory with 93 and 91% respectively correct answers. A somewhat weaker outcome can be reported regarding the knowledge of the method of a scientific inquiry. Question #1 was correctly answered by 72% and #2 by 88%. The relatively low outcome for #1 can be interpreted that students do not understand that a scientific inquiry should only test one variable at a time and not several. This misunderstanding should be more clarified when instructors teach this part of the subject in the future.

The discrepancy in outcome between the 102 sections stated here and those of 101 below can be attributed to the fact that 101 students do not have a lab component to their course and therefore do not get as much training in the execution of the scientific method.
After analyzing the data, it is clear that the students are getting the concept of the scientific method and the steps of the scientific method. All sections had over 90% success rates, which is over the 80% success rate. There is nothing we plan on working on for this concept.

On the other hand there was very mixed results for the second question. It varied from section to section which is due to how much emphasis each teacher puts on it. The action plan is for the department to talk about whether or not this is an essential concept that they want students to learn in this class. If so, we need to let all the instructors (these are all taught by adjunct instructors) to emphasize this concept. This is a common misconception for many students as the media uses the term "theory" in a way that is really a hypothesis in scientific terms. We can spend more time contrasting the general term theory and scientific theory, and have them analyze examples.

**Plan for topic "Students completing the course will be able to understand the difference between evolution and natural selection."**: 2014/15

As student responses were significantly positive, and indicated a very high degree of learning in this subject area, it is suggested that faculty continue to teach evolution and natural selection in the same high quality manner in which they have been currently teaching this subject. No changes or improvements are needed or suggested at this time.

**Plan for topic "Students completing the course will be able to understand the difference between evolution and natural selection."**: 2012/13

Since the student learning was very good for this topic, it is suggested that the Biology faculty continue to stress the importance of evolution in Biology and the distinction between evolution and natural selection.

**Plan for topic "Students completing the course will be able to properly use the microscope."**: 2010/11

Instructor must try to spend time with each student to make sure they can use the scope properly. Individual instruction is essential for some students.

**Plan for topic "Students completing the course will be able to understand the difference between evolution and natural selection."**: 2009/10

After analyzing the data from this semester’s assessment, the department developed a handout that covers some of the important aspects of evolution. This was shared with the faculty teaching this course and the faculty were instructed to share the handout with their students.
DVC Instructional Course SLO Action Plans

171. Genetics and Evolution [BIOSC-107] belonging to Biological Science [BIOSC]

Plan for topic "Students completing this course will be able to predict the outcome of a genetic cross": 2016/17

These results are encouraging as 2/3 showed complete mastery of the topic with completely being able to solve the most difficult type of genetic cross considered. The remaining 1/3 had a mastery level somewhere between zero and almost complete.

It would be a good idea to assess exactly where these students had difficulty. Were they able to predict the outcome of a simpler one-factor genetic cross? Could they combine the results of more than one single-factor cross, or perhaps they understood the genetic cross, but made a mistake with the mathematical calculation required to get the correct answer.

It might also be useful to see whether the students who did not show mastery of this topic ended up with a passing grade in the course.

Plan for topic "Students completing this course will be able to predict the outcome of a genetic cross": 2015/16

The results indicate a relatively high rate of success for a difficult topic. It would be instructive to assess the rate of success for a simple one factor cross. If the results indicate very high rate of success (85% or more), then more instruction time should be devoted to showing students the steps needed to analyze more than one trait. If results show less than 85% success, then more instruction time should be spent with the basics of determining the outcome of a simple cross and it would not be necessary to spend additional time with analysis of multiple traits simultaneously.

Plan for topic "Students completing BIOSC-107 will be able to use common techniques to conduct a genetic cross.": 2013/14

No changes are needed in terms of instruction related to students conducting a genetic cross as all students were able to do this. However, identification of the traits was problematic for one group of students. So, 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.

Plan for topic "Students completing the course will be able to distinguish between evolution and natural selection": 2011/12

Although the results were satisfactory, there is still room for improvement, and more emphasis on this key point should be given in future semesters.
DVC Instructional Course SLO Action Plans


Plan for topic "Student will be able to understand the terms and concepts associated with the human circulatory system.": 2017/18

Human Biology is a General Ed class taken by students with very different levels of preparation. A success rate of 85% is therefore quite good for this discipline. The 75% success rate in the evening section needs to be improved. It is difficult to move the needle because all the sections of Biosc 116 are taught by adjunct faculty. I plan on meeting with the adjuncts teaching this course next semester to encourage them to incorporate more on-line learning tools, more small group work and more at home assignments (i.e., worksheets) to help struggling students master the material.

Plan for topic "e": 2017/18

Human Biology is a General Ed class taken by students with very different levels of preparation. A success rate of 85% is therefore quite good for this discipline. The 75% success rate in the evening section needs to be improved. It is difficult to move the needle because all the sections of Biosc 116 are taught by adjunct faculty. I plan on meeting with the adjuncts teaching this course next semester to encourage them to incorporate more on-line learning tools, more small group work and more at home assignments (i.e., worksheets) to help struggling students master the material.

Plan for topic "Students completing BIOSC-116 will be able to understand genetics terminology, be able to do genetics problems and understand inheritance patterns in humans.": 2014/15

The results look quite good. However, we could probably bring some of the numbers up a bit. We need to really teach study skills as well as biology. Many of us are finding that students need to be given specific assignments every day or they do not keep up with the material. We plan to assign homework, worksheets and reading assignments more frequently. Some instructors are planning to use more of the online resources provided by publishers. The new software is adaptive and tailors the material to a student's current knowledge. This software can really help focus a student's studying.

Plan for topic "Students completing BIOSC-116 will be able to Students will understand the terms and concepts associated with the human immune system.": 2013/14

Since all the sections of Biosc 116 are taught by adjunct faculty, I will take the lead in providing data; I will also be the "clearinghouse" for sharing ideas on how to improve students understanding of difficult subjects like the immune system. I am heartened that so many students got the question about vaccination correct since this is a "real-world" issue that impacts the everyday lives of our students. We clearly can do a better job. I will suggest that we share any worksheets or other homework assignments we use to improve student performance. Since the individual with the best results uses quizzes and exams in lecture I will suggest that we try to incorporate more quizzes (either take home or in class")to force students to study throughout the semester, rather than just before an exam.

Plan for topic "Students completing the course will be able to understand the theory of evolution by means of natural selection, including the evolution of humans.": 2010/11

All of our Biosc 116 sections are taught by adjunct faculty. Although we have tried to provide all our instructors with the important info they should cover in their classes, we have clearly not adequately informed some of our adjunct instructors. We have developed a handout and last semester we had a flex activity. I think we need to modify the...
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to understand the theory of evolution by means of natural selection, including the evolution of humans.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>After analyzing the data from this semester's assessment, the department developed a handout that covers some of the important aspects of evolution. The handout was shared with the faculty teaching this course and the faculty were instructed to share the handout with their students.</td>
</tr>
</tbody>
</table>
173. Human Biology with Laboratory [BIOSC-117] belonging to Biological Science [BIOSC]

Plan for topic "Students completing this course will be able to understand the terminology and concepts for the human cardiovascular system": 2016/17

The results of the assessment were disappointing. While I know we cannot get every student to grasp every concept, too many of our students could not answer basic questions about the cardiovascular system. The four sections of Biosc 117 assessed are taught by 3 different instructors - one full-time and two part-time. All of the instructors had similar success rates, despite real differences in how we teach the class. We have all talked and we all find that we have a significant percentage of students who do not read and write well enough to succeed in this class. All of us have also found that a significant number of students do not turn in assignments, homework and worksheets or complete online assignments.

All of the instructors use PowerPoint presentations during their lectures on the cardiovascular system. Two of the instructors use Canvas quite extensively, while the evening instructor does not. One of the instructors has incorporated Connect - an online learning system - into her course. While students have reported how much they like the online assignments, this did not help as much as we would like.

We clearly need to find a way to help more of our students master the material in this course. I plan on having students complete an online assignment before the material is covered in class so that I can incorporate more small group work into my lectures. I also plan on using clickers in the future so I get instant feedback during class. Because the Biology department at DVC will be getting a set of laptops for use in our labs, I plan on using some of the laboratory time to make sure that everyone is really using the materials (PowerPoint presentations, animations, worksheets, etc) posted on Canvas and the online learning system. I also plan on talking to each student who does not turn in one of the first few assignments.

The instructors for this class also need to get together to discuss the material we cover in the class and what depth and breadth is appropriate for a non-majors introductory biology class. We also need to discuss what to do about students who do not complete their assignments or do not study outside of class.
DVC Instructional Course SLO Action Plans

Plan for topic "Student will be able to understand the terms and concepts associated with the human circulatory system.": 2016/17

The results of the assessment were disappointing. While I know we cannot get every student to grasp every concept, too many of our students could not answer basic questions about the cardiovascular system. The four sections of Biosc 117 assessed are taught by 3 different instructors - one full-time and two part-time. All of the instructors had similar success rates, despite real differences in how we teach the class. We have all talked and we all find that we have a significant percentage of students who do not read and write well enough to succeed in this class. All of us have also found that a significant number of students do not turn in assignments, homework and worksheets or complete online assignments.

All of the instructors use PowerPoint presentations during their lectures on the cardiovascular system. Two of the instructors use Canvas quite extensively, while the evening instructor does not. One of the instructors has incorporated Connect - an online learning system - into her course. While students have reported how much they like the online assignments, this did not help as much as we would like.

We clearly need to find a way to help more of our students master the material in this course. I plan on having students complete an online assignment before the material is covered in class so that I can incorporate more small group work into my lectures. I also plan on using clickers in the future so I get instant feedback during class. Because the Biology department at DVC will be getting a set of laptops for use in our labs, I plan on using some of the laboratory time to make sure that everyone is really using the materials (PowerPoint presentations, animations, worksheets, etc) posted on Canvas and the online learning system. I also plan on talking to each student who does not turn in one of the first few assignments.

The instructors for this class also need to get together to discuss the material we cover in the class and what depth and breadth is appropriate for a non-majors introductory biology class. We also need to discuss what to do about students who do not complete their assignments or do not study outside of class.

Plan for topic "Students completing BIOSC-117 will be able to Students will know the terminology (and therefore concepts) for the human immune system": 2013/14
These results show that we have more to do. I plan on creating a worksheet for each topic covered in Human Biology. Having students complete a worksheet seems to keep them studying all the time rather than just before the test. I also plan on working with the other faculty teaching Biosc 116 or Biosc 117 to see what they are doing differently. I also plan on reworking my powerpoint presentations and lecture outlines. I may also begin using quizzes as well as exams in lecture. I also plan to share these ideas with any other faculty (currently all adjuncts) teaching this class.

Plan for topic "Students completing the course will be able to use a microscope to study cells and tissues.": 2010/11
Instructors must make an effort to work with each student individually. Instructors must also make sure that students who missed the microscope lab are required to learn its proper use.

Plan for topic "Students completing the course will be able to understand the theory of evolution by means of natural selection, including the evolution of humans." : 2009/10
After analyzing the data from this semesters assessment, the department developed a handout that covers some of the important aspects of evolution. This was shared with the faculty teaching this course and the faculty were instructed to share the handout with their students.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to explain the fundamental concepts and techniques in biotechnology.":

2017/18

Since this was the first time we assessed biotechnology, we were pleased with the results. The BIOSC 119 curriculum does not have as much opportunity for biotechnology lecture and labs as the BIOSC 146 course, so we were concerned that students would not learn as much in this growing area. In order to pick up even more students, we will be adding a gel electrophoresis lab and lab activity in the fall. We will reevaluate the biotechnology component during the next SLO cycle.

Plan for topic "Students completing the course will be able to discuss the ecology of microbes, the methodology used to study them and how to control their growth.": 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to examine common methodologies used in microbiology such as microscopy, staining and sterile technique.": 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to analyze microbial structure and function at the molecular and cellular levels.": 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to investigate microbial growth, identification and control.": 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to explain the fundamental concepts and techniques in biotechnology.": 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to discuss how humans and microbes interact in health and disease, highlighting the significance of the immune system in disease control and prevention.": 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to analyze microbial structure and function at the molecular and cellular levels.": 2014/15

Since students have performed fairly consistently on this topic over 2 cycles, we will switch our emphasis to assessment topic #1 next time.

Plan for topic "Students completing this course will be able to analyze microbial structure and function at the molecular and cellular levels.": 2011/12
## Plan for topic "Students completing this course will be able to analyze microbial structure and function at the molecular and cellular levels."

<table>
<thead>
<tr>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>After viewing data from two cycles, it was evident that scores had not necessarily improved. We decided to look more closely at the assessments since participating instructors stated that they had covered the material and that students had done well on previous tests with similar questions. Our conclusion was that the assessments were too specific and did not emphasize the big ideas enough. Our plan is to modify the assessments and gather more data.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing this course will be able to investigate microbial growth, identification and control."

<table>
<thead>
<tr>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>After viewing data from two cycles, it was evident that scores had not necessarily improved. We decided to look more closely at the assessments since participating instructors stated that they had covered the material and that students had done well on previous tests with similar questions. Our conclusion was that the assessments were too specific and did not emphasize the big ideas enough. Our plan is to modify the assessments and gather more data.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing the course will be able to discuss the ecology of microbes, the methodology used to study them and how to control their growth."

<table>
<thead>
<tr>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Restart evaluations to collect more data.</td>
</tr>
<tr>
<td>2. Make sure instructors emphasize material in question #1 (endospores) in lecture and lab.</td>
</tr>
<tr>
<td>3. Make sure that material in question #3 (penicillin) is being covered by all instructors.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing this course will be able to examine common methodologies used in microbiology such as microscopy, staining and sterile technique."

<table>
<thead>
<tr>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Restart evaluations to collect more data.</td>
</tr>
<tr>
<td>2. Make sure instructors emphasize material in question #1 (endospores) in lecture and lab.</td>
</tr>
<tr>
<td>3. Make sure that material in question #3 (penicillin) is being covered by all instructors.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing this course will be able to analyze microbial structure and function at the molecular and cellular levels."

<table>
<thead>
<tr>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our previous plan was to modify the assessments since questions seemed to be too specific. Scoring was also changed--instead of looking at averages for each question, a score of 3/4 correct questions became our criteria for success. We are pleased with the consistent student performance on these questions between all five sections. We plan to continue using these questions and gather more data during the next cycle. We also plan to only focus on this one outcome before moving ahead with the others.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

1. Restart evaluations to collect more data.

2. Change question #3 (HIV) because two answer choices were very similar.

3. Make sure that material in question #1 (nosocomial infections) is being emphasized in lectures.

Make sure that material in question #4 (vaccines) is being covered by all instructors.

**Plan for topic "Students completing this course will be able to investigate microbial growth, identification and control."**: 2008/9

1. Restart evaluations to collect more data.

2. Make sure that material in questions #2 (transformation) and #4 (restriction endonucleases) is being covered by all instructors.

3. Make sure instructors emphasize material in question #3 (gene therapy).
Plan for topic "Students completing Biosc-120 will be able to demonstrate knowledge of the human body via dissection.": 2017/18
The instructor had the students begin dissecting very early in the semester. This was possible because the students were provided with dissecting tools. In Biosc 139 the students have to provide their own tools so this delays the start of the dissection. The students in Biosc 120 actually dissected for fours each-twice as much as required. Providing the dissection tools early in the semester works well and should be continued as well as the instructor(s) encouraging the early start.

Plan for topic "Students completing Biosc-120 will be able to demonstrate knowledge of the human body via dissection.": 2014/15
The students will be frequently monitored to make sure that they are progressing toward the required amount of dissection. In addition, the students will be lent the necessary equipment so that they can promptly begin dissecting.

Plan for topic "Students completing Biosc-120 will be able to demonstrate knowledge of the human body via dissection.": 2011/12
The instructor will monitor the time spent dissecting by each student to make sure each student is making adequate progress to the two hours of dissection. Adequate opportunities will be provided for dissection. The instructor will make sure the student knows their progress and will be encouraged to dissect at least two hours.
176. Ecology and Field Biology [BIOSC-126] belonging to Biological Science [BIOSC]

Plan for topic "Students completing the course will be able to compare and contrast the ecological properties of several local communities.": 2016/17

From this assessment we see a need to incorporate or stress how organisms can influence their environment around them when describing non-disturbed communities. For example how the peeling bark on chaparral plants increases the likelihood of a fire in the community. This concept of organisms influencing their environment is covered in detail for invasive species and other disturbed habitats, but seemed not to be as well emphasized within intact ecosystems.

Plan for topic "Students completing the course will be able to identify the ways in which specific California plants and animals are adapted to their unique environments.": 2013/14

Given the success, I will move on to assessing other SLO topics in the future.

Plan for topic "Students completing the course will be able to identify common plant and animal species from the communities studied.": 2012/13

Next time I will assess the SLO focusing on Plant Identification.
DVC Instructional Course SLO Action Plans

177. Principles of Cellular and Molecular Biology [BIOSC-130] belonging to Biological Science [BIOSC]

Plan for topic "Students completing the course will be able to describe and compare the structure and function of cell organelles (including biochemical pathways that take place in each) and understand different cellular communication and homeostatic control mechanisms.": 2018/19

The majority of other BIOSC 130 learning outcomes had higher success rates, leading us to focus on this topic.

The last action plan involving this topic shows 48% of students answered the question correctly ("Question 2 is complex and addresses a common misconception. More focused instruction around this will be needed in the future.") In response to this, a Cell Organelle speed-dating hand-out/activity was devised and implemented. While the current % correct is now 55%, we will revisit this worksheet and better incorporate the ETC to deal with the continued misconception mentioned above.

Plan for topic "Students completing the course will be able to understand and apply the scientific method.": 2015/16

We are in the process of modifying the project to maintain the core learning objectives (scientific method, collection/analysis/communication of scientific information), but reduce the burden on students and instructors. The current plan is to continue with the experimental design phase and have the students write research grant proposals and present them to the class, who will act as a grant panel, but to eliminate the actual carrying out of the experiments. The hopes are to better align the time required for the project with its overall worth (15% of total grade) and remove inequities (financial, time) that existed with the previous structure.

Plan for topic "Students completing the course will be able to identify, retrieve and evaluate peer-reviewed published scientific research material and incorporate it appropriately into their own written and orally presented research paper.": 2015/16

We are in the process of modifying the project to maintain the core learning objectives (scientific method, collection/analysis/communication of scientific information), but reduce the burden on students and instructors. The current plan is to continue with the experimental design phase and have the students write research grant proposals and present them to the class, who will act as a grant panel, but to eliminate the actual carrying out of the experiments. The hopes are to better align the time required for the project with its overall worth (15% of total grade) and remove inequities (financial, time) that existed with the previous structure.

Plan for topic "Students completing the course will be able to... Describe the structure, function, and control of genetic material on the molecular level and how it relates to the development and maintenance of an organism, describe the flow of genetic information through mitosis and meiosis, and apply the principles of classical genetics in the realization of that information.": 2015/16

The desired improvements were observed with both questions, and the overall final percent correct with question 4 is acceptable, however less than 50% of the students answered question 5 correctly at the end of the course. The question contained some confusing terminology that some instructors do not use, so it will be changed in the next cycle.

Plan for topic "Students completing the course will be able to understand and apply the scientific method of inquiry using appropriate
**Plan for topic "Students completing the course will be able to describe and compare the structure and function of cell organelles (including biochemical pathways that take place in each) and understand different cellular communication and homeostatic control mechanisms."": 2015/16

Desired improvements were observed for all questions except 3. Question 3 is complex and addresses two concepts, covered in different sections of the course, simultaneously. This integrative thinking is challenging for students and will need to be more explicitly stressed by instructors in the future. Question 3 also addresses some content that not all instructors cover, so it should be modified to represent more universal material (or instruction should be adjusted to cover this content). With questions 1 and 6 at least two-thirds of students answered them correctly in the post-assessment (76% and 67%, respectfully), so instruction seems adequate in those areas. However with questions 2 and 7, less than 50% of students chose the correct answer in the post-assessment (48% and 41%, respectfully). Question 2 is complex and addresses a common misconception. More focused instruction around this will be needed in the future. The wording of question 7 is a little confusing (choosing a negative) and could be clarified in the future.

**Plan for topic "Students completing the course will be able to understand and apply the scientific method of inquiry using appropriate and effective tools in obtaining, evaluating, and interpreting data and information."": 2013/14

After working on an experimental research project of their own design and writing it up in a publishable format the students are generally very knowledgable in the method of...
scientific inquiry including obtaining and graphing data. We will continue to monitor these achievements especially since we want to update and redesign the project tutorial and its grading.

Plan for topic "Students completing the course will be able to describe and compare the structure and function of cell organelles (including biochemical pathways that take place in each) and understand different cellular communication and homeostatic control mechanisms." : 2013/14

In the next cycle we either have to give better instruction to the students on the format of these multiple choice questions or change the format matching to what they are used to to really objectively analyze their performance for this SLO.

Plan for topic "Students completing the course will be able to understand and apply the scientific method." : 2010/11

The outcome of question 1 in this cycle was overall lower than in previous years. This might be due to the low score of one particular class.

The outcome for question #2 was with 47% correct answers at the end of the semester again in the same range as prior semesters.

Since the sections are relatively small, variations are to be expected. Tabulating all 7 SLO cycles over the years showed an average increase in learning for question #1 of 10 +/- 8 % and for question #2 an increase of 23 +/- 10 %. This is within the range we predicted. Overall half to 3/4 of the students get these answers correct at the end of the semester

Plan for topic "Students completing the course will be able to identify, retrieve and evaluate peer-reviewed published scientific research material and incorporate it appropriately into their own written and orally presented research paper." : 2010/11

Since the same evaluation criteria are used here as in SLO 1 the action plan will be the same as under SLO1.

Plan for topic "Students completing the course will be able to..."Describe the structure, function, and control of genetic material on the molecular level and how it relates to the development and maintenance of an organism, describe the flow of genetic information through mitosis and meiosis, and apply the principles of classical genetics in the realization of that information." : 2010/11

The data as stated before have not changed much and since we do not expect (after 7 cycles of analysis) much improvement beyond what we already reached. We will test with other questions the SLO in the next cycle.

Plan for topic "Students completing the course will be able to understand and apply the scientific method of inquiry using appropriate and effective tools in obtaining, evaluating, and interpreting data and information." : 2010/11

This part of the evaluation was the non-multIPLE choice component. Since students produce an extensive experimental research paper, we chose to continue to look at the quality of these papers across the entire teaching faculty for this course especially since we have two new hires which did this for the second time. We are pretty assured that we all teach to the same standard. We hope to continue to be consistent in the grading among all of us. We will not evaluate this part of the course next cycle since it is a huge
amount of work and not much variation was observed over 6 cycles. We will however do this again in the not too distant future.

Plan for topic "Students completing the course will be able to describe and compare the structure and function of cell organelles (including biochemical pathways that take place in each) and understand different cellular communication and homeostatic control mechanisms.":: 2010/11

Since we achieved pretty consistent results, given the small sample size, over the last 7 cycles, we will design other questions to evaluate SLOs in the next cycle.

Plan for topic "Students completing the course will be able to describe and compare the structure and function of cell organelles (including biochemical pathways that take place in each) and understand different cellular communication and homeostatic control mechanisms.":: 2009/10

These results are generally consistent with the previous cycles. Since we do not expect (after 6 cycles of analysis) much improvement beyond what we already reached. We will test the exact questions again in 2 years. If consistency persists we will move on to another type of question.

Plan for topic "Students completing the course will be able to understand and apply the scientific method.":: 2008/9

The outcome of question 1 in this cycle was with 80% correct answers post class overall considerably higher than on average matched the prior years with around 63% - 65% correct answers.

The outcome for question #2 was with 45% again in the same range as prior semesters.

Since the sections are relatively small, variations are to be expected. The improvement in SLO #1 is very likely due to the fact that our new hires taught more consistently with the rest of the instructors. More effort was invested in teaching students the importance of primary resource information and the principles of the scientific method.

The additional information in how to fill out the multiple choice questions might also have helped.

SLO #2 did not increase outcome primarily because the multiple choice questions on which our analysis is based is quite challenging.

Plan for topic "Students completing the course will be able to identify, retrieve and evaluate peer-reviewed published scientific research material and incorporate it appropriately into their own written and orally presented research paper.":: 2008/9

Since the same evaluation criteria are used here as in SLO 1 the action plan will be the same as under SLO1.

Plan for topic "Students completing the course will be able to..."  
Describe the structure, function, and control of genetic material on the molecular level and how it relates to the development and maintenance of an organism, describe the flow of genetic information through mitosis and meiosis, and apply the principles of classical genetics in the realization of that information.":: 2008/9

Additional material in form of even practice questions in the genetic lab will hopefully has improved outcome for question #6. Since we do not expect (after 6 cycles of analysis) much improvement beyond what we already reached. We will test the exact question again in 2 years. If consistency persists we will move on to another type of question.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to understand and apply the scientific method of inquiry using appropriate and effective tools in obtaining, evaluating, and interpreting data and information.": 2008/9

This part of the evaluation was the non-multiple choice component. Since students produce an extensive experimental research paper, we chose to continue to look at the quality of these papers across the entire teaching faculty for this course especially since we have two new hires which did this for the second time. We are pretty assured that we all teach to the same standard. We hope to continue to be consistent in the grading among all of us. We will not evaluate this part of the course next cycle since it is a huge amount of work and not much variation was observed over 6 cycles. We will however do this again in the not too distant future.

Plan for topic "Students completing the course will be able to describe and compare the structure and function of cell organelles (including biochemical pathways that take place in each) and understand different cellular communication and homeostatic control mechanisms.": 2008/9

These results are generally consistent with the previous cycles. Since we do not expect (after 6 cycles of analysis) much improvement beyond what we already reached. We will test the exact questions again in 2 years. If consistency persists we will move on to another type of question.

Plan for topic "Students completing the course will be able to understand and apply the scientific method.": 2007/8

2011-01-23: There was a lot of variation in question number 1 improvement among the different sections. However, the outcome on average matched the prior years with around 65% correct answers. The same is true with outcome for question #2. Since the sections are relatively small variations are to be expected. In addition it matters if students already took BioSc 131 prior which is more often the case in the spring than in the fall. They have to do a library research project in that course which gives them more of a foundation to answer these questions. Nevertheless more effort should be invested in teaching students the importance of primary resource information. This will be communicated to the instructors two of them were new hires.

2011-01-26: Again the outcome on average matched the prior years with around 63% correct answers. The same is true with outcome for question #2. Since the sections are relatively small, variations are to be expected. In addition it matters. The idea that it may matter if students already took BioSc 131 prior which is more often the case in the spring than in the fall did not materialize in the analysis of this spring semester. More effort should be invested in teaching students the importance of primary resource information and the principles of the scientific method. However, the multiple choice questions on which our analysis is based are quite challenging, and students might be too quick to answer it. We therefore will be more specific in the instructions to the test, to not mark the question at all if they don't know the answer.

Plan for topic "Students completing the course will be able to identify, retrieve and evaluate peer-reviewed published scientific research material and incorporate it appropriately into their own written and orally presented research paper.": 2007/8

Since the same evaluation criteria are used here as in SLO 1 the action plan will be the same as under SLO1.

Plan for topic "Students completing the course will be able to..."

Describe the structure, function, and control of genetic material on the molecular level and how it relates to the development and maintenance of an organism, describe the flow of genetic information through mitosis and meiosis, and apply the principles of classical
DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to understand and apply the scientific method of inquiry using appropriate and effective tools in obtaining, evaluating, and interpreting data and information."*: 2007/8**

Additional material in form of even practice questions in the genetic lab will hopefully improve the performance on question #6.

This part of the evaluation was the non-multiple choice component. Since students produce an extensive experimental research paper, we chose to continue to look at the quality of these papers across the entire teaching faculty for this course especially since we have two new hires. This will assure that we all teach to the same standard. We hope to continue to be consistent in the grading among all of us. We will continue to evaluate this aspect of the course in the same manner. Of all the evaluations this is probably the most extensive having very detailed rubrics grouped into 5 categories to evaluate a 4-6 week experimental research project written up and orally presented. We are very pleased with the relatively small degree of grade fluctuations among instructors and semesters. At this point we don't see the need for modifications.

**Plan for topic "Students completing the course will be able to describe and compare the structure and function of cell organelles (including biochemical pathways that take place in each) and understand different cellular communication and homeostatic control mechanisms."*: 2007/8**

2011-01-26: These results are generally consistent with the previous cycles. We will however see in the fall how the two new hires will fall in this evaluation. The more detailed instructions for how to answer the multiple choice describe in SLO 1 and 2 will hopefully also impact this outcome next cycle.

2011-01-26: The variation again seems to reflect that the new hires need to be mentored more about the type of rigor this course requires. We will work with the new faculty to improve this.

**Plan for topic "Students completing the course will be able to understand and apply the scientific method."*: 2006/7**

2010-08-18: The modified more challenging questions in spring of 2007 represented a more accurate reflection of the students’ learning. Each of us also noticed that we needed to teach certain aspects in greater depths than we did anticipated. Which area that was varied from instructor to instructor.

2011-01-19: Maintain or possibly improve the learning outcome in the next semester with 5 sections including SRC.

**Plan for topic "Students completing the course will be able to identify, retrieve and evaluate peer-reviewed published scientific research material and incorporate it appropriately into their own written and orally presented research paper."*: 2006/7**

2011-01-19: The modified more challenging questions in spring of 2007 represented a more accurate reflection of the students’ learning. Each of us also noticed that we needed to teach certain aspects in greater depths than we did anticipated. Which area that was varied from instructor to instructor.

2011-01-23: Maintain and possibly improve the outcome in the next cycle testing 5 sections including one at SRC.

**Plan for topic "Students completing the course will be able to...**

Describe the structure, function, and control of genetic material on the molecular level and how it relates to the development and maintenance of an organism, describe the flow of genetic information through mitosis and meiosis, and apply the principles of classical
<table>
<thead>
<tr>
<th>Date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-01-19</td>
<td>No changes are necessary in the curriculum.</td>
</tr>
<tr>
<td>2011-01-26</td>
<td>Additional material in form of practice questions in the genetic lab will hopefully improve the performance on question #6.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to understand and apply the scientific method of inquiry using appropriate and effective tools in obtaining, evaluating, and interpreting data and information." : 2006/7

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-01-19</td>
<td>This part of the evaluation was the non- multiple choice component. Since students already produced an extensive experimental research paper, we chose to look at the quality of these papers across the entire teaching faculty for this course to assure that we all teach to the same standard. We were actually surprised how consistent the grading was among all of us. This is probably due to the fact that all aspects of this course are very tightly synchronized between all instructors. We will continue to evaluate this aspect of the course in the same manner.</td>
</tr>
<tr>
<td>2011-01-23</td>
<td>This part of the evaluation was the non- multiple choice component. Since students produce an extensive experimental research paper, we chose to continue to look at the quality of these papers across the entire teaching faculty for this course to assure that we all teach to the same standard. We continue to be consistent in the grading among all of us. This is probably due to the fact that all aspects of this course are very tightly synchronized between all instructors. We will continue to evaluate this aspect of the course in the same manner. Of all the evaluations this is probably the most extensive having very detailed rubrics grouped into 5 categories to evaluate a 4 -6 week experimental research project written up and orally presented. We are very pleased with the relatively small degree of grade fluctuations among instructors and semesters. At this point we don't see the need for modifications.</td>
</tr>
</tbody>
</table>

No change in curriculum seems to be necessary.

Plan for topic "Students completing the course will be able to describe and compare the structure and function of cell organelles (including biochemical pathways that take place in each) and understand different cellular communication and homeostatic control mechanisms." : 2006/7

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-01-19</td>
<td>This part of the evaluation was the non- multiple choice component. Since students already produced an extensive experimental research paper, we chose to look at the quality of these papers across the entire teaching faculty for this course to assure that we all teach to the same standard. We were actually surprised how consistent the grading was among all of us. This is probably due to the fact that all aspects of this course are very tightly synchronized between all instructors. We will continue to evaluate this aspect of the course in the same manner.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to understand and apply the scientific method of inquiry using appropriate and effective tools in obtaining, evaluating, and interpreting data and information." : 2006/7

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-01-19</td>
<td>This part of the evaluation was the non- multiple choice component. Since students already produced an extensive experimental research paper, we chose to look at the quality of these papers across the entire teaching faculty for this course to assure that we all teach to the same standard. We were actually surprised how consistent the grading was among all of us. This is probably due to the fact that all aspects of this course are very tightly synchronized between all instructors. We will continue to evaluate this aspect of the course in the same manner.</td>
</tr>
</tbody>
</table>
Plan for topic "Apply the processes of scientific inquiry, phylogenetic analysis, and experimental design to the diversity of organisms in a report on a peer-reviewed scientific article on an environmental or evolutionary topic. Students completing this course will be able to": 2018/19

The student power point presentation to their peers in the class is very successful. More assistance should be provided towards designing and writing the detailed outline of the project. The instructors will meet during Flex of Spring 2019 to design a sample outline to provide student to demonstrate the expected depth of detail and analysis required in a proper detailed outline.

Plan for topic "Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of organisms. Students completing this course will be able to": 2018/19

Instructors met in during Flex of Spring 2019 to review their scores for their section’s SLO. To better prepare students for the first ID exam, we designed clearer instructions for the students to use to distinguish between the anatomical features and will go over the earthworm more slowly. This being on the first dissection ID exam, instructors will incorporate a lab activity over the earthworm dissection as a review/quiz during that lab so students know better what is expected of them on the lab exam for a dissection ID.

Plan for topic "Students completing the course will be able to provide evidence for the theory of evolution by natural selection and be able to compare microevolution, speciation and macroevolution.": 2015/16

While we are satisfied that the average student received over 70% on the question, we are going to try to give them more scenario questions in the future to apply the conditions to a natural environment.

Plan for topic "Students completing the course will be able to categorize organisms into major systematic groups in a phylogenetic classification scheme and be identify major anatomical structures of the different groups of fungi, plant and animals, and differentiate among life cycles for the different groups of fungi, plant and animals.": 2015/16

We are happy with the over 70% total, but think we can reword the question to be more specific what we are looking for by breaking down the separate sections of the question in a more logical manner.

Plan for topic "Students completing the course will be able to provide evidence for the theory of evolution by natural selection and be able to compare microevolution, speciation and macroevolution.": 2013/14

Overall we are pleased with these results. Out of the 3 questions, 2 of them had very high success rates (over 87% success). For the one where success was low, we noticed it was more of a higher level thinking on the subject. In the future we will address this by incorporating more critical thinking scenarios in the lecture (using worksheets or questions) and by adding more critical thinking questions on the exams.

Plan for topic "Students completing the course will be able to provide evidence for the theory of evolution by natural selection and be able to compare microevolution, speciation and macroevolution.": 2010/11
We are satisfied with these results, but want to increase the percentage who say they agree and get it correct. We will give more in class assignments and homework to help the students retain the knowledge.

Plan for topic "Students completing the course will be able to categorize organisms into major systematic groups in a phylogenetic classification scheme and be identify major anatomical structures of the different groups of fungi, plant and animals, and differentiate among lifecycles for the different groups of fungi, plant and animals.": 2010/11

While the students felt they learned information in the class (77% and 80% strongly agreed or agreed, respectively) the number of students answering the follow up questions correctly was low. We plan on utilizing more in class assignments and homework to improve the outcomes.
### Plan for topic "Students completing the course will be able to demonstrate ability to perform human cadaver dissections.": 2017/18

Frequent close monitoring and the imposed penalty for not completing the allotted hours encouraged students to work on the cadaver. The purchase of additional tools (more needed) at SRC also facilitated this. At SRC the day sections had a low success rate because the elevator used to transport the cadavers broke down and 8 students were unable to finish their dissection. An alternative is having the cadavers stored in a room off the lab. Starting the dissections as early as possible should help and getting the dissection tools earlier would facilitate this.

### Plan for topic "Students completing the course will be able to demonstrate ability to perform human cadaver dissections.": 2014/15

The students will be frequently monitored to make sure they are progressing toward the required amount of dissection. In addition, I will make sure that they get the necessary dissection tools as soon as possible so that they can begin dissecting promptly. There will be a penalty for not dissecting the required amount and a small amount of extra credit for dissecting more than the required amount.

### Plan for topic "Students completing the course will be able to demonstrate ability to perform human cadaver dissections.": 2011/12

There will be careful monitoring of the time spent with hands-on dissection for each student. Those students that are not making good progress towards the two hours will be approached and encouraged to dissect more often. There will be many opportunities given for dissection throughout the semester. Students will also be encouraged to exceed the criterion.
180. Human Physiology [BIOSC-140] belonging to Biological Science [BIOSC]

Plan for topic "Students completing the course will be able to perform varied physiological experiments, obtain, record and analyze the results in a written form." : 2018/19

While 83.1% of students met the criteria, only 76.6 percent got a perfect score. Furthermore, a fair amount of students were either unable to do the math correctly when presented with the formula or were unable to find the unknown.

Therefore, we propose having the students practice calculating RF values and finding unknowns. This will most likely have to be in the form of a worksheet because the lab uses consumables. Therefore, to have students practice more in the laboratory, the science budget at both campuses would have to increase in order to buy more material for this lab.

Plan for topic "Students completing this course will be able to distinguish the molecular processes of membrane transport and explain their importance to the function of physiologic systems." : 2018/19

The previous action plan was to provide students a worksheet prior to the exam where they would be exposed to a similar type of essay questions. Therefore, worksheets were provided to students prior to the exam. Student success on the question went from 73.3 percent to 78.7 percent which is an improvement. While this is only a 5.4 percent increase, it does show improvement and therefore, the practice of giving a worksheet prior to the exam should be continued.

Plan for topic "Students completing this course will be able to distinguish the molecular processes of membrane transport and explain their importance to the function of physiologic systems." : 2016/17

This will serve as the benchmark for further assessments on this particular objective. In this instance, less than ¾ of the students were able to successfully answer this question (73.3%). Asking students to achieve a mark of 75% or better for success is fairly rigorous as most grading standards have a lower overall percentage to earn a letter grade of C. In addition, the percentage of successful students is already higher than college standard of 72% for student success and the 2015-2016 department percentage for student success of 72% as well despite the fairly rigorous criteria. We are pleased with the initial benchmark level, but will try to make improvements in the overall student success rate.
One particular aspect of this assessment is that it was given as part of the first exam of the semester and utilizes a tabular type essay format that many students are not used to seeing at this level. The action plan would be to help improve student test taking skills on this type of exam by having a worksheet with similarly structured questions, but different content prior to taking exam itself. In addition, a handout which emphasizes transport mechanisms will be improved to help students decipher the subtle differences between specific concepts to try to avoid common errors.

Plan for topic "Students completing this course will be able to use common laboratory tools and equipment such as the BIOPAC Data Acquisition System, spirometers, glucose meters, pH meters, sphygmomanometers, hemocytometers, force transducers, microscopes, and spectrophotometers to collect and record data.": 2016/17

This will serve as the benchmark for further assessments on this particular objective. In this instance, over 90% of the students were able to successfully demonstrate the laboratory skill of applied use of the spectrophotometer (91.2%), which is much higher than the 72% college standard for student success. We are pleased with the initial benchmark level, but will try to make improvements in the overall student success rate.

In this case, one particular action that may help increase student success would be to provide students with better hands on experience with the equipment. In order to do that, there is a need for additional spectrophotometers, so requesting this equipment in program review is one action plan. In addition, having students work individually on the technique with greater practice will also be implemented in order to improve the already high student success rate on this objective.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the basic concepts responsible for the function and interactions of the body’s systems.": 2013/14

While the ultimate outcome exceeded our goal of 80% scoring a 3 or better, it should be noted that more than one third of the students met the bare minimum or less on this criterion. The current professors teaching BISC 140 will meet and discuss ways to improve the integration portion of the course, especially for students at the lower end of the scale so they will be able to answer questions like this in the future and incorporate that into the teaching of the course.

Plan for topic "Students completing the course will be able to perform varied physiological experiments, obtain, record and analyze the results in a written form.": 2013/14

This outcome exceeded our goal of 90% of the enrolled student scoring 80% or better on their research papers. Again, we would like to target those 7% that scored less than the goal and attempt to improve the scores of others when possible, by providing a newly developed worksheet to help students avoid the common pitfalls when writing a
Plan for topic "Students completing the course will be able to demonstrate the ability to conduct a search for specific scientific information.":: 2013/14

This outcome exceeded our goal of 90% of the enrolled student scoring 80% or better on their research papers. Again, we would like to target those 7% that scored less than the goal and attempt to improve the scores of others when possible, by providing a newly developed worksheet to help students avoid the common pitfalls when writing a research paper such as this one.

Plan for topic "Students completing BIOSC-140 will be able to Students completing the course will be able to identify and integrate parameters responsible for systemic physiological processes, and be able to discuss how changes of these parameters will influence the system and the body as a whole.":: 2013/14

While the ultimate outcome exceeded our goal of 80% scoring a 3 or better, it should be noted that one fourth of the students met the bare minimum or less on this criterion. The current professors teaching BISC 140 will meet and discuss ways to improve the integration portion of the course, especially for students at the lower end of the scale so they will be able to answer questions like this in the future and incorporate that into the teaching of the course.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the basic concepts responsible for the function and interactions of the body's systems.":: 2010/11

The results generally yielded affirmation and reinforcement of current teaching methods and curriculum. However, concerted effort will be made to emphasize the basic concepts dealing with those questions where the students scored lower on the survey. This is especially evident in Q10 where less than half of the students (43.4%) finishing course were able to answer this question regarding differences in stroke volume between cardiac patients and athletes correctly. A worksheet reinforcing the concept has been developed so that the students get more practical experience in this area. In addition, Q3 dealing with increased water consumption at altitude will also be emphasized more in the future as slightly less than two-thirds of the class (63.9%) were able to answer this question correctly. At least 80% of the students were able to correctly answer the other content questions indicating a good overall knowledge base for the class.

Plan for topic "Students completing the course will be able to perform varied physiological experiments, obtain, record and analyze the results in a written form.":: 2010/11

The results generally yielded affirmation and reinforcement of current teaching methods and curriculum as over 96% of the students strongly agreed or somewhat agreed that they were proficient in this area. We will continue to stress laboratory protocol and provide feedback to the students on their scientific writing skills with suggestions on how to improve in that area.

Plan for topic "Students completing the course will be able to demonstrate the ability to conduct a search for specific scientific information.":: 2010/11

The results generally yielded affirmation and reinforcement of current teaching methods and curriculum as over 97% of the students strongly agreed or somewhat agreed that
they were able to demonstrate the ability to conduct a search for specific scientific information. We will continue to research protocol and provide assignments on how to search for scientific information.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the basic concepts responsible for the function and interactions of the body's systems.": 2008/9

Affirmation and reinforcement of current methods and curriculum. However, concerted effort will be made to emphasize these basic concepts dealing with Q3 (increased water consumption at altitude), Q4 (glucose in urine of diabetics) and Q5 (primary control of ventilation) to ensure that a greater percentage of students understand these concepts.

Plan for topic "Students completing the course will be able to perform varied physiological experiments, obtain, record and analyze the results in a written form.": 2008/9

Affirmation and reinforcement of current methods and curriculum. Continue to stress laboratory protocol and provide feedback to the students on their formal laboratory reports.

Plan for topic "Students completing the course will be able to demonstrate the ability to conduct a search for specific scientific information.": 2008/9

Affirmation and reinforcement of current methods and curriculum. Continue to stress the topic of research methods for specific scientific information and continue to improve the class project on the topic to further their skills.
181. Principles of Microbiology [BIOSC-146] belonging to Biological Science [BIOSC]

Plan for topic "Students completing this course will be able to explain the fundamental concepts and techniques in biotechnology.": 2017/18

Since this was the first time we administered this assessment, we were pleased with the results. In BIOSC 146, there is an emphasis on molecular biology, including biotechnology. Interestingly, this group scored exactly the same as the BIOSC 119 group who have less biotechnology curriculum. We will be adding a gel electrophoresis lab in the fall to hopefully bring students up even more. We will reassess during the next SLO cycle.

Plan for topic "Students completing the course will be able to discuss the ecology of microbes, the methodology used to study them and how to control their growth.".: 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to examine common methodologies used in microbiology such as microscopy, staining and sterile technique.".: 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to analyze microbial structure and function at the molecular and cellular levels.".: 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to investigate microbial growth, identification and control.".: 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to explain the fundamental concepts and techniques in biotechnology.".: 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to discuss how humans and microbes interact in health and disease, highlighting the significance of the immune system in disease control and prevention.".: 2015/16

We changed the SLO assessment topic to align better with the revised Title V.

Plan for topic "Students completing this course will be able to analyze microbial structure and function at the molecular and cellular levels.".: 2014/15

We were pleased with the improvement and plan to switch to assessment topic #1 next time.

Plan for topic "Students completing this course will be able to analyze microbial structure and function at the molecular and cellular levels.".: 2011/12
Our previous plan was to modify the assessments since questions seemed to be too specific. Scoring was also changed—instead of looking at averages for each question, a score of 3/4 correct questions became our criteria for success. While 75.6% seems adequate, we would like to improve scores even further and equalize discrepancies between the classes. To do this, we plan to change the vaccine question to be more broad and to make sure all instructors are emphasizing the material. We also plan to only focus on this one outcome for now before moving ahead with the others.

**Plan for topic "Students completing this course will be able to analyze microbial structure and function at the molecular and cellular levels."**: 2009/10

After viewing data from two cycles, it was evident that scores had not necessarily improved. We decided to look more closely at the assessments since participating instructors stated that they had covered the material and that students had done well on previous tests with similar questions. Our conclusion was that the assessments were too specific and did not emphasize the big ideas enough. Our plan is to modify the assessments and gather more data.

**Plan for topic "Students completing this course will be able to investigate microbial growth, identification and control."**: 2009/10

After viewing data from two cycles, it was evident that scores had not necessarily improved. We decided to look more closely at the assessments since participating instructors stated that they had covered the material and that students had done well on previous tests with similar questions. Our conclusion was that the assessments were too specific and did not emphasize the big ideas enough. Our plan is to modify the assessments and gather more data.

**Plan for topic "Students completing the course will be able to discuss the ecology of microbes, the methodology used to study them and how to control their growth."**: 2008/9

1. Restart evaluations to collect more data.

2. Make sure instructors emphasize material in questions #1 (endoscopes) and #3 (penicillin).

**Plan for topic "Students completing this course will be able to examine common methodologies used in microbiology such as microscopy, staining and sterile technique."**: 2008/9

1. Restart evaluations to collect more data.

2. Make sure instructors emphasize material in questions #1 (endoscopes) and #3 (penicillin).

**Plan for topic "Students completing this course will be able to analyze microbial structure and function at the molecular and cellular levels."**: 2008/9

1. Restart evaluations to collect more data.

2. Change question #3 (HIV) because two answer choices similar.
### DVC Instructional Course SLO Action Plans

3. Make sure instructors emphasize material in question #4 (vaccines).

**Plan for topic "Students completing this course will be able to investigate microbial growth, identification and control."**: 2008/9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Restart evaluations to collect more data.</td>
</tr>
<tr>
<td>2.</td>
<td>Make sure instructors emphasize material in question #3 (gene therapy).</td>
</tr>
</tbody>
</table>
182. Topics in Biology [BIOSC-150] belonging to Biological Science [BIOSC]
Plan for topic "Students completing the course will be able to apply knowledge of the scientific method to the marine sciences."

**2017/18**

Results show that only 1 student missed this question. We can infer that Professor Cole-Ekberg's instruction on this topic was quite effective. The question is used throughout our Marine Bio and Oceanography courses and appears to be an effective question. We'll recommend that instruction methods for this topic (Scientific Method) be incorporated into other Marine Bio and Ocean courses.

**2015/16**

The student responses were over 80% accurate for this question, indicating that the learning outcome was met. In the future we could ask a follow up question about which phylum exhibits each of these steps, however the overall concept was addressed here.

Plan for topic "Students completing the course will be able to describe and interpret biotic and abiotic factors that impact marine organisms within the marine ecosystem."

**2015/16**

For these four questions, the accuracy of student responses ranged from 74% to 100%, the instructor has determined the objective has been met for this topic. The range in response implies the level of detail retained by various students on multiple habitats discussed in this course, and this may be indicative that the students were a mixture of biology majors and non-major students. One strategy to further evaluate student understanding for this objective in the future would be to ask students to describe how some of these factors impact marine organisms in a more open-ended short answer question.

**2014/15**

The methodology already in use is successful for a majority of the students for this topic. The fourth question was a more challenging question, which involved a deeper understanding for evolutionary relationships from a big picture view. In order to improve on this outcome, it may be beneficial to spend more time on phylogenetic trees, and utilize active learning techniques.

Plan for topic "Students completing the course will be able to describe and interpret biotic and abiotic factors that impact marine organisms within the marine ecosystem."

**2014/15**

For the first two questions, the students responses were both greater than 80%, which indicates the students are understanding the concept assessed. The responses from third question may indicate a lack of comprehension of the details of this topic, or it may indicate a lack of understanding of the vocabulary terms despite an understanding of the process. In order to tease these factors apart, I could ask a similar question without the terms biotic and abiotic to determine if more emphasis needs to be placed on the concepts or terms.
It is obvious that the students learned the information for the exam directly after the information was presented in the class, but that they didn't retain the information at the end of the semester. To help this students need to repeat the information more in class. It is important that in the future we will make sure we come back to the information throughout the course to emphasize the evolutionary relationship between animals. While clicker questions were used for this topic in the class, we will reevaluate the clicker question, and make sure that we present it in multiple ways. Additionally, we will add small group work and have the students work together to explain evolutionary relationships.

Plan for topic "Students completing the course will be able to describe and interpret biotic and abiotic factors that impact marine organisms within the marine ecosystem.": 2012/13

We are happy with these results for this question. In the future we would like to assess a question looking at abiotic factors that impact marine organisms.

Plan for topic "Students completing the course will be able to critically evaluate current societal-environmental issues as they relate to marine ecosystems.": 2012/13

We are very pleased with the success on the multiple choice question. For the short answer question, we plan on asking clicker questions about the subject during the lecture to gauge student answers during the lecture. Also, having students working in groups to verbalize and write the answers may help with success in the short answer questions.

Plan for topic "e": 2012/13

We are very pleased with the success on the multiple choice question. For the short answer question, we plan on asking clicker questions about the subject during the lecture to gauge student answers during the lecture. Also, having students working in groups to verbalize and write the answers may help with success in the short answer questions.

Plan for topic "Students completing the course will be able to apply knowledge of the scientific method to the marine sciences.": 2011/12

After looking at the data, this was only one question for a very broad subject. However, it is clear that the students did not retain the information from this question. The instructors will look at 2 options. First, was the question to complex for a General Education course, and second, the instructors will attempt more in class assignments to make sure the students retain this information in future semesters.

Plan for topic "Students completing the course will be able to describe and interpret biotic and abiotic factors that impact marine organisms within the marine ecosystem.": 2011/12

The instructor have determined that the current SLO assessment for this objective was meet and that the students obtained the and retained an important part of the concept.

Plan for topic "e": 2011/12

The instructor have determined that the current SLO assessment for this objective was meet and that the students obtained the information and retained an important part of the concept of how humans are impacting the marine environment.

Plan for topic "Students completing the course will be able to critically evaluate current societal-environmental issues as they relate to
marine ecosystems." 2011/12

The instructor have determined that the current SLO assessment for this objective was meet and that the students obtained the information and retained an important part of the concept of how humans are impacting the marine environment.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of basic ecological principles and apply them to the marine ecosystem.&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question about 1Â³ producer identification may not have worked because, to answer it correctly, students would need to know definition of 1Â³ producer and all of the species listed. It is impossible to know why those who answered this question incorrectly got it incorrect. On future assessments, will rewrite question(s) to more accurately test understanding(s).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;e&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question about 1Â³ producer identification may not have worked because, to answer it correctly, students would need to know definition of 1Â³ producer and all of the species listed. It is impossible to know why those who answered this question incorrectly got it incorrect. On future assessments, will rewrite question(s) to more accurately test understanding(s).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe and interpret the interactions of organisms within marine ecosystems.&quot;: 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program faculty will discuss results at a Fall flex meeting and determine how instructional methods can be changed/improved to help student learning on this topic (interactions of marine organisms).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe the diversity and phylogenetic relationships of marine organisms in the ocean.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are happy with the results of this assessment. For this question we asked clicker questions over multiple questions to make sure the students were getting the material. Additionally, in class we broke up into pairs and the students answered the question and than shared their answers with the class. We will continue to do this in the future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe and interpret the interactions of organisms within marine ecosystems.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are very satisfied with that data. However, in the future we would like to assess this topic using other questions, including short answer questions.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

185. Environmental Science [BIOSC-170] belonging to Biological Science [BIOSC]

Plan for topic "Students completing the course will be able to evaluate current threats to biodiversity.":: 2018/19

We are happy with 87%, especially since the topic was covered early in the semester. What worked was that the theme was incorporated into our discussions throughout the semester and revisited as we explored different examples and case studies over several months.

Plan for topic "Students completing the course will be able to differentiate among properties of populations, communities and ecosystems.":: 2015/16

We are satisfied with this data. However, we would like to ask pre and post assessment questions in the future to make sure that the students are not coming into the class with this information. Additionally, we would like to ask more questions.

Plan for topic "Students completing the course will be able to evaluate current threats to biodiversity.":: 2015/16

While this is great success data. In the future we would ask more questions to make sure the students are achieving this outcome.

Plan for topic "Students completing the course will be able to identify the links between air pollution and global warming.":: 2015/16

There was over 80% correct answers. While this is above what we were hoping, we would like to ask more questions during the next assessment, including pre and post assessment.

Plan for topic "e": 2015/16

There was over 80% correct answers. While this is above what we were hoping, we would like to ask more questions during the next assessment, including pre and post assessment.

Plan for topic "Students completing the course will be able to differentiate among properties of populations, communities and ecosystems.":: 2012/13

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. Therefore, we need to work to make sure students learn this information. In the future, we will add clicker questions (depending on the instructor) during the lecture to make sure students are learning the material during the lecture. If we don't use a clicker question, we will attempt to make a worksheet or case study to emphasize the difference.

Plan for topic "Students completing the course will be able to evaluate current threats to biodiversity.":: 2012/13

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.

Plan for topic "e": 2012/13
The success rates of these questions 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.

Plan for topic "Students completing the course will be able to identify the links between air pollution and global warming.": 2012/13

The success rates of these questions 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.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to evaluate current threats to biodiversity.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are happy with 87%, especially since the topic was covered early in the semester. What worked was that the theme was incorporated into our discussions throughout the semester and revisited as we explored different examples and case studies over several months.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to evaluate current threats to biodiversity.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 171 is a fairly new course in the Department and will require ongoing monitoring to make sure the student learning outcomes are being met. While the majority of students answered satisfactorily, we will continue our efforts to reinforce these concepts and focus the students’ learning so that we can improve our scores. Additional connection between laboratory and lecture topics can help to reinforce the material with the possible addition of current event coverage in this area.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply laboratory and field methodologies to analyze populations, communities, biodiversity.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 171 is a new course in the Department and requires a commitment of resources (financial, equipment, supplies, etc.) to ensure that the course adequately meets the needs of the students and allows for the highest quality educational experience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;e&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 171 is a new course in the Department and requires a commitment of resources (financial, equipment, supplies, etc.) to ensure that the course adequately meets the needs of the students and allows for the highest quality educational experience.</td>
<td></td>
</tr>
</tbody>
</table>
187. Student Instructional Assistant [BIOSC-299] belonging to Biological Science [BIOSC]

Plan for topic "Students completing biosc-299 will be able to expand subject matter knowledge by assisting the instructor.": 2018/19

The students' comments indicated that they mainly reinforced the material that they had previously studied and learned how to communicate that material to the students. Only one student specifically said he expanded his knowledge. The other students may have expanded their knowledge but may not have expressed it specifically. Telling students at the beginning of the semester that they would be expected to say how they have expanded their knowledge should help in getting more specific positive results.

Plan for topic "Students completing biosc-299 will be able to increase learning through involvement as a teacher's aide, lab assistant or research assistant.": 2015/16

It was important to give the teaching assistants the course syllabus covering the topics to be covered. A written evaluation of each teaching assistant should be done periodically (e.g., after each student exam). The teaching assistants should be informed that they will be given a written evaluation at the start of their service. This should be more effective than just oral evaluations which have been used in the past.

Plan for topic "Students completing biosc-299 will be able to develop objectives, which will reflect new learning or expanded responsibility.": 2012/13

I will continue to have the students submit three meaningful objectives at the beginning of the class. I will also follow-up with them at the end of the semester to see if they met their objectives.
188. Keyboarding [BUS-100] belonging to Business Administration [BUS]
### Plan for topic "Students completing this course will be able to understand the ethics involved in writing clearly and correctly in a business environment." 2016/17

The data shows that the combination of lecture, textbook, pre-test, homework, and post-test enables the participating student to achieve the student learning outcome.

We recommend no changes at this time.

### Plan for topic "Students completing the course will be able to evaluate a business document for accuracy in grammar and mechanics usage." 2013/14

It is clear that Business English students struggle with the important concepts of subject-verb and pronoun-antecedent agreement. Based on this assessment, we will improve how these concepts are introduced to students in the lecture notes. We will also provide an increased number of practice exercises so that more students will master the content.

### Plan for topic "Students completing the course will be able to compose an effectively written e-mail message." 2013/14

We are very pleased with these results. This assessment took place during the 8th week of the semester, and it is clear from these results that students are learning how to properly identify grammatical and mechanical errors in business documents. In addition, they are learning how to improve business documents and how to give constructive feedback to their classmates.

### Plan for topic "Students completing the course will be able to distinguish correct usage of commonly confused words." 2013/14

We are extremely pleased with these results. The overall scores in all three sections were high, and 100% of these averages was greater than 70%. Students seem to have the most trouble with "every day" versus "everyday," and we will continue to point out the difference between these two words to students to ensure that they are able to use them properly.

### Plan for topic "Students completing the course will be able to distinguish correct usage of commonly confused words." 2011/12

Results are acceptable; will maintain this outcome without any changes.

Plan for topic "Students completing this course will be able to operate a business calculator.": 2017/18

| The course was offered but did not fill. The department will work on a possible program revision to remove from program or change program requirements. |

---

DVC Instructional Course SLO Action Plans

---

Course Action Plans

Outcome Assessment History

Page 349 of 2394

Plan for topic "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." : 2016/17

The project provides a real-world scenario for the application of a number of concepts learned in this class. The outcome data shows that this is a useful assignment and outcome measurement.

We recommend continuing this assignment and to expand it to even include a couple more concepts.

Plan for topic "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." : 2016/17

The project provides a real-world scenario for the application of a number of concepts learned in this class. The outcome data shows that this is a useful assignment and outcome measurement.

We recommend continuing this assignment and to expand it to even include a couple more concepts.

Plan for topic "Students completing the course will be able to calculate periodic payments, given a principle, interest rate, and time period." : 2016/17

The data shows that the combination of lecture, textbook, pre-test, homework, and post-test enables the participating student to achieve the student learning outcome.

We recommend no changes at this time.

Plan for topic "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." : 2013/14

This assessment is a excellent candidate for a mastery approach, facilitated by the MyMathlab cloud ware under the direction and oversight of the instructor.

Plan for topic "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." : 2013/14

This assessment is a excellent candidate for a mastery approach, facilitated by the MyMathlab cloud ware under the direction and oversight of the instructor.

Plan for topic "Students completing the course will be able to calculate present value, given an interest rate, period of time, payment amount, and a future value." : 2013/14

The assessment provided students the opportunity to apply the theoretical learning, and all students who participated were successful. No changes to the teaching and assessment are planned at this time.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to use mathematical key concepts and applications in solving business problems and in effective business decision making.": 2013/14
The assessment provided students the opportunity to apply the theoretical learning, and all students who participated were successful. No changes to the teaching and assessment are planned at this time.

Plan for topic "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.": 2011/12
Positive results; will continue to use this SLO assessment method with no changes

Plan for topic "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.": 2011/12
Positive results; will continue to use this SLO assessment method with no changes

Plan for topic "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.": 2010/11
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.

Plan for topic "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.": 2010/11
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.

Plan for topic "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.": 2008/9
No SLO-related changes are recommended for the Title V course outline or instructional practice.

At the time of a curriculum update for this course, no later than once every five years, measurement criteria for one of the stated student learning outcomes will be identified, implemented, and analyzed. Any recommended changes to the curriculum outline or in instruction will be noted on the e-SLO data site.

Plan for topic "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.": 2008/9
No SLO-related changes are recommended for the Title V course outline or instructional practice.
At the time of a curriculum update for this course, no later than once every five years, measurement criteria for one of the stated student learning outcomes will be identified, implemented, and analyzed. Any recommended changes to the curriculum outline or in instruction will be noted on the e-SLO data site.

Plan for topic "Students completing the course will be able to calculate trade and cash discounts, and markups and markdowns." : 2008/9

No SLO-related changes are recommended for the Title V course outline or instructional practice.

Plan for topic "Students completing the course will be able to analyze and evaluate financial reports, such as income statements, balance sheets, cash flow statements, and financial ratios." : 2008/9

At the time of a curriculum update for this course, no later than once every five years, measurement criteria for one of the stated student learning outcomes will be identified, implemented, and analyzed. Any recommended changes to the curriculum outline or in instruction will be noted on the e-SLO data site.

Plan for topic "Students completing the course will be able to calculate present value, given an interest rate, period of time, payment amount, and a future value." : 2008/9

No SLO-related changes are recommended for the Title V course outline or instructional practice.

Plan for topic "Students completing the course will be able to use mathematical key concepts and applications in solving business problems and in effective business decision making." : 2008/9

At the time of a curriculum update for this course, no later than once every five years, measurement criteria for one of the stated student learning outcomes will be identified, implemented, and analyzed. Any recommended changes to the curriculum outline or in instruction will be noted on the e-SLO data site.

Plan for topic "Students completing the course will be able to calculate periodic payments, given a principle, interest rate, and time period." : 2008/9

No SLO-related changes are recommended for the Title V course outline or instructional practice.
At the time of a curriculum update for this course, no later than once every five years, measurement criteria for one of the stated student learning outcomes will be identified, implemented, and analyzed. Any recommended changes to the curriculum outline or in instruction will be noted on the e-SLO data site.
192. Exploring Careers in Business Administration [BUS-104] belonging to Business Administration [BUS]
193. Introduction to Business [BUS-109] belonging to Business Administration [BUS]
Plan for topic "Students completing the course will be able to contrast business practices in a variety of functional areas, including management, marketing, finance, human resources, and information technology." : 2015/16

On the whole, the criterial for success were easily met on all of the five criteria in both methods of instruction-- face-to-face (f2f) and online (OL).

Explore ways to enrich content in management and organizational design, where experts (faculty) believe it necessary.

These results are based on data collected in Fall 2016.

---

Plan for topic "Students completing the course will be able to compare the evolution formation and management of American and International operations." : 2013/14

The results for one of the questions, covering the Production Era, are very positive. The results of the other two questions, although still acceptable, are lower than the other one. This shows that we must cover the Industrial Revolution and the Relationship Era in more detail in class.

---

Plan for topic "Students completing the course will be able to analyze the role of business in a market economy." : 2012/13

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.

---

Plan for topic "Students completing the course will be able to analyze the role of business in a market economy." : 2011/12

Continue to gather this information every semester and watch for any negative trends.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare the evolution formation and management of American and International operations.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to gather this information every semester, watch for any pattern of disagreement with meeting the SLO and take corrective actions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to contrast business practices in a variety of functional areas, including management, marketing, finance, human resources, and information technology.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to gather this information every semester and watch for any negative trends.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the role of business in a market economy.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve response rate next time by making a formal announcement in class in addition to announcement on WebCT.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare the evolution formation and management of American and International operations.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve response rate next time by making a formal announcement in class in addition to announcement on WebCT.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to contrast business practices in a variety of functional areas, including management, marketing, finance, human resources, and information technology.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve response rate next time by making a formal announcement in class in addition to announcement on WebCT.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to contrast business practices in a variety of functional areas, including management, marketing, finance, human resources, and information technology.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve response rate next time by making a formal announcement in class in addition to announcement on WebCT.</td>
<td></td>
</tr>
</tbody>
</table>
### 194. Business Spreadsheet Applications [BUS-145] belonging to Business Administration [BUS]

**Plan for topic "Students completing this course will apply software features to common business problems found in a variety of business environments."**: 2016/17

<table>
<thead>
<tr>
<th>This class is under 'reconstruction' to move it from introducing students to Excel to an application-based learning about the use of Excel in the business environment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>We will review and revise the SLOs accordingly, and assess for the next cycle.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to apply software features to common business problems found in a variety of business environments": 2016/17

<table>
<thead>
<tr>
<th>Lecturing and demonstrating the use of these valuation functions on MS Excel, really helps students understand how to perform these challenging calculations; the most challenging part is explaining the different factors that affect the price of a bond to students who, in some cases have not yet taken any accounting classes; the key is to define what a bond is as a debt instrument, explaining the features that are key in measuring what is earned by an investor and how the bond price is a function of the market for debt and the company's needs in issuing the debt.</th>
</tr>
</thead>
</table>
### 195. Topics in Business [BUS-150] belonging to Business Administration [BUS]

**Plan for topic "Students completing this course will be able to ...**

<table>
<thead>
<tr>
<th>Demonstrate competence in navigating the DVC campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;: 2019/20</strong></td>
</tr>
<tr>
<td>This is an Experimental Topics Course Number and will be assessed next time it is utilized.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing this course will be able to ...**

<table>
<thead>
<tr>
<th>Demonstrate competence in navigating the DVC campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;: 2014/15</strong></td>
</tr>
<tr>
<td>Students were competent in navigating the campus. No change recommended for future Business Summer Institutes.</td>
</tr>
</tbody>
</table>

**Utilize management, marketing, and accounting vocabulary correctly": 2014/15**

<table>
<thead>
<tr>
<th>No change recommended for future Business Summer Institutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students completing the course will be able to develop and analyze personal financial statements: 2018/19</td>
</tr>
<tr>
<td>Students completing this course will be able to create investment objectives and assess investment risk.: 2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to summarize the basics of personal insurance coverages: 2011/12</td>
</tr>
<tr>
<td>Plan for topic</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>&quot;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.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;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.&quot;</td>
<td>2014-11-13: Improve response rate by making multiple formal announcements on D2L and continue to track student outcome and maintain/surpass current success rates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to use and understand the vocabulary and concepts of international business.&quot;</td>
<td>2014-11-13: Improve response rate and continue to track student outcome and maintain/surpass current success rates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to compare and contrast political, social and cultural influences on actual global business practices.&quot;</td>
<td>2014-11-13: Improve response rate and continue to track student outcome and maintain/surpass current success rates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;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.&quot;</td>
<td>Maintain this SLO because it is important for student success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to use and understand the vocabulary and concepts of international business.&quot;</td>
<td>None required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to compare and contrast political, social and cultural influences on actual global business practices.&quot;</td>
<td>Continue to track student outcome and maintain/surpass current success rates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;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.&quot;</td>
<td>2014-11-13: Improve response rate and continue to track student outcome and maintain/surpass current success rates.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Continue to track student outcome and maintain/supass current success rates.</th>
</tr>
</thead>
</table>

**Plan for topic** "Students completing the course will be able to define and analyze the essential vocabulary, concepts and mechanics necessary in international business." 2009/10

<table>
<thead>
<tr>
<th>Continue to track student outcome and maintain/supass current success rates.</th>
</tr>
</thead>
</table>
An item analysis revealed that the topics students did well in include E-business history, E-business models and social media marketing. The topic that needs improvement is customer segmentation.

Plan for topic "Students completing the course will be able to analyze data using statistical tools. Specifically students will be expected to know which concepts best serve the purpose of describing data samples and when interference is appropriate.": 2018/19

The level of learning demonstrated by the current assessment is satisfactory. Action plans of previous cycles did not include these SLOs; this is the first time we assess confidence interval estimation and hypothesis testing. No issue regarding outside accrediting agencies is impacted by these SLOs. Our department advisory board is interested in the potential delivery of more information and decision analytic courses within Business Administration and we are going ahead with the development of further business analytics courses and certificates.

Plan for topic "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.": 2014/15

We will assess topic #3 from lecture once again in the spring of 2014. We will continue to exercise software skills in lab to complement lecture on these topics—central to this GE requirement in critical thinking with data (Quantitative reasoning), along with SLO for LAB #2.

Plan for topic "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.": 2012/13

224 students responded to four or more of the six questions correct and earned a successful grade in this activity. They represent a 92% rate of achievement on the tow-part outcome described above.

Plan for topic "Students completing the course will be able to organize and present arranged data in graphical form or using summary statistics.": 2009/10

Need to improve results next cycle by educating students on the various statistical terms and techniques, and how they are addressed in practical terms using the survey project.

Plan for topic "Students completing the course will be able to analyze data using statistical tools. Specifically students will be expected to know which concepts best serve the purpose of describing data samples and when interference is appropriate.": 2009/10

Need to improve results next cycle by educating students on the various statistical terms and techniques, and how they are addressed in practical terms using the survey project.

Plan for topic "Students will be able to analyze, interpret and draw inferences from data using statistical techniques such as simple linear regression and correlation.": 2009/10

Need to improve results next cycle by educating students on the various statistical terms and techniques, and how they are addressed in practical terms using the survey project.

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:

Students completing the course will be able to demonstrate ability to use language symbols clearly and precisely to create effective communications through written and verbal media." : 2016/17

The face-to-face classes will dedicate more time to in-class writing, making this class into a lecture/lab class.

For the online class version, we will have to work on creating a guided approach that students can see through. We do not have a solid action plan at this time.

Plan for topic "Students completing the course will be able to demonstrate ability to use language symbols clearly and precisely to create effective communications through written and verbal media." : 2016/17

The face-to-face classes will dedicate more time to in-class writing, making this class into a lecture/lab class.

For the online class version, we will have to work on creating a guided approach that students can see through. We do not have a solid action plan at this time.

Plan for topic "Students completing the course will be able to utilize basic technology to communicate effectively and professionally." : 2015/16

At this point, we recommend continuing the use of presentations to assess the ability to utilize technology effectively and professionally.

More than one presentation - whether done in person, via video conference like Zoom, or recorded by the student, is strongly recommended.

Plan for topic "Students completing the course will be able to utilize basic technology to communicate effectively and professionally." : 2012/13

The continued assessment of effective written and oral communication skills, as well as their improvement throughout the semester, is recommended.

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:

Students completing the course will be able to demonstrate ability to use language symbols clearly and precisely to create effective communications through written and verbal media." : 2012/13

The continued assessment of effective written and oral communication skills, as well as their improvement throughout the semester, is recommended.

Plan for topic "Students completing the course will be able to evaluate communications critically by analyzing and defining the
Problem: 2012/13

The continuation of the process - draft, student edit, second draft - is recommended.

Plan for topic "Students completing the course will be able to demonstrate competence in formulating solutions to communication problems, with special emphasis upon those in a business context.": 2012/13

Continuation of the practice is recommended throughout the semester.

Plan for topic "Students completing the course will be able to utilize basic technology to communicate effectively and professionally.": 2012/13

The continuation of offering this project is recommended. Constantly changing technology (Google Voice, Google Hangouts, Skype, etc.) students benefit greatly from this assessment.

Plan for topic "Students completing the course will be able to demonstrate ability to use language symbols clearly and precisely to create effective communications through written and verbal media.": 2010/11

No action recommended.

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:

Students completing the course will be able to demonstrate ability to use language symbols clearly and precisely to create effective communications through written and verbal media.": 2010/11

No action recommended.

Plan for topic "Students completing the course will be able to evaluate communications critically by analyzing and defining the problem.": 2010/11

No changed recommended at this time.

Plan for topic "Students completing the course will be able to demonstrate competence in formulating solutions to communication problems, with special emphasis upon those in a business context.": 2010/11

(none entered)

Plan for topic "Students completing the course will be able to utilize basic technology to communicate effectively and professionally.": 2010/11

No action recommended at this time.

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:
## DVC Instructional Course SLO Action Plans

**Students completing the course will be able to demonstrate ability to use language symbols clearly and precisely to create effective communications through written and verbal media.**: 2008/9

<table>
<thead>
<tr>
<th>No SLO-related changes are recommended for the Title V course outline or instructional practice.</th>
</tr>
</thead>
</table>

At the time of a curriculum update for this course, no later than once every five years, the measurement criterion for one of the stated student learning outcomes will be identified, implemented, and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site.

### Plan for topic "Students completing the course will be able to demonstrate ability to use language symbols clearly and precisely to create effective communications through written and verbal media."

<table>
<thead>
<tr>
<th>No SLO-related changes are recommended for the Title V course outline or instructional practice.</th>
</tr>
</thead>
</table>

At the time of a curriculum update for this course, no later than once every five years, the measurement criterion for one of the stated student learning outcomes will be identified, implemented, and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site.
201. Investments [BUS-261] belonging to Business Administration [BUS]

Plan for topic "Students completing the course will be able to identify and select investments that meet established investment objectives and philosophy in order to construct personalized investment portfolios."

- 2016/17: Students have problems with the nuances of the complex math and statistics of how the financials are computed; they have a very good understanding of what the numbers mean. Developing modules that teach students to use commonly available apps that perform the computations and help summarize the financial statistics needed to build a portfolio will occur in the content development over the next title 5 cycle.

Plan for topic "Students completing the course will be able to use basic investment vocabulary and apply the fundamental investment principle of the "risk vs. return" trade off." 

- 2013/14: Improve survey response rate and continue to track student outcome and maintain/surpass current success rates.

Plan for topic "Students completing the course will be able to conduct research on common investment vehicles such as stocks, bonds, and mutual funds."

- 2013/14: Improve survey response rate and continue to track student outcome and maintain/surpass current success rates.

Plan for topic "Students completing the course will be able to conduct research on common investment vehicles such as stocks, bonds, and mutual funds." 

- 2011/12: SLOs is an appropriate criteria for evaluating student learning in this course.

Plan for topic "Students completing the course will be able to use basic investment vocabulary and apply the fundamental investment principle of the "risk vs. return" trade off." 

- 2009/10: Continue to track student outcome and maintain/surpass current success rates.

Plan for topic "Students completing the course will be able to conduct research on common investment vehicles such as stocks, bonds, and mutual funds." 

- 2009/10: Need to improve results next cycle by emphasizing investment research methodologies.

Plan for topic "Students completing the course will be able to identify and select investments that meet established investment objectives and philosophy in order to construct personalized investment portfolios." 

- 2009/10: Continue to track student outcome and maintain/surpass current success rates.
Plan for topic "Students completing the course will be able to evaluate issues that may have legal significance in the business environment.": 2016/17

Previous action plans recommended continuing case studies to further student achievement. While this was successful for some students it is apparent that we need to encourage our students to more thoroughly read the basic material. Discussions during the Fall 2017 FLEX will be undertaken in an effort to determine the best method for achieving this outcome and the SLOs will be updated at that time.

Plan for topic "Students completing the course will be able to compare and contrast alternative legal theories as they apply to a hypothetical fact situation.": 2013/14

The original plan was for a "passing" rate of 65%. It appears that goal has been achieved. So the plan would be to keep the current plan in force.

Plan for topic "Students completing the course will be able to evaluate issues that may have legal significance in the business environment.": 2011/12

Continue using cases and assignments to develop students' ability to identify and classify legal issues.
Due to the nature of the course, a process for SLO assessment is currently under development. Working with the new CTE dean, we will create an assessment module and report the outcome at the next reporting cycle.
204. Internship in Occupational Work Experience Education in BUS [BUS-296] belonging to Business Administration [BUS]

Plan for topic "Students completing this course will explore and develop strategies to secure employment.": 2016/17

Due to the nature of the course, a better process for SLO assessment is currently under development. Working with the new CTE dean, we will create an assessment module and report the outcome at the next reporting cycle.
205. Independent Study [BUS-298] belonging to Business Administration [BUS]
DVC Instructional Course SLO Action Plans

206. Student Instructional Assistant [BUS-299] belonging to Business Administration [BUS]
DVC Instructional Course SLO Action Plans

207. Topics in Business Accounting [BUSAC-150] belonging to Business Administration [BUSAC]
Plan for topic "Students completing the course will be able to prepare end-of-period financial statements by utilizing the accounting cycle and end-of-period adjustments.": 2016/17

In future semesters, the instructor will place emphasis on the question with the lowest score with additional emphasis and explanations. In general, the overall goal of assessment is attained. Instructors will select other areas of assessment in the next cycle.

Plan for topic "Students completing the course will be able to analyze, interpret and accurately record the effects of a variety of business transactions in conformity to the accounting equation and the double-entry framework using manual and computerized accounting systems.": 2013/14

Students were given thorough feedback on their projects. If errors were made, they were asked to go back and track down and correct the errors. Being able to find errors in accounting records is a skill that all accountants must possess, and this plan of action allowed students to learn from their errors.
Plan for topic "Students completing the course will be able to collect necessary data and create a computer-based file for an individual taxpayer.": 2016/17

To improve future results and attain a higher level of success, the instructor is planning to do the following: 1) Encourage students to work more practice problems involving actual tax forms. 2) Assign additional practice problems on how to make the connection between the theory of the tax law and the reporting issues. It is important for the students to comprehend the practical implications of the concepts they learn in class.

Plan for topic "Students completing the course will be able to collect necessary data and create a computer-based file for an individual taxpayer.": 2013/14

SLO considered an appropriate measure of a skill required for this course. No further action considered necessary.

Plan for topic "Students completing BUSAC-182 will be able to research both online and hard copy tax resources to determine correct treatment and processing of tax related information": 2013/14

SLO was revised and considered an appropriate measure of a skill required for this course. No further action considered necessary

Plan for topic "Students completing the course will be able to demonstrate a knowledge of the basic tax formula for individuals, filing status, exemptions and dependents.": 2013/14

SLO considered an appropriate measure of the skills required for this SLO. No further action considered necessary.
### 210. QuickBooks Accounting for Business I [BUSAC-185] belonging to Business Administration [BUSAC]

**Plan for topic "Students completing this course will be able to prepare end of year adjusting entries."**: 2016/17

The relatively lower number of students taking the quiz may be attributed to the fact that the quiz was given as extra credit, rather than counted as part of course grade. Accordingly, the majority of students did not take this quiz. To increase student participation, it is recommended that future SLO assessment tests be considered as part of the basic course grade.

**Plan for topic "Students completing the course will be able to use QuickBooks software in the business world."**: 2015/16

The BUSAC department will assess this course in Spring 2017 so that we are in compliance with our SLO commitments. We are offering 3 sections in that term and they will all be assessed. The data will be analyzed and an action plan will be compiled. The action plan will be vetted by the department and then submitted by 12/31/17.

**Plan for topic "Students completing the course will be able to use QuickBooks software in the business world."**: 2012/13

No action is required at this time. Company files are provided by the textbook publisher and they are easily accessed and used.

**Plan for topic "Students completing the course will be able to apply accounting concepts to QuickBooks software by setting up and working with company files."**: 2012/13

No action is required at this time. Company files are provided by the textbook publisher and they are easily accessed and used.

**Plan for topic "Students completing the course will be able to use QuickBooks software to implement the accounting cycle for a service business."**: 2012/13

No action required at this time.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to compare and contrast the different users of financial data and select appropriate information to disseminate.</td>
<td>The success rates were impacted by the modalities used, with online courses showing a relatively higher success rate, compared to F2F courses. However, the standard deviation was the highest for online courses at both locations. Based on the results of the assessment, the faculty should closely examine the effectiveness of online instruction in narrowing the achievement gap among students.</td>
<td>2017/18</td>
</tr>
<tr>
<td>Students completing the course will be able to prepare appropriate financial statements (accrual or cash basis).</td>
<td>Since this exam was a pop quiz, we suggest advising students of the exam ahead of time so that they can prepare for the question. Additionally, there is some thought of having a timed exam but allowing open book/open notes to reflect a work environment.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to relate the meaning of financial data to non-accountants.</td>
<td>We suggest that a prepared balance sheet be utilized to better isolate this SLO from the preparation of the statement.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to compare and contrast the different users of financial data and select appropriate information to disseminate.</td>
<td>Select a simpler statement for assessing this SLO, or provide students with the ending retained earnings balance in order to separate the preparation of the balance sheet (the SLO)from the analysis of changes in retained earnings (not the SLO).</td>
<td>2013/14</td>
</tr>
</tbody>
</table>
| Students completing the course will be able to prepare appropriate financial statements (accrual or cash basis). | 2012-04-25: Continue to gather this information every semester.  
2012-05-24: Continue to gather this information every semester, watch for any pattern of disagreement with meeting the SLO and take corrective actions. | 2011/12 |
| Students completing the course will be able to relate the meaning of financial data to non-accountants. | 2012-05-03: Continue to gather this information every semester.  
2012-05-24: Continue to gather this information every semester, watch for any pattern of disagreement with meeting the SLO and take corrective actions. | 2011/12 |
| Students completing the course will be able to identify a business situation needing an ethical resolution and successfully frame a process for ethically resolving stakeholder issues. | 2012-05-03: Continue to gather this information every semester.  
2012-05-24: Continue to gather this information every semester, watch for any pattern of disagreement with meeting the SLO and take corrective actions. | 2011/12 |
Continue to gather this information every semester, watch for any pattern of disagreement with meeting the SLO and take corrective actions.
Plan for topic "Students completing this course will be able to prepare operating and financial budgets as parts of the master budget and identify the four types of responsibility centers."": 2016/17

Repeated administration of the same test in future semesters is needed to validate the results. The same test is administered again in fall 2017 and spring 2018. Analysis of results will take place at the end of term.

Plan for topic "Students completing BUSAC-187 will be able to Prepare and analyze information and reports for job costing, process costing and activity-based costing systems."": 2013/14

The department believes that the assessment of student learning in this area validates our current instructional practices and that we are doing a quality job of teaching the topics assessed in this accounting course. Our plan is to assess different topics next time this course is due for assessment. However, the department recommends a better coordination between the two campuses in Pleasant Hill and San Ramon and among different teaching modalities (e.g., F2F/Online, and day/evening). The department plans to use scores on multiple choice questions administered through Pearson Accounting Laboratory to standardize the assessment instrument and evaluation criteria.

Plan for topic "Students completing the course will be able to explain the role of managerial accounting and the primary informational needs of managers."": 2011/12

Continue to gather this information every semester.

Plan for topic "Students completing the course will be able to explain how ethics could be applied in one of the following situations: in performing cost-volume-profit analysis and its use as a predictive tool; in preparation of operational budgets including the flexible budget and in explaining the role in planning and controlling operations and cost; in identifying and using relevant costs in making decisions, including capital budgeting decisions; in the development and use of standard costs; in comparing and contrasting alternative costing systems including job costing, process costing and activity based costing; in preparing and interpreting variance reports and relating it to responsibility accounting and cost controls."": 2011/12

2012-05-08: Continue to gather this information every semester. Watch for any trends in those two areas of disagreement by 1 of 16 students and communicate to instructors if it continues to pay special attention in the 3 chapters where those concepts are covered.

2012-05-24: Continue to gather this information every semester, watch for any pattern of disagreement with meeting the SLO and take corrective actions.

Plan for topic "NOTE: This SLO has been moved to BUSAC-186, Financial Accounting. Students completing the course will be able to use use financial analysis tools and demonstrate understanding of financial statement information."": 2011/12

2014-05-08: Continue to gather this information every semester, watch for any pattern of disagreement with meeting the SLO and take corrective actions.

Plan for topic "NOTE: This SLO has been moved to BUSAC-186, Financial Accounting. Students completing the course will be able to
DVC Instructional Course SLO Action Plans

prepare and interpret a Statement of Cash Flows." : 2011/12

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-05-08</td>
<td>Continue to gather this information every semester, watch for any pattern of disagreement with meeting the SLO and take corrective actions.</td>
</tr>
<tr>
<td>2014-05-08</td>
<td>Continue to gather this information every semester.</td>
</tr>
</tbody>
</table>

Plan for topic "NOTE: This SLO has been moved to BUSAC-186, Financial Accounting. Students completing the course will be able to identify and classify operating, investing, and financing activities of a business." : 2011/12

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-05-08</td>
<td>Continue to gather this information every semester.</td>
</tr>
<tr>
<td>2014-05-08</td>
<td>Continue to gather this information every semester, watch for any pattern of disagreement with meeting the SLO and take corrective actions.</td>
</tr>
<tr>
<td>Course Action Plans</td>
<td>Outcome Assessment History</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>DVC Instructional Course SLO Action Plans</strong></td>
<td></td>
</tr>
<tr>
<td><strong>213. QuickBooks Accounting for Business II [BUSAC-188] belonging to Business Administration [BUSAC]</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to use QuickBooks software in the business world.&quot;</strong>: 2017/18</td>
<td></td>
</tr>
<tr>
<td>Students were more willing to submit their work this time around using the upload feature in Canvas. This change will be required in more assignments in the future as appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to use QuickBooks software to implement the accounting cycle for a merchandising business.&quot;</strong>: 2017/18</td>
<td></td>
</tr>
<tr>
<td>The Dropbox feature in Canvas appeared to increase the percentage of students submitting their work. This change will be incorporated into more assignments as appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to apply accounting concepts to QuickBooks software by setting up and working with company files.&quot;</strong>: 2014/15</td>
<td></td>
</tr>
<tr>
<td>Students do not require additional instructional resources other than what is currently developed for this crucial part of the course content and desired outcomes.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to use QuickBooks software to implement the accounting cycle for a merchandising business.&quot;</strong>: 2014/15</td>
<td></td>
</tr>
<tr>
<td>Students who are able to account for transactions correctly giving correct account balances at the end of the period is the most challenging aspect of this SLO. The developed instructional tools are deemed to be highly effective as they currently exist. However, this aspect of assessing SLO 2 will be continually reviewed for refinement.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to use QuickBooks software in the business world.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td>No action required at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to use QuickBooks software to implement the accounting cycle for a merchandising business.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td>No action required at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to apply accounting concepts to QuickBooks software by setting up and working with company files.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td>No action required at this time.</td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to interpret current payroll topics through library and Internet research."

**2016/17**

Plans to address the failure rate of 24%, include reminders to students via email of the upcoming deadline. Putting in BOLD print the requirements of the paper so that students do not miss important instructions outlined in the syllabus regarding this research project. Since some students expressed concern over the fast pace of the course (January 23, 2017 to March 17, 2017), the department may want to consider increasing the number of credit units and therefore extending the length of time needed to complete the course.

### Plan for topic "Students completing the course will be able to calculate rates of pay for hourly and salaried employees."

**2015/16**

The BUSAC department will assess this course in Spring 2017 so that we are in compliance with our SLO commitments. We are offering 2 sections in that term and they will all be assessed. The data will be analyzed and an action plan will be compiled. The action plan will be vetted by the department and then submitted by 12/31/17.

### Plan for topic "Students completing the course will be able to calculate rates of pay for hourly and salaried employees."

**2012/13**

Continue with current process.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to determine a variety of employee and employer payroll taxes.&quot;</td>
<td>Continue under current process.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to analyze and journalize payroll transactions.&quot;</td>
<td>Continue under current process.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to prepare payroll documents and tax reports.&quot;</td>
<td>Continue under current process.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to understand employment legislation and tax laws that affect payroll.&quot;</td>
<td>Continue under current process.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use payroll software to process payroll.&quot;</td>
<td>Continue with current process.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to interpret current payroll topics through library and Internet research.&quot;</td>
<td>Continue with current process.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to calculate rates of pay for hourly and salaried employees.&quot;</td>
<td>Continue with current process.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to determine a variety of employee and employer payroll taxes.": 2009/10
Continue under current process.

Plan for topic "Students completing the course will be able to analyze and journalize payroll transactions.": 2009/10
(Department did not provide an action plan)

Plan for topic "Students completing the course will be able to prepare payroll documents and tax reports.": 2009/10
(Department did not provide an action plan)

Plan for topic "Students completing the course will be able to understand employment legislation and tax laws that affect payroll.":
2009/10
(Department did not provide an action plan)

Plan for topic "Students completing the course will be able to use payroll software to process payroll.": 2009/10
(Department did not provide an action plan)

Plan for topic "Students completing the course will be able to interpret current payroll topics through library and Internet research.":
2009/10
(Department did not provide an action plan)
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to apply the revenue recognition model by identifying the performance obligations in a contract and allocating the contract price to those performance obligations."

- 2017/18
  In the next assessment, include one additional contract variable affecting the contract price and incorporate one question each that assesses the allocation of a contract price using adjusted market assessment approach, the expected cost-plus-profit margin approach, and the residual income approach.

- 2014/15
  This project is highly challenging and reflective of upper division college work. It is interesting for students and that motivates theme to do well, especially since it is a required skill to have in accounting practice. This project will continue as is.

- 2011/12
  Continue with same SLO since project is vital to the substance of the course.

- 2009/10
  At the start of this semester I obtained, at special university pricing, a VTEA grant for a DVC institution subscription to the new FASB (Financial Accounting Standards Board) codification "Professional View" web site containing all accounting pronouncements recently codified by topic. This is the same web site that accounting firms now use in practice when researching accounting implementation issues and that accounting professionals sitting for the CPA exam will use when taking the exam. Students were given lab assignments during the semester to prepare them for this semester project which required them to research emerging issues and exposure drafts on new accounting treatments by the FASB. This preparation allowed them to feel comfortable navigating the site and research an accounting topic of their interest while analyzing an actual treatment by a company of their choosing.

Plan for topic "Students completing the course will be able to prepare complex financial statements and interpret them by the use of financial ratios, disclosure notes, supplementary schedules, and alternative external sources of information."

- 2009/10
  This SLO is a crucial outcome and will remain with this course. The current method of assessment will remain because it is the most effective and comprehensive way to measure achievement. The assessment method is representative of what the vocational attributes would be in an occupational setting as identified by our Advisory Committee.

Note: The results are as of Spring 2010.

Plan for topic "Students completing the course will be able to evaluate and explain an accounting pronouncement and analyze its application by reviewing a company’s treatment of the accounting topic."

- 2009/10
  This SLO is a crucial outcome and will remain with this course. The current method of assessment will remain because it is the most effective and comprehensive way to measure achievement. The assessment method is representative of what the vocational attributes would be in an occupational setting as identified by our Advisory Committee.

Note: The results are as of Spring 2010.
DVC Instructional Course SLO Action Plans

At the start of this semester I obtained, at special university pricing, a VTEA grant for a DVC institution subscription to the new FASB (Financial Accounting Standards Board) codification "Professional View" web site containing all accounting pronouncements recently codified by topic. This is the same web site that accounting firms now use in practice when researching accounting implementation issues and that accounting professionals sitting for the CPA exam will use when taking the exam. Students were given lab assignments during the semester to prepare them for this semester project which required them to research emerging issues and exposure drafts on new accounting treatments by the FASB. This preparation allowed them to feel comfortable navigating the site and research an accounting topic of their interest while analyzing an actual treatment by a company of their choosing.

Plan for topic "Students completing the course will be able to prepare complex financial statements and interpret them by the use of financial ratios, disclosure notes, supplementary schedules, and alternative external sources of information."

No SLO-related changes are recommended for the Title V course outline or instructional practice.

At the time of a curriculum update for this course, no later than once every five years, the measurement criteria for one of the stated student learning outcomes will be identified, implemented and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site.
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>216. Auditing [BUSAC-283] belonging to Business Administration [BUSAC]</strong></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing this course will be able to apply audit procedures to auditing the revenue cycle.&quot;</td>
<td>2017/18</td>
</tr>
<tr>
<td>With the implementation of changes and improvements, no action is required for this topic at this time. However, the process of improvement experienced with this topic will be repeated for other topics in the future.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to develop audit plans and assess audit risk, risk of material misstatement and fraud detection.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>The faculty have decided to increase the number of labs, current event cases and more classroom discussion to better prepare the students overall comprehension of audit plans so that they can then apply it to audit engagement situations. We are planning on repeating this assessment in Fall 2015 to see if these changes have an effect in the area of audit planning.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to Understand the code of professional ethics for the auditing professional.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Continue to use the same process next time the course is offered.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate a working knowledge and application of generally accepted auditing standards (GAAS).&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Continue to use the same process next time the course is offered.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to Understand the code of professional ethics for the auditing professional.&quot;</td>
<td>2008/9</td>
</tr>
<tr>
<td>No SLO-related changes are recommended for the Title V course outline or instructional practice.</td>
<td></td>
</tr>
<tr>
<td>At the time of a curriculum update for this course, no later than once every five years, the measurement criterion for one of the stated student learning outcomes will be identified, implemented, and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate a working knowledge and application of generally accepted auditing standards (GAAS).&quot;</td>
<td>2008/9</td>
</tr>
<tr>
<td>No SLO-related changes are recommended for the Title V course outline or instructional practice.</td>
<td></td>
</tr>
<tr>
<td>At the time of a curriculum update for this course, no later than once every five years, the measurement criterion for one of the stated student learning outcomes will be identified, implemented, and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to design and evaluate internal control systems.&quot;</td>
<td>2008/9</td>
</tr>
<tr>
<td>Topic</td>
<td>Action Plan</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Students completing the course will be able to explain the legal obligations of reporting companies and auditors.</td>
<td>2008/9 (Department did not provide an action plan)</td>
</tr>
<tr>
<td>Students completing the course will be able to develop audit plans and assess audit risk, risk of material misstatement and fraud detection.</td>
<td>2008/9 (Department did not provide an action plan)</td>
</tr>
<tr>
<td>Students completing the course will be able to develop audit sampling programs, including statistically based sampling, and apply computer assisted auditing techniques.</td>
<td>2008/9 (Department did not provide an action plan)</td>
</tr>
<tr>
<td>Students completing the course will be able to integrate auditing procedures within the requirements of the Sarbanes-Oxley Act of 2002.</td>
<td>2008/9 (Department did not provide an action plan)</td>
</tr>
<tr>
<td>Students completing the course will be able to distinguish and compare the legal requirements of auditing a publicly traded company and a private company.</td>
<td>2008/9 (Department did not provide an action plan)</td>
</tr>
<tr>
<td>Students completing the course will be able to assess auditor independence and ethical standards.</td>
<td>2008/9 (Department did not provide an action plan)</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to prepare and analyze budgets."

- **2016/17**: Since approximately 85% of the students attained 70% or higher on the quiz, this learning outcome is reached. No further action is needed. Other learning outcomes will be assessed in the future.

- **2013/14**: We plan to modify the instructional process and provide individualized guidance to students to help them in budget preparation. This course used a new assessment process to gather the SLO data. The new process used multiple quizzes over the duration of the semester built into the MyAccountLab website. We will continue to use the same process in future semesters with minor changes in the questions. Since this course is only offered once a year (Spring) we will assess it again the next time it is offered and compare those results to this baseline.

#### Plan for topic "Students completing the course will be able to explain the basic federal income tax formula and its components."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>Overall, students did extremely well on the labs, slightly below the goal on Income Tax Returns, and met the goal on the Mid-Term exam. For future improvement, students will be encouraged to do more practice problems involving tax forms. Additional practice problems will be added to future classes to connect the theory of tax law and reporting issues related to practical implications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>This is an advance account class was last assessed in 2010/2011 and because of the SLO 33% ratio system in place at the time, it did not get assessed again before the system was converted to a 3-year per course process.</td>
</tr>
</tbody>
</table>

The department will assess this course in Fall 2016 so that we are in compliance with our SLO commitments. We are offering only 1 section, taught by Prof. Ku. We have contacted the SLO Co-Chair, Mario Tejada and he is working with Mohamed Eisa to provide assistance to Prof. Ku in completing the assessment of BusAcct-285.

**Plan for topic "Students completing the course will be able to analyze income tax scenarios for individuals and solve for possible solutions."**: 2010/11

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are considered very satisfactory. Next level is to have students explain solutions orally to assure solutions are fully understood. This may be an approach added to future evaluation of outcomes.</td>
</tr>
</tbody>
</table>
**DVC Instructional Course SLO Action Plans**

### 219. Governmental and Not-For-Profit Accounting [BUSAC-286] belonging to Business Administration [BUSAC]

**Plan for topic "Students completing the course will be able to explain the financial reporting standards and accounting and budgeting procedures for state and local government and not-for-profit organizations."**: 2016/17

To improve future results and attain a higher level of success, the instructor is planning to do the following:
1. Encourage students to work more practice problems
2. Assign additional practice problems
3. Help students improve their time management throughout the semester.

### 2013/14

**Plan for topic "Students completing the course will be able to explain the financial reporting standards and accounting and budgeting procedures for state and local government and not-for-profit organizations."**: 2013/14

Continue with this assessment because it is a major conceptual component for other topics of the course.

**Plan for topic "Students completing the course will be able to apply fund accounting standards and procedures in preparing and evaluating accounting information."**: 2013/14

Assessment seen as successful but this SLO is a major conceptual component to the content of the course.

**Plan for topic "Students completing BUSAC-286 will be able to Lab Component: Review and evaluate selected government/not for profit accounting reports for adequate disclosure and reporting standards"**: 2013/14

This lab component still needs to assessed in future evaluations by re-engineering the preparation assignment (i.e. homework, in-class demo, etc) prior to the lab assignment.

**Plan for topic "Students completing the course will be able to explain the financial reporting standards and accounting and budgeting procedures for state and local government and not-for-profit organizations."**: 2010/11

Found that this outcome is too broad; next time will rewrite to be more specific.

**Plan for topic "Students completing the course will be able to apply fund accounting standards and procedures in preparing and evaluating accounting information."**: 2010/11

Although the overall objective was passed per our standard of 70%, we believe the results of this outcome should improve and we will assess it with another method next time.

**Plan for topic "Students completing the course will be able to analyze and interpret financial information of state and local government and not-for-profit organizations."**: 2010/11

Found that this outcome is too broad; next time will rewrite to be more specific.

Plan for topic "Students completing the course will be able to..." The course will be assessed when offered after our CPA Prep certificate gets created and put in the catalog. This course was last scheduled for Spring 2017 but did not have enough students to be offered (only 7 enrolled). This course will be accessed when it is next offered.

- 2016/17
  - The course was scheduled for Spring 2017 but did not have enough students to be offered (only 7 enrolled). This course will be accessed when it is next offered.

- 2015/16
  - This is a capstone course that will be offered in the future. The course is not currently being offered because of a shortage of qualified faculty to teach this advance accounting course. The department will assess the course at its next scheduled offering so that we are in compliance with our SLO commitments. When the course is next scheduled, we will contact the SLO Co-Chair and provide a complete File Assessment Plan at that time that will include the instructor of record, class information and update this plan accordingly.

Plan for topic "Students completing the course will be able to consolidate financial statements": 2011/12

- The department believes that this outcome will remain as an outcome for this course since it is essential to the contents.

Plan for topic "Students completing the course will be able to..." The course will be assessed when offered after our CPA Prep certificate gets created and put in the catalog. This course was last scheduled for Spring 2017 but did not have enough students to be offered (only 7 enrolled). This course will be accessed when it is next offered.

- 2008/9
  - Course has not yet been offered so no data is available.

Plan for topic "Students completing the course will be able to..."

- B. Analyze published financial statements and recast accounting results under different accounting methods for comparative purposes to other industry competitors.": 2008/9
  - Course has not yet been offered so no data is available.

- Plan for topic "Students completing the course will be able to prepare entries to account for consolidations of two business entities."": 2008/9
  - Course has not yet been offered so no data is available.
DVC Instructional Course SLO Action Plans

221. Intermediate Accounting II [BUSAC-292] belonging to Business Administration [BUSAC]
222. Accounting Ethics and Accountants’ Professional Responsibilities [BUSAC-293] belonging to Business Administration [BUSAC]
DVC Instructional Course SLO Action Plans

223. Student Instructional Assistant [BUSAC-299] belonging to Business Administration [BUSAC]
224. Introduction to Management Studies [BUSMG-120] belonging to Business Administration [BUSMG]

Plan for topic "Students completing the course will be able to explain the four functions of management."

Rather than just listing the four functions of management--Bloom level 1--the department decided to have students apply and evaluate--Bloom levels 3 and 5--for this SLO.

While this requires higher-level thinking of the students, it also makes the assignment relevant to them. We strongly recommend to continue either with this assignment or to create an assignment that is also connecting with the students’ experience to ensure relevance.

Plan for topic "Students completing the course will be able to demonstrate an understanding of communications as a management skill."

Experiencing management-related communication and actively participating and analyzing it provides the students with the opportunity to appreciate the difficulty and the reward of management-level communication. The department recommends to continue with this approach, and add at least an assessment scale tool like proficient (80-100%), trainee (70-79%), and beginner (below 70%).

Plan for topic "Students completing the course will be able to identify the main events that contributed to the management movement."

The observation assignment at an actual place of business motivates students to actively engage with theories stipulated by the management theorists. At this time, no changes in assessment method is recommended.

Plan for topic "Students completing the course will be able to compare and contrast several contemporary management models."

The students gain experience in recognizing, comparing and contrasting, and explaining contemporary management models. At this time, no changes in assessment methods are recommended.

Plan for topic "Students completing the course will be able to identify the main events that contributed to the management movement."

The data for learning SLO 1 supports that students are able to identify at least six of eight pairs describing the main events that contributed to the management movement.

Plan for topic "Students completing the course will be able to explain the four functions of management."

The data for learning outcome for SLO 2 supports that more than 70% of students are able to list and explain the four management functions.

Plan for topic "Students will be able to explain the threshold issues involved in the legal, ethical, and social responsibilities of management."

Errors in the order of ethical decision making steps are mostly concerning the first step, switching 'identifying' and 'diagnosing'. In future classes, more effort will be spent on ensuring that students understand the meaning of 'diagnose' in the context of ethical decision making.
Plan for topic "Students completing the course will be able to explain the four functions of management.": 2012/13
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.

Plan for topic "Students completing the course will be able to demonstrate an understanding of communications as a management skill.": 2012/13
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.

Plan for topic "Students completing the course will be able to compare and contrast several contemporary management models.": 2012/13
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.

Plan for topic "Students will be able to explain the threshold issues involved in the legal, ethical, and social responsibilities of management.": 2012/13
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.
<table>
<thead>
<tr>
<th>SLO</th>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>225. Practices and Concepts of Supervision [BUSMG-121] belonging to Business Administration [BUSMG]</td>
<td>Students completing this course will be able to describe the concepts of accountability, authority, responsibility, and delegation.</td>
<td>2018/19</td>
</tr>
<tr>
<td></td>
<td>Create opportunities in the next assessment cycle for students to engage in low-stake analysis, evaluation, and application activities concerning the concepts of accountability, authority, responsibility, and delegation. Provide systematic training on case analysis during the course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to describe supervision at different levels and explain the work at those levels.</td>
<td>2017/18</td>
</tr>
<tr>
<td></td>
<td>A detailed analysis of student learning of at least two SLOs will be completed for the next cycle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to describe supervision at different levels and explain the work at those levels.</td>
<td>2014/15</td>
</tr>
<tr>
<td></td>
<td>While the discussion assignment is valuable since it connects the students' life experience with the contents, the students need more guidance on how to find people resources to interview.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For the next assignment, it is recommended to add a brainstorming session on where to find and how to approach current supervisors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to explain the importance of conceptual, technical, and human managerial skills.</td>
<td>2014/15</td>
</tr>
<tr>
<td></td>
<td>Considering the essential nature of this topic, assessing the learning throughout the class is essential. It is recommended to keep the assessment tool for the next cycle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to describe the basic components of the communication process and how supervisors can become better communicators.</td>
<td>2014/15</td>
</tr>
<tr>
<td></td>
<td>The assessment provided students the opportunity to apply the theoretical learning, and all students who participated were successful. No changes to the teaching and assessment are planned at this time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to describe supervision at different levels and explain the work at those levels.</td>
<td>2011/12</td>
</tr>
<tr>
<td></td>
<td>No action needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to explain the importance of conceptual, technical, and human managerial skills.</td>
<td>2011/12</td>
</tr>
<tr>
<td></td>
<td>The data has shown that encouraging students to use their own words to explain the importance of managerial skills has positively impacted the success rate of this SLO.</td>
<td></td>
</tr>
</tbody>
</table>
226. Managing Diversity in the Workplace [BUSMG-131] belonging to Business Administration [BUSMG]

Plan for topic "Students completing the course will be able to analyze research concerning female authority and gender differences in leadership style.":: 2016/17

The assessment results demonstrate that the current teaching method promotes essential learning in achieving this course SLO. The next time that this course SLO is assessed, examining differences between women and men in terms of presence and power (Hofstede's power distance dimension, or perhaps use another model of national culture as it applies to leadership, such as Trompenaars' cross-cultural organization culture) in organizations around the world might be considered.

Plan for topic "Students completing the course will be able to explain aspects of diversity, such as age, culture, heritage, gender, race, social class, ethnicity, and others.":: 2013/14

The assessment shows that the current teaching methodology allows students to be successful in achieving this SLO.

Plan for topic "Students completing the course will be able to analyze research concerning female authority and gender differences in leadership style.":: 2013/14

The assessment shows that the current teaching methodology allows students to be successful in achieving this SLO.

Plan for topic "Students completing the course will be able to assess workplace diversity issues and challenges.":: 2013/14

The assessment shows that the current teaching methodology allows students to be successful in achieving this SLO.

Plan for topic "Students completing the course will be able to synthesize information on the changing demographics of the workforce and current work environment, with the goal of managing the workforce of the future.":: 2013/14

The assessment shows that the current teaching methodology allows students to be successful in achieving this SLO.

Plan for topic "Students completing the course will be able to explain aspects of diversity, such as age, culture, heritage, gender, race, social class, ethnicity, and others.":: 2012/13

No action required at this time.

Plan for topic "Students completing the course will be able to analyze research concerning female authority and gender differences in leadership style.":: 2012/13

No action required at this time.

Plan for topic "Students completing the course will be able to analyze organizations' diversity management.":: 2010/11

Continue using this assessment method in gathering data for SLO#5. Will compare this data with future assessments.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to evaluate techniques for recruiting and selecting employees.&quot;</td>
<td>2017/18</td>
<td></td>
</tr>
<tr>
<td>The simulation provided students the opportunity to absorb and apply the new vocabulary and concepts. The problem-orientation of the simulation helped engage them on the small-group discussion board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This assignment is successful and will be used again.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to demonstrate the ability to provide constructive feedback to individuals during the performance appraisal process.&quot;</td>
<td>2017/18</td>
<td></td>
</tr>
<tr>
<td>Students commented on the practicality of the assignment - applying a method to an actual situation they encountered during the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The SLO was successfully achieved and this successful activity should be used again.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to explain the nature of human resources in organizations.&quot;</td>
<td>2014/15</td>
<td></td>
</tr>
<tr>
<td>The assessment method provided reliable data and showed students success. No changes are recommended at this time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to examine methods for ensuring employee safety, health, and well-being.&quot;</td>
<td>2014/15</td>
<td></td>
</tr>
<tr>
<td>While the chapter quizzes have shown to be a successful learning and assessment tool throughout the semester, and the depth and detail of the discussion postings insightful and meaningful, the lack of participation in the discussion assignment is of some concern. An alternative assessment method or a motivation tool to encourage participation will be considered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to explain the nature of human resources in organizations.&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>For SLO #1, students have learned and feel comfortable explaining the nature of HR in organizations. No changes are recommended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to evaluate techniques for recruiting and selecting employees.&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>The data supports that students are successfully learning to evaluate techniques for recruiting and selecting employees. No changes are recommended at this time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to explain the nature of human resources in organizations.&quot;</td>
<td>2012/13</td>
<td></td>
</tr>
<tr>
<td>This assessment creates a baseline for future assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to evaluate techniques for recruiting and selecting employees.&quot;</td>
<td>2012/13</td>
<td></td>
</tr>
<tr>
<td>This assessment creates a baseline for future assessments.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to examine methods for ensuring employee safety, health, and well-being."

<table>
<thead>
<tr>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment creates a baseline for future assessments.</td>
</tr>
</tbody>
</table>
228. Topics in Management Studies [BUSMG-150] belonging to Business Administration [BUSMG]
**229. Managing Conflict and Workplace Relationships [BUSMG-160] belonging to Business Administration [BUSMG]**

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to explain how communication shapes conflict.&quot;</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018/19</strong></td>
<td>This course will be deleted because our Office Professional Program needs a redesign.</td>
</tr>
<tr>
<td><strong>2015/16</strong></td>
<td>Students successfully achieved the SLO by using both the textbook assigned for the class as well as insight provided through lecture and class discussion. Students were also prompted to provide additional research and insights both from research and personal experience to achieve the learning outcomes of the course.</td>
</tr>
</tbody>
</table>

Recommendation: continue with this teaching approach.
### Plan for topic: "Students completing this course will be able to create an action plan for improving team communication." 2018/19

This course will be deleted because our Office Professional Program needs a redesign.

### Plan for topic: "Students completing this course will be able to apply appropriate team performance techniques (e.g. connecting, defining, communicating, conflicting, energizing, and evaluating)." 2018/19

This course will be deleted because our Office Professional Program needs a redesign.

### Plan for topic: "Students completing this course will be able to create an action plan for improving team communication." 2017/18

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>The combination of lecture, small group work, white board work, and writing provided opportunities for students of all learning style preferences to learn.</td>
</tr>
</tbody>
</table>

Using past experiences and story telling created opportunities for engagement and showcased relevance to each student.

### Plan for topic: "Students completing this course will be able to apply appropriate team performance techniques (e.g. connecting, defining, communicating, conflicting, energizing, and evaluating)." 2017/18

Considering the diverse student body in the course, encouraging the sharing of past experiences helped make students aware of the presence of team participation in their lives outside of the classroom experience.

Students are clearly more engaged when the team performance techniques were connected to their own backgrounds.

This activity should be continued.
231. Managing Stress [BUSMG-165] belonging to Business Administration [BUSMG]
Plan for topic "Students completing this course will be able to explain and analyze factors that influence stress levels and coping responses": 2018/19
This course will be deleted because our Office Professional Program needs a redesign.
Plan for topic "Students completing this course will be able to recognize the extent major life events can increase stress and reduce productivity.": 2018/19
This course will be deleted because our Office Professional Program needs a redesign.
Plan for topic "Students completing this course will be able to explain and analyze factors that influence stress levels and coping responses": 2015/16
The combination of in- and out-of-class work together with the requirement to connect their learning to their personal experience worked well.
Our recommendation is to continue this assessment.
Plan for topic "Students completing this course will be able to recognize the extent major life events can increase stress and reduce productivity.": 2015/16
By making the assignment relevant to the students' experience and life situation, 100% completion and success rate was achieved.
We recommend continuing this assignment and assessment.
## 232. Time Management [BUSMG-166] belonging to Business Administration [BUSMG]

**Plan for topic "Students completing this course will be able to develop a plan to utilize time effectively to complete a work project."**:

2018/19

This course will be deleted because our Office Professional Program needs a redesign.

**Plan for topic "Students completing this course will be able to analyze methods of how to spend time on priorities and activities."**:

2018/19

This course will be deleted because our Office Professional Program needs a redesign.

**Plan for topic "Students completing this course will be able to develop a plan to utilize time effectively to complete a work project."**:

2015/16

It is recommended to start the assignment in class. Completing the plan for one day as a class cohort will clarify the assignment and its challenges to all students.

**Plan for topic "Students completing this course will be able to analyze methods of how to spend time on priorities and activities."**:

2015/16

All students attained the learning goal. The teaching method as well as the assessment should be continued.
### DVC Instructional Course SLO Action Plans

#### 233. Writing and Presenting a Business Plan [BUSMG-167] belonging to Business Administration [BUSMG]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to write the abstract for a business plan.&quot;</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course will be deleted because our Office Professional Program needs a redesign.</td>
<td>2018/19</td>
</tr>
<tr>
<td>Considering the topic of the class and the relevance of the assessment topic, we recommend the continuation of the method.</td>
<td>2015/16</td>
</tr>
</tbody>
</table>
Most of the 42% (22 students) who did not achieve the 70% success mark lost points for spelling errors and lack of organization in the writing.

Our action plan is two-pronged: first, make a sample document part of the assignment--we cannot assume that students already know how to use paragraphs, headings, numbered lists in documents; second, share the assessment outcome with the Bus 101 and Bus 250 instructors for the Year Up program so that these earlier courses are a part of the scaffolding process.

In order to assist all students in possible achievement, multiple channels to complete the assignment can be offered: creating a video, making a podcast, giving a presentation. For this class, the ability to write an answer is not the only appropriate way to assess success.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Course Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The course section offered in Fall 2015Spring 2016 were cancelled due to low enrollment thus the department was not able to conduct the scheduled SLO assessment of the course. The department will assess the course at its next scheduled offering so that we are in compliance with our SLO commitments.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>This course will be deleted because our Office Professional Program needs a redesign.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome Assessment History</td>
</tr>
<tr>
<td>&quot;The course section offered in Fall 2015Spring 2016 were cancelled due to low enrollment thus the department was not able to conduct the scheduled SLO assessment of the course. The department will assess the course at its next scheduled offering so that we are in compliance with our SLO commitments.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>The department will assess the course at its next scheduled offering so that we are in compliance with our SLO commitments</td>
<td></td>
</tr>
</tbody>
</table>
236. Listening and Responding in the Workplace [BUSMG-171] belonging to Business Administration [BUSMG]

| Plan for topic "Students completing this course will be able to identify elements of active listening." | 2018/19 |
|------------------------------------------------------------------------------------------------------------------|
| This course will be deleted because our Office Professional Program needs a redesign. |

| Plan for topic "Students completing this course will be able to create strategies to minimize listening distractions." | 2018/19 |
|------------------------------------------------------------------------------------------------------------------|
| This course will be deleted because our Office Professional Program needs a redesign. |

| Plan for topic "Students completing this course will be able to identify elements of active listening." | 2015/16 |
|------------------------------------------------------------------------------------------------------------------|
| Considering the high success rate - 100% of the students achieved at least 85% - we recommend to continue the teaching method and assessment type. |

| Plan for topic "Students completing this course will be able to create strategies to minimize listening distractions." | 2015/16 |
|------------------------------------------------------------------------------------------------------------------|
| The combination of activity - reflection - reporting was a successful teaching method. We recommend continuing this in future classes. |
## DVC Instructional Course SLO Action Plans

### 237. Persuasion in Work Settings [BUSMG-172] belonging to Business Administration [BUSMG]

#### Plan for topic "Students completing this course will be able to utilize effective persuasive techniques."

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course will be deleted because our Office Professional Program needs a redesign.</td>
<td>2018/19</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing this course will be able to explain the four major elements in successful persuasive messages."

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course will be deleted because our Office Professional Program needs a redesign.</td>
<td>2018/19</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing this course will be able to utilize effective persuasive techniques."

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All participating students successfully completed this learning goal.</td>
<td>2015/16</td>
</tr>
</tbody>
</table>

We recommend to repeat the teaching method and assignment.

#### Plan for topic "Students completing this course will be able to explain the four major elements in successful persuasive messages."

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All participating students successfully completed this learning goal.</td>
<td>2015/16</td>
</tr>
</tbody>
</table>

We recommend to repeat the teaching method and assignment.
238. Intercultural Communication in the Workplace [BUSMG-173] belonging to Business Administration [BUSMG]

Plan for topic "Students completing this course will be able to analyze how communication techniques relate to a multicultural work environment": 2018/19

This course will be deleted because our Office Professional Program needs a redesign.

Plan for topic "Students completing this course will be able to determine if co-workers come from an individualistic or a collective frame of reference": 2018/19

This course will be deleted because our Office Professional Program needs a redesign.

Plan for topic "Students completing this course will be able to analyze how communication techniques relate to a multicultural work environment": 2017/18

The assignment is a mini project, combining lecture, small group work, writing, research, and online discussion board work.

This allows the students to engage with the topic over a length of time which deepens the learning.

Considering the positive outcome, the assignment will be repeated in future classes.

Plan for topic "Students completing this course will be able to determine if co-workers come from an individualistic or a collective frame of reference": 2017/18

This assignment process was successful because it requires explanation and then meaningful organization from the students. This provides students several opportunities to remember the vocabulary and concepts, and, because it is based on their own experiences, it creates meaning.

The assignment will be repeated in future classes.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to discuss business ethics terms and concepts.&quot;: 2017/18</th>
</tr>
</thead>
</table>
| The teaching strategy was driven by the desire to create relevance for the students. To achieve that, the students completed the assignment on companies that offer internships to Year Up students. The students know that their internship (second 6 months of the program) can take place at any of the companies.

The students successfully used business ethics and corporate responsibility terms and concepts. The department recommends continuing both, the teaching and the assessment methodology. |

---|

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to analyze ethical and unethical business situations.&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful learning required to analyze ethical and unethical business situations has been demonstrated by the current assessment methodology. The department recommends to make the assignment more relevant to students; for example, using current events the students find, to describe the learning topic.</td>
</tr>
</tbody>
</table>
240. Records Management [BUSMG-175] belonging to Business Administration [BUSMG]
## DVC Instructional Course SLO Action Plans

### 241. Small Business Management [BUSMG-191] belonging to Business Administration [BUSMG]

#### Plan for topic "Students completing the course will be able to explain those aspects of management that are uniquely important to small firms."

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>Students achieved scores well above the goal of 70%. In the future this professor is thinking of making this a Discussion Topic on CANVAS also so the students can develop this topic in more depth.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to design a small business and create a business plan."

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>Of concern are the 15% of the students who did not complete the business plan assignment. While this number is statistically small, a special effort to encourage the students to turn in the assigned parts - even if late - will be considered because those parts are important stepping stones to the completion of the whole plan.</td>
</tr>
<tr>
<td>2014-12-13</td>
<td>Of concern are the 15% of the students who did not complete the business plan assignment. While this number is statistically small, a special effort to encourage the students to turn in the assigned parts - even if late - will be considered because those parts are important stepping stones to the completion of the whole plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-05-28</td>
<td>Of the 3 that did not submit completed Final Business Plans, 2 had done well on the Marketing Plan and Business Plan Outline, but did not get the Final Business Plan submitted. One was a time problem for the student and the other submitted an unreadable file that did not appear to be the correct assignment. The 3rd did not complete the prior assignments either, not did he complete many of the on-line Chapter quizzes. We could monitor more closely when the work is not being submitted and remind the student that the work is due.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to apply decision-making to types of problems that small business owners face as they make decisions."

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>Analysis of the data showed that students had difficulties learning about the most important difficulty a small business owner has to face: financial statements, their analysis as well as their pro-forma creation. In future semesters, additional class meetings will be scheduled for this topic so that students can work on case studies as well as deepen Excel skills in preparation for this assignment.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to identify and evaluate the economic and social environment in which small business functions."

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>No changes planned for this part of the SLO outcome.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to design a small business and create a business plan."

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>17 of 25 (68%) students who took the mid term exam earned a score of 70 or higher on their written Business Plan. The instructor will encourage students to get started writing the business plan earlier in the course so that they will not become discouraged by the length of the paper that is required for the course or by the time they must invest in completing the Business Plan..</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to describe the entrepreneurial process, i.e. how to develop successful business ideas and turn them into new entrepreneurial ventures."


- 2015/16: The learning and assessment method are showing positive results. Continuation is recommended.

Plan for topic "Students completing the course will be able to distinguish between entrepreneurship and small business management."

- 2015/16: The learning and assessment method are showing positive results. Continuation is recommended.

Plan for topic "Students completing the course will be able to describe the entrepreneurial process, i.e. how to develop successful business ideas and turn them into new entrepreneurial ventures."

- 2014/15: The learning and assessment method are showing positive results. Continuation is recommended.

- 2014/15: The learning and assessment method are showing positive results. Continuation is recommended.

Plan for topic "Students completing the course will be able to recognize opportunities and generate ideas for new ventures by conducting feasibility analysis as well as industry and competitor analysis."

- 2014/15: The learning and assessment method are showing positive results. Continuation is recommended.

Plan for topic "Students completing the course will be able to describe the entrepreneurial process, i.e. how to develop successful business ideas and turn them into new entrepreneurial ventures."

- 2011/12:
The process of making the business plan a semester-long process with focus on the parts of the plan as we study the corresponding chapter in class is successful. Since the plan constitutes 20% of the total class grade assessment, if a small number of students decide not to participate, the highest grade they can achieve is a C. It is not recommended to increase the percentage at this time.

Plan for topic "Students completing the course will be able to distinguish between entrepreneurship and small business management.":: 2011/12

Having the students involved in the definition process creates a sense of ownership. Bringing the definition question back frequently creates almost a class mantra. Continuation is recommended.

Plan for topic "Students completing the course will be able to recognize opportunities and generate ideas for new ventures by conducting feasibility analysis as well as industry and competitor analysis.":: 2011/12

The learning and assessment method are showing positive results. Continuation is recommended.

Plan for topic "Students completing the course will be able to apply business models to types of ventures.":: 2011/12

This is a challenging assignment since it combines research and business communication. In future classes, it is recommended to make this a separate assessment with at least 10% weight in the class grade.

Plan for topic "Students completing the course will be able to plan the marketing, management and growth of an entrepreneurial firm, and develop an exit strategy.":: 2011/12

The process of guiding the students through the parts of the business plan as it correlates to the textbook chapters is successful. Continuation is recommended.

Plan for topic "Students completing the course will be able to describe the entrepreneurial process, i.e. how to develop successful business ideas and turn them into new entrepreneurial ventures.":: 2010/11

The outcome for SLO is positive, and no changes are recommended at this time.

Plan for topic "Students completing the course will be able to distinguish between entrepreneurship and small business management.":: 2010/11

Considering the positive student learning outcome, no changes are recommended at this time.

Plan for topic "Students completing the course will be able to recognize opportunities and generate ideas for new ventures by conducting feasibility analysis as well as industry and competitor analysis.":: 2010/11

2011-10-28: This assessment and data has been compiled during the fall 2010 semester - for assessment cycle completed prior to spring 2010. For the next cycle, assessment at the end of the semester is recommended.

2011-10-28: I recommend to have the students complete a concept statement first, and then emphasize the difference between a concept statement and a feasibility analysis. That will make the requirements for the feasibility analysis clearer.
Plan for topic "Students completing the course will be able to apply business models to types of ventures."

- 2010/11 (not entered)

Plan for topic "Students completing the course will be able to plan the marketing, management and growth of an entrepreneurial firm, and develop an exit strategy."

- 2010/11 (not entered)

Plan for topic "Students completing the course will be able to describe the entrepreneurial process, i.e. how to develop successful business ideas and turn them into new entrepreneurial ventures."

- 2009/10

Considering the very positive student learning outcome for SLOs 1 - 4, no changes are recommended at this time.

Plan for topic "Students completing the course will be able to distinguish between entrepreneurship and small business management."

- 2009/10

Considering the very positive student learning outcome for SLOs 1 - 4, no changes are recommended at this time.

Plan for topic "Students completing the course will be able to recognize opportunities and generate ideas for new ventures by conducting feasibility analysis as well as industry and competitor analysis."

- 2009/10

Considering the very positive student learning outcome for SLOs 1 - 4, no changes are recommended at this time.

Plan for topic "Students completing the course will be able to apply business models to types of ventures."

- 2009/10

Considering the very positive student learning outcome for SLOs 1 - 4, no changes are recommended at this time.

Plan for topic "Students completing the course will be able to plan the marketing, management and growth of an entrepreneurial firm, and develop an exit strategy."

- 2009/10

Starting in the fall term of 2010, exit strategies will be included in the business plan that the students complete. In preparation for this additional part of the assignment, supplemental resources in addition to the textbook will be covered in the class.

Plan for topic "Students completing the course will be able to analyze the nature and importance of group processes for increasing productivity and group member satisfaction."


Plan for topic "Students completing the course will be able to evaluate the utility of a variety of decision-making processes under different working conditions."

- While the criteria for success was achieved, the recommendation is to rephrase the question to provide additional guidance for students. The term ‘utility’ threw off several students, according to the feedback from the class.

Plan for topic "Students completing the course will be able to develop awareness and demonstrate sensitivity toward individual and cultural differences."

- The assessment method and result showed good success. No changes to the teaching and assessment are planned at this time.

Plan for topic "Students completing the course will be able to apply effective assessment models to group performance."

- While the basic method of the assessment is valid - taped observations of group interactions - some technical difficulties arose for students that led to frustration. For future assignments, it is recommended to embed the videos rather than to depend on links.

Plan for topic "Students completing the course will be able to analyze the nature and importance of group processes for increasing productivity and group member satisfaction."

- The case study activity proved to be a successful learning tool for this SLO. It is recommended to continue this activity.

Plan for topic "Students completing the course will be able to identify and develop appropriate leader and group member roles in a
<table>
<thead>
<tr>
<th>Topic</th>
<th>Plan for SLO</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>As an alternative to the oral report, students may be offered the opportunity to create a YouTube video.</td>
<td>Plan for topic &quot;Students completing the course will be able to evaluate the utility of a variety of decision-making processes under different working conditions.&quot;</td>
<td>2011/12&lt;br&gt;Considering that students will be tasked to quickly identify these situations in their workplace, the multiple choice exam for this SLO is a good fit.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to develop awareness and demonstrate sensitivity toward individual and cultural differences.&quot;</td>
<td>This SLO should be reworded, since awareness and sensitivity is difficult to measure.</td>
<td>2011/12&lt;br&gt;This assessment is useful and should be continued.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to apply effective assessment models to group performance.&quot;</td>
<td></td>
<td>2011/12&lt;br&gt;This assessment is useful and should be continued.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify and develop appropriate leader and group member roles in a variety of situations.&quot;</td>
<td>Would like to find a way to hold on to the no shows -- may have been scared away by requirement for oral presentation. May consider providing alternative to oral presentation. Also would like to come up with more relevant and specific outcomes next time.</td>
<td>2009/10&lt;br&gt;Would like to find a way to hold on to the no shows -- may have been scared away by requirement for oral presentation. May consider providing alternative to oral presentation. Also would like to come up with more relevant and specific outcomes next time.</td>
</tr>
</tbody>
</table>
Plan for topic "Students will be able to employ effective sales tools and techniques for evaluating and enhancing personal selling skills." 2018/19

As a plan of action, the department will encourage instructors to continue using the case approach to expose students to real-world sales scenarios in order to help students enhance their personal selling skills. To increase the level of difficulty in future assessments for this topic, it is suggested that students are asked to write their own sales dialogue between a buyer and a seller in a typical selling situation.

Plan for topic "Students will be able to demonstrate a practical knowledge and application of the steps involved in the personal selling process." 2015/16

Continue to require rough drafts and have regular check-ins with individuals and project groups throughout the semester.

Implement a "pre-test" to assess students' knowledge of the subject matter and their comfort level with technology and software (e.g., PowerPoint, Prezi, etc.)

Continue to incorporate relevant new technologies and web-tools (e.g., online project planning, LinkedIn, etc.) as they evolve.

Plan for topic "Students will be able to demonstrate a practical knowledge and application of the steps involved in the personal selling process." 2012/13

74%, while adequate, is still not an excellent result. I plan to improve upon such results next time the same SLO gets evaluated.

Plan for topic "Students will be able to demonstrate a practical knowledge and application of the steps involved in the personal selling process." 2008/9

No SLO related changes are recommended for the Title V course outline or for instructional methodology.

When this class next undergoes a Title V rewrite, or no later than five years from now, an evaluation of another learning outcome for this class will be conducted and evaluated,
DVC Instructional Course SLO Action Plans

with results reported on the eSLO website.
245. Advertising [BUSMK-255] belonging to Business Administration [BUSMK]
Plan for topic "Students completing the course will be able to illustrate regulatory, social, economic, and ethical aspects of advertising." : 2018/19
Learning how to do content analysis is an important skill for advertising students. It enables them to evaluate the elements of brands’ advertising strategies and, in particular, the social effects of gendered advertising. It is, therefore, suggested that this assignment, or some version of it, be used in future advertising classes.

Plan for topic "Students completing the course will be able to analyze the communications process, consumer behavior, budgeting, creative strategy, and media." : 2015/16
While the assessment results are impressive, changing the instructions such that students must include in their sample one or two pitch persons (endorsers) who do not have star power, such as a “regular person,” could make this assessment method a little more challenging if repeated. Students tend to include actresses, actors, singers, and athletes in their sample. Information on and a discussion of the success or failure of celebrity endorsements are easier to pull than those of regular people cast as endorsers.

Plan for topic "Students completing BUSMK-255 will be able to to use the Internet to collect data and information on consumer and brand insights used in the development of an advertising campaign." : 2012/13
Writing a Creative Brief is a vital skill for advertising students, as it helps them hone their research abilities as well as their ability to synthesize a body of information. Based on the results of the data, continue to offer students an assignment that requires them to do research and write about their findings.

Plan for topic "Students completing the course will be able to analyze the communications process, consumer behavior, budgeting, creative strategy, and media." : 2010/11
Sustain current teaching methods and gather more data during the next cycle.

Plan for topic "Students completing the course will be able to define and target audiences, create and evaluate advertising strategies, develop a strategic plan, and develop an integrated marketing communications plan." : 2009/10
Not including students who withdrew from the class, while not dropping the class

Plan for topic "Students completing the course will be able to analyze the communications process, consumer behavior, budgeting, creative strategy, and media." : 2009/10
Sustain current teaching methods and gather more data during the next cycle.
| Sustain current teaching methods and gather more data during the next cycle. |
DVC Instructional Course SLO Action Plans

246. Marketing [BUSMK-256] belonging to Business Administration [BUSMK]

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:"

Students completing the course will be able to analyze markets, marketing strategy, the marketing environment, and the marketing mix variables of product, price, promotion, and distribution.".: 2019/20

The results from the current assessment demonstrate that a hands-on approach to learning is an effective assessment method for this course. To increase the difficulty of the assignment (which strictly relied on qualitative research), quantitative aspects of marketing research could be incorporated into the current assignment or one like it.

Plan for topic "Students completing the course will be able to explain the basic theories and concepts, principles and practices of modern marketing.".: 2019/20

The results from the current assessment demonstrate that a hands-on approach to learning is an effective assessment method for this course. To increase the difficulty of the assignment (which strictly relied on qualitative research), quantitative aspects of marketing research could be incorporated into the current assignment or one like it.

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:"

Students completing the course will be able to analyze markets, marketing strategy, the marketing environment, and the marketing mix variables of product, price, promotion, and distribution.".: 2016/17

The students are successfully learning what we are aiming to teach under this SLO. We do not recommend any changes or additional actions at this time.

Plan for topic "Students completing the course will be able to explain the basic theories and concepts, principles and practices of modern marketing.".: 2016/17

The students are successfully learning what we are aiming to teach under this SLO. We do not recommend any changes or additional actions at this time.

Plan for topic "Students completing the course will be able to analyze markets, marketing strategy, the marketing environment, and the marketing mix variables of product, price, promotion, and distribution.".: 2016/17

The topic of strategic planning clearly is one that is most ambiguous to students.

The textbook - both BusMk 256 instructors used the same one - dedicates ch. 2 to strategic planning. Considering that ch. 2 arrives early in the semester when students are still learning much of the basic vocabulary of marketing, the topic might just be too abstract to allow deep learning of the concept.

We recommend making strategic planning a thread in the course to bring the topic back at the beginning of most chapter to illustrate its significance and application.

Plan for topic "Students completing the course will be able to explain the basic theories and concepts, principles and practices of modern marketing.".: 2016/17
DVC Instructional Course SLO Action Plans

modern marketing.": 2013/14

The data supports that students are successfully learning the basic theories and concepts, principles and practices of modern marketing. No changes are recommended at this time.

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:

Students completing the course will be able to analyze markets, marketing strategy, the marketing environment, and the marketing mix variables of product, price, promotion, and distribution."": 2013/14

The data supports that students are successfully learning the basic theories and concepts, principles and practices of modern marketing. No changes are recommended at this time.

Plan for topic "Students completing the course will be able to analyze markets, marketing strategy, the marketing environment, and the marketing mix variables of product, price, promotion, and distribution."": 2013/14

The data supports that students are successfully learning the basic theories and concepts, principles and practices of modern marketing. No changes are recommended at this time.

Plan for topic "Students completing the course will be able to illustrate social and ethical responsibilities of marketing."": 2013/14

The data supports that students are successfully learning the basic theories and concepts, principles and practices of modern marketing. No changes are recommended at this time.

Plan for topic "Students completing the course will be able to illustrate social and ethical responsibilities of marketing."": 2013/14

Sustain current teaching methods and gather more data during the next cycle.

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:

Students completing the course will be able to analyze markets, marketing strategy, the marketing environment, and the marketing mix variables of product, price, promotion, and distribution."": 2011/12

No SLO-related changes are recommended for the Title V course outline or instructional practice.

Plan for topic "Students completing the course will be able to analyze markets, marketing strategy, the marketing environment, and the marketing mix variables of product, price, promotion, and distribution."": 2008/9

At the time of a curriculum update for this course, no later than once every five years, the measurement criteria for one of the stated student learning outcomes will be identified, implemented and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site.

Plan for topic "Students completing the course will be able to explain the basic theories and concepts, principles and practices of
modern marketing."; 2008/9

| No SLO-related changes are recommended for the Title V course outline or instructional practice. |
| At the time of a curriculum update for this course, no later than once every five years, the measurement criteria for one of the stated student learning outcomes will be identified, implemented and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site. |
247. Advertising and Gender [BUSMK-258] belonging to Business Administration [BUSMK]
The ability to create a campaign plan is a critical skill for business marketing students who study digital marketing or are preparing for a career in this field. Creating a digital marketing campaign gives students an opportunity to learn how to analyze an organization’s competencies, existing and potential customers, and the business environment; articulate measurable objectives; build a digital marketing strategy; identify digital marketing tactics; develop a budget; and implement and evaluate the results of a campaign. Therefore, it is recommended that this assignment, or some version of it, be adopted in future digital marketing fundamentals classes.
### Plan for topic "Students completing this course will be able to construct a social media marketing plan" 2019/20

Since the ability to develop a real-life SMM plan is a critical component of this course, it is recommended to keep this project or parts of it as an important part of the course going forward. Future effort should focus on improving student performance on this learning outcome, including possibly providing sample project assignments for students.
The ability to evaluate internet content of keywords is a critical skill for business marketing students who study digital marketing or are preparing for a career in this field. Creating a keyword research plan gives students an opportunity to learn how to analyze measurable internet content for potential organizations, potential customers, and the evolving online business environment. The results from a keyword research plan help build an internet strategy to develop a budget around search tactics that are measurable around key performance indicators. Therefore, it is recommended that this assignment be adopted in future digital marketing fundamentals classes.
| 251. Content Marketing [BUSMK-262] belonging to Business Administration [BUSMK] |
| Plan for topic "Students completing this course will be able to create content for a variety of content types and channels."
| 2019/20 |

The ability to create and publish content is an essential skill for business marketing students, especially for those students who plan to go into some aspect of digital marketing that requires content creation or curation. Therefore, it is recommended that an assignment that calls for students to create content be included in future content marketing classes.
DVC Instructional Course SLO Action Plans

252. Email Marketing [BUSMK-263] belonging to Business Administration [BUSMK]
Plan for topic "Students completing this course will be able to describe the importance of email marketing as part of an organization’s marketing strategy.": 2019/20

While the assignment demonstrated the student’s ability to identify some understanding of at least two fundamental principles, it did not assess a student’s breadth of comprehension. A "fill in the blank" or "multiple choice" type of assignment should be added to the course to better assess a student’s understanding of the many ways email marketing contributes to an overarching marketing strategy.

Student success on this particular assignment would have been higher if reminder Canvas messages were sent on a periodic basis to those students who had yet to complete the assignment.
DVC Instructional Course SLO Action Plans

253. Search Marketing [BUSMK-264] belonging to Business Administration [BUSMK]

Plan for topic "1. Students completing this course will be able to describe the importance of Search Marketing as part of an organization’s marketing strategy.": 2019/20

<table>
<thead>
<tr>
<th>While the assignment demonstrated the student’s ability to identify some understanding of at least two fundamental principles, it did not assess a student’s breadth of comprehension. A fill in the blank or multiple choice type of assignment should be added to the course to better assess a student’s understanding of the many ways email marketing contributes to an overarching marketing strategy.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student success on this particular assignment would have been higher if reminder Canvas messages were sent on a periodic basis to those students who had yet to complete the assignment.</th>
</tr>
</thead>
</table>
254. Independent Study [BUSMK-298] belonging to Business Administration [BUSMK]
255. College and Career Readiness I [CARER-100] belonging to Counseling [CARER]
Plan for topic "Students completing this course will be able to develop a goal based on an analysis of their interests and aptitudes":
2018/19

Will assess the next time this course is offered
256. College and Career Readiness II [CARER-101] belonging to Counseling [CARER]
Plan for topic "Students completing this course will be able to describe various post-secondary educational options for themselves."

Will assess the next time the course is offered.
DVC Instructional Course SLO Action Plans

257. Career and Life Planning [CARER-110] belonging to Counseling [CARER]

Plan for topic "Students completing CARER-110 will be able to Produce an electronic resume appropriately formatted.": 2018/19
Provide additional time to review the rubric to be sure that all understand the assignment and the components that they need to include in the paper.

Plan for topic "e": 2018/19
Provide additional time to review the rubric to be sure that all understand the assignment and the components that they need to include in the paper.

As the outcome was successfully met, it could be that this high of completion was an anomaly or not. It would be useful to measure this SLO another time to ensure that this assessment was out of the ordinary or that the method in teaching this objective is actually this effective.

Plan for topic "Students completing the course will be able to express a better understanding of the resources and methodology that can be used in making career and life decisions.": 2013/14
Career 110 instructors will review materials for consistency across sections and evaluate the usefulness of the textbook.

Plan for topic "By attending a counseling appointment, students will leave with improved knowledge on how to address the issue(s) they came in to discuss.": 2013/14
The usefulness and assessment method of this SLO needs to be evaluated for its usefulness. The results will be presented to the department for its input.

Plan for topic "Students completing the course will be able to express a better understanding of the resources and methodology that can be used in making career and life decisions.": 2012/13
This class is focused on career and life planning. This SLO is an important measure of successful learning. Faculty will review the effectiveness of the assessment tool.

Plan for topic "Students completing the course will be able to use critical thinking and decision making skills in the evaluation of research materials.": 2012/13
While 79% is an acceptable number, faculty will review the effectiveness of the assignment, and the materials used in this unit of the class.

Plan for topic "Students completing the course will be able to evaluate their own career/vocational interests, aptitudes, values, and desired work environment.": 2011/12
We will continue to assess our results on this outcome to evaluate the effectiveness of our instruction and instructional materials.

Plan for topic "Students completing the course will be able to express a better understanding of the resources and methodology that can be used in making career and life decisions.": 2008/9
Look at more effective way of incorporating in class activities (e.g., increased use of computer assessment, research, etc) into course, and seriously consider the value of and cost/benefit of textbooks to students before requiring one for this course.

Plan for topic "By attending a counseling appointment, students will leave with improved knowledge on how to address the issue(s) they came in to discuss.": 2008/9

This SLO needs to be repeated with the survey question measuring only the factor relating to the SLO so that we can obtain a true assessment of our efforts in this regard.
258. Career Assessment [CARER-120] belonging to Counseling [CARER]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to develop personal knowledge and understanding of concepts and issues related to career development.&quot;</td>
<td>2016/17</td>
</tr>
<tr>
<td>Need to more closely monitor students to ensure a 100% success and completion rate of this assignment.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to use assessment to evaluate vocational interests, skills, aptitudes, abilities, and desired work environment.&quot;</td>
<td>2016/17</td>
</tr>
<tr>
<td>May incorporate this assignment into Canvas for online submittal. Will measure a new SLO in the future</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to develop personal knowledge and understanding of concepts and issues related to career development.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>These results will be shared with the department for further analysis.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to use critical thinking and decision making skills in the evaluation of research materials.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>These results will be presented to the department for further discussion. Since this is the first assessment these results will be meaningful for further course development.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to use assessment to evaluate vocational interests, skills, aptitudes, abilities, and desired work environment.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>These results will be presented to the department for further review of the slo's and course development.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

259. Career and Major Exploration [CARER-130] belonging to Counseling [CARER]

Plan for topic "Students completing the course will be able to use a computerized program such as EUREKA, to research potential occupational and educational opportunities." : 2018/19

Since this basic SLO has been achieved, future methodology will look at some of the specific aspects of EUREKA we would like students to understand and utilize.

Plan for topic "Students completing the course will be able to analyze major and educational options, work and organizational environments and labor market trends." : 2014/15

During the next cycle, we will measure a different assessment topic to ensure that students are mastering all of the content of the course.

Plan for topic "Students completing the course will be able to use a computerized program such as EUREKA, to research potential occupational and educational opportunities." : 2012/13

Since this class is only offered in the spring, career planning faculty will meet in the fall to reevaluate the effectiveness of the assignment in meeting the learning objectives of the course.

Plan for topic "Students completing the course will be able to analyze major and educational options, work and organizational environments and labor market trends." : 2012/13

While the criteria for this SLO have been met, the career planning faculty will meet in the fall to assess the overall effectiveness of the instructional materials and learning outcomes for the course.

Plan for topic "Students completing the course will be able to examine concepts and issues related to the selection of career and/or major goals." : 2012/13

Since this class is only taught in the spring, career planning faculty will meet in the fall 2013 to evaluate and update the web based research tools used, and determine the appropriateness of the assignment in meeting the SLO's.

Plan for topic "Students completing Carer 130 will be able to use computerized career information systems, college and career websites, for major and career research." : 2012/13

Since this class is only taught in the spring, career planning faculty will meet in the fall 2013 to evaluate and update the web based research tools used, and determine the appropriateness of the assignment in meeting the SLO's.

Plan for topic "Students completing the course will be able to use a computerized program such as EUREKA, to research potential occupational and educational opportunities." : 2011/12

We will continue to examine our instructional materials and approaches to maintain these results.

Plan for topic "Students completing the course will be able to use a computerized program such as EUREKA, to research potential occupational and educational opportunities." : 2009/10
<table>
<thead>
<tr>
<th>Criteria met</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to analyze major and educational options, work and organizational environments and labor market trends.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to examine concepts and issues related to the selection of career and/or major goals.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing Carer 130 will be able to use computerized career information systems, college and career websites, for major and career research.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to determine the factors that contribute to a successful employment interview."

- **2018/19**: Will make a more concerted effort to do repeated mock interviews so students can demonstrate competency in an interview setting.

Plan for topic "Students completing the course will be able to identify and analyze job related skills for completion of a resume, cover letter, e-portfolio and follow up letter."

- **2013/14**: The results will be submitted to the department for their review and use in further developing the course.
### 261. Topics in Careers [CARER-150] belonging to Counseling [CARER]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate the skills necessary to study a specific career topic in depth.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO will be assessed next time an experimental course is initially offered and the third time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the principles of career development and job search strategies.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO will be assessed next time an experimental course is initially offered and the third time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to examine employment trends and employment sustainability.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO will be assessed next time an experimental course is initially offered and the third time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>
### 262. Chemistry for Non-Science Majors [CHEM-106] belonging to Chemistry [CHEM]

#### Plan for topic "Students completing CHEM-106 will be able to Solve quantitative problems related to chemical concepts": 2017/18

The data partially supports the criteria for the quantitative problem solving learning objective. The data correlates well with the widely reported differences in basic mathematical and reasoning skills among community college students in the general population, who are those enrolled in Chem 106 as opposed to students focusing on a STEM major. Most all of the students enrolled in Chem 106 have the mathematical skill to solve Part a) by using a ratio. By understanding the problem and recognizing the necessary information among a larger collection of information to solve it offers alternative mathematical approaches that also lead to a correct solution. A number of students among the top quartile provided different mathematical solutions other than using a simple ratio. Part b) is a more rigorous question requiring the application of stoichiometry and an understanding of reaction chemistry, which is mathematically more demanding to solve, presenting a challenge that many of the students in the lower quartile could not satisfactorily meet. Considering the nature of the course and the student cohort, it seems appropriate to develop and implement quantitative objectives that incrementally build on simple, direct mathematical operations, which students can use to acquire higher mathematical skills. This will better serve a larger proportion of the class.

#### Plan for topic "Students completing CHEM-106 will be able to Apply basic concepts of Chemistry to problems in everyday life": 2017/18

The data supports the learning objectives with no significant difference between a traditional lecture course and a hybrid online course.

#### Plan for topic "Students completing this course will be able to analyze current societal issues related to chemistry.": 2017/18

The data supports the learning objectives.

#### Plan for topic "Students completing CHEM-106 will be able to Solve quantitative problems related to chemical concepts": 2014/15

This result equals are goal for percentage of correct answers. No further plan needed.

#### Plan for topic "Students completing CHEM-106 will be able to Apply basic concepts of Chemistry to problems in everyday life": 2014/15

Students seem to have difficulty with multiple choice questions that say NOT... The students answering correctly stayed about the same. Perhaps it would be interesting to have two questions that are similar, but one has a NOT and the other doesn't.

#### Plan for topic "Students completing CHEM-106 will be able to Solve quantitative problems related to chemical concepts": 2013/14

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 went wrong in the process. Will reassess in Spring 2015.
263. Integrated Inorganic, Organic, and Biological Chemistry [CHEM-107] belonging to Chemistry [CHEM]
Plan for topic "Students completing this course will be able to identify whether a molecule is polar or non-polar using the Lewis diagram": 2018/19

The analysis shows that the majority were successful, but more practice with these concepts and models may increase confidence in relating diagrams to polarity. This concept is very important to future topics and involves visualization of three-dimensional molecules. The department will emphasize to all faculty that using models and visualization techniques helps students deepen their understanding of the relationship between shape and polarity.

Plan for topic "Students completing this course will be able to analyze molecular structure and predict solubility trends in water.": 2018/19

This results indicate the successful students made the connection between molecular structure, intermolecular forces, and solubility in water. The department is pleased with the success achieved in this assessment because these are foundational concepts that are needed for better understanding of future topics. We need to continue to emphasize this importance and help students to make these connections by developing visualization techniques and demonstrations.

Plan for topic "Students completing this course will be able to recognize the structure of proteins.": 2015/16

This was the first time we have offered this course at DVC. We needed to develop this course because of a change in the nursing program prerequisites. Most nursing programs only require one semester of Chemistry now. It is important for the Nursing programs to include topics from Inorganic, Organic, and Biological Chemistry (Chem 108 and 109). Since this was the first time we were offering this course and we only had one section, the number of students was statistically small. We would like to reassess in Spring 2017. Also we would like to assess with the appropriate questions in some 108 and 109 sections to see if having an integrated course affects the assessment.

Plan for topic "Students completing this course will be able to recognize the structure of lipids.": 2015/16

This was the first time we have offered this course at DVC. We needed to develop this course because of a change in the nursing program prerequisites. Most nursing programs only require one semester of Chemistry now. It is important for the Nursing programs to include topics from Inorganic, Organic, and Biological Chemistry (Chem 108 and 109). Since this was the first time we were offering this course and we only had one section, the number of students was statistically small. We would like to reassess in Spring 2017. Also we would like to assess with the appropriate questions in some 108 and 109 sections to see if having an integrated course affects the assessment.

Plan for topic "Students completing this course will be able to draw Lewis diagrams and recognize molecular geometry.": 2015/16

This was the first time we have offered this course at DVC. We needed to develop this course because of a change in the nursing program prerequisites. Most nursing programs only require one semester of Chemistry now. It is important for the Nursing programs to include topics from Inorganic, Organic, and Biological Chemistry (Chem 108 and 109). Since this was the first time we were offering this course and we only had one section, the number of students was statistically small. We would like to reassess in Spring 2017. Also we would like to assess with the appropriate questions in some 108 and 109 sections to see if having an integrated course affects the assessment.

Plan for topic "Students completing this course will be able to draw Lewis diagrams and recognize geometric isomers.": 2015/16

This was the first time we have offered this course at DVC. We needed to develop this course because of a change in the nursing program prerequisites. Most nursing programs only require one semester of Chemistry now. It is important for the Nursing programs to include topics from Inorganic, Organic, and Biological Chemistry (Chem 108 and 109). Since this was the first time we were offering this course and we only had one section, the number of students was statistically small. We would like to reassess in Spring 2017. Also we would like to assess with the appropriate questions in some 108 and 109 sections to see if having an integrated course affects the assessment.
This was the first time we have offered this course at DVC. We needed to develop this course because of a change in the nursing program prerequisites. Most nursing programs only require one semester of Chemistry now. It is important for the Nursing programs to include topics from Inorganic, Organic, and Biological Chemistry (Chem 108 and 109). Since this was the first time we were offering this course and we only had one section, the number of students was statistically small. We would like to reassess in Spring 2017. Also we would like to assess with the appropriate questions in some 108 and 109 sections to see if having an integrated course affects the assessment.

Plan for topic "Students completing this course will be able to name inorganic compounds using IUPAC nomenclature rules.": 2016/17

Most of the students who answered incorrectly chose the same wrong answer.

The topic will be reassessed during the next SLO cycle. A Best Practices Workshop for all Chem 108 instructors prior to the beginning of the semester will include a discussion of how to teach students to avoid making the most prevalent nomenclature errors.

Plan for topic "Students completing this course will be able to use chemical stoichiometry to calculate the yield of a limiting reactant problem." 2016/17

79% of students were able to carry out the fundamental step of solving the problem: converting grams to moles.

The topic will be reassessed during the next SLO cycle. A Best Practices Workshop for all Chem 108 instructors prior to the beginning of the semester will include a discussion of successful approaches to teaching the topic.

Plan for topic "Students completing this course will be able to demonstrate proficiency in basic laboratory techniques.": 2016/17

There may be factors inherent in the design of the experiment and the way in which it is carried out by individual instructors that lead to a larger percent error in the results.

These factors will be examined by full-time instructors next semester, and if results improve, any necessary changes will be made to the student laboratory manual and all instructors will be informed of best practices for carrying out the experiment.

Plan for topic "Students completing CHEM-108 will be able to Construct chemical equations and balance them." 2013/14

Since the goal was met, we will not assess this question again, but choose another topic in the future.

Plan for topic "Students completing CHEM-108 will be able to Distinguish between molecules by drawing and recognizing Lewis diagrams." 2013/14

Since we met our goal, we will not assess this topic again immediately, but move on to a new topic in the next assessment cycle.
Plan for topic "Students will analyze, balance, and use chemical equations to determine quantitative relationships among reactants and products."

Balancing is typically not the issue when doing a multi-step stoichiometry problem. Next assessment should concern the set up of the stoichiometry problem and its results.

Plan for topic "Students will analyze, balance, and use chemical equations to determine quantitative relationships among reactants and products."

a. All students completing the course were assessed. Not all of these students were successful - they did not receive a passing grade. The percentages would probably have been higher if only students who received grades of A, B, or C were considered. In any case, the percentages of correct responses were to higher level questions and were close to the target. Additional practice to these types of problems will be proved through additional worksheets, WebAssign problems and/or on-line tutorials and worksheets.

Plan for topic "Students completing the course will be able to perform on the Chemistry Diagnostic Test to a satisfactory level."

A better method for administering the test needs to be developed. There is insufficient time to administer the test in a 50 minute class period and there is no mechanism for giving DSS students additional time.

Plan for topic "Students shall demonstrate proficiency in basic laboratory techniques and recording of experimental observations."

1a. The goal was met.

1b. Students had trouble identifying the presence of the barium ion. The success rate might be improved by increasing the concentration of barium in the unknown and increasing the amount of sulfuric acid added in the step for confirmation for barium.

Plan for topic "Students shall use the predictive properties pf the periodic table to categorized bonding in compounds, to determine charges on ions and to deduce chemical formulas."

The goals were met on three of the four questions. Analysis of question #22 appears to indicate that the students did not recognize Cs (a relatively obscure element) as a metal.
DVC Instructional Course SLO Action Plans

265. Introduction to Organic and Biochemistry [CHEM-109] belonging to Chemistry [CHEM]

Plan for topic "Students completing the course will be able to Describe the physical and chemical properties of various functional groups including hydrocarbons, alcohols, ethers, thiols, aldehydes, ketones, carboxylic acids, esters, amines and amides."": 2017/18

The data was shared at a Chemistry department meeting. Discussion included in the future recording which response the students gave to help decide what the underlying misconception was. Would the order of the responses affect the response? Perhaps the question could be reworded for better success. Perhaps having more than one question for students to answer that assess a similar topic would be helpful.

Plan for topic "Students completing this course will be able to apply the knowledge gained in organic chemistry to biochemical molecules, metabolism, and molecular genetics": 2017/18

The data was shared at a Chemistry department meeting. Discussion included in the future recording which response the students gave to help decide what the underlying misconception was. Would the order of the responses affect the response? Perhaps the question could be reworded for better success. Perhaps having more than one question for students to answer that assess a similar topic would be helpful.

Plan for topic "Students completing the course will be able to Describe the physical and chemical properties of various functional groups including hydrocarbons, alcohols, ethers, thiols, aldehydes, ketones, carboxylic acids, esters, amines and amides.": 2014/15

None necessary since above 70% of the students answered this question correctly.

Plan for topic "Students completing this course will be able to apply the knowledge gained in organic chemistry to biochemical molecules, metabolism, and molecular genetics": 2014/15

Not necessary, but would be interesting to try some multiple choice questions asked both with a NOT and without but asking the same question to see if there is a difference in success.

Plan for topic "Students completing the course will be able to Describe the physical and chemical properties of various functional groups including hydrocarbons, alcohols, ethers, thiols, aldehydes, ketones, carboxylic acids, esters, amines and amides.": 2013/14

Since this did not meet our target, we will reassess in the Spring of 2015. Increased emphasis will be placed on the pH concept and how it relates to various functional groups. Also the question will be rewritten to show the generalized formula of the functional groups, instead of just the name of the functional groups.

Plan for topic "Students completing the course will be able to Recognize the functional groups from I.U.P.A.C. names or structures": 2010/11

Continue to emphasize the importance of recognizing functional groups in Chem 109

Plan for topic "Students completing the course will be able to Describe the physical and chemical properties of various functional groups including hydrocarbons, alcohols, ethers, thiols, aldehydes, ketones, carboxylic acids, esters, amines and amides.": 2010/11

Course Action Plans

Outcome Assessment History

Page 449 of 2394
<table>
<thead>
<tr>
<th>DVC Instructional Course SLO Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to emphasize the importance of functional group recognition and physical property differences.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to Use laboratory techniques to apply theory to lecture&quot;: 2010/11</strong></td>
</tr>
<tr>
<td>Need to emphasize importance of writing the unknown number down on the report and redo the report form to help with this issue.</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to develop and demonstrate appropriate chemical laboratory techniques."

**Perform a titration to determine the concentration of an unknown component.**

Handling of NaOH solutions at the PHC site will be looked at carefully for improvements. The precise cause is currently unclear.

**Plan for topic "Students completing the course will be able to construct and balance net ionic equations (Spring 2011)"**

The best performing sections on Q2 had 56% fully correct. That instructor placed enormous emphasis on molecular-level imagining and thinking about the relationship of structure to acid strength. Perhaps greater conceptual emphasis and microscopic imagery would improve success with weak electrolytes? This line of thinking will be encouraged.

**Plan for topic "Students completing this course will be able to develop chemical problem solving skills as applied to kinetics."**

A co-curricular math-in-science course is under development.

Homework problems which emphasize interpretation of graphical data will be promoted.

**Plan for topic "Students completing this course will be able to construct and balance net ionic equations (Spring 2011)"**

Writing NIEs continues to be a skill that students struggle with. A few instructors noted that these assessment questions were on very long exams and that the students felt rushed. Perhaps a better way of collecting this data would be to have every instructor give this as a mini quiz during lab time. Another thought is that we are assessing students too early in the semester on this topic. For example, the concept of ammonia (NH3) generating hydroxide ions (OH-) in water is a confusing topic that cannot be fully understood until equilibrium is covered, so we should be assessing this topic on the final exam, not just on the exam covering chapter 4.

Many of the chem 120 sections assessed were taught by newer adjuncts who have less knowledge of the curriculum and are perhaps unaware of how important writing NIEs becomes in future courses. Some of the skills we are assessing through these 3 questions are not covered in the textbook, so we have added some supplemental material to the student lab manual. We are currently trying to better educate our adjunct instructors so that they are all aware of the availability of this material. We are also hoping to hold monthly meetings for Chem 120 instructors (both full time and adjunct) so that we can share our thoughts on what topics should be emphasized and our strategies for teaching these topics. Finally, we have a set of videos available on how to write NIEs (these were developed by Karen Long a few years ago), and we will continue to encourage instructors to use these videos in their classes and make them available to students.

**Plan for topic "Students completing this course will be able to use a volumetric pipet correctly. [B.1]"**

The criteria for success was met. We found that requiring students to repeat the experiment until they came up with an accurate density value ensured that all students
mastered this lab skill. We will continue to advise Chem 120 instructors to conduct this lab in fashion.

Plan for topic "Students completing this course will be able to determine the acidity or basicity of a variety of aqueous solutions.": 2015/16

We did not meet our goal with question 1. We suspect that most students erroneously answered choice (B) because they forgot to double the [OH] when calculating pH, although we did not collect data to verify this assumption. If we decide to use an assessment question like this in the future, we should also collect data on how many students chose choice (B).

For question 2, it would have also been helpful to know what the most common wrong answers were (the correct answer was (D) slightly basic). We are not sure if students are misunderstanding the difference between weak and strong bases, or if they are misunderstanding the difference between acids and conjugate bases.

We currently have an optional lab called "pH of Lots of Stuff" in our curriculum, and we also have supplementary practice problems in our lab manual that deal with more in-depth acid-base questions. We will continue to encourage all instructors to use these practice problems with their classes. Perhaps the lab should be replaced with an activity or a problem-solving session that focuses more on the types of problems students are having trouble with.

Many of the chem 120 sections assessed were taught by newer adjuncts who have less knowledge of the curriculum and are perhaps unaware of how important writing NIEs becomes in future courses. We are hoping to hold monthly meetings for Chem 120 instructors (both full time and adjunct) so that we can share our thoughts on what topics should be emphasized and our strategies for teaching these topics.

Plan for topic "Students completing the course will be able to explain and illustrate bonding in various compounds": 2012/13

Essentially all sections met the goal on all questions. There is not a significant difference between FT and PT instructors. No action is needed.

Plan for topic "Students completing the course will be able to construct, process, and interpret computer-generated graphs correctly.": 2012/13

Good results on the R2 objective are due to all instructors emphasizing that students should review the quality of their data BEFORE leaving the lab. We believe this practice should be continued and encouraged. 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.

Plan for topic "Students completing the course will be able to construct and balance net ionic equations.": 2012/13

Assessment (B) was flawed - a bad question was chosen. Students still struggled with getting all of the little details right in (A). More practice and drill may be called for. Question (C) is a special case (ammonia asa weak base), but an important one. Most sections met the goal, so perhaps only a little extra emphasis is warranted.

Plan for topic "Students completing the course will be able to construct, process, and interpret computer-generated graphs correctly.":
Goals were met for both a and b. Students use of both computers and the Logger Pro software has improved over the past few years. They are more adept with the computers, but also the chemistry faculty has developed detailed instructions for the use of the software and subsequent calculations.

### Plan for topic "Students completing the course will be able to construct and balance net ionic equations."
2010/11

The department will discuss these results in the Spring 2012 semester. It is anticipated that additional worksheets and/or on-line problems will be developed.

### Plan for topic "Students completing the course will be able to develop problem solving skills as applied to thermochemistry."
2010/11

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Goal met.</td>
</tr>
<tr>
<td>b.</td>
<td>Goal met.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing this course will be able to recognize the structure of proteins."
2010/11

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Goal met.</td>
</tr>
<tr>
<td>b.</td>
<td>Goal met.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to develop and demonstrate appropriate chemical laboratory techniques. Perform a titration to determine the concentration of an unknown component."
2008/9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The sections with low achievement at the 1% level were found to have a distribution of results with an average bias of +2.5%, pointing to an underlying systematic problem. Instructors discovered and corrected several stockroom errors during the course of this project. There is concern that insufficient manpower and experience in the stockroom workforce is diminishing the quality of support.</td>
</tr>
<tr>
<td>b.</td>
<td>Goals were met.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to develop chemical problem solving skills as applied to chemical equilibrium."
2008/9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Goals were met.</td>
</tr>
<tr>
<td>b.</td>
<td>Goals were nearly met. Only 68% (rather than 70%) could get most of the problem correct, although 25% were unable to make meaningful progress. This is a challenging topic in Chem 120; weaker students will need more support and practice.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to explain and illustrate bonding in various compounds."
2008/9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Goals were met.</td>
</tr>
<tr>
<td>b.</td>
<td>Goals were mostly met. Students dealt well with a straightforward question. More complicated geometries (which were not covered in the previous course) met with less success. Students also found it difficult to compare bond length and strength of two two structure, one of which contained resonance. More practice in these areas may be useful. The fourth question concerned hybridization. This topic had recently been moved to Chem 120, following a reorganization of the curriculum. Instructors should plan to</td>
</tr>
</tbody>
</table>
allocate more time to this topic.
DVC Instructional Course SLO Action Plans

267. General College Chemistry II [CHEM-121] belonging to Chemistry [CHEM]

Plan for topic "Students completing the course will be able to design, construct, and interpret diagrams and graphs accurately."

2018/19

Training in the use of Excel throughout the general chemistry series appears to be allowing students to develop some comfort with using it in data analysis. Most formatting issues were the result of ignoring tips at the end of a long list. Giving students a "peer review" opportunity to see what's right or wrong about their graphs may encourage them to find these deficiencies and learn how to fix them for future work.

Plan for topic "Students completing this course will be able to apply concepts of ionic equilibria to explain observations of chemical reactivity by writing balanced equations to represent the reactions."

2018/19

Problem design may be to blame for student struggles on the second observation (choosing a metal ion that couldn't bond to several of the other reactants present, like nickel, could have streamlined their reasoning). Overall, increased emphasis on the role of the concentration and pH necessary for certain reactions to take place could promote better reasoning in this course, as well as the organic chemistry sequence to follow. Reflecting on qualitative analysis laboratory reactions could frame this dependence (e.g., "ammonia and water produce hydroxide; aluminum can complex with hydroxide; so, why didn't aluminum complex in an ammonia solution?").

Plan for topic "Students completing this course will be able to analyze and solve quantitative problems including chemical equilibria and thermodynamics."

2018/19

Even those who recognized the need solve an equilibrium problem in part (b) struggled somewhat with remembering their mathematical strategies. We intend to add a few problems like this one to our "department problems" print in our lab manual to allow students to remain "brushed up" on these strategies through the entire course, rather than treating them as "midterm 1 material".

Plan for topic "Students completing the course will be able to construct and balance chemical equations."

2015/16

The assessments of the section with the highest percent success was not assessed in the same manner as the other sections, so better instructions are needed about the protocols for assessing the SLO so that we are able to draw reliable conclusions. The three data points that were acquired following the protocol show that students struggle with Net Ionic Equations (NIEs). In particular, forming a metal hydroxide using NH3 is a difficult concept in chem 120 and it would appear that they are coming from Chem 120 without mastering that concept.

To try to address this issue we created a one day lab project focusing on visualizing and writing NIEs in groups. The hope is that discussing and teaching each other will make the concept of NIEs more concrete. We ran the experiment in the fall semester and will again use the project in the spring. If this is successful, we could try to incorporate a similar project into chem 120.

Plan for topic "Students completing the course will be able to develop and demonstrate appropriate chemical laboratory techniques, and perform a variety of chemical experiments, record data/observations, analyze and communicate the results."

2015/16
Despite the instructions that data should not need to be "eyeballed" not all instructors analyzed with that restriction. Student success for the SLO as defined was lower than the desired outcome. To improve the student success, more explicit instructions and a corresponding example of appropriate vs unacceptable were added to the student laboratory manual. Thus, students can not only hear how to work up data in the lab discussion, but they can refer back to their lab manual for parallel instructions in the lab manual.

Plan for topic "Students completing CHEM-121 will be able to develop and demonstrate appropriate chemical laboratory techniques, and perform a variety of chemical experiments, record data/observations, analyze and communicate the results.":: 2015/16

Despite the instructions that data should not need to be "eyeballed" not all instructors analyzed with that restriction. Student success for the SLO as defined was lower than the desired outcome. To improve the student success, more explicit instructions and a corresponding example of appropriate vs unacceptable were added to the student laboratory manual. Thus, students can not only hear how to work up data in the lab discussion, but they can refer back to their lab manual for parallel instructions in the lab manual.

Plan for topic "Students completing the course will be able to develop problem solving skills.":: 2015/16

With the exception of making sure that the same conditions are used in all sections, the students were successful in this measure.

Plan for topic "Students completing the course will be able to construct and balance chemical equations.":: 2013

Net ionic equations give students great difficulty. More regular assessment (both in 121 and in the pre-requisite, Chem 120) is needed to emphasize the importance of this topic, as it is fundamental to understanding the more complex chemistry investigated in Chem 121.

Plan for topic "Students completing the course will be able to demonstrate the ability to retrieve and utilize information from textbook, reference materials, and articles to answer and solve problems.":: 2013

Affirmation of current curriculum -- no changes needed.

Plan for topic "Students completing the course will be able to develop and demonstrate appropriate chemical laboratory techniques, and perform a variety of chemical experiments, record data/observations, analyze and communicate the results.":: 2013

(a) Affirmation of course curriculum -- no changes needed. (b) This was the students’ first attempt at graphing in Chem 121. During the next assessment cycle, it would be beneficial to provide feedback on the first graphing assignment, and assess the students' work on a second such assignment.

Plan for topic "Students completing CHEM-121 will be able to develop and demonstrate appropriate chemical laboratory techniques, and perform a variety of chemical experiments, record data/observations, analyze and communicate the results.":: 2013

(a) Affirmation of course curriculum -- no changes needed. (b) This was the students’ first attempt at graphing in Chem 121. During the next assessment cycle, it would be beneficial to provide feedback on the first graphing assignment, and assess the students' work on a second such assignment.

Plan for topic "Students completing the course will be able to construct and balance chemical equations.":: 2011

a) this is the second time we have assessed students ability to correctly write this type of chemical equation. we now believe that this is a B level concept. a more reasonable expectation is that a C level student will grasp the concepts qualitatively. next time we will assess at a qualitative level. b) both section met the goals

Plan for topic "Students completing the course will be able to demonstrate the ability to retrieve and utilize information from textbook,
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to design, construct, and interpret diagrams and graphs accurately.": 2010/11

In the second section, the SLO question was embedded within a larger problem. We feel this presentation may have impacted student success. In the future the SLO question will be treated as a separate question so that there are no distractors that could potentially affect the results.

Plan for topic "Students completing the course will be able to construct and balance chemical equations.": 2008/9

(a) More practice recognizing and writing formulas for complex ions will be given in class.

(b) Affirmation of current curriculum -- no changes needed.

Plan for topic "Students completing the course will be able to develop and demonstrate appropriate chemical laboratory techniques, and perform a variety of chemical experiments, record data/observations, analyze and communicate the results.": 2008/9

Affirmation of current curriculum -- no changes needed.

Plan for topic "Students completing CHEM-121 will be able to develop and demonstrate appropriate chemical laboratory techniques, and perform a variety of chemical experiments, record data/observations, analyze and communicate the results.": 2008/9

Affirmation of current curriculum -- no changes needed.

Plan for topic "Students completing the course will be able to develop problem solving skills.": 2008/9

The average results of all students evaluated indicated that the measurement criteria was met. No changes in curriculum are needed.
268. Topics in Chemistry [CHEM-150] belonging to Chemistry [CHEM]

Plan for topic "Students completing the course will be able to develop and demonstrate appropriate lab techniques.": 2018/19

The department feels that measuring the melting point of a substance is an important laboratory technique that should be mastered by OChem students. As such, the department will recommend to all CHEM 226 instructors to allow students to repeat the measurements to improve on their skills of measuring melting point.

Plan for topic "Students completing the course will be able to develop chemical problem solving skills. Integrate multiple ideas in the problem solving process. Assessed topic: multistep reaction mechanisms." : 2018/19

Although our overall goal was met, the results of question (c) show that students need more practice identifying the difference between constitutional isomers and identical molecules. One instructor’s sections that did rather well on this question (79% correct). The instructor shared their pedagogical practices with the department and the department will encourage all CHEM 226 instructors to use these best practices. As such, we will work to improve the achievement on this outcome by spending time in class on practice problems similar to this when teaching about Newman projections, and then revisit this type of problem when teaching about nomenclature (giving students a useful suggestion to name the molecules - if they have the same name, they are identical!). To address the results for question (d) the department recommends giving to students more exposure and opportunities to practice converting wedge-and-dash structures to Fischer projections.

Plan for topic "Students completing CHEM-226 will be able to contrast the difference in reactivity of molecules based on bonding structure and acid-base properties and use this information to predict physical properties and reaction outcomes." : 2018/19

The concept of acid-base equilibrium is challenging, and question (b) was an especially difficult question. When looking at individual answers, we see that 85% of students chose a response that included NaH, so there is some useful knowledge there. Or maybe question (b) could be reworded to be more clear. The concept of acids and bases is introduced early in the semester and is revisited throughout the semester, but perhaps the fast pace of the semester and lack of review time (due to there being a condensed schedule and no official finals week) contributed to these low scores.

Plan for topic "Students completing this course will be able to interpret experimental data to identify an organic compound" : 2018/19

The department recommends that when this topic will be used in another assessment cycle, the wording of the question will be changed to improve clarity.

Plan for topic "Students completing the course will be able to develop and demonstrate appropriate lab techniques." : 2015/16

Goal met. No modifications needed.

Plan for topic "Students completing the course will be able to develop chemical problem solving skills. Integrate multiple ideas in the problem solving process. Assessed topic: multistep reaction mechanisms." : 2015/16

We feel there was sufficient coverage of chirality across the sections but that the strange wording for one of the three assessment questions skewed the data. When this topic is assessed again, we will revise the wording of the question to improve clarity and meet the goal.

Plan for topic "Students completing the course will be able to provide a correct name, given a structure, and to provide a correct structure for a compound given its correct name." : 2015/16
Plan for topic "Students completing the course will be able to explain how microscopic models predict macroscopic properties.": 2015/16

Four of the five sections underperformed on the question concerning basicity. The instructors feel that this was because we emphasized relationships in acidity but could have placed more emphasis on the relationship between the acidity of a compound and correlating basicity of the conjugate base. Instructors will be asked to place more emphasis on this relationship in their instruction on this topic.

Plan for topic "Students completing CHEM-226 will be able to contrast the difference in reactivity of molecules based on bonding structure and acid-base properties and use this information to predict physical properties and reaction outcomes.": 2015/16

Flow charts for acid/base extractions are requested regularly throughout the laboratory curriculum. While we did not meet the 65% target, we were just shy of the target. However, we did improve student performance from the previous assessment of this outcome. We believe that this is a challenging topic and that modifications to our instruction (requiring students to generate extraction procedure flowcharts as prelab assignments) have improved this skill. We will continue to make this analysis an emphasis in the laboratory curriculum.

Plan for topic "Students completing the course will be able to develop chemical problem solving skills. Integrate multiple ideas in the problem solving process. Assessed topic: multistep reaction mechanisms.": 2010/11

Although our goal was met, students performed poorly on the question where they were asked to identify the relationship between pairs of molecules. To address this problem, we are going to require students to purchase molecular model kits which will be used in several molecular modeling workshops.

Plan for topic "Students completing the course will be able to provide a correct name, given a structure, and to provide a correct
Plan for topic "Students completing the course will be able to explain how microscopic models predict macroscopic properties.": 2010/11

The separation of compounds based on solubility and acidity will be emphasized in both lecture and lab. Students will be required to draw flowcharts for these separations as part of pre-lab assignments. In lab, they will conduct hands-on experiments in which they use acid-base extraction to separate a mixture of compounds.

Plan for topic "Students completing the course will be able to develop and demonstrate appropriate lab techniques.": 2008/9

A. Goals met.

B. Between 2005 and 2008, the unknowns were carefully reevaluated. Substances consistently giving unusually difficult behavior for the allotted project time or which were determined to be originally impure were omitted and others were added. Student results greatly improved.

Plan for topic "Students completing the course will be able to develop chemical problem solving skills. Integrate multiple ideas in the problem solving process. Assessed topic: multistep reaction mechanisms.": 2008/9

Results used by instructors to ensure common standards and student progress in this course sequence.

Goals met.

Plan for topic "Students completing the course will be able to provide a correct name, given a structure, and to provide a correct structure for a compound given its correct name.": 2008/9

Goals met.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to differentiate between aromatic, anti-aromatic and nonaromatic compounds using structural analysis and to relate aromaticity to the acid-base properties of compounds.": 2018/19

To improve achievement for this topic, the department will emphasize the following to all OChem instructors at the beginning of each semester:

1. The department recommends to give students more exposure to a variety of examples that emphasize the differences between the hybridization of charged carbon atoms and charged heteroatoms like nitrogen and oxygen.

2. The department recommends to emphasize to students the implications of lone pair delocalization on the basic properties of a compound. If the lone pair is involved in aromaticity it will be significantly less likely to act as a base and form a bond with a proton.

3. The department recommends revisiting the acid-base properties of organic compounds in the context of aromaticity and stressing to students to always add a proton to a chemical species when a conjugate acid is to be formed.

Plan for topic "Students completing this course will be able to predict the major product of an electrophilic aromatic substitution on a substituted ring." : 2018/19

Because almost all students were successful in this learning outcome measurement, the department will recommend to continue to teach this topic with the level of depth currently used. Most instructors likely show the mechanism for this reaction and use the stability of the sigma complex intermediate to explain the regiochemistry of the product. This method of instruction should be maintained and continue to be monitored as successful in subsequent semesters.

Plan for topic "Students completing this course will be able to carry out a Friedel-Crafts acylation reaction, isolate, purify, and identify the product." : 2015/16

The department will recommend that instructors expose students to more examples of conflicting data that disagree with each other, and follow this exposure with a group discussion on how to draw conclusions from conflicting data. This discussion will help guide students in prioritizing use of data to determine a structure.

Plan for topic "Students completing the course will be able to develop and demonstrate appropriate lab techniques." : 2015/16

Earlier improvements to the lab and further removal of challenging compounds continued to help students be more successful. Goal met.

Plan for topic "Students completing the course will be able to demonstrate adequate overall preparation in this two semester organic chemistry course compared to comparable courses at other institutions." : 2015/16

Results from 2004, 2005, and 2008 suggested that we should raise our criteria from 50% of students get 50th percentile to 70% of our students should get greater than 50th percentile. Our results continued to show that our students are performing higher than the national average when assessed via a standardized exam, often substantially higher.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to develop chemical problem solving skills. Integrate multiple ideas in the problem solving process. Assessed topic: multistep reaction mechanisms.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action is needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to develop chemical problem solving skills. Integrate multiple ideas in the problem solving process.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action is needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to provide a correct name, given a structure, and to provide a correct structure for a compound, given its correct name.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action is needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing CHEM-227 will be able to contrast the differences in reactivity of molecules based on bonding structure and acid-base properties and use this information to predict physical properties and reaction outcomes.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to develop chemical problem solving skills. Integrate multiple ideas in the problem solving process. Assessed topic: multistep reaction mechanisms.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to develop chemical problem solving skills. Integrate multiple ideas in the problem solving process.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to design, construct, and/or interpret graphs accurately.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to develop and demonstrate appropriate lab techniques.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. goal met.</td>
<td></td>
</tr>
<tr>
<td>B. Between 2005 and 2008, the unknowns used were carefully reevaluated. Substances consistently giving unusually difficult behavior for the allotted project time or which were determined to be originally impure were omitted and others were added. Student results greatly improved.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to develop chemical problem solving skills. Integrate multiple ideas in the problem solving process. Assessed topic: multistep reaction mechanisms.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results used by instructors to ensure common standards and student progress in this course sequence.</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Goals met.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing the course will be able to develop chemical problem solving skills. Integrate multiple ideas in the problem solving process."**: 2008/9

Results used by instructors to ensure common standards and student progress in this course sequence.

Goals met.

**Plan for topic "Students completing the course will be able to provide a correct name, given a structure, and to provide a correct structure for a compound, given its correct name."**: 2008/9

Goals met.

**Plan for topic "Students completing the course will be able to demonstrate adequate overall preparation in this two semester organic chemistry course compared to comparable courses at other institutions."**: 2008/9

Results from 2004, 2005, and 2008 show that our students are consistently performing higher than the national average when assessed via a standardized exam, often substantially higher. No modifications needed.
271. Independent Study [CHEM-298] belonging to Chemistry [CHEM]

Plan for topic "Students completing this course will be able to keep well annotated laboratory notes detailing the experimental parameters, modifications, and outcomes made to their experiment."

- The assessment results indicate that the student was successful in trouble shooting an issue in an experiment keeping accurate laboratory notes and drawing relevant conclusions. The pedagogical methods designed to reach this outcome seemed to be successful. As a plan of action, the department will encourage more instructors to offer more opportunities for one on one discussion and review of experimental techniques and data interpretation.

Plan for topic "Students completing this course will be able to develop and apply effective communication skills through weekly progress reporting."

- SLO's will be assessed each time 298 is offered

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
<th>271. Independent Study [CHEM-298] belonging to Chemistry [CHEM]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for topic</td>
<td>&quot;Students completing this course will be able to keep well annotated laboratory notes detailing the experimental parameters, modifications, and outcomes made to their experiment.&quot;</td>
</tr>
<tr>
<td></td>
<td>The assessment results indicate that the student was successful in trouble shooting an issue in an experiment keeping accurate laboratory notes and drawing relevant conclusions. The pedagogical methods designed to reach this outcome seemed to be successful. As a plan of action, the department will encourage more instructors to offer more opportunities for one on one discussion and review of experimental techniques and data interpretation.</td>
</tr>
<tr>
<td></td>
<td>Plan for topic &quot;Students completing this course will be able to develop and apply effective communication skills through weekly progress reporting.&quot;</td>
</tr>
<tr>
<td></td>
<td>SLO's will be assessed each time 298 is offered</td>
</tr>
</tbody>
</table>
272. Student Instructional Assistant [CHEM-299] belonging to Chemistry [CHEM]

Plan for topic "Students completing this course will be able to apply vertical farming research to introductory chemistry": 2017/18

Will assess Chem 299 each time offered.

Plan for topic "Students completing this course will be able to assist the instructor by guiding students through the acquisition and interpretation of organic spectra.": 2015/16

Goal met. No modifications needed.

Plan for topic "Students completing this course will be able to develop problem-solving sessions and lead classroom discussion over lecture content.": 2015/16

Goal met. But in the future, I might provide the student a debriefing survey after each lecture that would allow them to give me better feedback on how the guest lecture went and make valuable suggestions for the student instructor and for me as the teacher.

Plan for topic "Students completing this course will be able to provide one-to-one instruction on laboratory procedures with students.": 2015/16

Goal met. No modifications needed. But based on the paper, I would say that I identified one area that should always be emphasized when we offer this course. I think my favorite reflection from Mike's paper was, "I think there is an obligation to be enthusiastic about what is being taught because it would be unreasonable to expect a student to be excited about learning something that I didn't appear excited to teach." If we teach aspiring teachers nothing else, we should teach them that they need to be passionate about the topics they teach to students. A lecture without passion rarely succeeds in improving student learning. I would recommend that this lesson always be incorporated when mentoring student instructors.
273. First Term Mandarin Chinese [CHIN-120] belonging to Foreign Language [CHIN]

Plan for topic "Students completing the course will be able to demonstrate correct pronunciation of official Chinese language.": 2018/19

The course will be accessed in 19/20

Plan for topic "Students completing the course will be able to apply basic Chinese grammar rules to writing.": 2015/16

Overall, we are satisfied with the results. However, there was a student who earned only 1 out of 5 points in the twice-a-week course, and there was one student in each course scoring only 2 points. After examining the results of those students, we learned that 3 of them didn’t complete the assignments of online listening exercise, and the student who earned 1 point didn’t pass the course.

We are going to using flash cards competition, classroom daily 5 minute’s conversation practice, and implement three stories reading comprehension exercises in class to improve students’ listening skills.

Plan for topic "Students completing the course will be able to carry out simple conversations in Chinese on a limited range of daily-life topics.": 2015/16

Overall, we are satisfied with the results. However, there was a student who earned only 1 out of 5 points in the twice-a-week course, and there was one student in each course scoring only 2 points. After examining the results of those students, we learned that 3 of them didn’t complete the assignments of online listening exercise, and the student who earned 1 point didn’t pass the course.

We are going to using flash cards competition, classroom daily 5 minute’s conversation practice, and implement three stories reading comprehension exercises in class to improve students’ listening skills.

Plan for topic "Students completing the course will be able to demonstrate correct pronunciation of official Chinese language.": 2012/13

We are satisfy with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to apply basic Chinese grammar rules to writing.": 2012/13

We are satisfy with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We will continue using the same teaching methods to achieve similar or better results.
Very satisfy with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to carry out simple conversations in Chinese on a limited range of daily-life topics.": 2012/13

Very happy about the result, and we will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to comprehend basic Chinese reading.": 2012/13

Students demonstrated appropriate level. Students learned the basic forms of the Chinese characters, Chinese radicals, sentences patterns, as well as reading sentences in characters. Our sentences writing exercise, improved students writing abilities.

Plan for topic "Students completing the course will be able to demonstrate basic understanding of grammar rules in reading and writing.": 2012/13

Students demonstrated appropriate level. Students learned the basic forms of the Chinese characters, Chinese radicals, sentences patterns, as well as reading sentences in characters. Our sentences writing exercise, improved students writing abilities.

Plan for topic "Students completing the course will be able to demonstrate correct pronunciation of official Chinese language.": 2011/12

Students demonstrated appropriate level. We will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to apply basic Chinese grammar rules to writing.": 2011/12

Very happy about the result, and we will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to carry out simple conversations in Chinese on a limited range of daily-life topics.": 2011/12

Very happy about the result, and we will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to comprehend basic Chinese reading.": 2011/12

Students demonstrated appropriate level. Students learned the basic forms of the characters, Chinese radicals, sentences patterns, as well as reading sentences in characters.
We will develop more writing exercises for improving students writing abilities.

Plan for topic "Students completing the course will be able to demonstrate basic understanding of grammar rules in reading and writing.": 2011/12

Students demonstrated appropriate level. Students learned the basic forms of the characters, Chinese radicals, sentences patterns, as well as reading sentences in characters.
We will develop more writing exercises for improving students writing abilities.

Plan for topic "Students completing the course will be able to demonstrate correct pronunciation of official Chinese language.": 2009/10

Course Action Plans

Outcome Assessment History

Page 468 of 2394
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to apply basic Chinese grammar rules to writing.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to carry out simple conversations in Chinese on a limited range of daily-life topics.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate basic understanding of grammar rules in reading and writing.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to comprehend basic Chinese reading.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
<tr>
<td>Course Action Plans</td>
<td>Outcome Assessment History</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**274. Second Term Mandarin Chinese [CHIN-121] belonging to Foreign Language [CHIN]**

**Plan for topic "Students completing the course will be able to combine Chinese pronunciation and complicated words to make complex statements."**: 2016/17

Overall, we are satisfied with the results. There were only 2 students who earned a score of 3, one student earned a score of 2, and no student scored 1 or 0 point out of the 5 questions.

After discussing with other Chinese instructors, we decided to continue the routine of doing a fair amount of listening and oral practice in class. We will also increase practice time for online assignments, and daily 5 minute's conversation practice to improve students' listening skills.

**Plan for topic "Students completing the course will be able to describe aspects of Chinese culture."**: 2016/17

Overall, we are satisfied with the results. There were only 2 students who earned a score of 3, one student earned a score of 2, and no student scored 1 or 0 point out of the 5 questions.

After discussing with other Chinese instructors, we decided to continue the routine of doing a fair amount of listening and oral practice in class. We will also increase practice time for online assignments, and daily 5 minute's conversation practice to improve students' listening skills.

**Plan for topic "Students completing the course will be able to describe contemporary Chinese society."**: 2013/14

Students need more practice with pronunciation and listening skills. They also need more practice in conversation. New activities will be created.

**Plan for topic "Students completing the course will be able to read and communicate verbally in Chinese in daily situations."**: 2013/14

Students need more practice with pronunciation and listening skills. They also need more practice in conversation. New activities will be created.

**Plan for topic "Students completing the course will be able to describe contemporary Chinese society."**: 2011/12

Satisfied with results. We are planning to continue working on read and oral communication.

**Plan for topic "Students completing the course will be able to read and communicate verbally in Chinese in daily situations."**: 2011/12

Satisfied with results. We are planning to continue working on read and oral communication.

**Plan for topic "Students completing the course will be able to write Chinese at a novice-high level."**: 2011/12

Students need more work on read and write Chinese characters. When they remembered the words, they are doing very good job. We are planning to add more games to
assist students learning.

**Plan for topic "Students completing the course will be able to write a standard note."**: 2011/12

Students need more work on read and write Chinese characters. When they remembered the words, they are doing very good job. We are planning to add more games to assist students learning.

**Plan for topic "Students completing the course will be able to combine Chinese pronunciation and complicated words to make complex statements."**: 2011/12

Most students did well on the prepared topics, but some non-heritage students need more work on the detail information. We are planning to continue with the extensive use of language and tutorial labs to support our methods of instruction and add more on-line research to enhance students capability.

**Plan for topic "Students completing the course will be able to describe aspects of Chinese culture."**: 2009/10

Most students did well on the prepared topics, but some non-heritage students need more work on the detail information. We are planning to continue with the extensive use of language and tutorial labs to support our methods of instruction and add more on-line research to enhance students capability.

**Plan for topic "Students completing the course will be able to describe contemporary Chinese society."**: 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

**Plan for topic "Students completing the course will be able to read and communicate verbally in Chinese in daily situations."**: 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

**Plan for topic "Students completing the course will be able to write Chinese at a novice-high level."**: 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

**Plan for topic "Students completing the course will be able to write a standard note."**: 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

**Plan for topic "Students completing the course will be able to describe aspects of Chinese culture."**: 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

**Plan for topic "Students completing the course will be able to combine Chinese pronunciation and complicated words to make complex statements."**: 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.
Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.
275. Topics in Chinese [CHIN-150] belonging to Foreign Language [CHIN]
276. Third Term Mandarin Chinese [CHIN-220] belonging to Foreign Language [CHIN]
Plan for topic "Students completing this course will be able to demonstrate listening comprehension."

": 2016/17
Overall, we are satisfied with the results. There was only 1 student who earned a score of 3 out of the 5 questions.

We will continue to assign listening and oral practice to students in class and as homework.

Plan for topic "Students completing CHIN-220 will be able to write intermediate level compositions comparing and contrasting Chinese cultures based on the analysis of articles, films and short stories." : 2013/14
I will focus on more writing practice.

Plan for topic "Students completing CHIN-220 will be able to achieve a greater knowledge of Chinese culture and literature through reading and analysis of short stories and articles on Chinese life and culture." : 2013/14
I will guide students to engage more in Chinese literature and culture.

Plan for topic "Students completing CHIN-220 will be able to interpret Chinese Tang Dynasty poems and culture." : 2013/14
I will do more interpretation training.

Plan for topic "Students completing CHIN-220 will be able to demonstrate an intermediate command of complement of time, quantity, and resultative construction." : 2013/14
I will use the same methods as before.

Plan for topic "Students completing the course will be able to participate in intermediate level conversations concerning daily situations." : 2011/12
Students demonstrated appropriate level. We will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to use given words to develop a paragraph." : 2011/12
Students demonstrated appropriate level. We will continue using the same teaching methods to achieve similar or better results.
Plan for topic "Students completing the course will be able to demonstrate an intermediate command of complement of time, quantity, and resultative construction." : 2011/12

Students demonstrated awareness of various aspects of Chinese society and culture.

Plan for topic "Students completing the course will be able to demonstrate reading comprehension of cultural selection." : 2011/12

Students demonstrated awareness of various aspects of Chinese society and culture.

Plan for topic "Students completing the course will be able to interpret Chinese Tang dynasty poems and culture." : 2011/12

Most students did well on the prepared speeches, but making the spontaneous conversation was more challenging for some non-heritage students. We will continue to practice conversation in the classroom as a part of the overall instruction to ensure the oral production is satisfactory.

Plan for topic "Students completing the course will be able to understand intermediate level conversation." : 2011/12

Most students did well on the prepared speeches, but making the spontaneous conversation was more challenging for some non-heritage students. We will continue to practice conversation in the classroom as a part of the overall instruction to ensure the oral production is satisfactory.

Plan for topic "Students completing the course will be able to participate in intermediate level conversations concerning daily situations." : 2009/10

Not satisfied with results. Chinese instructors will have a meeting to discuss whether the outcome is appropriate and find the solutions to meet the criteria. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to use given words to develop a paragraph." : 2009/10

Not satisfied with results. Chinese instructors will have a meeting to discuss whether the outcome is appropriate and find the solutions to meet the criteria. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to demonstrate an intermediate command of complement of time, quantity, and resultative construction." : 2009/10

Not satisfied with results. Chinese instructors will have a meeting to discuss whether the outcome is appropriate and find the solutions to meet the criteria. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to demonstrate reading comprehension of cultural selection." : 2009/10

Not satisfied with results. Chinese instructors will have a meeting to discuss whether the outcome is appropriate and find the solutions to meet the criteria. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to interpret Chinese Tang dynasty poems and culture." : 2009/10

Not satisfied with results. Chinese instructors will have a meeting to discuss whether the outcome is appropriate and find the solutions to meet the criteria. We are also planning to add direct assessment in the next cycle.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to understand intermediate level conversation.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not satisfied with results. Chinese instructors will have a meeting to discuss whether the outcome is appropriate and find the solutions to meet the criteria. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

277. Fourth Term Mandarin Chinese [CHIN-221] belonging to Foreign Language [CHIN]
Plan for topic "Students completing this course will be able to discuss major historical events of China.": 2016/17
We are very satisfied with the results. We will continue to spend time in class to have students do listening and oral practice.

Plan for topic "Students completing CHIN-221 will be able to employ advanced level use of idioms and dialectical expressions.":: 2013/14
I will Guide students to engage more in Chinese literature and culture.

Plan for topic "Students completing CHIN-221 will be able to demonstrate advanced level written and spoken comprehension.":: 2013/14
I will use the same methods as before, practice more writing.

Plan for topic "Students completing CHIN-221 will be able to demonstrate appreciation of Chinese culture and literature.":: 2013/14
I will Use textbook as a foundation to introduce more Chinese culture.

Plan for topic "Students completing CHIN-221 will be able to discuss major historical events of China.":: 2013/14
I will use the same methods as before, giving more topics to encourage students to discuss.

Plan for topic "Students completing the course will be able to use of the Chinese word with an idioms and dialectical expressions.":: 2011/12
Students generally demonstrated oral competence. We will continue working on students' oral skills through extensive practice in the classroom and assigned presentations.

Plan for topic "Students completing the course will be able to create dialogues using the learned vocabulary, idioms and topics.":: 2011/12
Students generally demonstrated oral competence. We will continue working on students' oral skills through extensive practice in the classroom and assigned presentations.

Plan for topic "Students completing the course will be able to describe realistic aspects of life in China using complex sentences.":: 2011/12
Students did a very good job by applying the learned vocabulary and sentence patterns in the writing. We will continue to help students write short paragraphs and essays in the classroom.

Plan for topic "Students completing the course will be able to present a real-life situation in Chinese, and converse on topics of interest without preparation.":: 2011/12
Speeches were good. But a couple of students had some difficulty to do the spontaneous conversation. We will continue assigning cultural readings and presentations.

Plan for topic "Students completing the course will be able to comprehend a cultural reading.":: 2011/12
Speeches were good. But a couple of students had some difficulty to do the spontaneous conversation. We will continue assigning cultural readings and presentations.

Plan for topic "Students completing the course will be able to use of the Chinese word with an idioms and dialectical expressions."

2009/10

Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to create dialogues using the learned vocabulary, idioms and topics."

2009/10

Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to describe realistic aspects of life in China using complex sentences."

2009/10

Not satisfied with results. Chinese instructors will have a meeting to discuss whether the outcome is appropriate and find the solutions to meet the criteria. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to present a real-life situation in Chinese, and converse on topics of interest without preparation."

2009/10

Not satisfied with results. Chinese instructors will have a meeting to discuss whether the outcome is appropriate and find the solutions to meet the criteria. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to comprehend a cultural reading."

2009/10

Not satisfied with results. Chinese instructors will have a meeting to discuss whether the outcome is appropriate and find the solutions to meet the criteria. We are also planning to add direct assessment in the next cycle.
278. Independent Study [CHIN-298] belonging to Foreign Language [CHIN]

Plan for topic "Students completing this course will be able to write a 300 word essay in Chinese and present the essay orally at a native level."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>This course was last offered in Spring 2011. It is currently not being offered but we will assess it next time it is offered.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing this course will be able to write a 300 word essay in Chinese and present the essay orally at a native level."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>We are very satisfied with the result. To write a 300 word Chinese essay is a big challenge. Writing such an essay and presenting it orally is a unique achievement. Our Chinese program will continue to support students to take independent study course and help them develop their skills to use Chinese language correctly and appropriately.</td>
</tr>
<tr>
<td>279. Student Instructional Assistant [CHIN-299] belonging to Foreign Language [CHIN]</td>
<td></td>
</tr>
</tbody>
</table>
| Plan for topic "Students completing this course will be able to write Chinese characters on the white board following teacher’s instructions, and practice effective classroom activities to help students write Chinese characters."

| 2017/18 |
| As an action plan, the Chinese program will keep holding the pre-class session meetings. It will also improve the students’ preparation curriculum by emphasizing their familiarization with the textbook and vocabulary presented in class. To strengthen their vocabulary knowledge, the program will encourage more practice from the 299 students in order to improve their performance in class. |

| 2014/15 |
| We are very satisfied with the results. To write Chinese characters at different levels correctly is very challenging, and our students achieved the skills. |

We will continue accepting Chin-299 students in our classrooms to help reinforce our teaching methods.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Windows environment": 2016/17

<table>
<thead>
<tr>
<th>Course Level Action Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below). We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Level Action Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.</td>
</tr>
</tbody>
</table>

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.
Plan for topic "Students completing the course will be able to explain the tools for networking a computer.": 2016/17

Course Level Action Plan:

Even though, this SLO had a drop off compared to the other 2 SLOs, the data sample was so small that the department does not feel the need to radically change anything at this time. In past history, this SLO has performed well and we look forward to review the SLO data as we transitions to a new assessment system.

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below). We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significate drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response.
### Plan for topic "Students completing the course will be able to explain the process for customizing the Windows desktop.": 2016/17

#### Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below). We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

#### Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.
Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Windows environment": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to explain the tools for networking a computer.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to explain the process for customizing the Windows desktop.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Windows environment": 2012/13

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in
place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new Windows 8.1 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

| Plan for topic "Students completing the course will be able to explain the tools for networking a computer." | 2012/13 |
|---------------------------------------------------------------------------------------------------------------|
| The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new Windows 8.1 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014. |

| Plan for topic "Students completing the course will be able to explain the process for customizing the Windows desktop." | 2012/13 |
|---------------------------------------------------------------------------------------------------------------|
| The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new Windows 8.1 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014. |

| Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Windows environment" | 2011/12 |
|---------------------------------------------------------------------------------------------------------------|
| The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. |

| Plan for topic "Students completing the course will be able to explain the tools for networking a computer." | 2011/12 |
|---------------------------------------------------------------------------------------------------------------|
| The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. |

| Plan for topic "Students completing the course will be able to explain the process for customizing the Windows desktop." | 2011/12 |
|---------------------------------------------------------------------------------------------------------------|
| The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. |

| Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Windows environment" | 2010/11 |
|---------------------------------------------------------------------------------------------------------------|
| The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. |
**DVC Instructional Course SLO Action Plans**

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.</strong></td>
<td>2010/11</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to explain the tools for networking a computer.&quot;</strong>: 2010/11</td>
<td>2010/11</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to explain the process for customizing the Windows desktop.&quot;</strong>: 2010/11</td>
<td>2010/11</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate basic graphical user interface operations in the Windows environment&quot;</strong>: 2009/10</td>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td>The bar is set fairly high for this outcome, since we are testing for &quot;proficiency&quot;. Need to get a better response by making the survey a requirement during finals week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to explain the tools for networking a computer.&quot;</strong>: 2009/10</td>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td>The bar is set fairly high for this outcome, since we are testing for &quot;proficiency&quot;. Proficiency usually takes more practice than one can get in a 2-unit, 5-month course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to explain the process for customizing the Windows desktop.&quot;</strong>: 2009/10</td>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td>The bar is set fairly high for this outcome, since we are testing for &quot;proficiency&quot;. Get more feedback by requiring the survey to be completed during finals week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Mac OS environment.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

As is typical in CIS courses, we are constantly getting software updates and in this past academic year, this class had a major upgrade over the winter break. The department is consciously trying to use assessment topics that can bridge software updates but still allow us to assess core skills. We feel that we did this successfully for this course and will implement this process in other CIS courses.

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significate drop-off on assessment completions.
To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

**Plan for topic "Students completing the course will be able to establish a connection to the Internet.": 2016/17**

**Course Level Action Plan:**

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

**Department Level Action Plan:**

As is typical in CIS courses, we are constantly getting software updates and in this past academic year, this class had a major upgrade over the winter break. The department is consciously trying to use assessment topics that can bridge software updates but still allow us to assess core skills. We feel that we did this successfully for this course and will implement this process in other CIS courses.
The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Mac OS environment.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to establish a connection to the Internet.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year.
### Plan for topic "Students completing the course will be able to utilize removable storage devices.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

### Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Mac OS environment.": 2012/13

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new Mac OS X (10.9) software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

### Plan for topic "Students completing the course will be able to establish a connection to the Internet.": 2012/13

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new Mac OS X (10.9) software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

### Plan for topic "Students completing the course will be able to utilize removable storage devices.": 2012/13

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new Mac OS X (10.9) software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.
since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new Mac OS X (10.9) software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

**Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Mac OS environment."**: 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

**Plan for topic "Students completing the course will be able to establish a connection to the Internet."**: 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

**Plan for topic "Students completing the course will be able to utilize removable storage devices."**: 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

**Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Mac OS environment."**: 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

**Plan for topic "Students completing the course will be able to establish a connection to the Internet."**: 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

**Plan for topic "Students completing the course will be able to utilize removable storage devices."**: 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

**Plan for topic "Students completing the course will be able to demonstrate basic graphical user interface operations in the Mac OS environment."**: 2009/10

The bar is set fairly high for this outcome, since we are testing for "proficiency". Proficiency usually takes more practice than one can get in a 2- unit, 5-month course. Increase the number of student participates by making the survey a required assignment during finals week.

Course Action Plans Outcome Assessment History Page 491 of 2394
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to establish a connection to the Internet."**: 2009/10

The bar is set fairly high for this outcome, since we are testing for "proficiency". Proficiency usually takes more practice than one can get in a 2-unit, 5-month course. Increase the number of student participates by making the survey a required assignment during finals week.

**Plan for topic "Students completing the course will be able to utilize removable storage devices."**: 2009/10

The bar is set fairly high for this outcome, since we are testing for "proficiency". Proficiency usually takes more practice than one can get in a 2-unit, 5-month course. Increase the number of student participates by making the survey a required assignment during finals week.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to plan and design web pages.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 2 completely different topics during the next cycle but keep assessing the topic that deals with troubleshooting web sites (#3) for further review.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently,
there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to utilize basic web site development operations.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 2 completely different topics during the next cycle but keep assessing the topic that deals with troubleshooting web sites (#3) for further review.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in
DVC Instructional Course SLO Action Plans

each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO’s listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to decide which features can be appropriately used to troubleshoot web pages.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 2 completely different topics during the next cycle but keep assessing the topic that deals with troubleshooting web sites (#3) for further review.

Our CIS-105 Introduction to Web Design class requires the use of several different software tools. Some of the newer web development tools have enhanced troubleshooting
features but we want to make sure we continue to offer software options that are "Freeware" to our students so they don't incur any additional costs.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to plan and design web pages.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with...
DVC Instructional Course SLO Action Plans

the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department feels that the inclusion of more targeted Troubleshooting Assignments has helped to further develop that skill set in the students. We are now looking to include a section on developing web sites for mobile devices. The department has decided to re-assess this class since these new course objectives, we hope, will be updated during the next Title 5 rewrite of the course. In reviewing the gathered data, it will then help us determine if we should add these additional components to the curriculum objectives. The department feels that it needs at least several more cycle of SLO data to make that determination, so we decided we will also assess during the 2014/2015 academic year.

Plan for topic "Students completing the course will be able to utilize basic web site development operations.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department feels that the inclusion of more targeted Troubleshooting Assignments has helped to further develop that skill set in the students. We are now looking to include a section on developing web sites for mobile devices. The department has decided to re-assess this class since these new course objectives, we hope, will be updated during the next Title 5 rewrite of the course. In reviewing the gathered data, it will then help us determine if we should add these additional components to the curriculum objectives. The department feels that it needs at least several more cycle of SLO data to make that determination, so we decided we will also assess during the 2014/2015 academic year.

Plan for topic "Students completing the course will be able to decide which features can be appropriately used to troubleshoot web pages..": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department feels that the inclusion of more targeted Troubleshooting Assignments has helped to further develop that skill set in the students. We are now looking to include a section on developing web sites for mobile devices. The department has decided to re-assess this class since these new course objectives, we hope, will be updated during the next Title 5 rewrite of the course. In reviewing the gathered data, it will then help us determine if we should add these additional components to the curriculum objectives. The department feels that it needs at least several more cycle of SLO data to make that determination, so we decided we will also assess during the 2014/2015 academic year.

Plan for topic "Students completing the course will be able to plan and design web pages.": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In reviewing the gathered data, it is possible that additional activities pertaining to troubleshoot processes should be added to the curriculum. The department feels that it needs at least one more cycle of SLO data to make that determination.

Plan for topic "Students completing the course will be able to utilize basic web site development operations.": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In reviewing the gathered data, it is possible that additional activities pertaining to troubleshoot processes should be added to the curriculum. The department feels that it needs at least one more cycle of SLO data to make that determination.
Plan for topic "Students completing the course will be able to decide which features can be appropriately used to troubleshoot web pages.": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In reviewing the gathered data, it is possible that additional activities pertaining to troubleshoot processes should be added to the curriculum. The department feels that it needs at least one more cycle of SLO data to make that determination.

Plan for topic "Students completing the course will be able to plan and design web pages.": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

Plan for topic "Students completing the course will be able to utilize basic web site development operations.": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to plan a web site.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Even though, this SLO had a drop off compared to the other SLOs, the data sample was so small that the department does not feel the need to radically change anything at this time. In past history, this SLO has performed well and we look forward to review the SLO data as we transitions to a new assessment system.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently,
DVC Instructional Course SLO Action Plans

There is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to design web pages.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Even though, this SLO had a drop off compared to the other SLOs, the data sample was so small that the department does not feel the need to radically change anything at this time. In past history, this SLO has performed well and we look forward to review the SLO data as we transitions to a new assessment system.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in
DVC Instructional Course SLO Action Plans

Each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

### Plan for topic "Students completing the course will be able to utilize the file manager.": 2016/17

**Course Level Action Plan:**

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

---

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

**Department Level Action Plan:**

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic
DVC Instructional Course SLO Action Plans

data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significate drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to plan a web site.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to design web pages.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to utilize the file manager.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to plan a web site.": 2012/13

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new DreamWeaver CC software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014. The department feels that the inclusion of more targeted Troubleshooting Assignments has helped to further develop that skill set in the students. We are now looking to include a section on developing web sites for mobile devices. The department has decided to re-assess this class since these new course objectives, we hope, will be updated during the next Title 5 rewrite of the course. In reviewing the gathered data, it will then help us determine if we should add these additional components to the curriculum objectives. The department feels that it needs at least several more cycle of SLO data to make that determination, so we decided we will also assess during the 2014/2015 academic year.

Plan for topic "Students completing the course will be able to utilize the file manager.": 2012/13

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new DreamWeaver CC software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014. The department feels that the inclusion of more targeted Troubleshooting Assignments has helped to further develop that skill set in the students. We are now looking to include a section on developing web sites for mobile devices. The department has decided to re-assess this class since these new course objectives, we hope, will be updated during the next Title 5 rewrite of the course. In reviewing the gathered data, it will then help us determine if we should add these additional components to the curriculum objectives. The department feels that it needs at least...
### DVC Instructional Course SLO Action Plans

#### Plan for topic "Students completing the course will be able to plan a website.": 2011/12
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

#### Plan for topic "Students completing the course will be able to design web pages.": 2011/12
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

#### Plan for topic "Students completing the course will be able to utilize the file manager.": 2011/12
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

#### Plan for topic "Students completing the course will be able to plan a website.": 2010/11
Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

#### Plan for topic "Students completing the course will be able to design web pages.": 2010/11
Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

#### Plan for topic "Students completing the course will be able to utilize the file manager.": 2010/11
Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

#### Plan for topic "Students completing the course will be able to plan a website.": 2009/10
The bar is set fairly high for this outcome, since we are testing for "proficiency". Proficiency usually takes more practice than one can get in a 2-unit, 5-month course. Increase the number of student participants by making the survey a required assignment during finals week.

#### Plan for topic "Students completing the course will be able to design web pages.": 2009/10
The bar is set fairly high for this outcome, since we are testing for "proficiency". Proficiency usually takes more practice than one can get in a 2-unit, 5-month course. Increase the number of student participants by making the survey a required assignment during finals week.

#### Plan for topic "Students completing the course will be able to utilize the file manager.": 2009/10
The bar is set fairly high for this outcome, since we are testing for "proficiency". Proficiency usually takes more practice than one can get in a 2-unit, 5-month course. Increase the number of student participants by making the survey a required assignment during finals week.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to utilize Dreamweaver's server behavior to connect to a database.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Even though, this SLO had a drop off compared to the other 2 SLOs, the data sample was so small that the department does not feel the need to radically change anything at this time. In past history, this SLO has performed well and we look forward to review the SLO data as we transitions to a new assessment system.

This course is going though a Title 5 rewrite to remove the need to use DreamWeaver as the authoring tool and it has been forwarded to the Curriculum Committee.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significate drop-off on assessment completions.
To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

### Plan for topic "Students completing the course will be able to utilize Dreamweaver to generate codes to create dynamic web pages."

<table>
<thead>
<tr>
<th>Course Level Action Plan:</th>
</tr>
</thead>
</table>

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This course is going through a Title 5 rewrite to remove the need to use DreamWeaver as the authoring tool and it has been forwarded to the Curriculum Committee.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.
DVC Instructional Course SLO Action Plans

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to utilize Dreamweaver's server behavior to manage a database.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This course is going through a Title 5 rewrite to remove the need to use DreamWeaver as the authoring tool and it has been forwarded to the Curriculum Committee.
We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to utilize Dreamweaver's server behavior to connect to a database.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data.
Plan for topic "Students completing the course will be able to utilize Dreamweaver to generate codes to create dynamic web pages.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to utilize Dreamweaver's server behavior to manage a database.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to utilize Dreamweaver's server behavior to connect to a database.": 2012/13

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new DreamWeaver CC software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to utilize Dreamweaver to generate codes to create dynamic web pages.": 2012/13

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new DreamWeaver CC software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.
DVC Instructional Course SLO Action Plans

2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new DreamWeaver CC software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to utilize Dreamweaver's server behavior to manage a database.": 2012/13
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new DreamWeaver CC software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to utilize Dreamweaver's server behavior to connect to a database.": 2011/12
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to utilize Dreamweaver to generate codes to create dynamic web pages.": 2011/12
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to utilize Dreamweaver's server behavior to manage a database.": 2011/12
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to utilize Dreamweaver's server behavior to connect to a database.": 2010/11
Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

Plan for topic "Students completing the course will be able to utilize Dreamweaver to generate codes to create dynamic web pages.": 2010/11
Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

Plan for topic "Students completing the course will be able to utilize Dreamweaver's server behavior to manage a database.": 2010/11
Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to install WordPress on a server": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This course is an advanced class as the assessment criteria is of a higher skill level compared to introduction level courses thus decline in certain performance criteria.

In SLO #1, the requirement to understand the installation process is critical but not the need for being able to technically complete the installation. Many server installations are handled by the IT staff. This SLO is really to make sure future WordPress authors have a basic understanding of that process.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.
To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing this course will be able to create pages in WordPress.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This course is an advanced class as the assessment criteria is of a higher skill level compared to introduction level courses thus decline in certain performance criteria.

In SLO #2, the requirement to understand the process of creating additional content pages is a critical concept and we need to address increasing the student's ability to perform this function. The department, has decided to require that students create more pages in various assignments so that the repetition helps solidify the creation process.
DVC Instructional Course SLO Action Plans

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing this course will be able to install user plugins in WordPress": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).
This course is an advanced class as the assessment criteria is of a higher skill level compared to introduction level courses thus decline in certain performance criteria.

In SLO #3, the requirement to understand the use of plug-ins in WordPress is a critical concept. The use of plug-ins allows the web site content software to expand its capabilities to include functions like embedding forms, posting blogs, and utilizing shopping carts tools. The department, has decided to require that students use more plug-ins in various assignments so that the repetition helps solidify the creation process. The difficulty for the department is in finding plug-ins that are free and do not require an additional financial commitment by the student, but we will find some to some to utilize for our assignments.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently,
DVC Instructional Course SLO Action Plans

there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing this course will be able to publish content using WordPress": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This course is an advanced class as the assessment criteria is of a higher skill level compared to introduction level courses thus decline in certain performance criteria.

In SLO #4, the requirement to understand the process of publishing content pages in WordPress is a critical concept. After, creating content pages the students need to able to publish and make their content pages "live' on the Internet.

The department, has decided to require that students go through the process of publishing more content pages in various assignments. This will work in conjunction with the actions decided upon by the department in regards to increasing the entire content page creating process described in SLO #2.
DVC Instructional Course SLO Action Plans

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing this course will be able to publish content using WordPress": 2014/15

The CIS department is changing the way we assess this class. The department will now use this existing self assessment as a pre-assessment given at the beginning of class. It will continue to use the final project rubric to evaluate the success of the SLO.
Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This course is an advanced class as the assessment criteria is of a higher skill level compared to introduction level courses thus decline in certain performance criteria.

In all the SLO Assessment Topics, we found them to be very strong during this and previous cycles, so the department will look at assessing 3 completely different topics during the next cycle.

As is typical in CIS courses, we are constantly getting software updates and in this past academic year, this class had a major software upgrade before the fall term. The department is consciously trying to use assessment topics that can bridge software updates but still allow us to assess core skills. We feel that we did this successfully for this course and will implement this process in other CIS courses.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.
DVC Instructional Course SLO Action Plans

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to create a mail merge.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This course is an advanced class as the assessment criteria is of a higher skill level compared to introduction level courses thus decline in certain performance criteria.
In all the SLO Assessment Topics, we found them to be very strong during this and previous cycles, so the department will look at assessing 3 completely different topics during the next cycle.

As is typical in CIS courses, we are constantly getting software updates and in this past academic year, this class had a major software upgrade before the fall term. The department is consciously trying to use assessment topics that can bridge software updates but still allow us to assess core skills. We feel that we did this successfully for this course and will implement this process in other CIS courses.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.
Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to insert graphics into a MS Word document.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This course is an advanced class as the assessment criteria is of a higher skill level compared to introduction level courses thus decline in certain performance criteria.

In all the SLO Assessment Topics, we found them to be very strong during this and previous cycles, so the department will look at assessing 3 completely different topics during the next cycle.

As is typical in CIS courses, we are constantly getting software updates and in this past academic year, this class had a major software upgrade before the fall term. The department is consciously trying to use assessment topics that can bridge software updates but still allow us to assess core skills. We feel that we did this successfully for this course and will implement this process in other CIS courses.
DVC Instructional Course SLO Action Plans

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to create a MS Word document.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS Word 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.
Plan for topic "Students completing the course will be able to create a mail merge." : 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS Word 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to insert graphics into a MS Word document." : 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS Word 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to create a MS Word document." : 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to create a mail merge." : 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to insert graphics into a MS Word document." : 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to create a MS Word document." : 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

Plan for topic "Students completing the course will be able to create a mail merge." : 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to insert graphics into a MS Word document.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create a MS Word document.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bar is set fairly high for this outcome, since we are testing for &quot;proficiency&quot;. Proficiency usually takes more practice than one can get in a 2- unit, 5-month course. Increase the number of student participates by making the survey a required assignment during finals week.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create a mail merge.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bar is set fairly high for this outcome, since we are testing for &quot;proficiency&quot;. Proficiency usually takes more practice than one can get in a 2- unit, 5-month course. Increase the number of student participates by making the survey a required assignment during finals week.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to insert graphics into a MS Word document.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bar is set fairly high for this outcome, since we are testing for &quot;proficiency&quot;. Proficiency usually takes more practice than one can get in a 2- unit, 5-month course. Increase the number of student participates by making the survey a required assignment during finals week.</td>
<td></td>
</tr>
</tbody>
</table>
Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

As in our CIS-115 MS Word course, in all the SLO Assessment Topics, we found them to be very strong during this and previous cycles, so the department will look at assessing 3 completely different topics during the next cycle.

As is typical in CIS courses, we are constantly getting software updates and in this past academic year, this class had a major software upgrade before the fall term. The department is consciously trying to use assessment topics that can bridge software updates but still allow us to assess core skills. We feel that we did this successfully for this course and will implement this process in other CIS courses.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in
DVC Instructional Course SLO Action Plans

Each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to develop charts based on spreadsheet data.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

As in our CIS-115 MS Word course, in all the SLO Assessment Topics, we found them to be very strong during this and previous cycles, so the department will look at assessing 3 completely different topics during the next cycle.

As is typical in CIS courses, we are constantly getting software updates and in this past academic year, this class had a major software upgrade before the fall term. The department is consciously trying to use assessment topics that can bridge software updates but still allow us to assess core skills. We feel that we did this successfully for this
We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to apply the use of formula auditing to troubleshoot formulas and functions.": 2016/17
We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

As in our CIS-115 MS Word course, in all the SLO Assessment Topics, we found them to be very strong during this and previous cycles, so the department will look at assessing 3 completely different topics during the next cycle.

As is typical in CIS courses, we are constantly getting software updates and in this past academic year, this class had a major software upgrade before the fall term. The department is consciously trying to use assessment topics that can bridge software updates but still allow us to assess core skills. We feel that we did this successfully for this course and will implement this process in other CIS courses.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.
To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to produce spreadsheets with formulas.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS Excel 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to develop charts based on spreadsheet data.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS Excel 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to apply the use of formula auditing to troubleshoot formulas and functions.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class
since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS Excel 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

**Plan for topic "Students completing the course will be able to produce spreadsheets with formulas.": 2011/12**

| The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. |

**Plan for topic "Students completing the course will be able to develop charts based on spreadsheet data."; 2011/12**

| The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. |

**Plan for topic "Students completing the course will be able to apply the use of formula auditing to troubleshoot formulas and functions."; 2011/12**

| The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. |

**Plan for topic "Students completing the course will be able to produce spreadsheets with formulas."; 2010/11**

| Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year. |

**Plan for topic "Students completing the course will be able to develop charts based on spreadsheet data."; 2010/11**

| Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year. |

**Plan for topic "Students completing the course will be able to apply the use of formula auditing to troubleshoot formulas and functions."; 2010/11**

| 2010-11-10: To increase the number of students participating in the survey, we will make it a required assignment during finals week. We feel that the results are valid but we will confirm that all objectives are equally-well covered in the current curriculum. The plan is to restate the current SLOs with more specifically targeted SLOs thus we will be better able to align the SLOs with the course objectives. |

| 2012-01-06: Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year. |

**Plan for topic "Students completing the course will be able to produce spreadsheets with formulas."; 2009/10**
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to develop charts based on spreadsheet data."**: 2009/10

The bar is set fairly high for this outcome, since we are testing for "proficiency". Proficiency usually takes more practice than one can get in a 2-unit, 5-month course. Increase the number of student participants by making the survey a required assignment during finals week. So we feel that this is a good result. Results also confirm that all subjects are equally-well covered in the current curriculum, and that online sections do as well as face-to-face. The plan is to continue with the mix of offerings in the schedule.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to use the properties of Access objects.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently,
there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to use Access to generate printed reports.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic
DVC Instructional Course SLO Action Plans

data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to use data types.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.
Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to use the properties of Access objects.":: 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS Access 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to use Access to generate printed reports.": 2013/14
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS Access 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to use data types.": 2013/14
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS Access 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to use the properties of Access objects.": 2011/12
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to use Access to generate printed reports.": 2011/12
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to use data types.": 2011/12
The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to use the properties of Access objects.": 2010/11
Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

Plan for topic "Students completing the course will be able to use Access to generate printed reports.": 2010/11
Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS
DVC Instructional Course SLO Action Plans

course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use data types.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.</td>
</tr>
</tbody>
</table>
Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently,
DVC Instructional Course SLO Action Plans

there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to manage images and graphics in a presentation.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in
DVC Instructional Course SLO Action Plans

each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to share a presentation.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.
Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO’s listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to develop a presentation." : 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS PowerPoint 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to manage images and graphics in a presentation." : 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with...
Plan for topic "Students completing the course will be able to share a presentation.":: 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new MS PowerPoint 2013 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to develop a presentation.":: 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to manage images and graphics in a presentation.":: 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system.

Plan for topic "Students completing the course will be able to develop a presentation.":: 2010/11

2010-11-11: To increase the number of students participating in the survey, we will make it a required assignment during finals week. We feel that the results are valid but we will confirm that all objectives are equally-well covered in the current curriculum. The plan is to restate the current SLOs with more specifically targeted SLOs thus we will be better able to align the SLOs with the course objectives.

2012-01-06: Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

Plan for topic "Students completing the course will be able to manage images and graphics in a presentation.":: 2010/11

2010-11-11: To increase the number of students participating in the survey, we will make it a required assignment during finals week. We feel that the results are valid but we will confirm that all objectives are equally-well covered in the current curriculum. The plan is to restate the current SLOs with more specifically targeted SLOs thus we will be better able to align the SLOs with the course objectives.
## DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-01-06</td>
<td>Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to share a presentation."

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11-11</td>
<td>To increase the number of students participating in the survey, we will make it a required assignment during finals week. We feel that the results are valid but we will confirm that all objectives are equally-well covered in the current curriculum. The plan is to restate the current SLOs with more specifically targeted SLOs thus we will be better able to align the SLOs with the course objectives.</td>
</tr>
<tr>
<td>2012-01-06</td>
<td>Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to design schedules.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated the same number of successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently,
DVC Instructional Course SLO Action Plans

there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to use the email features of Outlook.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated the same number of successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in
DVC Instructional Course SLO Action Plans

We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to create contact lists in Outlook.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated the same number of successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.
Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to design schedules.": 2014/15

The CIS department is changing the way we assess this class. The department will now use this existing self assessment as a pre-assessment given at the beginning of class. It will help determine the experience level of the class with the MS Outlook software. We will then use a rubric based assessment project to determine how well students can design schedules with the software as a final assessment.

Plan for topic "Students completing the course will be able to use the email features of Outlook.": 2014/15

The CIS department is changing the way we assess this class. The department will now use this existing self assessment as a pre-assessment given at the beginning of class. It will help determine the experience level of the class with the MS Outlook software. We will then use a rubric based assessment project to determine how well students can utilize the email features of the software.
### Plan for topic "Students completing the course will be able to create contact lists in Outlook.": 2014/15

The CIS department is changing the way we assess this class. The department will now use this existing self assessment as a pre-assessment given at the beginning of class. It will help determine the experience level of the class with the MS Outlook software. We will then use a rubric based assessment project to review a fictitious customer contact list created and maintained by the students.

### Plan for topic "Students completing the course will be able to design schedules.": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

### Plan for topic "Students completing the course will be able to use the email features of Outlook.": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

### Plan for topic "Students completing the course will be able to create contact lists in Outlook.": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

### Plan for topic "Students completing the course will be able to design schedules.": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

### Plan for topic "Students completing the course will be able to use the email features of Outlook.": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

### Plan for topic "Students completing the course will be able to create contact lists in Outlook.": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

### Plan for topic "Students completing the course will be able to design schedules.": 2009/10

To increase the number of students participating in the survey, we will make it a required assignment during finals week. We feel that the results are valid but we will confirm that all objectives are equally-well covered in the current curriculum. The plan is to restate the current SLOs with more specifically targeted SLOs thus we will be better able to
align the SLOs with the course objectives.

### Plan for topic "Students completing the course will be able to use the email features of Outlook."

<table>
<thead>
<tr>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase the number of students participating in the survey, we will make it a required assignment during finals week. We feel that the results are valid but we will confirm that all objectives are equally-well covered in the current curriculum. The plan is to restate the current SLOs with more specifically targeted SLOs thus we will be better able to align the SLOs with the course objectives.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to create contact lists in Outlook."

<table>
<thead>
<tr>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase the number of students participating in the survey, we will make it a required assignment during finals week. We feel that the results are valid but we will confirm that all objectives are equally-well covered in the current curriculum. The plan is to restate the current SLOs with more specifically targeted SLOs thus we will be better able to align the SLOs with the course objectives.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

291. iPhone and iPad App Development for Beginners [CIS-120] belonging to Computer Information Systems [CIS]

Plan for topic "Students completing this course will be able to utilize the xcode development environment": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated the same number of successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently,
there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing this course will be able to display text and alerts on the screen": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated the same number of successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in
DVC Instructional Course SLO Action Plans

Each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only assess courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing this course will be able to display Data and Images in tabular format": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated the same number of successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.
Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO’s listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing this course will be able to utilize the xcode development environment": 2014/15

The CIS department is changing the way we assess this class. The department will now use this existing self assessment as a pre-assessment given at the beginning of class. It will continue to use the iOS project rubric to evaluate the success of the SLO.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to use Photoshop Element tools to enhance images.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated the same number of successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently,
DVC Instructional Course SLO Action Plans

there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to use Photoshop Element to prepare images for sharing and distribution.":

2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated the same number of successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic
data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to import images from various sources to the computer.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated the same number of successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.
Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLOs listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to use Photoshop Element tools to enhance images.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new Adobe Photoshop Elements 12 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to use Photoshop Element to prepare images for sharing and distribution.":
DVC Instructional Course SLO Action Plans

2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new Adobe Photoshop Elements 12 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to import images from various sources to the computer.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. The department has decided to re-assess this class since the version of the software will be updated during the Spring 2014 semester. Since the 2013/2014 academic year will see different versions of the software during Fall 2013 and then it will be upgraded in Spring 2014. We decided we will also assess during the 2014/2015 academic year. We decided since we have the assessment tools in place, we should gather as much data as possible during this software transition and look for an impact on the SLOs. This class will be transitioning to the new Adobe Photoshop Elements 12 software so the department decided to schedule this course for assessment during Spring 2013, Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to use Photoshop Element tools to enhance images.": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

Plan for topic "Students completing the course will be able to use Photoshop Element to prepare images for sharing and distribution.": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

Plan for topic "Students completing the course will be able to import images from various sources to the computer.": 2009/10

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

Plan for topic "Students completing the course will be able to use Photoshop Element tools to enhance images.": 2009/10

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.
### Plan for topic "Students completing the course will be able to use Photoshop Element to prepare images for sharing and distribution.":

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>To increase the number of students participating in the survey, we will make it a required assignment during finals week. We feel that the results are valid but we will confirm that all objectives are equally-well covered in the current curriculum. The plan is to restate the current SLOs with more specifically targeted SLOs thus we will be better able to align the SLOs with the course objectives.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to import images from various sources to the computer."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>To increase the number of students participating in the survey, we will make it a required assignment during finals week. We feel that the results are valid but we will confirm that all objectives are equally-well covered in the current curriculum. The plan is to restate the current SLOs with more specifically targeted SLOs thus we will be better able to align the SLOs with the course objectives.</td>
</tr>
</tbody>
</table>
Plan for topic “Students completing the course will be able to create transition, effects, and titles to video clips”: 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Our CIS-132 Adobe Premiere course has had a new software version and we incorporated those changes into the current class. This course is only offered once a year thus it gives us time to updated any software changes.

The SLOs Assessment Topics are written to bridge the new software upgrades and be retroactive back to the previous version. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have
noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLOs listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to produce video on DVDs and other digital formats": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Our CIS-132 Adobe Premiere course has had a new software version and we incorporated those changes into the current class. This course is only offered once a year thus it gives us time to update any software changes.

The SLOs Assessment Topics are written to bridge the new software upgrades and be retroactive back to the previous version. The SLOs assessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.
This class generated the same number of successful student achievement (by the responding students) in all three SLOs.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO’s listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.
Plan for topic "Students completing the course will be able to import video clips to a computer from various sources.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Our CIS-132 Adobe Premiere course has had a new software version and we incorporated those changes into the current class. This course is only offered once a year thus it gives us time to updated any software changes.

The SLOs Assessment Topics are written to bridge the new software upgrades and be retroactive back to the previous version. The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 3 completely different topics during the next cycle.

This class generated the same number of successful student achievement (by the responding students) in all three SLOs.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:
The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to create transition, effects, and titles to video clips": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to produce video on DVDs and other digital formats": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to import video clips to a computer from various sources.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015 academic year. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.</td>
<td></td>
</tr>
</tbody>
</table>

| Plan for topic "Students completing the course will be able to create transition, effects, and titles to video clips": 2010/11 |
|---|---|
| Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year. |

| Plan for topic "Students completing the course will be able to produce video on DVDs and other digital formats": 2010/11 |
|---|---|
| Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year. |

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to import video clips to a computer from various sources.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to record the computer screen with video tools": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Our CIS-133 Develop Video Content for the Web course has been upgraded to include several new Online Screen Capturing/Editing tools, for example, Screencast-O-Matic and WeVideo. This course is only offered once a year thus it gives us time to updated any software changes.

The SLOs Assessment Topics are written to bridge concepts taught in previous semesters and in the current course cycle because we are review skills and not specific software.

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 4 completely different topics during the next cycle.

This class generated the same number of successful student achievement (by the responding students) in all four SLOs.
We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to enhance captured video.": 2016/17

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Our CIS-133 Develop Video Content for the Web course has been upgraded to include several new Online Screen Capturing/Editing tools, for example, Screencast-O-Matic.
DVC Instructional Course SLO Action Plans

and WeVideo. This course is only offered once a year thus it gives us time to updated any software changes.

The SLOs Assessment Topics are written to bridge concepts taught in previous semesters and in the current course cycle because we are review skills and not specific software.

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 4 completely different topics during the next cycle.

This class generated the same number of successful student achievement (by the responding students) in all four SLOs.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significate drop-off on assessment completions.
To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to produce video in various digital formats for delivery." : 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Our CIS-133 Develop Video Content for the Web course has been upgraded to include several new Online Screen Capturing/Editing tools, for example, Screencast-O-Matic and WeVideo. This course is only offered once a year thus it gives us time to updated any software changes.

The SLOs Assessment Topics are written to bridge concepts taught in previous semesters and in the current course cycle because we are review skills and not specific software.
The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 4 completely different topics during the next cycle.

This class generated the same number of successful student achievement (by the responding students) in all four SLOs.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significate drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.
Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

**Plan for topic "Students completing this course will be able to import videos."**: 2016/17

**Course Level Action Plan:**

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Our CIS-133 Develop Video Content for the Web course has been upgraded to include several new Online Screen Capturing/Editing tools, for example, Screencast-O-Matic and WeVideo. This course is only offered once a year thus it gives us time to updated any software changes.

The SLOs Assessment Topics are written to bridge concepts taught in previous semesters and in the current course cycle because we are review skills and not specific software.

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 4 completely different topics during the next cycle.

This class generated the same number of successful student achievement (by the responding students) in all four SLOs.
We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to record the computer screen with video tools": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. The assessment trend over the last 2 years has shown that this area is fairly consistent and so the department will look to replace these assessment topics during 2014/2015.
Plan for topic "Students completing the course will be able to enhance captured video.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to produce video in various digital formats for delivery.": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to identify and connect network devices on a home or office local area network." : 2017/18

This course is an experimental course and has been processed and approved by the Curriculum Committee to become CIS-170 Networking for Non-IT Professionals. Further SLO Assessment will be done under that course number - CIS-170.

Plan for topic "CIS-150A - Students completing this course will be able to describe content management systems fundamentals." : 2014/15

The CIS department is changing the way we assess this class. The department will now use this existing self assessment as a pre-assessment given at the beginning of class. It will continue to use the final project rubric to evaluate the success of the SLO.

Plan for topic "CIS-150B - Students completing this course will be able to utilize the xcode development environment." : 2014/15

The CIS department is changing the way we assess this class. The department will now use this existing self assessment as a pre-assessment given at the beginning of class. It will continue to use the iOS project rubric to evaluate the success of the SLO.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to understand basic relational database concepts.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated a wide range of success in (75% to 92%) successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to fluctuate from a strong (SLO 3) to an adequate level (75%) during these 2 assessment cycles. The department will look at what we can do to help boost student achievement in SLOs 1 & 2 and access 1 additional topic during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.
To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to create queries to retrieve, update, delete, and add data": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated a wide range of success in (75% to 92%) successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to fluctuate from a strong (SLO 3) to an adequate level (75%) during these 2 assessment cycles. The department will look at what we can do to help boost student achievement in SLOs 1 & 2 and access 1 additional topic during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:
DVC Instructional Course SLO Action Plans

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic “Students completing the course will be able to create queries to create a MySql database and tables.”: 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

This class generated a wide range of success in (75% to 92%) successful student achievement (by the responding students) in all three SLOs. The SLOs accessed this term we found them to fluctuate from a strong (SLO 3) to an adequate level (75%) during these 2 assessment cycles. The department will look at what we can do to help boost student achievement in SLOs 1 & 2 and access 1 additional topic during the next cycle.
We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to create queries to create a MySql database and tables."; 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. We might start using a different set of scripting tools in the class, so we decided since we have the assessment tools in place, we should gather as much data as possible during this transition and look for an impact on the SLOs. The department decided to schedule this course for assessment during Fall 2013 and Spring 2014.
Plan for topic "Students completing the course will be able to understand basic relational database concepts.": 2012/13

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. We might start using a different set of scripting tools in the class, so we decided since we have the assessment tools in place, we should gather as much data as possible during this transition and look for an impact on the SLOs. The department decided to schedule this course for assessment during Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to create queries to retrieve, update, delete, and add data": 2012/13

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We had toyed with the idea of a Pre and Post assessment but decided to postpone that implementation until after the upgrade in software. We might start using a different set of scripting tools in the class, so we decided since we have the assessment tools in place, we should gather as much data as possible during this transition and look for an impact on the SLOs. The department decided to schedule this course for assessment during Fall 2013 and Spring 2014.

Plan for topic "Students completing the course will be able to understand basic relational database concepts.": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

Plan for topic "Students completing the course will be able to create queries to retrieve, update, delete, and add data": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

Plan for topic "Students completing the course will be able to create queries to create a MySql database and tables.": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

### Plan for topic "Students completing this course will be able to describe types of networks."
- **2017/18**

The department has included this course as an elective in our CIS degree and this has boosted enrollment from SP18 to Fall 2018. The instructor has continued to develop new hands-on networking labs, which in turn has helped solidify learning objective in the class. The department will continue to assess this course for the next several years to verify that we are reaching our students. This information has been disseminated to all our CIS faculty and advisory board members.

### Plan for topic "Students completing this course will be able to select and install networking hardware"
- **2017/18**

The department has included this course as an elective in our CIS degree and this has boosted enrollment from SP18 to Fall 2018. The instructor has continued to develop new hands-on networking labs, which in turn has helped solidify learning objective in the class. The department will continue to assess this course for the next several years to verify that we are reaching our students. This information has been disseminated to all our CIS faculty and advisory board members.

### Plan for topic "Students completing this course will be able to configure network software."
- **2017/18**

The department has included this course as an elective in our CIS degree and this has boosted enrollment from SP18 to Fall 2018. The instructor has continued to develop new hands-on networking labs, which in turn has helped solidify learning objective in the class. The department will continue to assess this course for the next several years to verify that we are reaching our students. This information has been disseminated to all our CIS faculty and advisory board members.

### Plan for topic "Students completing this course will be able to connect to the internet."
- **2017/18**

The department has included this course as an elective in our CIS degree and this has boosted enrollment from SP18 to Fall 2018. The instructor has continued to develop new hands-on networking labs, which in turn has helped solidify learning objective in the class. The department will continue to assess this course for the next several years to verify that we are reaching our students. This information has been disseminated to all our CIS faculty and advisory board members.
Plan for topic "Students completing the course will be able to apply the principles of the Project Management Institute's (PMI) processes of project management.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Our CIS-180 Project Management PREP class has transitioned from a hybrid class to a 100% online class. We did see an increase in student enrollment in this new format, the course showed near equivalent success rates.

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 4 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in
DVC Instructional Course SLO Action Plans

each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to apply key formulas to scheduling, costing, estimating, and other problems.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Our CIS-180 Project Management PREP class has transitioned from a hybrid class to a 100% online class. We did see an increase in student enrollment in this new format, the course showed near equivalent success rates.

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 4 completely different topics...
DVC Instructional Course SLO Action Plans

during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO’s listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to prepare for the PMI CAPM certification exam": 2016/17

Course Level Action Plan:
We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Our CIS-180 Project Management PREP class has transitioned from a hybrid class to a 100% online class. We did see an increase in student enrollment in this new format, the course showed near equivalent success rates.

Even though, this specific SLO had a drop off compared to the other 2 SLOs, the data sample was so small that the department does not feel the need to radically change anything at this time. In past history, this SLO has performed well and we look forward to review the SLO data as we transitions to a new assessment system.

The SLOs accessed this term we found them to be very strong during this and previous assessment cycles. The department will look at assessing 4 completely different topics during the next cycle.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in
DVC Instructional Course SLO Action Plans

each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

**Plan for topic "Students completing the course will be able to apply the principles of the Project Management Institute's (PMI) processes of project management."**: 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed for SLO 1 & 2 but we will review SLO 3 and see if we need to change the wording of the assessment topic to better capture the students data. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

**Plan for topic "Students completing the course will be able to apply key formulas to scheduling, costing, estimating, and other problems."**: 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed for SLO 1 & 2 but we will review SLO 3 and see if we need to change the wording of the assessment topic to better capture the students data. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.
### Plan for topic "Students completing the course will be able to prepare for the PMI CAPM certification exam": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed for SLO 1 & 2 but we will review SLO 3 and see if we need to change the wording of the assessment topic to better capture the students data. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

### Plan for topic "Students completing the course will be able to apply the principles of the Project Management Institute's (PMI) processes of project management.": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

### Plan for topic "Students completing the course will be able to apply key formulas to scheduling, costing, estimating, and other problems.": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

### Plan for topic "Students completing the course will be able to prepare for the PMI CAPM certification exam": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.
**DVC Instructional Course SLO Action Plans**


Plan for topic "Students completing the course will be able to explain the genesis of project management and its importance to improving the success of projects": 2016/17

<table>
<thead>
<tr>
<th>Course Level Action Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).</td>
</tr>
</tbody>
</table>

Even though, this SLO had a drop off compared to the other 2 SLOs, the data sample was so small that the department does not feel the need to radically change anything at this time. In past history, this SLO has performed well and we look forward to review the SLO data as we transitions to a new assessment system.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

<table>
<thead>
<tr>
<th>Department Level Action Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significate drop-off on assessment completions.</td>
</tr>
</tbody>
</table>
To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to apply all nine project management knowledge areas and all five process groups and professional/social responsibility to projects": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Even though, this SLO had a drop off compared to the other 2 SLOs, the data sample was so small that the department does not feel the need to radically change anything at this time. In past history, this SLO has performed well and we look forward to review the SLO data as we transitions to a new assessment system.

We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:
The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able identify the nine project management knowledge areas and the five process groups.": 2016/17

Course Level Action Plan:

We have developed a process for moving the assessment tool into Canvas, thus making it easier to require the completion of the SLO survey so as to have a better student response (see Department Level Action Plan below).

Even though, this SLO had a drop off compared to the other 2 SLOs, the data sample was so small that the department does not feel the need to radically change anything at this time. In past history, this SLO has performed well and we look forward to review the SLO data as we transitions to a new assessment system.
We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Department Level Action Plan:

The faculty have determined that the current SLO assessment process based on achievement rubric is well developed but we feel we could gather better and more authentic data by embedding the assessments into current assignments. In addition, by embedding the assessments, we hope to increase the amount of data that is being gathered in each course/section. We are making this change because even moving the assessment tool from an outside location - SurveyMonkey - to the Canvas survey tool, we have noticed a significant drop-off on assessment completions.

To accomplish this embedding of SLO assessments, we will need to manually update each CIS course with the SLO's listed on the Course Outline of Record (COR). Currently, there is not an import or automated process for bulk uploading of course SLOs, so we are going to try and update each course manually.

Finally, since we are placing the assessment tool in Canvas it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we have decided to only access courses during their cycles so that we can manually insert the COR SLOs as each class cycles for SLO assessment.

Plan for topic "Students completing the course will be able to explain the genesis of project management and its importance to improving the success of projects": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed.
Plan for topic "Students completing the course will be able to apply all nine project management knowledge areas and all five process groups and professional/social responsibility to projects": 2013/14

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the wording of the assessment tool. However, we have decided to incorporate a Pre and Post assessment for the class and move the assessment tool from Survey Monkey to the Survey tool in D2L. Finally, since we are placing the assessment tool in D2L it will be easier to require the completion of the SLO survey so as to have a better student response. The department currently assesses every class section offered but we are discussing if we are going to continue this pattern in the future. We do not see anything in this data that needs to be addressed via program review. This data will be presented to our CTE advisory committee for their review and comment.

Plan for topic "Students completing the course will be able to apply all nine project management knowledge areas and all five process groups and professional/social responsibility to projects": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

Plan for topic "Students completing the course will be able to apply all nine project management knowledge areas and all five process groups and professional/social responsibility to projects": 2011/12

This class was cancelled by the administration due to low enrollment. The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

Plan for topic "Students completing the course will be able to explain the genesis of project management and its importance to improving the success of projects": 2011/12

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

Plan for topic "Students completing the course will be able to explain the genesis of project management and its importance to improving the success of projects": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able identify the nine project management knowledge areas and the five process groups.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to define a project plan": 2017/18

A technical issue with a change in MS Project 2016 causes a majority of students to drop from the original 25 enrolled down to the 9 listed. The department recognizes that a change in software for this class is needed because of the restricted access to MS Project for our students.

Plan for topic "Students completing the course will be able to analyze and record the resources needed for a project": 2017/18

A technical issue with a change in MS Project 2016 causes a majority of students to drop from the original 25 enrolled down to the 9 listed. The department recognizes that a change in software for this class is needed because of the restricted access to MS Project for our students.

Plan for topic "Students completing the course will be able to track projects using Gantt charts": 2017/18

A technical issue with a change in MS Project 2016 causes a majority of students to drop from the original 25 enrolled down to the 9 listed. The department recognizes that a change in software for this class is needed because of the restricted access to MS Project for our students.

Plan for topic "Students completing the course will be able to define a project plan": 2014/15

The CIS department is changing the way we assess this class (as we have in other CIS classes using Self-Assessment Achievement Rubrics). The department will now use this existing self assessment as a pre-assessment to be given at the beginning of class. It will help determine the experience level of the class with the Project Management concepts. We will then use a rubric based assessment project to determine how well students can define a project plan as a final assessment.

Plan for topic "Students completing the course will be able to define a project plan": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

Plan for topic "Students completing the course will be able to analyze and record the resources needed for a project": 2011/12

The faculty have determined that the current SLO assessments based on achievement rubric are well developed and we see no need to change the process. We are discussing possibly adding a pre assessment component to the existing system. In addition, we are attempting to increase the participation in our SLO survey by giving the students additional time to submit the survey.

Plan for topic "Students completing the course will be able to define a project plan": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.

Plan for topic "Students completing the course will be able to analyze and record the resources needed for a project": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.
Plan for topic "Students completing the course will be able to track projects using Gantt charts": 2010/11

Continue to assess every semester to get more feedback by requiring the survey to be completed during finals week. The department is considering a Pre-Assessment for CIS course using the Comsc and Speech areas model to be implemented in the 2012-2013 academic year.
### DVC Instructional Course SLO Action Plans


**Plan for topic "Students completing the course will be able to properly terminate copper and fiber-optic ends" [Â CÂ ]**

<table>
<thead>
<tr>
<th>Filed assessment plan:</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Spring 2019 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to use cable test equipment to verify cable performance." [Â CÂ ]**

<table>
<thead>
<tr>
<th>Filed assessment plan:</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Spring 2019 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to install copper network cable in ceilings, walls, conduits and basements following installation standards, without damaging the cable." [Â CÂ ]**

<table>
<thead>
<tr>
<th>Filed assessment plan:</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Spring 2019 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to properly terminate copper and fiber-optic ends" [Â CÂ ]**

<table>
<thead>
<tr>
<th>Filed assessment plan:</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course will be assessed in Fall 2017</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to properly terminate copper and fiber-optic ends" [Â CÂ ]**

<table>
<thead>
<tr>
<th>Filed assessment plan:</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>We'll have the whole class connect their cabling together so that the whole class becomes one long cable. Continuity of this one class-wide cable is success for the whole class.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to properly terminate copper and fiber-optic ends" [Â CÂ ]**

<table>
<thead>
<tr>
<th>Filed assessment plan:</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

---

For more information, please refer to the Outcome Assessment History.
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use cable test equipment to verify cable performance.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to install copper network cable in ceilings, walls, conduits and basements following installation standards, without damaging the cable.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing this course will be able to assemble components based on customer requirements."

<table>
<thead>
<tr>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing this course will be able to install, configure and maintain devices, PCs and software for end users."

<table>
<thead>
<tr>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing this course will be able to describe the basics of networking and security/forensics."

<table>
<thead>
<tr>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing this course will be able to properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills."

<table>
<thead>
<tr>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing this course will be able to describe appropriate customer support."

<table>
<thead>
<tr>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

### Plan for topic "Students completing this course will be able to identify the basics of virtualization, desktop imaging, and deployment."

**2017/18**

The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.
Plan for topic "Students completing this course will be able to describe and differentiate the devices and services used to support communications in data networks and the Internet." : 2017/18
Will be assessed in Fall 2018 using Survey Monkey.

Plan for topic "Students completing this course will be able to describe the role of protocol layers in data networks." : 2017/18
The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing this course will be able to evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments." : 2017/18
The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing this course will be able to design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks." : 2017/18
The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing this course will be able to explain fundamental Ethernet concepts such as media, services, and operations." : 2017/18
The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing this course will be able to build a simple Ethernet network using routers and switches." : 2017/18
The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing this course will be able to compose Cisco command-line interface (CLI) commands to perform basic
router and switch configurations."": 2017/18

The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.
Plan for topic "Students completing the course will be able to describe the tasks involved in administrating and maintaining a Windows network [À NAÀ ] 2011/12": 2017/18
The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing the course will be able to secure a Windows network.": 2017/18
The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing the course will be able to describe the features of the common protocols used in Windows networking": 2017/18
The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing this course will be able to use windows tools for basic administration.": 2017/18
The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.
Plan for topic "Students completing the course will be able to describe the features of the common protocols used in Windows networking": 2012/13
Continue to have students work in pairs to complete the labs and deploy the subject protocols.

Plan for topic "Students completing the course will be able to describe the tasks involved in administrating and maintaining a Windows network [Â NAÂ ] 2011/12": 2011/12
Success numbers across the board were reduced by as much as 50%, yet I made no changes to the structure of the class. The only change that I note was changing the criteria from "agree" to "strongly agree". Obviously the numbers call for action, but I uncertain what to recommend other than go back to "agree"

Plan for topic "Students completing the course will be able to secure a Windows network.": 2011/12
Success numbers across the board were reduced by as much as 50%, yet I made no changes to the structure of the class. The only change that I note was changing the criteria from "agree" to "strongly agree". Obviously the numbers call for action, but I uncertain what to recommend other than go back to "agree"

Plan for topic "Students completing the course will be able to describe the features of the common protocols used in Windows networking": 2011/12
Success numbers across the board were reduced by as much as 50%, yet I made no changes to the structure of the class. The only change that I note was changing the criteria from "agree" to "strongly agree". Obviously the numbers call for action, but I uncertain what to recommend other than go back to "agree"

Plan for topic "Students completing the course will be able to describe the tasks involved in administrating and maintaining a Windows network [Â NAÂ ] 2011/12": 2010/11
No changes in curriculum or delivery methods to note. Plan is to continue to assess using the achievement rubric.

Plan for topic "Students completing the course will be able to secure a Windows network.": 2010/11
No changes in curriculum or delivery methods to note. Plan is to continue to assess using the achievement rubric.

Plan for topic "Students completing the course will be able to describe the features of the common protocols used in Windows networking": 2010/11
No changes in curriculum or delivery methods to note. Plan is to continue to assess using the achievement rubric.

Plan for topic "Students completing the course will be able to describe the tasks involved in administrating and maintaining a Windows network [Â NAÂ ] 2011/12": 2009/10
2010-06-09: Indeterminate results -- switching to an achievement rubric next time.
2010-11-19: No changes in curriculum or delivery methods to note. Plan is to continue to assess using the achievement rubric.

Plan for topic "Students completing the course will be able to secure a Windows network.": 2009/10
2010-06-15: Indeterminate results -- switching to an achievement rubric next time.
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-06-02</td>
<td>No changes in curriculum or delivery methods to note. Plan is to continue to assess using the achievement rubric.</td>
</tr>
<tr>
<td>2010-06-15</td>
<td>Indeterminate results -- switching to an achievement rubric next time.</td>
</tr>
<tr>
<td>2011-06-02</td>
<td>No changes in curriculum or delivery methods to note. Plan is to continue to assess using the achievement rubric.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to describe the features of the common protocols used in Windows networking": 2009/10**
Plan for topic "Students completing the course will be able to know the difference between installing or upgrading to Windows and when each would be used.": 2017/18
Will be assessed next time offered.
Plan for topic "Students completing the course will be able to know the difference between installing or upgrading to Windows and when each would be used.": 2015/16
Add Assessment Plan Information Here
Plan for topic "Students completing the course will be able to know the difference between installing or upgrading to Windows and when each would be used.": 2010/11
These are entirely unacceptable results. The CNT program faculty needs to address these shortcomings before another 116 class is allowed on the schedule.
Plan for topic "Students completing the course will be able to administer an Organizational Unit within a single domain environment.": 2010/11
These are entirely unacceptable results. The CNT program faculty needs to address these shortcomings before another 116 class is allowed on the schedule.
Plan for topic "Students completing the course will be able to configure the Windows client and server.": 2010/11
These are entirely unacceptable results. The CNT program faculty needs to address these shortcomings before another 116 class is allowed on the schedule.
Plan for topic "Students completing the course will be able to know the difference between installing or upgrading to Windows and when each would be used.": 2009/10
Indeterminate results -- switching to an achievement rubric next time.
Plan for topic "Students completing the course will be able to administer an Organizational Unit within a single domain environment.": 2009/10
Indeterminate results -- switching to an achievement rubric next time.
Plan for topic "Students completing the course will be able to configure the Windows client and server.": 2009/10
Indeterminate results -- switching to an achievement rubric next time.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to identify the concepts of the Active Directory directory service and its logical and physical structure.&quot;</td>
<td>2017/18 The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to implement Group Policy to centrally manage a network using Active Directory directory services.&quot;</td>
<td>2017/18 The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to install Active Directory on a computer running Windows Server and perform post-installation and maintenance tasks.&quot;</td>
<td>2017/18 The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify the concepts of the Active Directory directory service and its logical and physical structure.&quot;</td>
<td>2014/15 There were no 117 sections offered in 2014/15. Plan is to assess the next time the course is offered.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify the concepts of the Active Directory directory service and its logical and physical structure.&quot;</td>
<td>2011/12 80% achieved success on objectives 1 and 2, 100% on objective 3. My thinking says don't change anything.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to implement Group Policy to centrally manage a network using Active Directory directory services.&quot;</td>
<td>2011/12 80% achieved success on objectives 1 and 2, 100% on objective 3. My thinking says don't change anything.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to install Active Directory on a computer running Windows Server and perform post-installation and maintenance tasks.&quot;</td>
<td>2011/12 80% achieved success on objectives 1 and 2, 100% on objective 3. My thinking says don't change anything.</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### Plan for topic "Students completing the course will be able to identify the concepts of the Active Directory directory service and its logical and physical structure." : 2009/10

- Affirmation and reinforcement of current methods and curriculum. Consider moving to an achievement matrix for next assessment.

### Plan for topic "Students completing the course will be able to implement Group Policy to centrally manage a network using Active Directory directory services." : 2009/10

- Affirmation and reinforcement of current methods and curriculum. Consider moving to an achievement matrix for next assessment.

### Plan for topic "Students completing the course will be able to install Active Directory on a computer running Windows Server and perform post-installation and maintenance tasks." : 2009/10

- Affirmation and reinforcement of current methods and curriculum. Consider moving to an achievement matrix for next assessment.
308. Routing and Switching Essentials [CNT-120] belonging to Computer Science [CNT]
Plan for topic "CNT 120 is scheduled for SLO assessment next time it is offered. This course was to be assessed in Fall 2017 and Spring 2018, but the course was canceled due to low enrollment on both terms.": 2019/20

The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2020 term. The results will be discussed to modify the project for data collection.
DVC Instructional Course SLO Action Plans

309. Introduction to Virtualization Technology [CNT-125] belonging to Computer Science [CNT]

Plan for topic "Students completing the course will be able to implement a virtual environment using VMWare.": 2017/18

The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Spring 2019 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing the course will be able to install and configure Microsoft HyperV.": 2017/18

The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Spring 2019 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing the course will be able to install and configure VMWare VSphere.": 2017/18

The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Spring 2019 term. The quiz questions and results will be discussed to modify the quizzes for data collection.

Plan for topic "Students completing the course will be able to implement a virtual environment using VMWare.": 2014/15

The last time this course was offered, 2012/13, CNT did not collect any assessment data for any of its courses. It is on the SP16 schedule. The CS dept chair Robert Burns will contact Vonberg directly to impress upon him the need to conduct pre and post assessments in January and May.
The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2019 term. The quiz questions and results will be discussed to modify the quiz for data collection.
Plan for topic "This course has not been offered yet": 2019/20

The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2020 term. The results will be discussed to modify the project for data collection.
### DVC Instructional Course SLO Action Plans

#### 312. Introduction to Cybersecurity: Ethical Hacking [CNT-148] belonging to Computer Science [CNT]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to explain the threats and countermeasures for physical security and social engineering.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform very simple programming in various programming languages, specifically oriented towards the needs of network security professionals.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to deploy security devices, including routers, firewalls, Intrusion Detection Systems, and honeypots.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to describe tools and methods used by a hacker to break into a computer network.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to defend a computer and LAN against a variety of security types using hands-on techniques."": 2017/18

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>The results will be discussed and analyzed by CNT faculty in CNT faculty meeting before Fall 2018 term. The quiz questions and results will be discussed to modify the quizzes for data collection.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to explain the threats and countermeasures for physical security and social engineering.": 2013/14

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>The results are useless. Getting CNT faculty to perform pre- and post- assessments has proved problematic for years. The plan is for the CS dept chairman to hold July meetings with the whole CNT staff to consider the last year's results and make specific plans for the coming year, just as COMSC faculty recently started to do.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to explain the threats and countermeasures for physical security and social engineering.": 2012/13

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>Results demonstrate that learning took place -- plan is to continue current methods of delivery of content with adjunct staff.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to perform very simple programming in various programming languages, specifically oriented towards the needs of network security professionals.": 2012/13

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>Results demonstrate that learning took place -- plan is to continue current methods of delivery of content with adjunct staff.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to deploy security devices, including routers, firewalls, Intrusion Detection Systems, and honeypots.": 2012/13

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>Results demonstrate that learning took place -- plan is to continue current methods of delivery of content with adjunct staff.</td>
</tr>
</tbody>
</table>
### Plan for topic "This course has not been offered yet.": 2019/20

CNT 149 was offered in Spring 2020 and was canceled due to low enrollment. It will be offered in Spring 2021 and the data will be collected then.
314. Topics in Computer Networking [CNT-150] belonging to Computer Science [CNT]

Plan for topic "Students completing 150VT will be able to..."

1. list and explain the tasks involved in installing and configuring various virtual environments.

2. explain the differences between storage area networks and network-attached storage.

3. install and configure Microsoft HYPERV.": 2018/19

The results will be discussed and analyzed by CNT faculty in CNT faculty meeting. The survey questions and results will be discussed to modify for data collection. CNT plans to create a formal course from this experimental course.

Plan for topic "Students completing 150VT will be able to..."

1. list and explain the tasks involved in installing and configuring various virtual environments.

2. explain the differences between storage area networks and network-attached storage.

3. install and configure Microsoft HYPERV.": 2017/18

This is an experimental course created in Spring 2017 and offered once in Summer 2018.

A survey with questions mapping to SLOs will be administered in Summer 2019 when the course is scheduled to be offered.

Plan for topic "Students completing 150VT will be able to..."

1. list and explain the tasks involved in installing and configuring various virtual environments.

2. explain the differences between storage area networks and network-attached storage.

3. install and configure Microsoft HYPERV.": 2015/16
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing 150VT will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. list and explain the tasks involved in installing and configuring various virtual environments.</td>
</tr>
<tr>
<td>2. explain the differences between storage area networks and network-attached storage.</td>
</tr>
<tr>
<td>3. install and configure Microsoft HYPERV.&quot;</td>
</tr>
</tbody>
</table>

Not enough data -- need to make a much better effort to make students aware of the survey process.
315. Scaling Networks [CNT-206] belonging to Computer Science [CNT]
DVC Instructional Course SLO Action Plans

316. Connecting Networks [CNT-220] belonging to Computer Science [CNT]
DVC Instructional Course SLO Action Plans

317. Internship in Occupational Work Experience Education in CNT [CNT-296] belonging to Computer Science [CNT]
DVC Instructional Course SLO Action Plans

318. Public Speaking [COMM-120] belonging to Communication Studies [COMM]

Plan for topic "Students completing COMM-120 will be able to After completing this course students will be able to identify and effectively use primary and quality secondary sources (academic and journalistic) to support ideas.": 2016/17

The results showed that a significant number of the 247 students who, while overall successful in meeting the SLO criteria for success, did miss the same question on the quiz which leads the department to believe that the question was poorly worded. The instructors whose class results were largely successful had implemented techniques such as PowerPoint, lecture, activities, worksheets, and trips to the library for presentations on source credibility and types of sources.

Instructors whose classes were for the most part unsuccessful in meeting the SLO criteria for this topic acknowledged that much more time in class needed to be spent on this topic with more direct instruction and practice in identifying primary vs. secondary sources. Utilizing the Library and its Learning Success Workshops were also mentioned as valuable tools in helping to increase student success with this learning objective. Instructors who limited the coverage of this topic to one lecture found that this was not sufficient in achieving a successful learning outcome for the majority of their students.

As a plan of action the department will encourage instructors to use the library resources be they handouts or presentations/workshops put on by librarians to augment the lecture they give on this particular topic. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing COMM-120 will be able to After completing this course students will be able to support an idea using presentation aids correctly and confidently.": 2013/14

The Department feels that the results of this assessment confirm what we have long believed which is the poor technology in the PAC classrooms negatively impact student learning and success with this course learning objective, if not completely prevents it from being achieved. Therefore as our plan moving forward, the department will be pursuing a quality media set up in each of our classrooms that is consistently maintained and supported by the college. In addition, the Department will be creating a new assessment topic for the next time this course is up for assessment that will enable the department to provide data that supports not only the Program Level Outcomes for our AA-T degree in Comm Studies but also the General Education Learning Outcomes with which our courses are aligned. One of our goals stated in our action plan the last time this course was assessed is to make an effort to assess sections offered in the Spring, not just the Fall semesters. We did that with this assessment and will continue to do so in the future.

Plan for topic "Students completing the course will be able to demonstrate confidence when presenting a public speech." : 2011/12

The department is pleased with the results and like knowing what students find most helpful in improving their confidence in giving a speech. While the pre- and post-test was illuminating, it was decided that we would not assess in this method again due to the expense of the scantrons. The department has decided that we will assess a different objective topic the next time this course is assessed.
Plan for topic "Students completing the course will be able to identify a variety of organizational structures that are used in public speeches."

**2011/12**

The department feels that we are doing a consistent, quality job of teaching organizational structure in the Speech 120 class. Our plan is to assess a different learning outcome the next time this course is due for assessment.

Plan for topic "Students completing the course will be able to effectively construct an outline a speech."

**2011/12**

The department feels that we are doing a good job of teaching outlining skills and will focus on a different learning outcome the next time this course comes due for assessment.

Plan for topic "Students completing the course will be able to demonstrate confidence when presenting a public speech."

**2007/8**

1a. Inform instructors of the notable improvement in student confidence. Instructors may use this for recruiting students to the class and for encouraging students to complete the course.

1b. Inform instructors of this positive finding.

Plan for topic "Students completing the course will be able to identify a variety of organizational structures that are used in public speeches."

**2007/8**

2a. Inform instructors of this positive finding.

2b. Distribute information on Monroe's theory of persuasion to all instructors. Encourage them to teach it, if they are not currently doing so.

Plan for topic "Students completing the course will be able to effectively construct an outline a speech."

**2007/8**

3a. Inform instructors of this finding and encourage them to teach more about speech conclusions. This was done 1/10/08 in a department meeting.

3b. Inform instructors of this positive finding. This was done 1/10/08 in a department meeting.
Plan for topic "Students completing the course will be able to classify sources as either primary or secondary.": 2016/17

The instructors teaching these sections felt that more time in class needed to be spent on the concept of Toulmin, particularly in helping students learn to identify the warrant in an argument. One instructor also noted that there was a substantial amount of time between when the concept of Toulmin's Model was taught and when the exam occurred and that also may have contributed to students not being successful in answering the exam questions.

It is recommended going forward that more in-class lecture and activities be devoted to this concept and more timely assessment be implemented to keep the concepts fresh in the students' minds.

Plan for topic "Students completing the course will be able to implement the Toulmin Model (claim, data, warrant) into a persuasive speech.": 2016/17

The instructors teaching these sections felt that more time in class needed to be spent on the concept of Toulmin, particularly in helping students learn to identify the warrant in an argument. One instructor also noted that there was a substantial amount of time between when the concept of Toulmin's Model was taught and when the exam occurred and that also may have contributed to students not being successful in answering the exam questions.

It is recommended going forward that more in-class lecture and activities be devoted to this concept and more timely assessment be implemented to keep the concepts fresh in the students' minds.

Plan for topic "Students completing the course will be able to identify the components of Schwartz’s Perspective on Media Usage.": 2016/17

The instructors whose sections were assessed felt that the combination of time spent in class on this topic (at least one full week) and the use of PowerPoint, small group activities, assigned reading, handouts and exam review sheets all helped students be successful with this learning objective.

The plan going forward is for these instructors to share their materials, activities and examples with other faculty in the department that are currently or will be in the future, teaching this class in order to ensure continued and consistent success.

Plan for topic "Students completing the course will be able to recognize and define 3 different types of logical fallacies.": 2016/17

The instructors whose sections were assessed felt that the combination of time spent in class on this topic (at least one full week) and the use of PowerPoint, small group
activities, assigned reading, handouts and exam review sheets all helped students be successful with this learning objective.

The plan going forward is for these instructors to share their materials, activities and examples with other faculty in the department that are currently or will be in the future, teaching this class in order to ensure continued and consistent success.

Plan for topic "Students completing the course will be able to identify inductive and deductive arguments.": 2013/14

The department is pleased with the results of this learning objective and feel that we are doing a good job in teaching this important skill. The department plans on continuing its methods of teaching outlining for persuasive speeches and will create a new assessment topic for this course that touches on a different learning objective for the next time this course is up for assessment.

Plan for topic "Students completing the course will be able to construct an outline for a persuasive speech.": 2013/14

The department is pleased with the results of this learning objective and feel that we are doing a good job in teaching this important skill. The department plans on continuing its methods of teaching outlining for persuasive speeches and will create a new assessment topic for this course that touches on a different learning objective for the next time this course is up for assessment.

Plan for topic "Students completing the course will be able to classify sources as either primary or secondary.": 2013/14

In reflecting on the results the department feels that students would benefit from more in-class examples, handouts and lecture on this topic. One instructor noted the new textbook that was used didn't do a very good job of covering the Toulmin Model and not enough classroom instruction was devoted to argument deconstruction. It was also surmised that multiple-choice questions were perhaps not the most accurate way to assess this topic and a stronger assessment method will be developed for the next time this course is assessed. Instructors will also spend more class time reviewing the Toulmin Model and reinforce the instruction with handouts and activities.

Plan for topic "Students completing the course will be able to implement the Toulmin Model (claim, data, warrant) into a persuasive speech.": 2013/14

In reflecting on the results the department feels that students would benefit from more in-class examples, handouts and lecture on this topic. One instructor noted the new textbook that was used didn't do a very good job of covering the Toulmin Model and not enough classroom instruction was devoted to argument deconstruction. It was also surmised that multiple-choice questions were perhaps not the most accurate way to assess this topic and a stronger assessment method will be developed for the next time this course is assessed. Instructors will also spend more class time reviewing the Toulmin Model and reinforce the instruction with handouts and activities.

Plan for topic "Students completing the course will be able to identify the components of Schwartz’s Perspective on Media Usage.": 2013/14

In both the exam questions and the activity, the small number of students who did not achieve this learning objective were believed to have missed class the day that topic was taught. The plan is to integrate a take-home worksheet on fallacies as a points earning assignment so that even students who miss the classroom lecture will have motivation to
Plan for topic "Students completing the course will be able to recognize and define 3 different types of logical fallacies.": 2013/14

In both the exam questions and the activity, the small number of students who did not achieve this learning objective were believed to have missed class the day that topic was taught. The plan is to integrate a take-home worksheet on fallacies as a points earning assignment so that even students who miss the classroom lecture will have motivation to learn the material.

Plan for topic "Students completing the course will be able to construct an outline for a persuasive speech.": 2011/12

The department is satisfied with this result and feels that the instruction given in class on outlining, as well as the supplemental materials such as the text and example outline handouts, contribute to this positive result. The department will work on obtaining a broader sample when conducting the assessment of this class in the future.

Plan for topic "Students completing the course will be able to construct an outline for a persuasive speech.": 2011/12

While this result meets the criteria for success set by the department, we wish to see a higher percentage of students who understand and can implement this core concept. Greater emphasis will be placed on teaching the Toulmin Model in Speech 121 as well as increased class activities and worksheets allowing students to practice with the technique to better be able to incorporate it into their work.

Plan for topic "Students completing the course will be able to implement the Toulmin Model (claim, data, warrant) into a persuasive speech.": 2011/12

While this result meets the criteria for success set by the department, we wish to see a higher percentage of students who understand and can implement this core concept. Greater emphasis will be placed on teaching the Toulmin Model in Speech 121 as well as increased class activities and worksheets allowing students to practice with the technique to better be able to incorporate it into their work.

Plan for topic "Students completing the course will be able to recognize and define 3 different types of logical fallacies.": 2011/12

The department is satisfied with these results and will continue to approach the teaching of logical fallacies in the same way. The department will try for a broader sample the next time this course is up for assessment.

Plan for topic "Students completing the course will be able to identify the components of Schwartz's Perspective on Media Usage.": 2011/12

The department is satisfied with these results and will continue to approach the teaching of logical fallacies in the same way. The department will try for a broader sample the next time this course is up for assessment.

Plan for topic "Students completing the course will be able to construct an outline for a persuasive speech.": 2010/11
The department is satisfied with these results and feels that the instruction and handouts given in class are providing students with sufficient guidance in how to properly construct an outline. The department will discuss a more uniform approach to data collection so a wider range of course sections are represented in the assessment.

**Plan for topic "Students completing the course will be able to identify inductive and deductive arguments."**: 2010/11

The department is satisfied with these results and feels that the instruction and handouts given in class are providing students with sufficient guidance in how to properly construct an outline. The department will discuss a more uniform approach to data collection so a wider range of course sections are represented in the assessment.

**Plan for topic "Students completing the course will be able to implement the Toulmin Model (claim, data, warrant) into a persuasive speech."**: 2010/11

The department is satisfied with these results. A discussion of an easier method of data collection will be held to enable the department to generate a more diverse sample of data.

**Plan for topic "Students completing the course will be able to classify sources as either primary or secondary."**: 2010/11

The department is satisfied with these results. A discussion of an easier method of data collection will be held to enable the department to generate a more diverse sample of data.

**Plan for topic "Students completing the course will be able to implement the Toulmin Model (claim, data, warrant) into a persuasive speech."**: 2010/11

The department is satisfied with these results. A discussion of an easier method of data collection will be held to enable the department to generate a more diverse sample of data.

**Plan for topic "Students completing the course will be able to classify sources as either primary or secondary."**: 2010/11

The department is satisfied with these results. A discussion of an easier method of data collection will be held to enable the department to generate a more diverse sample of data.

**Plan for topic "Students completing the course will be able to classify sources as either primary or secondary."**: 2007/8

Inform instructors of this finding. Done on 2/5/08.

**Plan for topic "Students completing the course will be able to construct an outline for a persuasive speech."**: 2007/8

Inform instructors of this finding. Done on 2/5/08.

**Plan for topic "Students completing the course will be able to classify sources as either primary or secondary."**: 2007/8

Inform instructors of this finding. Done on 2/5/08.

**Plan for topic "Students completing the course will be able to implement the Toulmin Model (claim, data, warrant) into a persuasive speech."**: 2007/8

Inform instructors of this finding. Done on 2/5/08.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to identify the components of Schwartz's Perspective on Media Usage.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform instructors of this finding. Done on 2/5/08.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to recognize and define 3 different types of logical fallacies.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform instructors of this finding. Done on 2/5/08.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

320. Argumentation and Debate [COMM-123] belonging to Communication Studies [COMM]

Plan for topic "Students completing the course will be able to evaluate evidence used in arguments.":: 2018/19

Overall, the instructor was happy with the results. In the fall the instructor reports that students were successful because of this assignment. It is a smaller assignment that helps to scaffold the larger debate assignment. Before breaking it down the overall debate assignment into smaller assignment the quality of evidence might have gotten lost amongst the other requirements of the debate, but with a specific research analysis assignment students have to focus on the quality of their evidence. In the Spring, the instructor reports success because he spends a significant amount of time on the importance of research analysis and make the students complete similar assignments multiple times to understand the importance of evaluation of evidence. For those who did not succeed, many either never turned in the assignment or turned it in late for a penalty. That skewed the data some. Going forward this deep focus on evidence analysis should continue.

Plan for topic "Students completing the course will be able to identify inductive and deductive reasoning.":: 2015/16

The course will integrate more real world applications of argument classification to help move students from learning the key terms to being able to apply them to actual examples.

Plan for topic "Students completing the course will be able to express confidence when presenting a public, oral argument.":: 2011/12

Students did very well on the confidence measure for SLO#1. After the class, the students ranked their self confidence in delivering speeches significantly higher than before. This improvement is probably due to the number of speeches delivered in the class, something that will be continued or increased in future semesters.

Plan for topic "Students completing the course will be able to evaluate evidence used in arguments.":: 2011/12

On SLO #2, students scored well on some questions about evidence and not as well on others. An activity on how to create an effective survey may help improve the scores and it will be implemented in future semesters.

Plan for topic "Students completing the course will be able to identify inductive and deductive reasoning.":: 2011/12

On SLO#3, students scored well on the questions about inductive reasoning and worse on the ones about deductive. For Spring, 2012 a new textbook was used in the class that paid a lot more attention to this issue compared to the old textbook. The new book in addition to the new activities from the book on reasoning will hopefully improve the outcomes on this issue.

Plan for topic "Students completing the course will be able to express confidence when presenting a public, oral argument.":: 2007/8

May 2008

a. Inform speech area of the findings. Recommend continuing current practices.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to evaluate evidence used in arguments.&quot;: 2007/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2008</td>
</tr>
<tr>
<td>a. Inform speech area of the findings. Recommend continuing current practices. Also recommend additional time be spent on this concept in classes.</td>
</tr>
<tr>
<td>b. Inform speech area of the findings. Recommend continuing current practices. Also recommend additional time be spent on the concept of ethos in classes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify inductive and deductive reasoning.&quot;: 2007/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2008</td>
</tr>
<tr>
<td>a. Inform speech area of the findings. Recommend continuing current practices. Also recommend additional time be spent on this concept in classes.</td>
</tr>
<tr>
<td>b. Inform speech area of the findings. Recommend continuing current practices. Also recommend additional time be spent on this concept in classes.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to demonstrate an understanding of speech physiology.": 2016/17

The instructor feels that the longer class time that a once-a-week class schedule permits allows for individual attention and feedback that would be impossible in two shorter sessions. That being said, if students miss one class they have, in effect, missed 2 class sessions. The two students who did not meet the SLO standards for this topic were those who had missed two or more classes. The instructor feels that the high demand of the course, due to the fact that it is part of the Comm Studies degree, is enough to support 2 or more sections each semester. This will keep class sizes low enough to ensure continued success.

Plan for topic "Students completing the course will be able to perform breathing exercises and vocal warm ups.": 2016/17

The instructor feels that the longer class time that a once-a-week class schedule permits allows for individual attention and feedback that would be impossible in two shorter sessions. That being said, if students miss one class they have, in effect, missed 2 class sessions. The two students who did not meet the SLO standards for this topic were those who had missed two or more classes. The instructor feels that the high demand of the course, due to the fact that it is part of the Comm Studies degree, is enough to support 2 or more sections each semester. This will keep class sizes low enough to ensure continued success.

Plan for topic "Students completing the course will be able to perform vocal strength, resonance, vocal variety, and articulation exercises.": 2016/17

The instructor feels that the longer class time that a once-a-week class schedule permits allows for individual attention and feedback that would be impossible in two shorter sessions. That being said, if students miss one class they have, in effect, missed 2 class sessions. The two students who did not meet the SLO standards for this topic were those who had missed two or more classes. The instructor feels that the high demand of the course, due to the fact that it is part of the Comm Studies degree, is enough to support 2 or more sections each semester. This will keep class sizes low enough to ensure continued success.

Plan for topic "Students completing the course will be able to demonstrate an understanding of speech physiology.": 2013/14

Reason for success: the physiology related to Speech is covered very early in the semester and is reinforced on an ongoing basis throughout the course. The instructor is pleased with this result and will continue this practice in future semesters. An assessment of this course is planned for the following academic year when more than one section will be offered to determine if students will continue to be successful with this particular learning outcome.

Plan for topic "Students completing the course will be able to perform breathing exercises and vocal warm ups.": 2013/14

Students are taught correct breathing and vocal warm up techniques at the beginning of the semester; they practice them at every class session and are tested regularly on them throughout the course. The instructor feels that the results indicate this method of instruction regarding this student learning outcome is the reason for such a high percentage of success. The plan is to continue this approach when teaching the course in the future. An assessment of this course is planned for the following academic year when more than one section will be offered to determine if students will continue to be successful with this particular learning outcome.

Plan for topic "Students completing the course will be able to perform vocal strength, resonance, vocal variety, and articulation exercises.": 2013/14

Course Action Plans
Outcome Assessment History

Page 629 of 2394
Exercises are done in a building block sequence. Students start with breathing techniques and building vocal strength, which allows them to improve and develop their resonance, articulation and vocal variety. The instructor is pleased with the success rate and feels it is evidence of how this approach to teaching these skills is effective. This approach will be continued into future semesters. An assessment of this course is planned for the following academic year when more than one section will be offered to determine if students will continue to be successful with this particular learning outcome.

Plan for topic "Students completing the course will be able to demonstrate an understanding of speech physiology.": 2011/12

Reason for success: the physiology related to Speech is covered very early in the semester and is reinforced on an ongoing basis throughout the course. The instructor is pleased with this result and will continue this practice in future semesters.

Plan for topic "Students completing the course will be able to perform breathing exercises and vocal warm ups.": 2011/12

Reason for success: students are taught correct breathing and vocal warm up techniques at the beginning of the semester; they practice them at every class session and are tested regularly on them throughout the course. The instructor feels that the results indicate this method of instruction regarding this student learning outcome is the reason for such a high percentage of success. The plan is to continue this approach when teaching the course in the future.

Plan for topic "Students completing the course will be able to perform vocal strength, resonance, vocal variety, and articulation exercises.": 2011/12

Reason for success: Exercises are done in a building block sequence. Students start with breathing techniques and building vocal strength, which allows them to improve and develop their resonance, articulation and vocal variety. The instructor is pleased with the success rate and feels it is evidence of how this approach to teaching these skills is effective. This approach will be continued into future semesters.
DVC Instructional Course SLO Action Plans

322. Intercultural Communication [COMM-125] belonging to Communication Studies [COMM]
Plan for topic "Students completing this course will be able to identify how different cultural contexts shape communication behaviors.": 2018/19

The instructor reports that the results were okay, but not spectacular. Perhaps more discussion of this vocabulary in the future would help more students to grasp the concepts. He also think this topic should be reassessed with a new instructor. He believes he is the only instructor who has ever assessed it. While there was another instructor teaching this concept, this instructor did not assess the correct SLO for the Spring. As a result, for the next round of assessments we will make sure professors better communicate about what SLO they are assessing before and during the process.

Plan for topic "Students completing this course will be able to demonstrate the role of social constructionism in the relationship between culture and communication.": 2015/16

This is the first time this course was offered and assessed. It also had low enrollment. Therefore, this assessment topic will be assessed again, ideally with a larger class size and a new instructor, to see if the outcomes are significant.
DVC Instructional Course SLO Action Plans

323. Interpersonal Communication [COMM-128] belonging to Communication Studies [COMM]

Plan for topic "Students completing this course will be able to identify and explain the effect of communication on personal identities.": 2016/17

The success rate on this SLO is high. The department feels that the formula for success was a combination of class lecture, activity and a final exam study guide.

The department is disappointed in the low response rate of the faculty who were teaching 128 in the Fall 2016 semester and who were directed to assess their students on this topic. The department will make more effort to communicate with and impress upon the faculty the need to comply with requests for SLO assessment.

Plan for topic "Students completing the course will be able to identify effective and ineffective listening behaviors.": 2013/14

The Department is satisfied with the results and will develop a different learning outcome topic for the next time this course is assessed. Particular attention will be paid to how the data from assessing this course supports the Program level Learning Outcomes and the General Education-level Learning Outcomes in creating new topics for assessment.

Plan for topic "Students completing the course will be able to identify and analyze individual interpersonal communication strengths and weaknesses.": 2013/14

The Department is satisfied with the results and will develop a different learning outcome topic for the next time this course is assessed. Particular attention will be paid to how the data from assessing this course supports the Program level Learning Outcomes and the General Education-level Learning Outcomes in creating new topics for assessment.

Plan for topic "Students completing the course will be able to identify the possible outcomes when resolving conflict.": 2013/14

The Department is satisfied with the results and will develop a different learning outcome topic for the next time this course is assessed. Particular attention will be paid to how the data from assessing this course supports the Program level Learning Outcomes and the General Education-level Learning Outcomes in creating new topics for assessment.

Plan for topic "Students completing the course will be able to demonstrate knowledge of basic principles and concepts of interpersonal communication.": 2013/14

The department feels that the results of this assessment are satisfactory but it was noted that while 95% of students met the learning objective of the impact of self-disclosure on interpersonal relationships, the students did not comment to this relationship on the exam which failed to specifically ask about that relationship. It is recommended that an exam question be included to assess knowledge of the interconnections among these concepts.

Plan for topic "Students completing the course will be able to identify the positive ways self disclosure impacts interpersonal relationships.": 2013/14

The department feels that the results of this assessment are satisfactory but it was noted that while 95% of students met the learning objective of the impact of self-disclosure on interpersonal relationships, the students did not comment to this relationship on the exam which failed to specifically ask about that relationship. It is recommended that an exam question be included to assess knowledge of the interconnections among these concepts.

Plan for topic "Students completing the course will be able to identify effective and ineffective listening behaviors.": 2011/12
It seems that the in-class activities are effective in having students apply the techniques of active listening. However, the ability to correctly answer test questions needs improvement. It is recommended that more time be spent going over terminology and definitions to better prepare students for exam questions on this SLO.

Plan for topic "Students completing the course will be able to identify the possible outcomes when resolving conflict.": 2011/12
The department is satisfied that the students have successfully achieved this learning outcome and will continue to have students apply the concepts and theories learned in class directly to their own lives.

Plan for topic "Students completing the course will be able to identify and analyze individual interpersonal communication strengths and weaknesses.": 2011/12
The department is satisfied that the students have successfully achieved this learning outcome and will continue to have students apply the concepts and theories learned in class directly to their own lives.

Plan for topic "Students completing the course will be able to identify the positive ways self disclosure impacts interpersonal relationships.": 2011/12
The department is pleased with this result and feels that students readily understand this concept and its implications for their relationships. We will discuss assessing a different student learning objective the next time this course is up for assessment.

Plan for topic "Students completing the course will be able to demonstrate knowledge of basic principles and concepts of interpersonal communication.": 2011/12
The department is pleased with this result and feels that students readily understand this concept and its implications for their relationships. We will discuss assessing a different student learning objective the next time this course is up for assessment.

Plan for topic "Students completing the course will be able to identify effective and ineffective listening behaviors.": 2010/11
The department is satisfied with the results of this assessment. The department will discuss the possibility of changing the assessment method to an activity or project-based method. This will

Course Action Plans
Outcome Assessment History
Page 633 of 2394
### DVC Instructional Course SLO Action Plans

Enable students to demonstrate a deeper understanding of self-disclosure's impact and apply the concept to their own lives.

**Plan for topic "Students completing the course will be able to identify the positive ways self disclosure impacts interpersonal relationships."**: 2010/11

The department is satisfied with these results. The department will discuss the possibility of changing the assessment method to an activity or project-based method. This will enable students to demonstrate a deeper understanding of self-disclosure's impact and apply the concept to their own lives.

**Plan for topic "Students completing the course will be able to identify effective and ineffective listening behaviors."**: 2009/10

The department feels that this is a good result and the results also confirm that all subjects are equally-well covered in the three sections surveyed. In assessing this SLO the department realized the learning objective is too broad and vague. Our action plan is to revise the SLO to be more specific about the types of listening skills we wish students to learn.

**Plan for topic "Students completing the course will be able to identify and analyze individual interpersonal communication strengths and weaknesses."**: 2009/10

The department feels that this is a good result and the results also confirm that all subjects are equally-well covered in the three sections surveyed. In assessing this SLO the department realized the learning objective is too broad and vague. Our action plan is to revise the SLO to be more specific.

**Plan for topic "Students completing the course will be able to identify the possible outcomes when resolving conflict."**: 2009/10

The department feels that this is a good result and the results also confirm that all subjects are equally-well covered in the three sections surveyed. In assessing this SLO the department realized the learning objective is too broad and vague. Our action plan is to revise the SLO to be more specific.

**Plan for topic "Students completing the course will be able to identify the positive ways self disclosure impacts interpersonal relationships."**: 2009/10

The department feels that this is a good result and the results also confirm that all subjects are equally-well covered in the three sections surveyed. In assessing this SLO the department realized the learning objective is too broad and vague. Our action plan is to revise the SLO to be more specific.

**Plan for topic "Students completing the course will be able to demonstrate knowledge of basic principles and concepts of interpersonal communication."**: 2009/10

The department feels that this is a good result and the results also confirm that all subjects are equally-well covered in the three sections surveyed. In assessing this SLO the department realized the learning objective is too broad and vague. Our action plan is to revise the SLO to be more specific.
## 324. Small Group Communication [COMM-130] belonging to Communication Studies [COMM]

### Plan for topic "Students completing the course will be able to understand the process and importance of norm creation in groups."

#### 2018/19

| The results show that a significant number of students taking the assessment, 136, were successful in meeting the SLO criteria. Our department attributes this success to the variety of strategies used to teach this criteria. While all three instructors report lecturing on norms, all do some activity such as the social activity group project or the “Perfect Society” game which allows students to apply the concepts from lecture. |
| All three instructors also attributed this success to the appropriate amount of time allocated to teaching the concepts as well as having a discussion activity. Based on the multiple strategies instructors used, it is clear they are also assessing multiple learning styles and achieving success with this learning outcome. As a result, for our next SLO assessment we will move onto a new topic. |

### Plan for topic "Students completing the course will be able to describe reasons why people join groups."

#### 2015/16

| The department feels that the results show students are successfully learning this SLO topic. Instructors feel that having students explore why they join groups followed by lecture on what the research reveals is an effective method for teaching this SLO. |
| One suggestion was to have effective online resources that allow students to meet online in small groups outside of class such as Zoom and Google Docs. |
| The department feels that we can move off of this particular topic and focus on a different learning outcome for the next time this course is to be assessed. |

### Plan for topic "Students completing the course will be able to analyze the advantages and disadvantages of working in groups."

#### 2015/16

| The department feels that success rates are high with this particular topic. |
| The department will choose a different learning objective to assess next time we review this course. |

### Plan for topic "Students completing the course will be able to understand the process and importance of norm creation in groups."

#### 2012/13

| Almost all students were able to identify the definition of a norm, but were less successful at picking the example of what a norm was. Action plan to improve: Instructor will give more examples along with the definition. In class activity will be added to the course to help students identify norms. A study guide for the final exam may help here as well. |
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to describe reasons why people join groups."**: 2010/11

Students could generate reasons why people join small groups with great effectiveness as shown in question 3, but they did not do well on the first two questions that used terms and theories from the class that were on the same issue. Action plan to improve: instructor will work to teach the key terms and explain how the reasons the students self-generated were actually the same concepts as the course terms. Instructor will use a study guide for the final exam that may assist students in learning the terms.

**Plan for topic "Students completing the course will be able to analyze the advantages and disadvantages of working in groups."**: 2010/11

Students performed well on this objective in that they could identify positive and negative aspects of group-work. Action plan to improve: continue to focus on the issue in class by connecting the self evaluation papers students write to the issue.

**Plan for topic "Students completing the course will be able to understand the process and importance of norm creation in groups."**: 2010/11

Students were able to identify the definition of a norm, but were less successful at picking the example of what a norm was. Action plan to improve: Instructor will give more examples along with the definition. In class activity will be added to the course to help students identify norms.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to identify poetic forms.": 2016/17

Assessment topic #1 was successful due to the instructor’s emphasis on self-reflection and growth. It is critical to create an environment in which students are open to taking risks, failing or succeeding, and exploring their performance abilities. With this growth mindset in place, students can then develop stronger performance choices and reflect on their performance choices. The action plan going forward for improvement is to schedule more one on one time with students outside of class. Students could better utilize the speech team room as well as office hours for specific work on their performances.

Plan for topic "Students completing the course will be able to demonstrate confidence when performing a piece of literature.": 2016/17

Assessment topic #1 was successful due to the instructor’s emphasis on self-reflection and growth. It is critical to create an environment in which students are open to taking risks, failing or succeeding, and exploring their performance abilities. With this growth mindset in place, students can then develop stronger performance choices and reflect on their performance choices. The action plan going forward for improvement is to schedule more one on one time with students outside of class. Students could better utilize the speech team room as well as office hours for specific work on their performances.

Plan for topic "Students completing the course will be able to apply critical and aesthetic principles to the evaluation of literature.": 2016/17

Assessment topic #2 was successful due to the instructor’s range of assignments and lecture/discussion of literary genre. Much attention is paid to the differences between each literary genre and how that is manifested in their performances. Lecture, video, discussion, performance and critique all contribute to student understanding of the differences of literary genre throughout the semester. Continuing development of traditional formative and summative assessments such as quizzes and essays that compare and contrast the various forms of literature in the course will be added to the class in the future.

Plan for topic "Students completing the course will be able to demonstrate the ability to identify and distinguish different literary genres.": 2016/17

Assessment topic #2 was successful due to the instructor’s range of assignments and lecture/discussion of literary genre. Much attention is paid to the differences between each literary genre and how that is manifested in their performances. Lecture, video, discussion, performance and critique all contribute to student understanding of the differences of literary genre throughout the semester. Continuing development of traditional formative and summative assessments such as quizzes and essays that compare and contrast the various forms of literature in the course will be added to the class in the future.

Plan for topic "Students completing the course will be able to apply principles of criticism to the oral performance of literature.": 2016/17

Assessment topic #3 was successful due to the course assignments and class time dedicated to critique and reflection. Since this course is a performance workshop, the instructor schedules structured workshop time for students to receive and give feedback to students as well as written assignments that allow students to reflect on their performance choices. The action plan going forward is the use of video recording for in and out of class critique of performances.

Plan for topic "Students completing the course will be able to demonstrate confidence when performing a piece of literature.": 2013/14
DVC Instructional Course SLO Action Plans

Reassess all SLO topics again the next time this course is up for assessment, ideally with a different instructor to see if findings stand up and are significant. Reword SLO topic #1 from "demonstrate confidence when performing a piece of literature" to "demonstrate improved confidence when performing a piece of literature." Some students walk into the class with confidence, so the word "improved" would help to better focus on the effectiveness of the instruction.

Plan for topic "Students completing the course will be able to identify poetic forms.": 2013/14

Reassess all SLO topics again the next time this course is up for assessment, ideally with a different instructor to see if findings stand up and are significant. Reword SLO topic #1 from "demonstrate confidence when performing a piece of literature" to "demonstrate improved confidence when performing a piece of literature." Some students walk into the class with confidence, so the word "improved" would help to better focus on the effectiveness of the instruction.

Plan for topic "Students completing the course will be able to apply critical and aesthetic principles to the evaluation of literature.": 2013/14

Reassess all SLO topics for this course the next time it comes up for assessment, ideally with a different instructor to see if findings stand up and are significant.

Plan for topic "Students completing the course will be able to demonstrate the ability to identify and distinguish different literary genres.": 2013/14

Reassess all SLO topics for this course the next time it comes up for assessment, ideally with a different instructor to see if findings stand up and are significant.

Plan for topic "Students completing the course will be able to apply principles of criticism to the oral performance of literature.": 2013/14

Reassess this SLO topic for this course the next time it comes up for assessment, ideally with a different instructor to see if findings stand up and are significant.

Plan for topic "Students completing the course will be able to demonstrate confidence when performing a piece of literature.": 2010/11

The instructor is pleased with the results and will continue to emphasize rehearsal and frequent performance in order to maintain this result in future classes.

Plan for topic "Students completing the course will be able to identify poetic forms.": 2010/11

The instructor is pleased with the results and will continue to emphasize rehearsal and frequent performance in order to maintain this result in future classes.

Plan for topic "Students completing the course will be able to demonstrate the ability to identify and distinguish different literary genres.": 2010/11

The instructor believes the range of assignments and class lectures on literary genres contributed to the success of this outcome and will continue to focus on these areas in future classes.

Plan for topic "Students completing the course will be able to apply critical and aesthetic principles to the evaluation of literature.": 2010/11

The instructor believes the range of assignments and class lectures on literary genres contributed to the success of this outcome and will continue to focus on these areas in future classes.

Plan for topic "Students completing the course will be able to apply principles of criticism to the oral performance of literature.": 2010/11
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify poetic forms.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was pleased with the students ability to meet the objectives of the course. The next step should be to reevaluate the objectives of the course and place more emphasis on performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate confidence when performing a piece of literature.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was pleased with the students ability to meet the objectives of the course. The next step should be to reevaluate the objectives of the course and place more emphasis on performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply critical and aesthetic principles to the evaluation of literature.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was pleased with the students ability to meet the objectives of the course. The next step should be to reevaluate the objectives of the course and place more emphasis on performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate the ability to identify and distinguish different literary genres.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was pleased with the students ability to meet the objectives of the course. The next step should be to reevaluate the objectives of the course and place more emphasis on performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply principles of criticism to the oral performance of literature.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was pleased with the students ability to meet the objectives of the course. The next step should be to reevaluate the objectives of the course and place more emphasis on performance.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing COMM-163 will be able to Demonstrate improved speaking confidence and effectiveness.": 2018/19

Our program maintains a positive team culture which focuses on camaraderie and a growth mindset; for example, before every round we have vocal and physical warm ups which help decrease anxiety. Our coaching staff has standards for tournament competition which must be met before students can attend a competition; this prevents students from having a negative experience which would harm their self-confidence. The reward system, length of competition, as well competitive experience at a tournament allows students to desensitize themselves round to round, thus decreasing their communication apprehension and building confidence. In order to improve for the future, we can have more explicit discussions about stress and anxiety.

Plan for topic "Students completing COMM-163 will be able to Effectively use academic research in support of a forensics event.": 2018/19

Successful due to instructor expertise and rigor of competition. Students have weekly meetings to work on their event type. During debate practices students participate in practice debates, review lecture, video, key concepts, and critical deliberation strategies which directly apply to tournament competition. At tournaments before each round of debate, students prepare as a group applying the strategies learned in lecture in an authentic competitive environment. For future: Offer less events and focus on key growth areas. There are 3 forms of debate, and 11 different speaking events in speech & debate. This is difficult to organize and hard to coach.

Plan for topic "Students completing COMM-163 will be able to Apply the principles of criticism to the performance of a forensics event.": 2018/19

Successful in that we require every student, regardless of their unit count, to attend at least one tournament. This means every student has an authentic competitive experience allowing them to apply their knowledge. We attend 5 to 7 tournaments a semester which gives students multiple opportunities to work around their schedule to compete. For future: We can host a tournament on campus at DVC which would give students with traveling restrictions an easy opportunity to compete on our campus. Note: we did plan on having a tournament this Fall but it was cancelled due to the Camp Fire.

Plan for topic "Students completing COMM-163 will be able to Demonstrate improved speaking confidence and effectiveness.": 2014/15

This topic should be reassessed soon. As this is the first time the department has used these topics, the sample size is very small and the findings are not yet that significant. For topic #1, there should be an emphasis on getting students to tournaments sooner in the semester. Those who failed to meet topic #1 were those who put off attending a tournament until the end of the semester. As a result of this procrastination they did not achieve the improved speaking confidence and effectiveness that others who, did attend a tournament early in the semester, achieved.

Plan for topic "Students completing COMM-163 will be able to Effectively use academic research in support of a forensics event.": 2014/15

This is the first time offering this course and since the sample population is small, consisting of members of the DVC Forensics Team, the department plans to assess this course again in the very near future. The department has recently hired a new full time Assistant Director of Forensics and will be interested to see the impact of more full time
### DVC Instructional Course SLO Action Plans

Plan for topic "Students completing COMM-163 will be able to Apply the principles of criticism to the performance of a forensics event."

2014/15

This is the first time offering this course and since the sample population is small, consisting of members of the DVC Forensics Team, the department plans to assess this course again in the very near future. The department has recently hired a new full time Assistant Director of Forensics and will be interested to see the impact of more full time faculty involved in the Forensics program on student success.
328. Introduction to Communication Theory [COMM-180] belonging to Communication Studies [COMM]
Plan for topic "Students completing this course will be able to identify several methods of research that are used in the field of communication.": 2016/17

Questions embedded in the final exam showed that students overwhelmingly understood that theory making is an important and evolving part of the communication field. However, scores were much lower when students were asked specific questions about type of methodologies that are used in the field.

Action Plan: When this class is taught again in fall 2017, an additional assignment will be added to the class to teach more about methodological processes used in research.

Plan for topic "Students completing this course will be able to identify basic concepts in the general field of communication": 2016/17

Embedded questions in the final exam illustrate that students are understanding basic concepts in the field of communication, including the communication process model and culture creation.

Action Plan: Since this class was almost entirely composed of COMM Studies majors, the department should feel good that they understand the basics of the field. In the future, this class should continue to reinforce these key concepts.

The next time the course is assessed this SLO topic should be refined so as not to be so broad.

Plan for topic "Students completing this course will be able to compare and contrast between specializations within the discipline": 2016/17

When assessing this objective next time, the instructor needs to use a different method. Since 10 of the students ended up skipping this question, the results are not as clear as they could be. On the positive side, the students who did complete the question were ones who needed the points and of those 93% of them could accurately compare and contrast two specializations in the field.
I feel like Comm 299 was a success for the TA student and for me as the instructor. The TA student and I feel like we do not need to change a thing about the course. The TA student improved his own communication skills by having the responsibility of formally critiquing students work both verbally and in writing.

Plan for topic “Students completing this course will be able to increase knowledge of public speaking writing, organization and delivery skills through mentoring and evaluating students in class.”: 2015/16

The department feels that giving Teaching Assistants the responsibility of formally critiquing students both verbally and in writing improves their ability to discern and articulate key elements in the speech giving process. This approach will be continued in future offerings of this course. Given that 299 usually enrolls one or two students per section, more assessment data will be needed to confirm the effectiveness of this approach.
Plan for topic "Students completing this course will be able to identify the components of a desktop computer, including the motherboard, drives, CPU, fans, RAM, and power supply.": 2018/19

There was an increase in the success rate from the pre-survey to the post-survey for all six assessment topics in both Fall 2018 and Spring 2019. However, the post-survey success rates for assessment topic #2 (Students completing the course will be able to create a Python program that includes decisions (if statements)) and assessment topic #6 (Students completing this course will be able to identify the major components of a network, including internet switches, home routers, wireless access points, and WIFI adapters.) were lower compared to the post-survey success rates for the other four assessment topics. For assessment topic #6, instructors should consider giving more examples and/or assignments related to networking, and students may need more clarification and examples on the differences between routers vs switches and MAC addresses vs IP addresses. For assessment topic #2, instructors should consider giving their students in-class coding exercises in addition to their programming assignments/homework; having the students do small coding exercises during lecture helps to develop their skills and confidence with programming, and gives them the opportunity to apply what they are learning in real-time during lecture. In addition to this, students may also need more instruction/examples on if statements in general and how they are used to make decisions and branch within the program.

Plan for topic "Students completing the course will be able to create a Python program that includes decisions ("if" statements).": 2018/19

There was an increase in the success rate from the pre-survey to the post-survey for all six assessment topics in both Fall 2018 and Spring 2019. However, the post-survey success rates for assessment topic #2 (Students completing the course will be able to create a Python program that includes decisions (if statements)) and assessment topic #6 (Students completing this course will be able to identify the major components of a network, including internet switches, home routers, wireless access points, and WIFI adapters.) were lower compared to the post-survey success rates for the other four assessment topics. For assessment topic #6, instructors should consider giving more examples and/or assignments related to networking, and students may need more clarification and examples on the differences between routers vs switches and MAC addresses vs IP addresses. For assessment topic #2, instructors should consider giving their students in-class coding exercises in addition to their programming assignments/homework; having the students do small coding exercises during lecture helps to develop their skills and confidence with programming, and gives them the opportunity to apply what they are learning in real-time during lecture. In addition to this, students may also need more instruction/examples on if statements in general and how they are used to make decisions and branch within the program.

Plan for topic "Students completing the course will be able to create a document making font, margin, and alignment changes, which contains page numbers, and headers and footers.": 2018/19

There was an increase in the success rate from the pre-survey to the post-survey for all six assessment topics in both Fall 2018 and Spring 2019. However, the post-survey success rates for assessment topic #2 (Students completing the course will be able to create a Python program that includes decisions (if statements)) and assessment topic #6 (Students completing this course will be able to identify the major components of a network, including internet switches, home routers, wireless access points, and
Plan for topic "Students completing the course will be able to create a spreadsheet containing formulas, functions, both text and numeric format changes, and a chart." 2018/19

There was an increase in the success rate from the pre-survey to the post-survey for all six assessment topics in both Fall 2018 and Spring 2019. However, the post-survey success rates for assessment topic #2 ("Students completing the course will be able to create a Python program that includes decisions (if statements)") and assessment topic #6 ("Students completing this course will be able to identify the major components of a network, including internet switches, home routers, wireless access points, and WIFI adapters.") were lower compared to the post-survey success rates for the other four assessment topics. For assessment topic #6, instructors should consider giving more examples and/or assignments related to networking, and students may need more clarification and examples on the differences between routers vs switches and MAC addresses vs IP addresses. For assessment topic #2, instructors should consider giving their students in-class coding exercises in addition to their programming assignments/homework; having the students do small coding exercises during lecture helps to develop their skills and confidence with programming, and gives them the opportunity to apply what they are learning in real-time during lecture. In addition to this, students may also need more instruction/examples on if statements in general and how they are used to make decisions and branch within the program.

Plan for topic "Students completing the course will be able to create a presentation using properly sized text and graphics." 2018/19

There was an increase in the success rate from the pre-survey to the post-survey for all six assessment topics in both Fall 2018 and Spring 2019. However, the post-survey success rates for assessment topic #2 ("Students completing the course will be able to create a Python program that includes decisions (if statements)") and assessment topic #6 ("Students completing this course will be able to identify the major components of a network, including internet switches, home routers, wireless access points, and WIFI adapters.") were lower compared to the post-survey success rates for the other four assessment topics. For assessment topic #6, instructors should consider giving more examples and/or assignments related to networking, and students may need more clarification and examples on the differences between routers vs switches and MAC addresses vs IP addresses. For assessment topic #2, instructors should consider giving their students in-class coding exercises in addition to their programming assignments/homework; having the students do small coding exercises during lecture helps to develop their skills and confidence with programming, and gives them the opportunity to apply what they are learning in real-time during lecture. In addition to this, students may also need more instruction/examples on if statements in general and how they are used to make decisions and branch within the program.

Plan for topic "Students completing this course will be able to identify the major components of a network, including internet switches,
There was an increase in the success rate from the pre-survey to the post-survey for all six assessment topics in both Fall 2018 and Spring 2019. However, the post-survey success rates for assessment topic #2 (Students completing the course will be able to create a Python program that includes decisions (if statements)) and assessment topic #6 (Students completing this course will be able to identify the major components of a network, including internet switches, home routers, wireless access points, and WIFI adapters) were lower compared to the post-survey success rates for the other four assessment topics. For assessment topic #6, instructors should consider giving more examples and/or assignments related to networking, and students may need more clarification and examples on the differences between routers vs switches and MAC addresses vs IP addresses. For assessment topic #2, instructors should consider giving their students in-class coding exercises in addition to their programming assignments/homework; having the students do small coding exercises during lecture helps to develop their skills and confidence with programming, and gives them the opportunity to apply what they are learning in real-time during lecture. In addition to this, students may also need more instruction/examples on if statements in general and how they are used to make decisions and branch within the program.

Plan for topic "Students completing this course will be able to identify the components of a desktop computer, including the motherboard, drives, CPU, fans, RAM, and power supply.": 2015/16

This is a new course, replacing COMSC-100 and -100L starting in FA15.

Plan for topic "Students completing the course will be able to create a Python program that includes decisions ("if" statements).": 2015/16

This is a new course, replacing COMSC-100 and -100L starting in FA15.

Plan for topic "Students completing the course will be able to create a document making font, margin, and alignment changes, which contains page numbers, and headers and footers.".: 2015/16

This is a new course, replacing COMSC-100 and -100L starting in FA15.

Plan for topic "Students completing the course will be able to create a spreadsheet containing formulas, functions, both text and numeric format changes, and a chart.".: 2015/16

This is a new course, replacing COMSC-100 and -100L starting in FA15.

Plan for topic "Students completing the course will be able to create a presentation using properly sized text and graphics.".: 2015/16

This is a new course, replacing COMSC-100 and -100L starting in FA15.

Plan for topic "Students completing this course will be able to identify the major components of a network, including internet switches, home routers, wireless access points, and WIFI adapters.".: 2015/16

This is a new course, replacing COMSC-100 and -100L starting in FA15.
This is a new course, replacing COMSC-100 and -100L starting in FA15.
Plan for topic "Students completing the course will be able to write programs that use constructs of sequence, selection (ifs), and iteration (loops).": 2017/18
In both Fall 2017 and Spring 2018 less students took the post survey compared to the pre survey. Instructors should strongly emphasize the completion of both the pre and post surveys. In the post surveys conducted at the end of the semester, the success rate for slo #2 (using subprograms/functions) was about 6% lower in Spring 2018 compared to Fall 2017, and the success rate for this slo was also lower than the success rates for slo #1 and slo #3 in both semesters. Instructors may need to spend more time covering subprograms/functions and give more assignments on this topic, so students can get more practice writing programs with functions.

Plan for topic "Students completing the course will be able to write programs that have subprograms (i.e., "functions" or "methods") with parameter (or "argument") lists.".: 2017/18
In both Fall 2017 and Spring 2018 less students took the post survey compared to the pre survey. Instructors should strongly emphasize the completion of both the pre and post surveys. In the post surveys conducted at the end of the semester, the success rate for slo #2 (using subprograms/functions) was about 6% lower in Spring 2018 compared to Fall 2017, and the success rate for this slo was also lower than the success rates for slo #1 and slo #3 in both semesters. Instructors may need to spend more time covering subprograms/functions and give more assignments on this topic, so students can get more practice writing programs with functions.

Plan for topic "Students completing the course will be able to write programs that apply arrays.".: 2017/18
In both Fall 2017 and Spring 2018 less students took the post survey compared to the pre survey. Instructors should strongly emphasize the completion of both the pre and post surveys. In the post surveys conducted at the end of the semester, the success rate for slo #2 (using subprograms/functions) was about 6% lower in Spring 2018 compared to Fall 2017, and the success rate for this slo was also lower than the success rates for slo #1 and slo #3 in both semesters. Instructors may need to spend more time covering subprograms/functions and give more assignments on this topic, so students can get more practice writing programs with functions.

Plan for topic "Students completing the course will be able to write programs that use constructs of sequence, selection (ifs), and iteration (loops).": 2014/15
Make MATH-120 the prerequisite -- a FA15 curriculum change. Make 101 the recommended, too. Call "structure variables" -- objects (the way the book does). Promote command-line, and introduce IDEs as a handy tool (later in the course).

Plan for topic "Students completing the course will be able to write programs that have subprograms (i.e., "functions" or "methods") with parameter (or "argument") lists.".: 2014/15
Make MATH-120 the prerequisite -- a FA15 curriculum change. Make 101 the recommended, too. Call "structure variables" -- objects (the way the book does). Promote command-line, and introduce IDEs as a handy tool (later in the course). And call these "functions", not "methods", acknowledging Python.

Plan for topic "Students completing the course will be able to write programs that apply arrays.".: 2014/15
Make MATH-120 the prerequisite -- a FA15 curriculum change. Make 101 the recommended, too. Call "structure variables" -- objects (the way the book does). Promote command-line, and introduce IDEs as a handy tool (later in the course).
Plan for topic "Students completing the course will be able to write programs that use constructs of sequence, selection (ifs), and iteration (loops).": 2013/14

We discussed why any student would not reach highest achievement. It was noted that some students are not well prepared for COMSC 110 -- some have trouble with basic math and logic skills that we expect them to have. MATH 090 (Elementary Algebra, formerly MATH 110) is already a prerequisite. Staff to consider if MATH-120 (Intermediate Algebra) should become the prerequisite instead. It was noted that some students are taking 100 and 110 at the same time, and without completing 100 (a recommended for 110) they may not be well prepared for 110. It was noted that students sometimes expect that they will earn a good grade just by showing up for class each day in order to earn a good grade. It was suggested that 110 students be directed to take the "you might be a programmer if" assessment for which there is a link on the department home page, www.dvc.edu/academics/mcsd/computer-science, to make sure they know what they will be getting into. It was suggested to put the MasterMind video and the Rock-scissor-paper exercise on the textbook's website www.rdb3.com/cpp.

Plan for topic "Students completing the course will be able to write programs that have subprograms (i.e., "functions" or "methods") with parameter (or "argument") lists."": 2013/14

We discussed why any student would not reach highest achievement. It was noted that some students are not well prepared for COMSC 110 â” some have trouble with basic math and logic skills that we expect them to have. MATH 090 (Elementary Algebra, formerly MATH 110) is already a prerequisite. Staff to consider if MATH-120 (Intermediate Algebra) should become the prerequisite instead. It was noted that some students are taking 100 and 110 at the same time, and without completing 100 (a recommended for 110) they may not be well prepared for 110. It was noted that students sometimes expect that they will earn a good grade just by showing up for class each day in order to earn a good grade. It was suggested that 110 students be directed to take the "you might be a programmer if" assessment for which there is a link on the department home page, www.dvc.edu/academics/mcsd/computer-science, to make sure they know what they will be getting into. It was suggested to put the MasterMind video and the Rock-scissor-paper exercise on the textbook's website www.rdb3.com/cpp.

Plan for topic "Students completing the course will be able to write programs that apply arrays."": 2013/14

We discussed why any student would not reach highest achievement. It was noted that some students are not well prepared for COMSC 110 -- some have trouble with basic math and logic skills that we expect them to have. MATH 090 (Elementary Algebra, formerly MATH 110) is already a prerequisite. Staff to consider if MATH-120 (Intermediate Algebra) should become the prerequisite instead. It was noted that some students are taking 100 and 110 at the same time, and without completing 100 (a recommended for 110) they may not be well prepared for 110. It was noted that students sometimes expect that they will earn a good grade just by showing up for class each day in order to earn a good grade. It was suggested that 110 students be directed to take the "you might be a programmer if" assessment for which there is a link on the department home page, www.dvc.edu/academics/mcsd/computer-science, to make sure they know what they will be getting into. It was suggested to put the MasterMind video and the Rock-scissor-paper exercise on the textbook's website www.rdb3.com/cpp.
### Plan for topic "Students completing the course will be able to write programs that have subprograms (i.e., "functions" or "methods") with parameter (or "argument") lists.": 2012/13

Results do demonstrate that learning is taking place. Results are consistent with past cycles, even though the dept COMSC 110 website is not widely used anymore, and instructors are pretty much on their own to design their curriculum. We see no reason to change that.

### Plan for topic "Students completing the course will be able to write programs that apply arrays.": 2012/13

Results do demonstrate that learning is taking place. Results are consistent with past cycles, even though the dept COMSC 110 website is not widely used anymore, and instructors are pretty much on their own to design their curriculum. The drop off in summer results needs to be confirmed, so this course will be assessed again next summer (2014).

### Plan for topic "Students completing the course will be able to write programs that use constructs of sequence, selection (ifs), and iteration (loops).": 2011/12

Results demonstrate that learning is taking place. To help validate the assessment tool, we might consider whether to include a placebo question in the ISSA surveys as a control group.

### Plan for topic "Students completing the course will be able to write programs that have subprograms (i.e., "functions" or "methods") with parameter (or "argument") lists.": 2011/12

Results demonstrate that learning is taking place. To help validate the assessment tool, we might consider whether to include a placebo question in the ISSA surveys as a control group.

### Plan for topic "Students completing the course will be able to write programs that apply arrays.": 2011/12

Results demonstrate that learning is taking place. To help validate the assessment tool, we might consider whether to include a placebo question in the ISSA surveys as a control group.

### Plan for topic "Students completing the course will be able to write programs that use constructs of sequence, selection (ifs), and iteration (loops).": 2010/11

Continue teaching from Burns textbook. Start encouraging instructors to use the dept COMSC 110 website and its class materials.

### Plan for topic "Students completing the course will be able to write programs that have subprograms (i.e., "functions" or "methods") with parameter (or "argument") lists.": 2010/11
### Plan for topic "Students completing the course will be able to write programs that apply arrays."

- **2010/11**
  - Continue teaching from Burns textbook. Start encouraging instructors to use the dept COMSC 110 website and its class materials. Start doing pre- and post-test self-evaluations, to get a better measure of learning over the semester.

- **2009/10**
  - Affirmation and reinforcement of current methods and curriculum, and better consistency among sections after faculty started considering the results of their own SLO surveys from previous semesters. Action plan is to continue with the face-to-face vs online mix, the variety of instructors, and the DVC-faculty-written textbook.

### Plan for topic "Students completing the course will be able to write programs that use constructs of sequence, selection (ifs), and iteration (loops)."

- **2009/10**
  - Functions continue to be a tough subject, as evidenced by somewhat lower student achievement compared to the other outcomes. The chapter on functions is covered in 2 weeks vs one for all other chapters, to accommodate this. The next edition of the book 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.

### Plan for topic "Students completing the course will be able to write programs that have subprograms (i.e., "functions" or "methods") with parameter (or "argument") lists."

- **2009/10**
  - Much improved achievement in another tough conceptual area, after previous semesters' results showed room for improvement. Affirmation and reinforcement of current methods and curriculum. Action plan is to continue with the face-to-face vs online mix, the variety of instructors, and the DVC-faculty-written textbook.

### Course Action Plans

- **09-07-21**: Affirmation and reinforcement of current methods and curriculum, but pay closer attention to dropping non-participating students from the roster.
- **09-10-12**: Affirmation and reinforcement of current methods and curriculum, but stronger results for some instructors that others. Instructors directed to consider their own SLO survey results prior to FA09, and results to be discussed in peer reviews.

### Outcome Assessment History

- **09-08-27**: Affirmation and reinforcement of current methods and curriculum.
- **10-01-29**: Affirmation and reinforcement of current methods and curriculum, but stronger results for some instructors that others. Instructors directed to consider their own SLO survey results prior to FA09, and results to be discussed in peer reviews.
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-08-27</td>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
</tr>
<tr>
<td>2010-01-29</td>
<td>Affirmation and reinforcement of current methods and curriculum, but arrays continue to be a tough subject. Instructors asked to find ways to present this topic better. Some assignments strengthened in beginning array concepts.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to create and maintain database objects - tables, views, indexes and constraints." 2017/18

Only 6 students completed the pre survey and 4 students completed the post survey, so conclusions that can be drawn from the data are very limited. In future semesters, instructors should place a much greater emphasis on having students complete both the pre and post surveys. The results indicate that at the beginning of the semester, none of the students that took the survey felt confident about any of the topics related to the SLOs', which is likely because they did not have any prior experience with these topics. At the end of the semester, the majority of the students that completed the post survey (3/4) indicated that they were very confident with the topics related to the three SLOs that were assessed.

Plan for topic "Students completing the course will be able to manipulate data in a database by using DML and DDL commands: create, alter, drop, rename, truncate, update, delete and insert." 2017/18

Only 6 students completed the pre survey and 4 students completed the post survey, so conclusions that can be drawn from the data are very limited. In future semesters, instructors should place a much greater emphasis on having students complete both the pre and post surveys. The results indicate that at the beginning of the semester, none of the students that took the survey felt confident about any of the topics related to the SLOs', which is likely because they did not have any prior experience with these topics. At the end of the semester, the majority of the students that completed the post survey (3/4) indicated that they were very confident with the topics related to the three SLOs that were assessed.

Plan for topic "Students completing the course will be able to write a stored procedure that includes decisions ("If" statements), error handling and triggers." 2017/18

Only 6 students completed the pre survey and 4 students completed the post survey, so conclusions that can be drawn from the data are very limited. In future semesters, instructors should place a much greater emphasis on having students complete both the pre and post surveys. The results indicate that at the beginning of the semester, none of the students that took the survey felt confident about any of the topics related to the SLOs', which is likely because they did not have any prior experience with these topics. At the end of the semester, the majority of the students that completed the post survey (3/4) indicated that they were very confident with the topics related to the three SLOs that were assessed.

Plan for topic "Students completing the course will be able to create and maintain database objects - tables, views, indexes and constraints." 2014/15

Per cognos, 17 were enrolled in this course at the end. But only 3 completed the survey -- totally inconclusive results. The next time this is offered (FA16?) the CS dept chair Robert Burns at the time of scheduling will impress upon the instructor (Steve Youn?). Committing to doing so will be a condition of accepting the teaching assignment.

Plan for topic "Students completing the course will be able to manipulate data in a database by using DML and DDL commands: create, alter, drop, rename, truncate, update, delete and insert." 2014/15
|| Plan for topic "Students completing the course will be able to write a stored procedure that includes decisions ("If" statements), error handling and triggers." | 2014/15 |
|---|---|
| Plan for topic "Students completing the course will be able to manipulate data in a database by using DML and DDL commands: create, alter, drop, rename, truncate, update, delete and insert." | 2010/11 |
| Plan for topic "Students completing the course will be able to create and maintain database objects - tables, views, indexes and constraints." | 2010/11 |
| Plan for topic "Students completing the course will be able to write a stored procedure that includes decisions ("If" statements), error handling and triggers." | 2010/11 |
| Plan for topic "Students completing the course will be able to manipulate data in a database by using DML and DDL commands: create, alter, drop, rename, truncate, update, delete and insert." | 2009/10 |
| Plan for topic "Students completing the course will be able to create and maintain database objects - tables, views, indexes and constraints." | 2009/10 |
| Plan for topic "Students completing the course will be able to write a stored procedure that includes decisions ("If" statements), error handling and triggers." | 2009/10 |
Very satisfied with the student achievement of this outcome, confirming the online method of course delivery. Plan is to continue online offerings and to move Comsc-121 into online as budget permits.
DVC Instructional Course SLO Action Plans

334. Topics in Computer Science [COMSC-150] belonging to Computer Science [COMSC]

Plan for topic "Students completing Comsc-150jx will be able to write C++ and Java programs that use constructs of sequence, selection (ifs), and iteration (loops).": 2018/19

COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150jx will be able to write C++ and Java programs that have subprograms (that is, "functions", "subroutines", or "methods") with parameter lists (or "argument lists").": 2018/19

COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150jx will be able to write C++ and Java programs that apply simple (that is, one-dimensional) arrays.".: 2018/19

COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150H will be able to write a PHP script for handling an html form.".: 2018/19

COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150H will be able to Write a PHP program requiring the use of classes and objects.".: 2018/19

COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150H will be able to Write a PHP client/server program requiring parsing of XML.".: 2018/19

COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150H will be able to Write a PHP script for handling HTML forms.".: 2018/19

COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150i will be able to insert a record into a MySql database using PHP.".: 2018/19

COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.
Plan for topic "Students completing Comsc-150i will be able to remove a record from a MySQL database using PHP." : 2018/19
COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150i will be able to update a record in a MySQL database using PHP." : 2018/19
COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150i will be able to query a MySQL database table for a specific record using PHP." : 2018/19
COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150i will be able to query a MySQL database table for all records using PHP and display them to a user." : 2018/19
COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150i will be able to write a small 3-tier application using PHP and MySQL." : 2018/19
COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150j will be able to write a simple web based program that takes user inputs, performs calculations, and produces output." : 2018/19
COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150j will be able to write a simple web based program involving both server side PHP and client side JavaScript programming." : 2018/19
COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150j will be able to write a simple web based program involving arrays and functions in PHP and input validation using JavaScript." : 2018/19
COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.
Plan for topic "Students completing Comsc-150j will be able to write a simple web based program involving interaction between client and server using AJAX.":: 2018/19

COMSC 150K was offered for the first time as an experimental course during Summer 2019. Three online sections of the course were offered. No data was collected. The course will be assessed the next time it is offered.

Plan for topic "Students completing Comsc-150jx will be able to write C++ and Java programs that use constructs of sequence, selection (ifs), and iteration (loops).":: 2015/16

Make sure to execute pre and post course surveys to acquire data.

Plan for topic "Students completing Comsc-150jx will be able to write C++ and Java programs that have subprograms (that is, "functions", "subroutines", or "methods") with parameter lists (or "argument lists").":: 2015/16

Make sure to execute pre and post course surveys to acquire data.

Plan for topic "Students completing Comsc-150jx will be able to write C++ and Java programs that apply simple (that is, one-dimensional) arrays.":: 2015/16

Make sure to execute pre and post course surveys to acquire data.

Plan for topic "Students completing Comsc-150H will be able to write a PHP script for handling an html form.":: 2015/16

Make sure to execute pre and post course surveys to acquire data.

Plan for topic "Students completing Comsc-150H will be able to Write a PHP program requiring the use of classes and objects.":: 2015/16

Make sure to execute pre and post course surveys to acquire data.

Plan for topic "Students completing Comsc-150H will be able to Write a PHP client/server program requiring parsing of XML.":: 2015/16

Make sure to execute pre and post course surveys to acquire data.

Plan for topic "Students completing Comsc-150H will be able to Write a PHP script for handling HTML forms.":: 2015/16

Make sure to execute pre and post course surveys to acquire data.

Plan for topic "Students completing Comsc-150i will be able to insert a record into a MySql database using PHP.":: 2015/16

Make sure to execute pre and post course surveys to acquire data.

Plan for topic "Students completing Comsc-150i will be able to remove a records from a MySql database using PHP.":: 2015/16

Make sure to execute pre and post course surveys to acquire data.

Plan for topic "Students completing Comsc-150i will be able to update a record in a MySql database using PHP.":: 2015/16

Make sure to execute pre and post course surveys to acquire data.

Plan for topic "Students completing Comsc-150i will be able to query a MySql database table for a specific record using PHP.":: 2015/16
<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing Comsc-150i will be able to query a MySql database table for all records using PHP and display them to a user.</td>
<td>2015/16</td>
</tr>
<tr>
<td>Students completing Comsc-150i will be able to write a small 3-tier application using PHP and MySql.</td>
<td>2015/16</td>
</tr>
<tr>
<td>Students completing Comsc-150j will be able to write a simple web based program that takes user inputs, performs calculations, and produces output.</td>
<td>2015/16</td>
</tr>
<tr>
<td>Students completing Comsc-150j will be able to write a simple web based program involving both server side PHP and client side JavaScript programming.</td>
<td>2015/16</td>
</tr>
<tr>
<td>Students completing Comsc-150j will be able to write a simple web based program involving arrays and functions in PHP and input validation using JavaScript.</td>
<td>2015/16</td>
</tr>
<tr>
<td>Students completing Comsc-150j will be able to write a simple web based program involving interaction between client and server using AJAX.</td>
<td>2015/16</td>
</tr>
<tr>
<td>Students completing Comsc-150i will be able to insert a record into a MySql database using PHP.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing Comsc-150j will be able to write a simple web based program that takes user inputs, performs calculations, and produces output.</td>
<td>2014/15</td>
</tr>
</tbody>
</table>

- Data has never been collected for 150i, and it will likely not be offered again as a 150.
- There are no more 150's planned at this time, but the next time one is offered, it WILL be assessed by the CS department.
- This course was a scaled down version of COMSC-110X, to fix in the FTEFs available to the department. It seems to have worked well, so we will continue to schedule experimental courses like this one.
- Students completing Comsc-150jx will be able to write C++ and Java programs that use constructs of sequence, selection (ifs), and iteration (loops). | 2011/12 |

- Students completing Comsc-150jx will be able to write C++ and Java programs that have subprograms (that is,
"functions", "subroutines", or "methods") with parameter lists (or "argument lists")." 2011/12

This course was a scaled down version of COMSC-110X, to fix in the FTEFs available to the department. It seems to have worked well, so we will continue to schedule experimental courses like this one.

Plan for topic "Students completing Comsc-150jx will be able to write C++ and Java programs that apply simple (that is, one-dimensional) arrays." 2011/12

This course was a scaled down version of COMSC-110X, to fix in the FTEFs available to the department. It seems to have worked well, so we will continue to schedule experimental courses like this one.
DVC Instructional Course SLO Action Plans

335. Advanced Programming with C and C++ [COMSC-165] belonging to Computer Science [COMSC]
Plan for topic "Students completing the course will be able to define a "struct" and create struct-based objects."
: 2017/18
Make sure to complete the self-assessments (pre and post) for summer 2019 and future.

***An analysis of these self-reported results show that overall we have some success with structs and objects but we need to review our curriculum on sequential (text) and random access (binary) files and also our curriculum on pointers, specifically with the use of creating linked lists.

Plan for topic "Students completing the course will be able to work with sequential (TXT text) and random access (DAT binary) files." : 2017/18
Make sure to complete the self-assessments (pre and post) for summer 2019 and future.

***An analysis of these self-reported results show that overall we need to review our curriculum on sequential (text) and random access (binary) files and also our curriculum on pointers, specifically with the use of creating linked lists.

Plan for topic "Students completing the course will be able to work with pointers and create a linked list." : 2017/18
Make sure to complete the self-assessments (pre and post) for summer 2019 and future.

***An analysis of these self-reported results show that overall we need to review our curriculum on sequential (text) and random access (binary) files and also our curriculum on pointers, specifically with the use of creating linked lists.

Plan for topic "Students completing the course will be able to define a "struct" and create struct-based objects." : 2014/15
Find out what the SP/SU instructors did, because it worked better that what the FA's did...

Plan for topic "Students completing the course will be able to work with sequential (TXT text) and random access (DAT binary) files." : 2014/15
Find ways to include more file I/O. Use the animal program to emphasize binary I/O. Use opportunities for text file input instead of console.

Plan for topic "Students completing the course will be able to work with pointers and create a linked list." : 2014/15
Focus on linked structure assignments. Find better book that covers pointers better.

Plan for topic "Students completing the course will be able to define a "struct" and create struct-based objects." : 2013/14
This is a primary skill in 165, and everything depends on it. It's hard to get through this course without high achievement in this area. Really nothing to say here in terms of a plan, but it's a good topic to check, because it serves as a control for the other topics.

Plan for topic "Students completing the course will be able to work with sequential (TXT text) and random access (DAT binary) files.":
DVC Instructional Course SLO Action Plans

2013/14

Action plan is to make sure 165 instructors include assignments that require binary file I/O.

Plan for topic "Students completing the course will be able to work with pointers and create a linked list."
Since pointers and linked lists are the primary focus of 165, we should (a) make sure we continue to provide supplementary materials on linked lists, (b) look for more and better sources of materials on linked lists, and (c) see if we can get printed versions of supplementary materials in the bookstore for students.

Plan for topic "Students completing the course will be able to define a "struct" and create struct-based objects."
It seems like this should be a lot closer to 100% because it is such a pervasive element throughout the whole last half of the semester. It may be that the question is not worded well. It should be modernized to speak of "struct" and "objects" because we refer to them that way in the course materials.

Plan for topic "Students completing the course will be able to work with sequential (TXT text) and random access (DAT binary) files."
The results confirm that learning took place. But results could be better. We need to make sure that our course materials cover both text file IO and binary, with enough opportunities in lab work for students to become comfortable with files.

Plan for topic "Students completing the course will be able to work with pointers and create a linked list."
A higher percentage of students should be able to answer this one in the affirmative -- too many describe themselves as needing help in order to do this. But the results do vary quite a bit by instructor, so the department needs to make sure that all instructors have the proper emphasis on this topic in their curriculum.

Plan for topic "Students completing the course will be able to define a "struct" and create struct-based objects."
Results demonstrate that learning is taking place. To help validate the assessment tool, we might consider whether to include a placebo question in the ISSA surveys as a control group.

Plan for topic "Students completing the course will be able to work with sequential (TXT text) and random access (DAT binary) files."
Results demonstrate that learning is taking place. To help validate the assessment tool, we might consider whether to include a placebo question in the ISSA surveys as a control group.

Plan for topic "Students completing the course will be able to work with pointers and create a linked list."
Results demonstrate that learning is taking place. To help validate the assessment tool, we might consider whether to include a placebo question in the ISSA surveys as a control group.

Plan for topic "Students completing the course will be able to define a "struct" and create struct-based objects."
Unclear why the drop-off from FA10 to SP10. Will try pre- and post-testing to make students and instructors more aware of the course goals and SLOs.
## DVC Instructional Course SLO Action Plans

### 2010/11

<table>
<thead>
<tr>
<th>Topic</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclear why the drop-off from FA10 to SP10. Will try pre- and post-testing to make students and instructors more aware of the course goals and SLOs.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to work with pointers and create a linked list.&quot;</strong>:</td>
<td>2010/11</td>
</tr>
<tr>
<td>Unclear why the drop-off from FA10 to SP10. Will try pre- and post-testing to make students and instructors more aware of the course goals and SLOs.</td>
<td></td>
</tr>
</tbody>
</table>

### 2009/10

<table>
<thead>
<tr>
<th>Topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum, scheduling, instructor selection, and DVC-faculty-written textbook.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to define a &quot;struct&quot; and create struct-based objects.&quot;</strong>:</td>
<td>2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum, scheduling, instructor selection, and DVC-faculty-written textbook.</td>
<td></td>
</tr>
</tbody>
</table>

### 2008/9

<table>
<thead>
<tr>
<th>Topic</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to work with sequential (TXT text) and random access (DAT binary) files.&quot;</strong>:</td>
<td>2008/9</td>
</tr>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to work with pointers and create a linked list.&quot;</strong>:</td>
<td>2008/9</td>
</tr>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to define a &quot;struct&quot; and create struct-based objects.&quot;</strong>:</td>
<td>2008/9</td>
</tr>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### Plan for topic "Students completing the course will be able to operate a standard UNIX shell (bash or ksh).": 2017/18

The sample size (20 and 8, respectively, for post SP17 and SP18 surveys) is much smaller than in the past (a more typical value is over 30). This undermines the validity of the data somewhat, but overall suggests a need to increase focus on this SLO in the course. As the department has had a change in leadership since the last assessment, the next step is to review the current course content and identify any changes needed to add more coverage of this SLO, and implement a plan to increase the number of respondents to the survey.

### Plan for topic "Students completing the course will be able to find and understand UNIX documentation.".: 2017/18

The 'post' surveys suffer from small sample sizes, which undermines the validity of the data somewhat. The SP2018 numbers suggest a positive trend, but more data is needed. The action plan is to work with the instructor to ensure that more students respond to the "after" survey, and to review the course content and identify what is responsible for the positive difference between SP2017 and SP2018 (or is it due to a smaller sample size) and identify any additional emphasis needed for this SLO in the curriculum. This also may reflect the increased availability of Internet resources for documentation.

### Plan for topic "Students completing the course will be able to edit text files on a UNIX system.".: 2017/18

This assessment also suffers from a very low "post" sample size, especially for SP2018. The action plan is to work with the instructor to ensure more students are taking the post-course assessment, and identify what additional assignments or exercises could improve the results, such as adding an explicit assignment for learning more than one text editor. It may be the case that the actual results vary considerably due to the small sample size, this will be assessed.

### Plan for topic "Students completing the course will be able to operate a standard UNIX shell (bash or ksh).": 2014/15

This course started with 71 enrolled and ended with 32. Better turnout for the pre and post surveys is needed, and the CS dept chair needs to discuss with the instructor Stuart Fogg about the receipt at the end of the survey so that Fogg can expect students to send receipts to him.

### Plan for topic "Students completing the course will be able to find and understand UNIX documentation.".: 2014/15

The previous plan to give "an explicit assignment to research some command" seems to have had a positive effect, but there is still room for improvement. The plan is to put more emphasis on such assignments and use them multiple times throughout the semester.

### Plan for topic "Students completing the course will be able to edit text files on a UNIX system.".: 2014/15

About the same results as 3 years ago, so the action plan did not seem to have much of an effect. The CS dept chair is to find out from the instructor Stuart Fogg how the plan was implemented.

### Plan for topic "Students completing the course will be able to operate a standard UNIX shell (bash or ksh).": 2011/12

In general, happy with the results, which is a bit of a surprise since that's one of the more difficult aspects of the class.

### Plan for topic "Students completing the course will be able to find and understand UNIX documentation.".: 2011/12

In general, happy with the results. The numbers look good for fall 2011, not as good for spring 2012. Didn't change anything there so not sure why the results differ. Will
### Plan for topic "Students completing the course will be able to edit text files on a UNIX system.": 2011/12

This outcome represents just basic understanding. The numbers aren't bad (82% and 75% top two responses) but show room for improvement. Ask the students to study just one editor (either vi or emacs), which explains the smaller number of top responses. Consider asking the students to explicitly edit something other than their programs (possibly their documentation research) mentioned above.

### Plan for topic "Students completing the course will be able to operate a standard UNIX shell (bash or ksh).": 2010/11

Happy with the improvement shown after instructor reviewed these results. But not real pleased with the level of participation in the survey. Will try pre- and post-testing to make students more aware of the survey and SLOs.

### Plan for topic "Students completing the course will be able to find and understand UNIX documentation." : 2010/11

Not real pleased with the level of participation in the survey. Will try pre- and post-testing to make students more aware of the survey and SLOs.

### Plan for topic "Students completing the course will be able to edit text files on a UNIX system.": 2010/11

Not real pleased with the level of participation in the survey. Will try pre- and post-testing to make students more aware of the survey and SLOs.

### Plan for topic "Students completing the course will be able to operate a standard UNIX shell (bash or ksh).": 2009/10

Overcame drop-off noted in previous semester's results. Satisfied with the student achievement of this outcome. Plan is to continue Comsc 171 with the instructor and facilities as in previous semesters, and consider offering Comsc 172 with the same instructor and facilities, as budget permits.

### Plan for topic "Students completing the course will be able to find and understand UNIX documentation." : 2009/10

A bit better data than in previous semester's results. Satisfied with the student achievement of this outcome. Plan is to continue Comsc 171 with the instructor and facilities as in previous semesters, and consider offering Comsc 172 with the same instructor and facilities, as budget permits.

### Plan for topic "Students completing the course will be able to edit text files on a UNIX system.": 2009/10

A bit better data than in previous semester's results, using the new survey method. Satisfied with the student achievement of this outcome. Plan is to continue Comsc 171 with the instructor and facilities as in previous semesters, and consider offering Comsc 172 with the same instructor and facilities, as budget permits.

### Plan for topic "Students completing the course will be able to operate a standard UNIX shell (bash or ksh).": 2008/9

Not clear why the drop-off -- maybe too few data. No change, but watch FA09 results.

### Plan for topic "Students completing the course will be able to find and understand UNIX documentation." : 2008/9

Maybe too little data -- check FA09 results for trends.

### Plan for topic "Students completing the course will be able to edit text files on a UNIX system.": 2008/9

Affirmation and reinforcement of current methods and curriculum, but too little data in either semester to tell very much. Instructor to encourage more participation in SLO survey, or use a different method.
Plan for topic "Students completing the course will be able to install the Linux operating system": 2017/18

It is not clear what led to the results for this SLO, given that the "post" sample size is approximately one half of the "pre" sample size, this variation may be due to sampling error. The action is to identify which is actually the case, through a discussion with the instructor and review of the syllabus. The abnormally high "pre" rate may indicate that this SLO needs to be updated, this will also be assessed.

Plan for topic "Students completing the course will be able to configure TCP/IP networking on a Linux computer.": 2017/18

This data suffers from a small sample size in both the "pre" and "post" survey results. The action plan is to identify if there were more students that should have taken the survey, and whether the data indicate a low success rate or simply an anomaly because of the low sample sizes. It is worth noting that in the SP2016 "after" survey, an additional 4 students answered "fairly confident", which may just reflect the increasing complexity of TCP/IP networking in Linux (i.e. secure Linux, application firewalls and packet filtering). This will be assessed with the instructor.

Plan for topic "Students completing the course will be able to configure disks and file systems on Linux.": 2017/18

Similarly with the data for the other two SLOs for this course, the samples are small. Additionally with this particular question the wording needs to be reviewed for more precise wording, i.e. it is not clear what the difference between "real good" and "fairly good" is here. This will be reviewed with the instructor. The success rate suggests that an additional assignment and/or course content adjustment may need to be made here, this will also be assessed, including whether the success rate is actually higher and the data suffers from bias due to its small size.

Plan for topic "Students completing the course will be able to install the Linux operating system": 2014/15

The section started with 19 enrolled and ended with 13. The CS dept chair Robert Burns is to let the instructor Stuart Fogg know about the receipt feature of the surveys and get his students to use them -- it would be good to get a higher turnout on the surveys.

Results are noticeably better since the action plan 3 years ago, so the plan is to continue to explain the relevant VM options.

Plan for topic "Students completing the course will be able to configure TCP/IP networking on a Linux computer.": 2014/15

It looks like one student could configure TCP/IP with the highest level of achievement, coming into the course and leaving it. This is way down from the last assessment 3 years ago. The department needs to consider if this is a reasonable outcome to expect...

Plan for topic "Students completing the course will be able to install the Linux operating system": 2011/12

Generally pleased - all the responses were among the top two. Had one slow but persistent student who didn’t get everything despite a lot of one-on-one help. Also the virtual machines complicate disk configuration a little and complicate network configuration a lot. Will try to explain the relevant VM options better.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to configure TCP/IP networking on a Linux computer.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally pleased - all the responses were among the top two except for one third response. Had one slow but persistent student who didn't get everything despite a lot of one-on-one help. Also the virtual machines complicate disk configuration a little and complicate network configuration a lot. Will try to explain the relevant VM options better.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to configure disks and file systems on Linux.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally pleased - all the responses were among the top two except for one third response. Had one slow but persistent student who didn't get everything despite a lot of one-on-one help. Also the virtual machines complicate disk configuration a little and complicate network configuration a lot. Will try to explain the relevant VM options better.</td>
<td></td>
</tr>
</tbody>
</table>
In both Fall 2017 and Spring 2018 less students took the post survey compared to the pre survey, although participation in the post survey improved substantially between these two semesters. Instructors should strongly emphasize the completion of both the pre and post surveys. In the pre surveys for both Fall 2017 and Spring 2018, the success rate for slo #1 (write a class and create objects of the class) was substantially higher compared to the success rates for the other three sloâ€™s at the beginning of the semester. This is likely because some students are coming into the course with some exposure to classes and objects from COMSC 165. In the post surveys for both semesters, the success rate for slo #4 (implement polymorphism using virtual functions) was lower compared to the success rates for the other three sloâ€™s at the end of the semester, so instructors may need to spend more time covering polymorphism and virtual functions and give more assignments related to these topics.

Plan for topic "Students completing the course will be able to overload built-in operators." 2017/18

Plan for topic "Students completing the course will be able to implement inheritance by creating a class from an existing class." 2017/18

Plan for topic "Students completing the course will be able to implement polymorphism by creating child classes from an abstract parent class." 2017/18
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;Students completing the course will be able to create a C++ class and create class-based objects.&quot;</strong></td>
<td></td>
</tr>
<tr>
<td>Semester. This is likely because some students are coming into the course with some exposure to classes and objects from COMSC 165. In the post surveys for both semesters, the success rate for slo #4 (implement polymorphism using virtual functions) was lower compared to the success rates for the other three slo's at the end of the semester, so instructors may need to spend more time covering polymorphism and virtual functions and give more assignments related to these topics.</td>
<td></td>
</tr>
<tr>
<td>**Plan for topic</td>
<td>&quot;Students completing the course will be able to overload built-in operators.&quot;**: 2014/15</td>
</tr>
<tr>
<td>Cover == comparison operators first, as member and stand-alone and friend</td>
<td></td>
</tr>
<tr>
<td>Cover += compound operators next, returning self reference</td>
<td></td>
</tr>
<tr>
<td>Cover stream insertion operator</td>
<td></td>
</tr>
<tr>
<td>Cover square bracket operator</td>
<td></td>
</tr>
<tr>
<td>Cover overloaded assignment operator</td>
<td></td>
</tr>
<tr>
<td>**Plan for topic</td>
<td>&quot;Students completing the course will be able to implement inheritance by creating a class from an existing class.&quot;**: 2014/15</td>
</tr>
<tr>
<td>Maybe consider getting to inheritance earlier in the term. Some of us don't get to it until after the midterm.</td>
<td></td>
</tr>
<tr>
<td>**Plan for topic</td>
<td>&quot;Students completing the course will be able to implement polymorphism by creating child classes from an abstract parent class.&quot;**: 2014/15</td>
</tr>
<tr>
<td>Focus on C++ &quot;virtual&quot; keyword for polymorphism, not using pointers. Use analogy of Animal base class, and derived Cat, Dog, etc.</td>
<td></td>
</tr>
<tr>
<td>**Plan for topic</td>
<td>&quot;Students completing the course will be able to create a C++ class and create class-based objects.&quot;**: 2013/14</td>
</tr>
<tr>
<td>Results are strong across all assessed topics, so the action plan is to continue the balance among the topics in our curricula. Instructors do use different textbooks (Gaddis and Deitel), so that does not seem to be an issue with student learning, so no need to enforce standardization of textbooks. But the first part of any such textbook probably covers what we cover in COMSC-165, so it would be good to have a book that can be used in both courses, like Deitel. Need to make sure all instructors know to conduct the &quot;opre`?? surveys.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to overload built-in operators.": 2013/14

Results are strong across all assessed topics, so the action plan is to continue the balance among the topics in our curricula. Instructors do use different textbooks (Gaddis and Deitel), so that does not seem to be an issue with student learning, so no need to enforce standardization of textbooks. But the first part of any such textbook probably covers what we cover in COMSC-165, so it would be good to have a book that can be used in both courses, like Deitel. Need to make sure all instructors know to conduct the "pre" surveys.

Plan for topic "Students completing the course will be able to implement inheritance by creating a class from an existing class.": 2013/14

Results are strong across all assessed topics, so the action plan is to continue the balance among the topics in our curricula. Instructors do use different textbooks (Gaddis and Deitel), so that does not seem to be an issue with student learning, so no need to enforce standardization of textbooks. But the first part of any such textbook probably covers what we cover in COMSC-165, so it would be good to have a book that can be used in both courses, like Deitel. Need to make sure all instructors know to conduct the "pre" surveys.

Plan for topic "Students completing the course will be able to implement polymorphism by creating child classes from an abstract parent class.": 2013/14

Results are strong across all assessed topics, so the action plan is to continue the balance among the topics in our curricula. Instructors do use different textbooks (Gaddis and Deitel), so that does not seem to be an issue with student learning, so no need to enforce standardization of textbooks. But the first part of any such textbook probably covers what we cover in COMSC-165, so it would be good to have a book that can be used in both courses, like Deitel. Need to make sure all instructors know to conduct the "pre" surveys.

Plan for topic "Students completing the course will be able to create a C++ class and create class-based objects.": 2012/13

There continues to be 1 or 2 students who stay in the course to the end, but do not fully understand this most fundamental part of the material. This is also consistent with observations by the instructor that 1 or 2 students per class remain on the roster, come to class, but do not keep up with the work, and end up failing the course. The instructor has interacted with these students throughout the semester, offering help and making them aware of their status, but they seem content to attend and fail. This result has improved over previous assessment cycles, probably because of instructor attention to lagging students, so the action plan continue tracking and encouraging lagging students, because it does help.

Plan for topic "Students completing the course will be able to overload built-in operators.": 2012/13

Comparing pre numbers for the topic and the classes/objects topic suggests that overloaded operators is a less familiar topic for incoming students. But by the end of the class, it's learned as well as classes/objects. This probably means that the balance between these topics is correct, and the action plan for this topic should also be to continue tracking and encouraging lagging students.

Plan for topic "Students completing the course will be able to implement inheritance by creating a class from an existing class.":
DVC Instructional Course SLO Action Plans

2012/13

Inheritance: Results are consistent with past pre/post assessments. The action plan is to continue the balance among these topics: classes and objects, overloaded operators, and inheritance.

Plan for topic "Students completing the course will be able to implement polymorphism by creating child classes from an abstract parent class.": 2012/13

Post results are consistently lower than for the other topic, but it's a bit more obscure and less applied than the others, so there is no indication that the balance needs adjusting. The 2nd highest level of achievement catches nearly all the remaining students surveyed, confirming this assessment.

Plan for topic "Students completing the course will be able to create a C++ class and create class-based objects.": 2011/12

This is a fundamental skill in a class like this. It really should be 100% success. To the extent that it was less, all the rest of the students were in the 2nd tier in the rubric. All we can do is continue to give lots of assignments week to week, to build up students’ skill levels and confidence.

Plan for topic "Students completing the course will be able to overload built-in operators.": 2011/12

This is a fundamental skill in a class like this. It really should be 100% success. But the only student not in the top tier was in the 2nd tier of the rubric. There are quite a lot of details and different situations and rules for students to learn with overloaded operators, so it’s really quite complicated. We achieve this level of success by getting to the subject early in the semester and fitting them into just about every weekly assignment.

Plan for topic "Students completing the course will be able to implement inheritance by creating a class from an existing class.": 2011/12

We do not spend a lot of time on inheritance, and instead skew the curriculum towards the more complicated topic of encapsulation. Only one student who was not in the top tier was below the 2nd tier (3rd). In order to promote this area of the curriculum, we’d have to take away from the encapsulation part. But the details of inheritance can be recalled well enough from references, so the balance between these topics seems right.

Plan for topic "Students completing the course will be able to create a C++ class and create class-based objects.": 2010/11

Very satisfied with the student achievement of this outcome, confirming the online method of course delivery. But not pleased with the level of participation in the survey. Will try pre- and post-testing to make students more aware of the survey and SLOs.

Plan for topic "Students completing the course will be able to overload built-in operators.": 2010/11

Very satisfied with the student achievement of this outcome, confirming the online method of course delivery. But not pleased with the level of participation in the survey. Will try pre- and post-testing to make students more aware of the survey and SLOs.

Plan for topic "Students completing the course will be able to implement inheritance by creating a class from an existing class.": 2010/11

Very satisfied with the student achievement of this outcome, confirming the online method of course delivery. But not pleased with the level of participation in the survey. Will try
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to implement polymorphism by creating child classes from an abstract parent class."

- 2010/11

   - Very satisfied with the student achievement of this outcome, confirming the online method of course delivery. But not pleased with the level of participation in the survey. Will try pre- and post-testing to make students more aware of the survey and SLOs.

   - Affirmation and reinforcement of current methods and curriculum, scheduling, instructor selection, and DVC-faculty-written textbook.

Plan for topic "Students completing the course will be able to create a C++ class and create class-based objects."

- 2009/10

   - Affirmation and reinforcement of current methods and curriculum, scheduling, instructor selection, and DVC-faculty-written textbook.

Plan for topic "Students completing the course will be able to overload built-in operators."

- 2009/10

   - Affirmation and reinforcement of current methods and curriculum, scheduling, instructor selection, and DVC-faculty-written textbook.

Plan for topic "Students completing the course will be able to implement inheritance by creating a class from an existing class."

- 2009/10

   - Affirmation and reinforcement of current methods and curriculum, scheduling, instructor selection, and DVC-faculty-written textbook.

Plan for topic "Students completing the course will be able to implement polymorphism by creating child classes from an abstract parent class."

- 2008/9

   - Affirmation and reinforcement of current methods and curriculum. 210 and 260 should be this good.

Plan for topic "Students completing the course will be able to create a C++ class and create class-based objects."

- 2008/9

   - Affirmation and reinforcement of current methods and curriculum. 210 and 260 should be this good.

Plan for topic "Students completing the course will be able to overload built-in operators."

- 2008/9

   - Affirmation and reinforcement of current methods and curriculum. 210 and 260 should be this good.

Plan for topic "Students completing the course will be able to implement inheritance by creating a class from an existing class."

- 2008/9

   - Affirmation and reinforcement of current methods and curriculum. 210 and 260 should be this good.
339. Program Design and Data Structures [COMSC-210] belonging to Computer Science [COMSC]

Plan for topic "Students completing the course will be able to create C++ templates for custom data structures that allow saving, retrieving, and removing values.": 2016/17

Learning took place in both semesters. No difference noted among instructors PT or FT, among modes of delivery online vs on ground.

Plan for topic "Students completing the course will be able to create C++ templates for custom data structures that allow saving, retrieving, and removing values.": 2014/15

Reword topic because "template" may be misunderstood. Avoid OOP-specific examples from Childs that are not useful in data structures. Like overloaded operators in the Fraction class.

Plan for topic "Students completing the course will be able to create C++ templates for custom data structures that allow saving, retrieving, and removing values.": 2013/14

Results for the first two topics are good and as expected, so the action plan is to continue the instruction in these areas with the same emphasis we are giving these areas now.

We are using different textbooks to the same effect, so no need to standardize on one book.

Plan for topic "Students completing the course will understand the differences among the various search techniques (linear, binary, and binary trees) and can implement all of them.": 2013/14

Results for the first two topics are good and as expected, so the action plan is to continue the instruction in these areas with the same emphasis we are giving these areas now.

We are using different textbooks to the same effect, so no need to standardize on one book.

Plan for topic "Students completing the course will understand the differences among the various search techniques (linear, binary, and binary search trees) and can implement all of them.": 2013/14

Results for the first two topics are good and as expected, so the action plan is to continue the instruction in these areas with the same emphasis we are giving these areas now.

We are using different textbooks to the same effect, so no need to standardize on one book.

Plan for topic "Students completing the course will understand the difference among various O(n lg n) sorting algorithms and can implement quick sort, merge sort, and heap sort.": 2013/14

Big Oh results improved after implementing a previous year’s action plan to include algorithmic efficiency concepts early in the course, before getting to the big oh topic. The action plan is to have all 210 instructors do likewise.

Plan for topic "Students completing the course will be able to create C++ templates for custom data structures that allow saving, retrieving, and removing values.": 2012/13

The summer session’s results are rather weak, maybe due to the 3X shorter time period. The department should consider whether this course should be taught over the summer. For fall and spring, there continues to be 1 or 2 students who stay in the course to the end, but do not fully understand this most fundamental part of the material. This
is also consistent with observations by the instructor that 1 or 2 students per class remain on the roster, come to class, but do not keep up with the work, and end up failing the course. The instructor has interacted with these students throughout the semester, offering help and making them aware of their status, but they seem content to attend and fail. This result has improved over previous assessment cycles, probably because of instructor attention to lagging students, so the action plan continue tracking and encouraging lagging students, because it does help.

**Plan for topic "Students completing the course will be able to understand the differences among the various search techniques (linear, binary, and binary trees) and can implement all of them."**: 2012/13

The summer session's results are rather weak, maybe due to the 3X shorter time period. The department should consider whether this course should be taught over the summer. Comparing fall and spring pre/post numbers for the topic and the templates topic suggests that searching is learned as well as templates. This probably means that the balance between these topics is correct, and the action plan for this topic should also be to continue tracking and encouraging lagging students. But we need better assessment of big oh and trees and graphs, which are more important topics than linear and binary search. The plan is to assess these topics instead of searching in future assessments (starting in SP14).

**Plan for topic "Students completing the course will understand the differences among the various search techniques (linear, binary, and binary search trees) and can implement all of them."**: 2012/13

The linear search technique is exercised in assignments throughout the semester. But the binary search technique is not given a lot of time, and the one assignment that deals

**Plan for topic "Students completing the course will be able to create C++ templates for custom data structures that allow saving, retrieving, and removing values."**: 2011/12

This is a primary skill set for a class like this. We pretty much expect that all students who make it to the end of the semester will succeed in this area. The curriculum should continue to introduce templates early in the semester, and use them week in and week out in a variety of exercises.

**Plan for topic "Students completing the course will be able to understand the differences among the various search techniques (linear, binary, and binary trees) and can implement all of them."**: 2011/12

The summer session's results are rather weak, maybe due to the 3X shorter time period. The department should consider whether this course should be taught over the summer. Comparing fall and spring pre/post numbers for the topic and the templates topic suggests that searching is learned as well as templates. This probably means that the balance between these topics is correct, and the action plan for this topic should also be to continue tracking and encouraging lagging students. But we need better assessment of big oh and trees and graphs, which are more important topics than linear and binary search. The plan is to assess these topics instead of searching in future assessments (starting in SP14).
### Plan for topic "Students completing the course will understand the differences among the various search techniques (linear, binary, and binary search trees) and can implement all of them."

- **2011/12**

  The linear search technique is exercised in assignments throughout the semester. The binary search technique is not given a lot of time, and the one assignment that deals with it is a bit confusing because the instructor and the book present it in ways that are different enough from each other so as to be confusing to the student. Starting in FA12, it will be made clear to the student that it will be done the instructor's way, explaining what are the differences.

### Plan for topic "Students completing the course will understand the difference among various O(n lg n) sorting algorithms and can implement quick sort, merge sort, and heap sort."

- **2011/12**

  This is about what we expected, and about the same as last year (85%). To get better than this, we'd have to introduce an exercise where students actually perform quicksort and mergesort by hand, using papers or playing cards. We may try that in FA12.

### Plan for topic "Students completing the course will be able to create C++ templates for custom data structures that allow saving, retrieving, and removing values."

- **2010/11**

  2011-01-25: Very satisfied with the student achievement of this outcome. Will try pre- and post-testing to make students more aware of the survey and SLOs.

  2011-06-02: New textbook has really helped. Much easier to read, with simpler explanations that are better at introducing complicated concepts with less material on full and detailed development. New self-paced grading paradigm helped, too, because students were able to work out problems when they got stuck, rather than leave them unsolved. Improved retention since SP'09 (62%).

### Plan for topic "Students completing the course will be able to understand the differences among the various search techniques (linear, binary, and binary trees) and can implement all of them."

- **2010/11**

  2011-06-02: Very satisfied with the student achievement of this outcome. Will try pre- and post-testing to make students more aware of the survey and SLOs.

  2011-06-02: New textbook has really helped. Much easier to read, with simpler explanations that are better at introducing complicated concepts with less material on full and detailed development. New self-paced grading paradigm helped, too, because students were able to work out problems when they got stuck, rather than leave them unsolved. Improved retention since SP'09 (62%).
**Plan for topic "Students completing the course will understand the difference among various O(n lg n) sorting algorithms and can implement quick sort, merge sort, and heap sort."": 2010/11**

- 2011-06-02: Notably lower student achievement for this outcome than the others. Switching to a new textbook with better (more understandable, less theoretical) coverage of big oh.
- 2011-06-02: New textbook has really helped. Much easier to read, with simpler explanations that are better at introducing complicated concepts with less material on full and detailed development. New self-paced grading paradigm helped, too, because students were able to work out problems when they got stuck, rather than leave them behind unsolved. Improved retention since SP'09 (62%).

**Plan for topic "Students completing the course will be able to create C++ templates for custom data structures that allow saving, retrieving, and removing values."": 2009/10**

- New instructor introduced into the Comsc 210 rotation in FA09. Satisfied with the student achievement of this outcome.

**Plan for topic "Students completing the course will be able to understand the differences among the various search techniques (linear, binary, and binary trees) and can implement all of them."": 2009/10**

- New instructor introduced into the Comsc 210 rotation in FA09. Satisfied with the student achievement of this outcome.
<table>
<thead>
<tr>
<th>Consider new instructor for FA09.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will understand the difference among various O(n lg n) sorting algorithms and can implement quick sort, merge sort, and heap sort.&quot;**: 2008/9</td>
</tr>
<tr>
<td>Consider new instructor for FA09.</td>
</tr>
</tbody>
</table>
### Course Action Plans


#### Plan for topic "Students completing the course will be able to write Java programs that use classes and objects.": 2017/18

These results are lower than they were 3 years ago, when the plan was to "affirm current methods and curriculum". But almost 100% did respond in the top two levels of achievement. So the plan remains unchanged -- affirm current methods and curriculum.

#### Plan for topic "Students completing the course will be able to write Java programs that use inheritance.": 2017/18

These results are lower than they were 3 years ago, when the plan was to "affirm current methods and curriculum". But more than 95% did respond in the top two levels of achievement. So the plan remains unchanged -- affirm current methods and curriculum.

#### Plan for topic "Students completing the course will be able to write Java programs that use the Graphical User Interface (GUI).": 2017/18

These results are lower than they were 3 years ago, when the plan was to "affirm current methods and curriculum". GUI is one important topic in Java, we may review and discuss why students didn't learn well as we expected. Should spend more time on GUI or more practice problems to assist students learn better?

But all but one did respond in the top two levels of achievement. So the plan remains unchanged -- affirm current methods and curriculum.

#### Plan for topic "Students completing the course will be able to write Java programs that use classes and objects.": 2014/15

Big improvement since the last assessment 3 years ago, when the plan was to "affirmation and reinforcement of current methods and curriculum". So no explanation for the improvement. High pre numbers is not a contributor, since 75% responded in the lower two achievement levels. The plan remains unchanged -- affirm current methods and curriculum.

#### Plan for topic "Students completing the course will be able to write Java programs that use inheritance.": 2014/15

These results are lower than they were 3 years ago, when the plan was to "affirm current methods and curriculum". But 100% did respond in the top two levels of achievement. So the plan remains unchanged -- affirm current methods and curriculum.

#### Plan for topic "Students completing the course will be able to write Java programs that use the Graphical User Interface (GUI).": 2014/15

These results are lower than they were 3 years ago, when the plan was to "affirm current methods and curriculum". But all but one did respond in the top two levels of achievement. One appears to not have gotten this class at all. So the plan remains unchanged -- affirm current methods and curriculum.

#### Plan for topic "Students completing the course will be able to write Java programs that use classes and objects.": 2011/12

Affirmation and reinforcement of current methods and curriculum. Do the pre-surveys for both the fall and spring semesters.

#### Plan for topic "Students completing the course will be able to write Java programs that use inheritance.": 2011/12

Affirmation and reinforcement of current methods and curriculum. Do the pre-survey for both Fall and Spring semesters.

#### Plan for topic "Students completing the course will be able to write Java programs that use the Graphical User Interface (GUI).": 2011/12

Affirmation and reinforcement of current methods and curriculum. Do pre-survey for both Fall and Spring semesters.
## Plan for topic "Students completing the course will be able to write Java programs that use classes and objects."

**2010/11**

- Very satisfied with the student achievement of this outcome, but not pleased with the level of participation in the survey. Will try pre- and post-testing to make students more aware of the survey and SLOs.

## Plan for topic "Students completing the course will be able to write Java programs that use inheritance."

**2010/11**

- Not pleased with the level of participation in the survey. Will try pre- and post-testing to make students more aware of the survey and SLOs.

## Plan for topic "Students completing the course will be able to write Java programs that use the Graphical User Interface (GUI)."

**2010/11**

- Not pleased with the level of participation in the survey. Will try pre- and post-testing to make students more aware of the survey and SLOs.

## Plan for topic "Students completing the course will be able to write Java programs that use classes and objects."

**2009/10**

- Affirmation and reinforcement of current methods and curriculum. Plan is to continue with this as a Friday evening class.

## Plan for topic "Students completing the course will be able to write Java programs that use inheritance."

**2009/10**

- Affirmation and reinforcement of current methods and curriculum. Plan is to continue with this as a Friday evening class.

## Plan for topic "Students completing the course will be able to write Java programs that use the Graphical User Interface (GUI)."

**2009/10**

- Affirmation and reinforcement of current methods and curriculum. Plan is to continue with this as a Friday evening class.

## Plan for topic "Students completing the course will be able to write Java programs that use classes and objects."

**2008/9**

- Affirmation and reinforcement of current methods and curriculum, but remove this as an alternative to Comsc-265 as a prerequisite for -210 and -265.

## Plan for topic "Students completing the course will be able to write Java programs that use inheritance."

**2008/9**

- Affirmation and reinforcement of current methods and curriculum, but remove this as an alternative to Comsc-265 as a prerequisite for -210 and -265.

## Plan for topic "Students completing the course will be able to write Java programs that use the Graphical User Interface (GUI)."

**2008/9**

- Affirmation and reinforcement of current methods and curriculum, but remove this as an alternative to Comsc-265 as a prerequisite for -210 and -265.
Plan for topic "Students completing the course will be able to write a Java program requiring the use of exception handling.": 2017/18

Only 3 students completed the pre survey and 6 students completed the post survey, so conclusions that can be drawn from the data are very limited. In future semesters, instructors should place a much greater emphasis on having students complete both the pre and post surveys. The results indicate that at the beginning of the semester, most of the students that took the pre survey (2/3) felt confident about slo #1 (exception handling), but none of the students felt confident about slo #2 (multithreading) or slo #3 (introspection) at the beginning of the semester, which is likely because they did not have any prior exposure to these topics. The success rate of slo #1 (exception handling) was the same in both the pre and post surveys (66.67%), although more students completed the post survey compared to the pre survey. This result may suggest that some students have had prior exposure to exception handling in other course(s). At the end of the semester, the post survey results indicate that students feel less confident about slo #3 (50% success rate) compared to slo #1 or slo #2 (66.67% success rate for both). Instructors may need to spend more time covering introspection (slo #3) and give more assignments on this topic to give students more practice with introspection in Java.

Plan for topic "Students completing the course will be able to write a Java program involving the use of multithreading.": 2017/18

Only 3 students completed the pre survey and 6 students completed the post survey, so conclusions that can be drawn from the data are very limited. In future semesters, instructors should place a much greater emphasis on having students complete both the pre and post surveys. The results indicate that at the beginning of the semester, most of the students that took the pre survey (2/3) felt confident about slo #1 (exception handling), but none of the students felt confident about slo #2 (multithreading) or slo #3 (introspection) at the beginning of the semester, which is likely because they did not have any prior exposure to these topics. The success rate of slo #1 (exception handling) was the same in both the pre and post surveys (66.67%), although more students completed the post survey compared to the pre survey. This result may suggest that some students have had prior exposure to exception handling in other course(s). At the end of the semester, the post survey results indicate that students feel less confident about slo #3 (50% success rate) compared to slo #1 or slo #2 (66.67% success rate for both). Instructors may need to spend more time covering introspection (slo #3) and give more assignments on this topic to give students more practice with introspection in Java.

Plan for topic "Students completing the course will be able to write a Java program involving the use of introspection.": 2017/18

Only 3 students completed the pre survey and 6 students completed the post survey, so conclusions that can be drawn from the data are very limited. In future semesters, instructors should place a much greater emphasis on having students complete both the pre and post surveys. The results indicate that at the beginning of the semester, most of the students that took the pre survey (2/3) felt confident about slo #1 (exception handling), but none of the students felt confident about slo #2 (multithreading) or slo #3 (introspection) at the beginning of the semester, which is likely because they did not have any prior exposure to these topics. The success rate of slo #1 (exception handling) was the same in both the pre and post surveys (66.67%), although more students completed the post survey compared to the pre survey. This result may suggest that some students have had prior exposure to exception handling in other course(s). At the end of the semester, the post survey results indicate that students feel less confident about slo #3 (50% success rate) compared to slo #1 or slo #2 (66.67% success rate for both). Instructors may need to spend more time covering introspection (slo #3) and give more assignments on this topic to give students more practice with introspection in Java.
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to write a Java program requiring the use of exception handling."**: 2016/17

Assess in FA18 and report ASAP

**Plan for topic "Students completing the course will be able to write a Java program requiring the use of exception handling."**: 2013/14

Much better participation since last assessment 2 years ago, in getting students to take the surveys. Exception handling is something they should already know coming into this course from Comsc-255, so the pre numbers are as expected. But no movement in the numbers at the end suggests that it was not developed any further in this course. Further, the topic does not match any of the SLOs. This needs to be replaced as a topic.

**Plan for topic "Students completing the course will be able to write a Java program involving the use of multithreading."**: 2013/14

Results indicate the learning in this optic did take place. 87% did place themselves in one of the top 2 achievement levels. Plan is to continue teaching this course as it is taught now by Khaja.

**Plan for topic "Students completing the course will be able to write a Java program involving the use of introspection."**: 2013/14

Results indicate the learning in this optic did take place. 80% did place themselves in one of the top 2 achievement levels. Plan is to continue teaching this course as it is taught now by Khaja.

**Plan for topic "Students completing the course will be able to write a Java program requiring the use of exception handling."**: 2011/12

There are too few students reporting to make any conclusions. The plan is to find a better way to get students to participate in the learning surveys.

**Plan for topic "Students completing the course will be able to write a Java program involving the use of multithreading."**: 2011/12

There are too few students reporting to make any conclusions. The plan is to find a better way to get students to participate in the learning surveys.

**Plan for topic "Students completing the course will be able to write a Java program involving the use of introspection."**: 2011/12

There are too few students reporting to make any conclusions. The plan is to find a better way to get students to participate in the learning surveys.

**Plan for topic "Students completing the course will be able to write a Java program requiring the use of exception handling."**: 2010/11

Not a lot of data -- instructor needs to encourage students to participate, perhaps in lab. Otherwise, affirmation and reinforcement of current methods and curriculum.

**Plan for topic "Students completing the course will be able to write a Java program involving the use of multithreading."**: 2010/11

Not a lot of data -- instructor needs to encourage students to participate, perhaps in lab. Otherwise, affirmation and reinforcement of current methods and curriculum.

**Plan for topic "Students completing the course will be able to write a Java program involving the use of introspection."**: 2010/11

Not a lot of data -- instructor needs to encourage students to participate, perhaps in lab. Otherwise, affirmation and reinforcement of current methods and curriculum.

**Plan for topic "Students completing the course will be able to write a Java program requiring the use of exception handling."**: 2009/10

Not a lot of data -- instructor needs to encourage students to participate, perhaps in lab. Otherwise, affirmation and reinforcement of current methods and curriculum.

**Plan for topic "Students completing the course will be able to write a Java program involving the use of multithreading."**: 2009/10

Not a lot of data -- instructor needs to encourage students to participate, perhaps in lab. Otherwise, affirmation and reinforcement of current methods and curriculum.
Plan for topic "Students completing the course will be able to write a Java program involving the use of introspection.": 2009/10

Not a lot of data -- instructor needs to encourage students to participate, perhaps in lab. Otherwise, affirmation and reinforcement of current methods and curriculum.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving Java sockets.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course has not been offered since Spring 2016. It will be assessed the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving Java RMI (Remote Method Invocation).&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course has not been offered since Spring 2016. It will be assessed the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving an EJB (Enterprise Java Bean).&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course has not been offered since Spring 2016. It will be assessed the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving Java sockets.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will be assessed Fall 2018 or when offered next time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving Java RMI (Remote Method Invocation).&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will be assessed Fall 2018 or when offered next time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving an EJB (Enterprise Java Bean).&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will be assessed Fall 2018 or when offered next time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving Java sockets.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 were enrolled at the start and end of this course, but only 6 responded to the post survey, and the pre was not taken. There is not enough data to assess -- the plan is to enlist the instructor's help in getting students to fully participate in the pre and post surveys the next time this course is offered (SP16)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving Java RMI (Remote Method Invocation).&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 were enrolled at the start and end of this course, but only 6 responded to the post survey, and the pre was not taken. There is not enough data to assess -- the plan is to enlist the instructor's help in getting students to fully participate in the pre and post surveys the next time this course is offered (SP16)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving an EJB (Enterprise Java Bean).&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 were enrolled at the start and end of this course, but only 6 responded to the post survey, and the pre was not taken. There is not enough data to assess -- the plan is to enlist the instructor's help in getting students to fully participate in the pre and post surveys the next time this course is offered (SP16)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving Java sockets.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are too few students reporting to make any conclusions. The plan is to find a better way to get students to participate in the learning surveys.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a simple program involving Java RMI (Remote Method Invocation).&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are too few students reporting to make any conclusions. The plan is to find a better way to get students to participate in the learning surveys.</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Year</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Students completing the course will be able to write a simple program involving an EJB (Enterprise Java Bean).</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing the course will be able to write a simple program involving Java sockets.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Students completing the course will be able to write a simple program involving Java RMI (Remote Method Invocation).</td>
<td>2008/9</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to create an Assembly Language program that includes decisions, loops, and function calls." : 2017/18

Of the 3 topics, this one has the strongest improvement, but results for SP2018 suggest the results were not as good. The action plan is to monitor the FA2018 data to see if there is a trend, and if so, assess what may be the cause.

Plan for topic "Students completing the course will be able to explain how virtual memory is used to run a program larger than physical memory." : 2017/18

There were fewer responses to the ‘after’ survey for this topic than the first (8 vs. 12 responses - in the SP2018 survey) so the smaller sample size may be causing a higher variance. On the other hand, there is a downward trend with SP2018. The action is to see if this is confirmed by the FA2018 responses, and also encourage a higher response rate of the ‘after’ survey with the course instructors.

Plan for topic "Students completing the course will be able to call a function written in Assembly Language from a program written in a high level language." : 2017/18

This topic also has a lower response rate (8 vs. 12 - in the SP2018 survey) than the first topic, and has a similar possible downward trend. The action is to see if the FA2018 numbers confirm this, and to encourage the course instructors to push more students to take the ‘after’ survey, to increase the sample size and data quality.

Plan for topic "Students completing the course will be able to create an Assembly Language program that includes decisions, loops, and function calls." : 2014/15

Start programming right away, with registers. Get tools configured early on -- IDEs.

Plan for topic "Students completing the course will be able to explain how virtual memory is used to run a program larger than physical memory." : 2014/15

Use Fred’s virtual memory worksheet/quiz/exercise suite.

Plan for topic "Students completing the course will be able to call a function written in Assembly Language from a program written in a high level language." : 2014/15

Use Fred's high-level language C++ worksheet/quiz/exercise suite.

Plan for topic "Students completing the course will be able to create an Assembly Language program that includes decisions, loops, and function calls." : 2013/14

The main instructor focuses on the SLOs throughout the semester. Also, his first assignment in the course is directly related to SLOs. The dept chairman is to go over the results with other instructors before SP15's classes. Also, no more summer or online sections are to be scheduled.
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to explain how virtual memory is used to run a program larger than physical memory.</td>
<td>2013/14</td>
</tr>
<tr>
<td>The main instructor focuses on the SLOs throughout the semester. Also, his first assignment in the course is directly related to SLOs. The dept chairman is to go over the results with other instructors before SP15's classes. Also, no more summer or online sections are to be scheduled.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to call a function written in Assembly Language from a program written in a high level language.</td>
<td>2013/14</td>
</tr>
<tr>
<td>The main instructor focuses on the SLOs throughout the semester. Also, his first assignment in the course is directly related to SLOs. The dept chairman is to go over the results with other instructors before SP15's classes. Also, no more summer or online sections are to be scheduled.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to create an Assembly Language program that includes decisions, loops, and function calls.</td>
<td>2012/13</td>
</tr>
<tr>
<td>Incorporated the SLO's as part of the review process for the final exam. Reminded the students of what they did know. The results indicate that the current methods are working. The methods used to teach a topic are lecture on a topic, worksheet on the topic, quiz on the topic and program the topic if appropriate. The plan of action is to continue the current methods, but perhaps to keep an eye out for the student who may need some extra help.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to explain how virtual memory is used to run a program larger than physical memory.</td>
<td>2012/13</td>
</tr>
<tr>
<td>Incorporated the SLO's as part of the review process for the final exam. Reminded the students of what they did know. Had an extra credit virtual memory worksheet which students could complete. Affirmation and reinforcement of current methods and curriculum including the use of worksheets.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to call a function written in Assembly Language from a program written in a high level language.</td>
<td>2012/13</td>
</tr>
<tr>
<td>Incorporated the SLO's as part of the review process for the final exam. Reminded the students of what they did know. Reminded the students the SLO is about knowing how to call an assembly function from a high level language not how to implement a particular assembly algorithm. Even though the results are an affirmation and reinforcement of current methods and curriculum, the plan is to add a worksheet on calling Assembly functions from C++ and consider having students write more than one program calling Assembly functions from C++.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to create an Assembly Language program that includes decisions, loops, and function calls.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Incorporated the SLO's as part of the review process for the final exam. Reminded the students of what they did know. Affirmation and reinforcement of current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to explain how virtual memory is used to run a program larger than physical memory.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Course Action Plans</td>
<td>Outcome Assessment History</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to call a function written in Assembly Language from a program written in a high level language." : 2011/12

Incorporated the SLO's as part of the review process for the final exam. Reminded the students of what they did know. Had an extra credit virtual memory worksheet which the majority of the students completed. Plan to make the worksheet mandatory for FA12. Affirmation and reinforcement of current methods and curriculum including the use of worksheets.

Plan for topic "Students completing the course will be able to call a function written in Assembly Language from a program written in a high level language." : 2010/11

Affirmation of instruction methods in use. Pleased with high participation and higher retention rate.

Plan for topic "Students completing the course will be able to call a function written in Assembly Language from a program written in a high level language." : 2009/10

Affirmation and reinforcement of current methods and curriculum. Plan is to bring another instructor into the rotation, for scheduling flexibility and redundancy.
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create an Assembly Language program that includes decisions, loops, and function calls.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to explain how virtual memory is used to run a program larger than physical memory.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to call a function written in Assembly Language from a program written in a high level language.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to Write a PHP script that performs user input using an HTML form."

2017/18
The action plan is to change the programming language from PHP to Python and to update the SLOs accordingly. This will take place in Spring 2019.

Plan for topic "Students completing this course will be able to Write a PHP script that performs input validation using JavaScript."

2017/18
The action plan is to change the programming language from PHP to Python and to update the SLOs accordingly. This will take place in Spring 2019.

Plan for topic "Students completing this course will be able to Write JavaScript code that uses JavaScript arrays."

2017/18
The action plan is to change the programming language from PHP to Python and to update the SLOs accordingly. This will take place in Spring 2019.

Plan for topic "Students completing this course will be able to Write JavaScript code that uses JavaScript objects."

2017/18
The action plan is to change the programming language from PHP to Python and to update the SLOs accordingly. This will take place in Spring 2019.
DVC Instructional Course SLO Action Plans

347. Occupational Work Experience Education in COMSC [COMSC-295] belonging to Computer Science [COMSC]
DVC Instructional Course SLO Action Plans

348. Internship in Occupational Work Experience Education in COMSC [COMSC-296] belonging to Computer Science [COMSC]

Plan for topic "Students completing this course will be able to explain safety standards and protocols related to the industry.": 2017/18

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 101. Therefore, the department recommends not assessing this topic during the next assessment cycle.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to describe construction job site protocols and safety standards": 2018/19

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 105. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing this course will be able to describe construction job site protocols and safety standards": 2015/16

This is a new course and this is it's first evaluation. The use of field trip and increasing the amount of hands on activities will increase the student's participation and possible retention in the course. The field trips allow the students to view actual working conditions found at constructions sites. We will look to leverage our association with our advisory committee and industrial partners to help facilitate these excursions.

This course slo information was presented to the department, advisory council and industry partners.
### Plan for topic "Students completing the course will be able to identify personal protection equipment."

- **2017/18**: The Construction Program feels that the students understand this topic and that other topics are more essential for Const 110. Therefore, the department recommends not assessing this topic during the next assessment cycle.

- **2014/15**: Results are acceptable. Will incorporate student feedback into future course design.

- **2013/14**: Results are acceptable. Will incorporate student feedback into future course design.

- **2011/12**: No SLO related changes are recommended for this course.

- **2009/10**: Affirmation and reinforcement of the current methods and curriculum. Because this is a safety course we must have 100% compliance.

---

### Plan for topic "Students completing the course will be able to correctly put on the safety equipment."

- **2017/18**: No SLO related changes are recommended for this course.

- **2014/15**: Results are acceptable. Will incorporate student feedback into future course design.

- **2013/14**: Results are acceptable. Will incorporate student feedback into future course design.

- **2011/12**: No SLO related changes are recommended for this course.

- **2009/10**: Affirmation and reinforcement of the current methods and curriculum. Because this is a safety course we must have 100% compliance.

---

### Plan for topic "Students completing the course will be able to identify the components of a hazardous materials response plan needed for a small business."

- **2017/18**: No SLO related changes are recommended for this course.

- **2014/15**: Results are acceptable. Will incorporate student feedback into future course design.

- **2013/14**: Results are acceptable. Will incorporate student feedback into future course design.

- **2011/12**: No SLO related changes are recommended for this course.

- **2009/10**: Affirmation and reinforcement of the current methods and curriculum. Because this is a safety course we must have 100% compliance.
### DVC Instructional Course SLO Action Plans

**Affirmation and reinforcement of the current methods and curriculum. Because this is a safety course we must have 100% compliance.**

**Plan for topic "Students completing the course will be able to identify the components of a hazardous materials response plan needed for a small business."**: 2009/10

**Affirmation and reinforcement of the current methods and curriculum. Because this is a safety course we must have 100% compliance.**
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to explain the sequential steps in making blueprints.&quot;</th>
<th>Outcome</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017/18</strong></td>
<td>The Construction Program feels that the students understand this topic and that other topics are more essential for Const 114. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
<tr>
<td><strong>2014/15</strong></td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td><strong>2014/15</strong></td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td><strong>2009/10</strong></td>
<td>Affirmation and reinforcement of the current methods and curriculum, very good consistency among sections after faculty are using the same lab facility. All three sections had very similar results within 1% of each other. Action plan is to continue using hands-on materials for the course.</td>
<td></td>
</tr>
<tr>
<td><strong>2009/10</strong></td>
<td>Affirmation and reinforcement of the current methods and curriculum, very good consistency among sections after faculty are using the same lab facility. All three sections had very similar results within 1% of each other. Action plan is to continue using hands-on materials for the course.</td>
<td></td>
</tr>
<tr>
<td><strong>2009/10</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Affirmation and reinforcement of the current methods and curriculum, very good consistency among sections after faculty are using the same lab facility. All three sections had very similar results within 1% of each other. Action plan is to continue using hands-on materials for the course.
### DVC Instructional Course SLO Action Plans


<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify principles of surveying.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Construction Program feels that the students understand this topic and that other topics are more essential for Const 116. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify principles of surveying.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to maintain and care for surveying instruments.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to employ principles of good engineering practice, including calculations, record keeping, and measurements.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;e&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to apply underlying principles of basic detailing and structural systems of typical buildings of different types.": 2018/19

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 124. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to apply underlying principles of basic detailing and structural systems of typical buildings of different types.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to accurately interpret plans, details and specifications and the sketching of details.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to incorporate appropriate terminology used in construction documents.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to apply underlying principles of basic detailing and structural systems of typical buildings of different types.": 2012/13

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to accurately interpret plans, details and specifications and the sketching of details." 2012/13

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to incorporate appropriate terminology used in construction documents." 2012/13

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to apply underlying principles of basic detailing and structural systems of typical buildings of different types." 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to accurately interpret plans, details and specifications and the sketching of details." 2011/12
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to incorporate appropriate terminology used in construction documents.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply underlying principles of basic detailing and structural systems of typical buildings of different types.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to accurately interpret plans, details and specifications and the sketching of details.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to incorporate appropriate terminology used in construction documents.&quot;</td>
<td>2010/11</td>
</tr>
</tbody>
</table>

No SLO related changes are recommended for this course.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create a work schedule for a light construction project.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Construction Program feels that the students understand this topic and that other topics are more essential for Const 135. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create a work schedule for a light construction project.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create a quantity survey (cost estimates) for a light construction project.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply safe work habits.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create a work schedule for a light construction project.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create a quantity survey (cost estimates) for a light construction project.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply safe work habits.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design</td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to schedule construction processes for commercial projects": 2017/18

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 136. Therefore, the department recommends not assessing this topic during the next assessment cycle.

### Plan for topic "Students completing the course will be able to schedule construction processes for commercial projects": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to calculate the volume of excavated material and specify the type of excavation equipment needed": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to identify types of reinforced concrete frames.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to apply job safety and its application in the field.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to schedule construction processes for commercial projects": 2009/10

Affirmation and reinforcement of the current methods and curriculum. Action plan we need to continue using the lab facility that allows students to have hands-on experiences with materials.

### Plan for topic "Students completing the course will be able to calculate the volume of excavated material and specify the type of excavation equipment needed": 2009/10

Affirmation and reinforcement of the current methods and curriculum. Action plan we need to continue using the lab facility that allows students to have hands-on experiences with materials.

### Plan for topic "Students completing the course will be able to identify types of reinforced concrete frames.": 2009/10

Affirmation and reinforcement of the current methods and curriculum. Action plan we need to continue using the lab facility that allows students to have hands-on experiences with materials.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to identify various materials of construction and their use.&quot;</td>
<td>2017/18</td>
</tr>
<tr>
<td>The Construction Program feels that the students understand this topic and that other topics are more essential for Const 144. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify various materials of construction and their use.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to determine the best materials for any given job requiring structural requirements.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to determine that in material use good sustainable design is becoming increasingly mainstream.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify various materials of construction and their use.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to determine the best materials for any given job requiring structural requirements.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to determine that in material use good sustainable design is becoming increasingly mainstream.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify various materials of construction and their use.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to determine the best materials for any given job requiring structural requirements.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to determine that in material use good sustainable design is becoming increasingly mainstream.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify various materials of construction and their use.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to determine the best materials for any given job requiring structural requirements.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to determine that in material use good sustainable design is becoming increasingly mainstream.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify various materials of construction and their use.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum, but pay closer attention to dropping nonparticipating students from the roster.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to determine the best materials for any given job requiring structural requirements.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum, but pay closer attention to dropping nonparticipating students from the roster.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

358. Topics in Construction [CONST-150] belonging to Architecture/Engineering [CONST]
Plan for topic "Students completing this course will be able to

1. Students will have the awareness of work ready essential skills needed in the field of construction, energy, engineering, architecture and manufacturing": 2018/19

The Construction Program feels that the students understand this topic. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing this course will be able to

1. Students will have the awareness of work ready essential skills needed in the field of construction, energy, engineering, architecture and manufacturing": 2015/16

Results are acceptable. Will incorporate student’s feedback in the future course design.

Plan for topic "Students completing this course will be able to

2. Students will have an awareness of current career opportunities available in the fields of construction, energy, engineering, architecture and manufacturing": 2015/16

Results are acceptable. Will incorporate student’s feedback in the future course design.
### Plan for topic "Students completing the course will be able to identify code-compliant construction in buildings."

#### 2018/19

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 101. Therefore, the department recommends not assessing this topic during the next assessment cycle.

#### 2015/16

I will assess this course in the fall of 2016.

#### 2011/12

No SLO related changes are recommended for this course.

#### 2009/10

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to identify code-compliant construction in buildings.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify types of zoning used in jurisdictions.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify sections in the California Building Code.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to interpret and apply nonstructural provisions of the California Building Standards.": 2018/19

The Construction Program feels that the students understand this topic. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to interpret and apply nonstructural provisions of the California Building Standards.": 2015/16

Results are acceptable. Will incorporate students feedback in the future course design.

Plan for topic "Students completing the course will be able to value the necessity for the California building code.": 2015/16

Results are acceptable. Will incorporate students feedback in the future course design.
### DVC Instructional Course SLO Action Plans


**Plan for topic "Students completing the course will be able to interpret and apply the structural provisions of the California Building Standards."**: 2017/18

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 182. Therefore, the department recommends not assessing this topic during the next assessment cycle.

**Plan for topic "Students completing the course will be able to interpret and apply the structural provisions of the California Building Standards."**: 2013/14

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to apply fundamental physics to construction structural uses"**: 2013/14

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to apply prescribe general design requirements applicable to all structures."**: 2013/14

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to interpret and apply the structural provisions of the California Building Standards."**: 2009/10

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to apply fundamental physics to construction structural uses"**: 2009/10

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to apply prescribe general design requirements applicable to all structures."**: 2009/10

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to apply energy-saving mandatory measures of Title 24 to new and existing construction.": 2017/18

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 183. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to apply energy-saving mandatory measures of Title 24 to new and existing construction.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to apply appliance energy-saving mandatory measures of Title 20 to new and existing construction.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to interpret California energy conservation code.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.
### Plan for topic "Students completing the course will be able to apply and interpret the Uniform Plumbing Codes."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>The Construction Program feels that the students understand this topic and that other topics are more essential for Const 191. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>2015/16</td>
<td>I will assess this course the next time it's offered</td>
</tr>
<tr>
<td>2009/10</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to apply current Plumbing codes in practical situations."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to apply distinguish applicable sections of the California plumbing code."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans


**Plan for topic "Students completing the course will be able to use current California Mechanical Codes in practical situations."**: 2017/18

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 192. Therefore, the department recommends not assessing this topic during the next assessment cycle.

**Plan for topic "Students completing the course will be able to use current California Mechanical Codes in practical situations."**: 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to use current California Mechanical Codes in practical situations."**: 2012/13

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to interpret the California Mechanical Code."**: 2012/13

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to distinguish applicable sections of the California Mechanical Code among heating, ventilation, and refrigeration in a structure."**: 2012/13

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing this course will be able to apply principles of job site safety": 2017/18**

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 215. Therefore, the department recommends not assessing this topic during the next assessment cycle.

**Plan for topic "Students completing this course will be able to apply principles of job site safety": 2015/16**

This is a new course and this is its first evaluation. The use of field trip and increasing the amount of hands on activities will increase the student's participation and possible retention in the course.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to determine the best unit of measure for each part of material take-off.":

2018/19
The Construction Program feels that the students understand this topic and that other topics are more essential for Const 244. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to determine the best unit of measure for each part of material take-off.":

2015/16
Results are acceptable. Will incorporate students feedback in the future course design.

Plan for topic "Students completing the course will be able to use basic estimating terms.": 2015/16
Results are acceptable. Will incorporate students feedback in the future course design.

Plan for topic "Students completing the course will be able to determine the best unit of measure for each part of material take-off.":

2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to use basic estimating terms.": 2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to create a “take-off” sheet listing required quantities and materials for residential project.": 2009/10
Affirmation and reinforcement of the current methods and curriculum. We need to continue to have computer lab facility with Excel.
369. Electrical Codes: Articles 90-398 [CONST-266] belonging to Architecture/Engineering [CONST]

Plan for topic "Students completing the course will be able to interpret and apply the National Electrical Code, Articles 90 through 398 and Chapter Nine, tables": 2017/18

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 266. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to interpret and apply the National Electrical Code, Articles 90 through 398 and Chapter Nine, tables": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to apply State Safety Orders, Articles 1 through 38 as applied to electrical installation practice.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to use current electrical codes in practical situations": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to interpret and apply the National Electrical Code, Articles 90 through 398 and Chapter Nine, tables": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to apply State Safety Orders, Articles 1 through 38 as applied to electrical installation practice.": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to use current electrical codes in practical situations": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to interpret and apply the National Electrical Code, Articles 90 through 398 and Chapter Nine, tables": 2009/10

Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to apply State Safety Orders, Articles 1 through 38 as applied to electrical installation practice.": 2009/10

Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to use current electrical codes in practical situations": 2009/10
Affirmation and reinforcement of the current methods and curriculum.
### 370. Electrical Codes: Articles 400-830 [CONST-267] belonging to Architecture/Engineering [CONST]

#### Plan for topic "Students completing the course will be able to interpret and apply the National Electrical Code, Articles 400 through 830 and Chapter nine, tables."

- **2017/18**: The Construction Program feels that the students understand this topic and that other topics are more essential for Const 267. Therefore, the department recommends not assessing this topic during the next assessment cycle.

- **2014/15**: Results are acceptable. Will incorporate student feedback into future course design.

#### Plan for topic "Students completing the course will be able to apply State Safety Orders, Articles 1 through 38 as applied to electrical installation practice."

- **2014/15**: Results are acceptable. Will incorporate student feedback into future course design.

- **2012/13**: Results are acceptable. Will incorporate student feedback into future course design.

#### Plan for topic "Students completing the course will be able to apply current electrical codes in practical situations."

- **2014/15**: Results are acceptable. Will incorporate student feedback into future course design.

- **2012/13**: Results are acceptable. Will incorporate student feedback into future course design.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to understanding of administrative procedures related to the construction industry." : 2017/18

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 273. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to understanding of administrative procedures related to the construction industry." : 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to have an understanding of, and an appreciation of, the responsibilities of and the relationship between the Architect, Engineer, General Contractor and Subcontractor, Superintendent, and Inspector" : 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to analyze schedule and determine critical path for small commercial project." : 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to understanding of administrative procedures related to the construction industry." : 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to have an understanding of, and an appreciation of, the responsibilities of and the relationship between the Architect, Engineer, General Contractor and Subcontractor, Superintendent, and Inspector" : 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to analyze schedule and determine critical path for small commercial project." : 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to understanding of administrative procedures related to the construction industry." : 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to have an understanding of, and an appreciation of, the responsibilities of and the relationship between the Architect, Engineer, General Contractor and Subcontractor, Superintendent, and Inspector" : 2010/11
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to analyze schedule and determine critical path for small commercial project.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to understanding of administrative procedures related to the construction industry.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to have an understanding of, and an appreciation of, the responsibilities of and the relationship between the Architect, Engineer, General Contractor and Subcontractor, Superintendent, and Inspector&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to analyze schedule and determine critical path for small commercial project.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to acquire the knowledge whereby legal problems of the construction industry will be recognized, and possibly avoided": 2017/18

The Construction Program feels that the students understand this topic and that other topics are more essential for Const 276. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to acquire the knowledge whereby legal problems of the construction industry will be recognized, and possibly avoided": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to have a basic understanding of the law of contracts, with special emphasis on the applicability of the laws of contracts to construction contracts, their interpretation, and performance."": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to develop a basis for determining possible liability and benefit under the provisions of possible legal situations."": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to acquire the knowledge whereby legal problems of the construction industry will be recognized, and possibly avoided": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to have a basic understanding of the law of contracts, with special emphasis on the applicability of the laws of contracts to construction contracts, their interpretation, and performance."": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to develop a basis for determining possible liability and benefit under the provisions of possible legal situations."": 2011/12

No SLO related changes are recommended for this course.
### Plan for topic "Students completing this course will be able to identify and improve selected professional work habits and employability skills such as time management, communication, and teamwork."

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

### Plan for topic "Students completing this course will be able to Develop professional expertise related to a career path or strategy to secure employment."

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

### Plan for topic "Students completing this course will be able to develop a plan to gain or continue employment in a career area."

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.
DVC Instructional Course SLO Action Plans

375. Student Instructional Assistant [CONST-299] belonging to Architecture/Engineering [CONST]
376. Topics in College Readiness [COUNS-075] belonging to Counseling [COUNS]
<table>
<thead>
<tr>
<th>Plan for topic “Students completing the course will be able to demonstrate an increased understanding of how to achieve their goals.”:</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will explore zooming the powerpoint to make the information larger so that students can better see the information on the slides. Will get measurement from more sections for next review.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic “Students completing the course will be able to describe how many units are required to receive an AA degree or transfer to a four-year university.”:</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>While we still need to emphasize this important point, we will likely remove it from the SLO assessment in the next assessment cycle and focus on another important point yet to be determined.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an increased understanding of how to achieve their goals.&quot;:</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>While we still need to emphasize this important point, we will likely remove it from the SLO assessment in the next assessment cycle and focus on another important point yet to be determined.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe how many units are required to receive an AA degree or transfer to a four-year university.&quot;:</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>While we still need to emphasize this important point, we will likely remove it from the SLO assessment in the next assessment cycle and focus on another important point yet to be determined.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe how many units are required to receive an AA degree or transfer to a four-year university.&quot;:</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will zoom the information on the powerpoint slides and the student planning demonstration so that students in the back of the room can better see information on the screen.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing COUNS-095 will be able to use Web Advisor to register for their classes.&quot;:</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will zoom the information on the powerpoint slides and the student planning demonstration so that students in the back of the room can better see information on the screen.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing COUNS-095 will be able to enter two semesters of courses into their InSite Student Planning module.&quot;:</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will zoom the information on the powerpoint slides and the student planning demonstration so that students in the back of the room can better see information on the screen.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe how many units are required to receive an AA degree or transfer to a four-year university.&quot;:</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will zoom the information on the powerpoint slides and the student planning demonstration so that students in the back of the room can better see information on the screen.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing COUNS-095 will be able to Students completing COUNS -095 will be able to enter two semesters of courses into their InSite Student Planning module.": 2014/15

Need to continually emphasize that there needs to be a sure way in which students can reset their passwords on their WebAdvisor accounts on Saturdays when no staff is available to assist. The online request to change password works only about 50% of the time. This is a fundamental goal of the COUNS 095 and will continue to be assessed.

Plan for topic "Students completing Couns 95 will be able to use Web Advisor to register for their classes.": 2014/15

Need to continually emphasize that there needs to be a sure way in which students can reset their passwords on their WebAdvisor accounts on Saturdays when no staff is available to assist. The online request to change password works only about 50% of the time. This is a fundamental goal of the COUNS 095 and will continue to be assessed.

Plan for topic "Students completing the course will be able to describe how many units are required to receive an AA degree or transfer to a four-year university.": 2014/15

Need to continually emphasize that there needs to be a sure way in which students can reset their passwords on their WebAdvisor accounts on Saturdays when no staff is available to assist. The online request to change password works only about 50% of the time. This is a fundamental goal of the COUNS 095 and will continue to be assessed.

Plan for topic "Students completing the course will be able to demonstrate an increased understanding of how to select appropriate courses for their goals.": 2013/14

This course is currently under review, and completion of an educational plan is a required component of the college's 3SP implementation.

Plan for topic "Students completing the course will be able to demonstrate an increased understanding of how to achieve their goals.": 2012/13

This topic is an important aspect of educational planning. The faculty will review its appropriateness for future assessment in the fall 2013.

Plan for topic "Students completing the course will be able to describe how many units are required to receive an AA degree or transfer to a four-year university.": 2012/13

This topic is an important aspect of educational planning. The faculty will review its appropriateness for future assessment in the fall 2013.

Plan for topic "Students completing the course will be able to demonstrate an increased understanding of how to select appropriate courses for their goals."": 2012/13

The department is considering a rewrite of the course outline for Couns 95. SLO's will be considered as those discussions are underway.

Plan for topic "Students completing the course will be able to describe how many units are required to receive an AA degree or transfer to a four-year university.": 2012/13

This SLO will be reviewed as a part of the complete review of the course for a possible revision to its content.

Plan for topic "Students completing Couns 95 will be able to use Web Advisor to register for their classes.": 2012/13
<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing COUNS-095 will be able to enter two semesters of</td>
<td>2012/13</td>
</tr>
<tr>
<td>courses into their InSite Student Planning module.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to describe how many</td>
<td>2011/12</td>
</tr>
<tr>
<td>units are required to receive an AA degree or transfer to a four-year</td>
<td></td>
</tr>
<tr>
<td>university.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate an</td>
<td>2011/12</td>
</tr>
<tr>
<td>increased understanding of how to achieve their goals.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to describe how many</td>
<td>2011/12</td>
</tr>
<tr>
<td>units are required to receive an AA degree or transfer to a four-year</td>
<td></td>
</tr>
<tr>
<td>university.</td>
<td></td>
</tr>
<tr>
<td>Students completing Couns 95 will be able to use Web Advisor to</td>
<td>2011/12</td>
</tr>
<tr>
<td>register for their classes.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate an</td>
<td>2005/6</td>
</tr>
<tr>
<td>increased understanding of how to achieve their goals.</td>
<td></td>
</tr>
<tr>
<td>a. Students do not always attend counseling appt’s for academic</td>
<td></td>
</tr>
<tr>
<td>advising. This may have skewed the results. Nevertheless, 84%</td>
<td></td>
</tr>
<tr>
<td>indicating a “better understanding” is a good result. Will explore</td>
<td></td>
</tr>
<tr>
<td>refinement of statement in a future SLO. Will encourage counselor</td>
<td></td>
</tr>
<tr>
<td>s to close sessions with a service orientation question, “OK, (name)</td>
<td></td>
</tr>
<tr>
<td>, did I answer the question or address the concerns you came in with?</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to describe how many</td>
<td>2005/6</td>
</tr>
<tr>
<td>units are required to receive an AA degree or transfer to a four-year</td>
<td></td>
</tr>
<tr>
<td>university.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to demonstrate an increased understanding of how to select appropriate courses for their goals.": 2005/6

Results support the notion that COUNS 105 is an effective mechanism in providing initial academic advising. Will review comments for use of “fine-tuning the 105’s.”
Plan for topic "Students completing the course will be able to demonstrate their ability to complete a comprehensive educational plan.": 2019/20

The move to a synchronous online format presented an anticipated challenge. The uniform access to technology was an issue relative to the fillable PDF completion, as some students did not have the necessary technology to easily complete the assignments (digital divide). To mitigate this, when possible most of the course should be taught in an "in person" format so that all students have equal access to the necessary technology. At the same time, a number of aspects of the course taught online did appear to be effective. A hybrid format will be explored for future offerings.

Plan for topic "Students completing the course will be able to accurately identify the five assumptions relative to the development of their athletic educational plans.": 2016/17

Won't be happy until I consistently get 100% of the students understanding. I have typically provided the class with the assumptions on the first day of class. I will review these assumptions again on the third day of the four day class.

Plan for topic "Students completing the course will be able to demonstrate their ability to complete a comprehensive educational plan.": 2016/17

As a requirement to compete, student athletes must complete this process. Each year will add educational planning guides for different/new majors as they become available.

Plan for topic "Students completing the course will be able to accurately identify the five assumptions relative to the development of their athletic educational plans.": 2014/15

Each year this continues to be a very important SLO for the program, so we will continue to assess this for each course and each section, and each year.

Plan for topic "Students completing the course will be able to identify with whom they must speak before dropping a course": 2014/15

Greater emphasis will be placed on the myriad of reasons student athletes need to see athletic counselors.

Plan for topic "Students completing the course will be able to demonstrate their ability to complete a comprehensive educational plan.": 2014/15

The process is very effective in completion of a comprehensive educational plan. Continued efficiencies in process will be sought from student feedback and instructor observations in the educational planning process for incoming student athletes..

Plan for topic "Students completing the course will be able to accurately identify the five assumptions relative to the development of their athletic educational plans.": 2013/14

2014-04-09: Review and determine effectiveness of content and structure, and tweak as deemed necessary.
2014-09-09: Met 90% correct criteria
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-04-09</td>
<td>Review and determine effectiveness of content and structure, and tweak as deemed necessary.</td>
</tr>
<tr>
<td>2014-09-09</td>
<td>No action required. SLO objective met.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to demonstrate their ability to complete a comprehensive educational plan."

**2013/14**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-04-09</td>
<td>Review and determine effectiveness of content and structure, and tweak as deemed necessary.</td>
</tr>
<tr>
<td>2014-09-09</td>
<td>No action needed; SLO objective realized.</td>
</tr>
</tbody>
</table>
379. Educational Planning for DSS Students [COUNS-097] belonging to Counseling [COUNS]
Plan for topic "Students completing this course will be able to develop a two semester educational plan and input into the InSite Portal Student Planning tool." 2018/19

| Will assess if ever offered again or will remove the course from the catalog. |
Develop additional SLO's for this class that will measure the SLO's as noted on the course outline.
381. Student Success [COUNS-120] belonging to Counseling [COUNS]

Plan for topic "Students completing the course will be able to receive the assistance that they need for a counseling appointment."

2016/17

Maintaining the emphasis of seeing a counselor is critical to student success and transfer given the complexities of the transfer processes. Instructors may want to more closely monitor during the course of the semester and remind students who have not made their counseling appointments and complete their educational plans to do so.

Plan for topic "Students completing the course will be able to demonstrate effective study skills."

2016/17

Given that COUNS 120 is a study skills class, these skills are important to the mission of the class and will remain an emphasis. Will explore the possibility of having more time for group discussion of the different strategies and students expressing/sharing their personal experiences of improving their study skills over the course of the class.

Plan for topic "Students completing the course will be able to demonstrate a better understanding of strategies and resources that can be utilized in improving study habits and time management skills."

2013/14

This is an important aspect of the course and should further inform the curriculum and methods of instruction. The results will be used by the instructors to further refine the course materials.

Plan for topic "Students completing COUNS-120 will be able to Demonstrate effective study skills: reading, time-management, memory, note-taking, and test-taking techniques."

2012/13

Criteria exceeded. Plan to review teaching of strategies across multiple sections of the course.

Plan for topic "Students completing the course will be able to demonstrate effective study skills."

2011/12

These results will be used to continuously evaluate the effectiveness of instruction and instructional materials.

Plan for topic "Students completing the course will be able to demonstrate a better understanding of strategies and resources that can be utilized in improving study habits and time management skills."

2007/8

Criteria exceeded

Plan for topic "Students completing the course will be able to receive the assistance that they need for a counseling appointment."

2007/8

Criteria exceeded

Plan for topic "Students completing the course will be able to demonstrate effective study skills."

2007/8

Criteria exceeded.
DVC Instructional Course SLO Action Plans

382. Transfer Planning [COUNS-130] belonging to Counseling [COUNS]
Plan for topic "Students completing the course will be able to produce an individualized academic, extra-curricular and support service plan for completing successful transfer."

Could use educational planning guides to facilitate the students’ completion of their educational plans.

Plan for topic "Students completing the course will be to utilize ASSIST.org to identify lower division major courses which may be taken at DVC prior to transfer to their respective universities of choice."

May consider adding a few more data points from ASSIST to the paper to help provide a deeper level of understanding of how to use the multiple features of the website

Plan for topic "Students completing this course will have learned how to identify 4 year colleges and universities most appropriate to their academic interests."

May consider requiring another paper summarizing their findings rather than demonstrations which are somewhat time consuming of class time.

Plan for topic "Students completing COUNS-130 will be able to identify 4 year colleges and universities most appropriate to their academic interests."

COUNS-130 SLO’s will be measured in Spring 2017.

Plan for topic "Students completing the course will be able to produce an individualized academic, extra-curricular and support service plan for completing successful transfer."

All criteria was met.

Plan for topic "Students completing the course will be to utilize ASSIST.org to identify lower division major courses which may be taken at DVC prior to transfer to their respective universities of choice."

All criteria was met.

Plan for topic "Students completing COUNS-130 will be able to identify 4 year colleges and universities most appropriate to their academic interests."
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to produce an individualized academic, extra-curricular and support service plan for completing successful transfer.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be to utilize ASSIST.org to identify lower division major courses which may be taken at DVC prior to transfer to their respective universities of choice.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing this course will have learned how to identify 4 year colleges and universities most appropriate to their academic interests.&quot;</td>
<td>2009/10</td>
</tr>
</tbody>
</table>

All criteria were met.
## 383. Topics in Counseling [COUNS-150] belonging to Counseling [COUNS]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to differentiate topics and how they relate to their lives.&quot;: 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will assess again when offered.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

384. Topics in Group Counseling [COUNS-155] belonging to Counseling [COUNS]
This was a collaborative participation with local High School Instructors, DVC Work force Development Department, participating local Industry companies and DVC Faculty. The week schedule of events for this program was intense very busy. Introductions were done, lecture on subject given, broken into groups, teachers demonstrated a skill; students practice that technique. As a group they would each make lunch for that dayâ€™s meal.
386. Introduction to the Kitchen [CULN-105] belonging to Culinary Arts [CULN]

Plan for topic "Students completing the course will be able to identify basic safety issues in the kitchen.": 2017/18

More detailed work must be done to ensure that 100% of enrolled students pass this criteria. More thorough training and repetitive practice must be done, as well as continued exposure should improve students results.

Plan for topic "Students completing the course will be able discuss selection and use of the appropriate knife for identified kitchen tasks.": 2014/15

Future plans are to try have more practical time in the lab to master the specified cuts so that students become one with the knife. Industry standards look for students who do well with the knife cuts. Might revisit extending the or making this class longer so that students are prepared for the next CULN phase.

Plan for topic "Students completing the course will be able to read and analyze safety related instructions.": 2014/15

The way we are working with the students in the fast two week course barely gets the students ready to get into the kitchen to work safely. We would like to see if this two week class can be longer in order to get all information to the students and time to practice what is taught.

Plan for topic "Students completing the course will be able discuss selection and use of the appropriate knife for identified kitchen tasks.": 2011/12

Overcrowding effects student practice prior to the cutting exam because of limited work space. Two sections of the class would eliminate overcrowding.

Plan for topic "Students completing the course will be able to identify basic safety issues in the kitchen.": 2011/12

This standard should be enforced and assessed in every foods class in the program.

Plan for topic "Students completing the course will be able to demonstrate personal hygiene practices.": 2011/12

The one student who did not comply was dropped from the class and told he/she could come back next semester providing they were in full and proper uniform.

Plan for topic "Students completing the course will be able to read and analyze safety related instructions.": 2011/12

Students who have difficulty reading MSDS effectively were recommended to take ESL classes.
### DVC Instructional Course SLO Action Plans

#### 387. Orientation to Hospitality [CULN-110] belonging to Culinary Arts [CULN]

**Plan for topic "Students completing this course will be able to write an acceptable and current resume for employment in the hospitality industry of their choice."**: 2016/17

<table>
<thead>
<tr>
<th>After review there are no items from the previous action plan that pertain to this current action plan. These SLO assessments will be shared with our CTE advisory board in our spring meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the SLO data affects the current certificate or degree.</td>
</tr>
<tr>
<td>After the review of our SLO data, the department determined that there are no needs that need to be forwarded in our program review.</td>
</tr>
</tbody>
</table>

---

**Plan for topic "Students completing this course will be able to demonstrate the skills and abilities needed to meet minimum qualifications for employment in an area of hospitality based on their interest areas.": 2013/14**

- The plan to show examples of past acceptable field trip reports so as to increase % of student success.

**Plan for topic "Students completing this course will be able to select and justify their job choice made."**: 2013/14

- The department will discuss adding a recommendation of English writing techniques for this course.

**Plan for topic "Students completing this course will be able to write an acceptable and current resume for employment in the hospitality industry of their choice."**: 2013/14

- Complete more power point presentations now that our new building has the technical equipment to show students examples of a well completed resume.
DVC Instructional Course SLO Action Plans

388. Culinary Mathematics [CULN-115] belonging to Culinary Arts [CULN]

Plan for topic "Students completing this course will be able to perform basic math functions such as percentages and interest calculations.": 2016/17

After review there are no items from the previous action plan that pertain to this current action plan. These SLO assessments will be shared with our CTE advisory board in our spring meeting.

None of the SLO data affects the current certificate or degree.

After the review of our SLO data, the department determined that there are no needs that need to be forwarded to our program.

Plan for topic "Students completing this course will be able to determine appropriate selling prices for food products.": 2013/14

Department will discuss the addition of a basic math recommendation to this course.

Plan for topic "Students completing this course will be able to perform basic math functions such as percentages and interest calculations.": 2011/12

41 out of the 45 students did 70% or more and we followed up that assessment process by asking the students to do a Food cost project for 50 people.

Plan for topic "Students completing this course will be able to calculate the cost of goods and food services being sold.": 2011/12

An afterthought, we wanted students to still get their demo in class and work in groups while in class to see how the students do their work. Then we did the quiz.
DVC Instructional Course SLO Action Plans

389. Fundamentals of Cuisine [CULN-120] belonging to Culinary Arts [CULN]

Plan for topic "Students completing the course will be able to demonstrate preparation of foods using appropriate cooking methods for the outcome."

- 2016/17
  Need to continue this Practical learning process to include new types of equipment available and in keeping with the American Culinary Standards. Need for any funds allowed to get those pieces of equipment.

Plan for topic "Students completing CULN120 will be able to Follow a recipe to a successful end. When students did their survey, most students were able to complete the task and teacher would like to demo this from start to finish. The purpose of this is to make sure all students know the complete steps start to finish on how and what the recipe is to look like. Also would like the students to know how to change quantities if they have to increase or decrease amounts on recipe."

- 2013/14
  The need for continued funding to keep up with today's equipment and practices and to keep up with ACF and industry standards.

Plan for topic "Students completing CULN120 will be able to Follow a recipe to a successful end. When students did their survey, most students were able to complete the task and teacher would like to demo this from start to finish. The purpose of this is to make sure all students know the complete steps start to finish on how and what the recipe is to look like. Also would like the students to know how to change quantities if they have to increase or decrease amounts on recipe."

- 2012/13
  New semester, teacher will spend more time in lecture on how to increase/decrease recipe amounts.

Plan for topic "Students completing the course will be able to demonstrate preparation of foods using appropriate cooking methods for the outcome."

- 2010/11
  Need 100% to fulfill prerequisite for CULN 220. The class size was too large (over the max) and the hours are too few (in course outline). Need a bigger kitchen because other classes are going on in the same space at the same time, and more hours in the course outline.

Plan for topic "Students completing the course will be able to follow a recipe to a successful end."

- 2010/11
  Need 100% to fulfill prerequisite for CULN 220. The class size was too large (over the max) and the hours are too few (in course outline). Need a bigger kitchen because other classes are going on in the same space at the same time, and more hours in the course outline.

Plan for topic "Students completing the course will be able to handle and track foods according to HACCP(Hazardous Analysis Critical Control Points), based on industry standards."

- 2010/11
  Need 100% to fulfill prerequisite for CULN 220. But we did not have infrared thermometer scanner required for students to achieve this outcome. We expect to have it for the fall 2010 semester.
390. Sauces of the World [CULN-123] belonging to Culinary Arts [CULN]
391. Garde Manger [CULN-127] belonging to Culinary Arts [CULN]

Plan for topic "Students completing the course will be able to identify and use tools and equipment for garde manger preparations."

2016/17

We will continue to plan the lesson the same way and give students apple time to practice each skill. This may take a few times for the students to feel comfortable. Most students do not have the level of expertise that they want. But most of the students have the will and want to try each skill.

Plan for topic "Students completing CULN-127 will be able to Prepare cold items that include sandwiches, canapes, hors d'oeuvres, marinades and relishes": 2016/17

This system has been working well over time. Most students are successful. Their is an end of semester gathering where students show off their skills to other teachers and guests that come to see the CULN recognition party.

Plan for topic "Students completing the course will be able to identify and use tools and equipment for garde manger preparations."

2013/14

Most if not all students were able to complete the class subject in good or above average standards. Guideline used are according to the American Culinary Standards. They meet these. Need to increase the length of the class to allow the class to practice the Garde Manger techniques over a longer period of time. Need to increase funding to bring in top of the line, up to date equipment to practice subject line

Plan for topic "Students completing the course will be able to demonstrate food presentation and food preservation techniques."

2013/14

With how long our semester is(12 weeks), it is not long enough for the students to get good quality time on each of the subject titles. Also the use of new and newer equipment are needed to be used, demonstrated and practice with for the students. Thus the need for more monies to be allocated so that we keep up with todays Industry practices.

Plan for topic "Students completing CULN-127 will be able to demonstrate food presentation and food preservation techniques".

2013/14

With how long our semester is(12 weeks), it is not long enough for the students to get good quality time on each of the subject titles. Also the use of new and newer equipment are needed to be used, demonstrated and practice with for the students. Thus the need for more monies to be allocated so that we keep up with todays Industry practices.

Plan for topic "Students completing the course will be able to identify and use tools and equipment for garde manger preparations."

2012/13

Continue to lay out all tools necessary for each preparation.

Plan for topic "b. Students completing the course will be able to prepare cold items that include sandwiches, canapes, hors d'oeuvres, marinade and relishes": 2012/13

Encourage minimum standard students to practice and improve their performance
Plan for topic "Students completing the course will be able to demonstrate food presentation and food preservation techniques.":

2012/13
Encourage minimum standard students to improve through practice.

Plan for topic "Students completing CULN-127 will be able to demonstrate food presentation and food preservation techniques": 2012/13
Encourage minimum standard students to improve through practice.

Plan for topic "Students completing CULN-127 will be able to Prepare cold items that include sandwiches, canapes, hors d'oeuvres, marinades and relishes": 2011/12
Will continue lecturing on subject, coming up with new trends to show students what industry is doing.

Plan for topic "b. Students completing the course will be able to prepare cold items that include sandwiches, canapes, hors d'oeuvres, marinade and relishes": 2009/10
After collecting the assessment scores and data chef and Chair will analyze data and make appropriate changes as needed to have students learn in the most perfect way.

Plan for topic "Students completing the course will be able to demonstrate food presentation and food preservation techniques.": 2009/10
(Department did not provide an action plan)

Plan for topic "Students completing CULN-127 will be able to demonstrate food presentation and food preservation techniques": 2009/10
(Department did not provide an action plan)

Plan for topic "Students completing the course will be able to produce decorative pieces for buffets.": 2009/10
(Department did not provide an action plan)

Plan for topic "b. Students completing the course will be able to prepare cold items that include sandwiches, canapes, hors d'oeuvres, marinade and relishes": 2009/10
After collecting the assessment scores and data chef and Chair will analyze data and make appropriate changes as needed to have students learn in the most perfect way.
DVC Instructional Course SLO Action Plans

392. Introduction to Urban Farming: Farm-to-Table [CULN-129] belonging to Culinary Arts [CULN]

Plan for topic "Students completing this course will be able to plan a menu that incorporates seasonal plantings.": 2017/18

We allocated more time for students to have hands-on lab experience preparing and cooking during each class session. We are bringing in additional guest speakers. We need to continue to develop the culinary aspect of this course by adding more lab time for food preparation and menu planning. ACF/CTE advisor reviewed this course with the instructor and conducted a site visit.

November 2018, ACF (American Culinary Federation) made a site visit to the farm who noted that this program is valuable and well-developed in comparison to other culinary schools that they review. This Action Plan was shared with our Advisory Board at the next Advisory Board meeting in 2018.

Plan for topic "Students completing this course will be able to plan a menu that incorporates seasonal plantings.": 2015/16

Over the six semesters of teaching this course, the semester project has been refined (the first semesters were as course #150).

This includes allocating class time every week to do research and consult with the professor specifically about the project.

The department feels that this course has enabled the students to apply the concepts in the course to the real world.

This was validated during our last review by the ACF (American Culinary Federation), who noted that this program is valuable and well-developed in comparison to other culinary schools that they review.

This Action Plan was shared with the Discipline Faculty and our Advisory Board.

It is also clear that farm-to-table is a significant trend in the food service industry. The website goodfoodjobs.com regularly has hundreds of jobs listed with farm-to-table in the title or job description, and there are many, many other indicators that farm-to-table is an trend. Therefore, we conclude that this DVC course is aligned with the industry, and that it contributes toward student success and ability to be hired.
DVC Instructional Course SLO Action Plans

Program Review:

Because the course is taught at an actual farm, budget needs to be established for activities well in advance of each semester. There are actions that must be performed to both maintain and prepare the farm prior to the beginning of a semester. In addition, there are supplies that are used during the course that must be ordered and used during the course.

Currently we have trouble because we don't have an established budget or permission to make expenditures outside of the actual class dates.
393. Topics in Culinary Arts [CULN-150] belonging to Culinary Arts [CULN]
394. Safety and Sanitation [CULN-153] belonging to Culinary Arts [CULN]

Plan for topic "Students completing the course will be able to identify critical control points during all food handling processes as a method for minimizing the risk of food borne illness." : 2019/20

Dept. Chair will assess SP20 sections and submit by 6/1/20 - posted by SLO Chair

Plan for topic "Students completing CULN-153 will be able to identify critical control points during all food handling process as a method for minimizing the risk of food borne illness." : 2015/16

The students taking the class and then test were beginning students in the program. Common knowledge of Safety and Sanitation was not familiar. Students can retake the test on their own within a year and then we will see how many more pass.

We decided to try and use more ServSafe examples in the teacher lecture part of class to help orientate the students to be better prepared

Plan for topic "Students completing CULN-153 will be able to identify critical control points during all food handling process as a method for minimizing the risk of food borne illness." : 2012/13

Will continue to talk about this subject every chance the teacher can. He will bring up situations constantly, so as to not have a problem or to reiterate the subject.

Plan for topic "Students completing the course will be able to recognize sanitary and safety design features of food production equipment and facilities." : 2009/10

Students have a SLO form with list of areas of the Kitchen and their jobs in those areas and as they complete that section they have the teacher or supervisor of that area sign off and give a grade.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to develop menus that reflect different types of food service establishments.": 2018/19

<table>
<thead>
<tr>
<th>Topic</th>
<th>2018/19</th>
<th>2015/16</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to develop menus that reflect different types of food service establishments.&quot;</td>
<td>None necessary</td>
<td>Will continue in-class menu writing exercises for different types of food establishments.</td>
<td>Students who were unable to complete one menu were not; familiar with upscale restaurants or retirement homes were told to go visit one.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to write culturally diverse menus with basic authentic style dishes.&quot;</td>
<td>None necessary</td>
<td>Continue in class exercise with on-line access.</td>
<td>Students who were unable to complete one menu were not; familiar with upscale restaurants or retirement homes were told to go visit one.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to compare and contrast various menus and their design.&quot;</td>
<td>None necessary</td>
<td>Continue same style quiz with different menu designs and have students identify them.</td>
<td>Students who were not able to complete were told to go eat Mexican food.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to cost out basic menus and analyze pricing methods.&quot;</td>
<td>Recommend students take a remedial math class or take CULN-110 and/or Take CULN-110 over again</td>
<td>Add extra math class into class plan to improve student success rate.</td>
<td>Maintain this activity throughout the course.</td>
</tr>
</tbody>
</table>

I will add an additional assignment and class on costing.
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
</table>

### DVC Instructional Course SLO Action Plans

#### 396. Fundamentals of Beverage, Wine and Spirits [CULN-160] belonging to Culinary Arts [CULN]

**Plan for topic "Students completing the course will be able to distinguish wines by grape or other fruit variety."**: 2016/17

An action plan that was given, we asked an example of how students taking the class, were able to experience of "feeling the music" or "felt the music in connection when analyzing or listening to actual music while experiencing a beverage, that made an emotional impact on you. (Did the wine speak to you). Using this type of plan for the students to see if they really came away with what is being taught is a good way to assess.

**Plan for topic "Students completing CULN-160 will be able to Write and explain the equation for the chemical pathway of fermentation."**: 2013/14

More funding for getting supplies for examples needed to help understand the underlining concepts.

**Plan for topic "Students completing CULN-160 will be able to Define and explain the processes by which coffee and tea are made."**: 2013/14

Continue to effectively impart knowledge using a proven system and also seek ways to improve it. Need funding in order to continue the weekly nose-on tastings.

**Plan for topic "Students completing CULN-160 will be able to Define and explain how wine is made."**: 2013/14

Continue to utilize an effective system, while always looking for ways to improve upon it. Some improvements made were to utilize more field trips. Need funding for expenses for those fiel trips.
### Plan for topic "Students completing this course will be able to describe properties and functions of various ingredients, and demonstrate proper scaling and measurement techniques."

**2017/18**

As a plan of action, the department will continue to regulate the available rubrics to reinforce the given SLO. This information will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

### Plan for topic "Students completing this course will be able to demonstrate basic decorating and presentation techniques in cake decoration."

**2015/16**

This course was added to the curriculum to meet the baking requirements needed in the CULN certificate and degree. This course has slowly grown in enrollment. The focus of this course is to provide a breadth of baking knowledge to CULN students to meet the ACFEF competencies. The faculty will continue to fine tune this assessment process by standardizing the rubric and incorporating them into D2L during the next assessment cycle.
Plan for topic "Students completing this course will be able to demonstrate table settings in accordance with general dining service rules.": 2016/17

After review there are no items from the previous action plan that pertain to this current action plan. These SLO assessments will be shared with our CTE advisory board in our spring meeting.

None of the SLO data affects the current certificate or degree.

After the review of our SLO data, the department determined for the course that there are no needs that need to be forwarded in our program review.

Plan for topic "Students completing this course will be able to demonstrate table settings in accordance with general dining service rules.": 2015/16

We have been in the new facilities since Fall 2014 so we have been modifying the evaluation rubric reflect the new classroom environment for the last several semesters and we now feel we have a rubric that is reflective of the new space. We are still looking to move the assessment rubric to leverage an electronic tablet based version, instead of a paper and clipboard version. This is still in the works. The department reviewed the results among its faculty and shared its results with its advisory committee.

Plan for topic "Students completing this course will be able to demonstrate table settings in accordance with general dining service rules.": 2012/13

This course will be taught in the new facilities beginning in Fall 2014 so we be testing out a modified evaluation rubric to better reflect the new classroom environment. We are also looking to move the assessment rubric from a paper based system to an electronic tablet based version.

Plan for topic "Students completing this course will be able to perform service in various styles.": 2012/13

This course will be taught in the new facilities beginning in Fall 2014 so we be testing out a modified evaluation rubric to better reflect the new classroom environment. We are also looking to move the assessment rubric from a paper based system to an electronic tablet based version.

Plan for topic "Students completing this course will be able to effectively provide service in buffet, banquet,and a la carte settings.": 2012/13

This course will be taught in the new facilities beginning in Fall 2014 so we be testing out a modified evaluation rubric to better reflect the new classroom environment. We are also looking to move the assessment rubric from a paper based system to an electronic tablet based version.
Plan for topic "Students completing the course will be able to identify types of meat, fish and poultry, and describe the common food service cuts for each.": 2016/17

Overall, many of the students feel that the subject matter is relevant and useful. The students feel time spent learning the different parts of all the animals used have helped them appreciate what is being presented. Most of the students feel that the actual touching and feeling is very important.

Plan for topic "Students completing the course will be able to evaluate the selection and storage processes for types of seafood, whether fresh or frozen.": 2016/17

Department likes to have this course because it shows where the product comes from. After the butchery part is done, most students see how the product is used in the different areas of the kitchen process.

Plan for topic "Students completing CULN-175 will be able to Breakdown a carcass from whole piece to primal cuts, then to subprimal cuts and then to portion cuts in meat-fish- poultry based on anatomy.": 2013/14

In the future for this class, more time is needed for students to continue practicing what has been demonstrated or shown once or twice. Class is too short. Monies to be allocated for students to have more carcasses to practice on. Monies to keep up with new equipment, Vacuum Zip Lock Machine) used in preserving food item.

Plan for topic "Students completing CULN-175 will be able to Identify types of meat, fish and poultry; describe the common food service cuts, preferred cooking technique and proper garnish for each.": 2012/13

Teacher needs to repeat lecture notes and go over subject matter. This is a class that students need to review constantly and possibly quiz more often.

Plan for topic "Students completing the course will be able to identify types of meat, fish and poultry, and describe the common food service cuts for each.": 2011/12

Discuss with department and the chair to see if we need to change and decide that that is to be changed and how.
### 400. Fundamental Techniques of Baking and Pastry [CULN-181] belonging to Culinary Arts [CULN]

#### Plan for topic "Students completing this course will be able to identify equipment and utensils used in baking and discuss proper use and care."

<table>
<thead>
<tr>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although all were successful, there were certainly different degrees of success. Further refinement of the rubric by the department will help to refine these scores and outcomes. For example, the idea &quot;what is the proper name and use for this piece of equipment&quot; should be more stringent.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing this course will be able to interpret recipes and produce cookies, quick breads, pies, cakes, creams and custards, cobblers, and demonstrate basic decorating and presentation techniques."

<table>
<thead>
<tr>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty will continue to develop this 2 tiered rubric and determine if it is a sustainable process for determining the students success in achieve the outcomes.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to discuss current dietary guidelines and methods for adapting recipes to meet those guidelines.&quot;: 2017/18</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>After a few semesters of teaching this class and with the end of semester student/teacher evaluation, there is no reason to change anything on the curriculum. Student's seem to grasp the importance of nutrition and how this relates to other courses offered to them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to discuss current dietary guidelines and methods for adapting recipes to meet those guidelines.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>continue assessment method for this outcome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to evaluate diets in terms of recommended daily allowances.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>continue assessment method for this outcome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to list characteristics, functions and sources of nutritional elements.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>continue assessment method for this outcome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe cooking and food storage techniques for maximum retention of nutrients.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>continue assessment method for this outcome</td>
</tr>
</tbody>
</table>

---

**Course Action Plans**

**Outcome Assessment History**
DVC Instructional Course SLO Action Plans
### DVC Instructional Course SLO Action Plans

**403. Purchasing Operations and Systems Laboratory [CULN-192] belonging to Culinary Arts [CULN]**

**Plan for topic "Students completing the course will be able to describe the commonly used purchasing methods.": 2016/17**

<table>
<thead>
<tr>
<th>Most part of how subject matter is being given has been good.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual practicing of how our purchasing process needs to be practice and have students involved. Lab hours are good and need to be used. for that purpose.</td>
</tr>
<tr>
<td>Taking offsite visits to other venues need to happen so there is a comparative view of how other places do their purchasing/receiving.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to analyze market fluctuations and product cost.": 2013/14**

| Not working on a plan of action. New instructor can assess this semester Spring 2014 and make recommendations as needed. |
Plan for topic "Students completing this course will be able to demonstrate and apply the ability to order food products on line, by phone or with a salesperson to procure needed product for labs."

**2017/18**

Students were shown hands on how to do the ordering. Students worked with a menu, ordered what the menu was asking for, looked at different prices and finally did the ordering. Most students wanted to do this and seemed engaged with the process.

Worked with the students to do an opening inventory which helped students to find where all the products were shelved. After this was done, students went online to look at the price, get the unit cost and then to extend the inventory.

**2014/15**

Worked: Students enjoy using the online program for ordering. Access to laptops in the classroom has made this much more practical and has led to more in-depth analysis of products because students are engaged. Students are far more inclined to explore new products / research better pricing / compare quality with the online system. We will expand the use of the laptops to involve more research-related exercises. Expanding the network access to speed up the internet service in larger classes may require additional funds.

Didn't work: Almost all unsuccessful attempts were driven by a lack of appropriate math skills. We will consider making CULN 115: Culinary Math, a prerequisite. We will also explore giving a small basic math assessment at the beginning of semester to look for opportunities to remediate and prepare students better for assignments involving a lot of computations.
### 405. Supervisory Management in Food Service [CULN-195] belonging to Culinary Arts [CULN]

#### Plan for topic "Students completing this course will be able to identify management functions and theories."

**2016/17**

The shift in teaching strategy to a team based approach seems to be working well and is enthusiastically enjoyed by the students. We feel that this approach will continue to be successful because of the hands on exposure the students receive during the course of the class. This helps them mimic real life situations encountered in the current work environment today. We will monitor the success of learning objective using the process.

**2013/14**

The shift in teaching strategy to a team based approach seems to be working well and is enthusiastically enjoyed by the students. We feel that this approach will continue to be successful because of the hands on exposure the students receive during the course of the class. This helps them mimic real life situations encountered in a work environment. We will monitor the success of learning objective using the process.

#### Plan for topic "Students completing this course will be able to evaluate concepts of authority and leadership styles."

**2013/14**

The shift in teaching strategy to a team based approach seems to be working well and is enthusiastically enjoyed by the students. We feel that this approach will continue to be successful because of the hands on exposure the students receive during the course of the class. This helps them mimic real life situations encountered in a work environment. We will monitor the success of learning objective using the process.

#### Plan for topic "Students completing this course will be able to solve simulated cases involving managerial techniques through case problems."

**2013/14**

The shift in teaching strategy to a team based approach seems to be working well and is enthusiastically enjoyed by the students. We feel that this approach will continue to be successful because of the hands on exposure the students receive during the course of the class. This helps them mimic real life situations encountered in a work environment. We will monitor the success of learning objective using the process.

#### Plan for topic "Students completing this course will be able to identify management functions and theories."

**2012/13**

The faculty have determined that the current SLO assessments are sufficient but need to be further developed to better analysis assessment topics. The department will work with the SLO Center to develop these modified assessments. The new assessment system will be used during the next SLO cycle. In reviewing the gathered data, it is possible that additional activities/equipment pertaining to kitchen processes should be added to the curriculum. The department feels that it needs at least one more cycle of SLO data to make that determination.

#### Plan for topic "Students completing this course will be able to evaluate concepts of authority and leadership styles."

**2012/13**

The faculty have determined that the current SLO assessments are sufficient but need to be further developed to better analysis assessment topics. The department will work with the SLO Center to develop these modified assessments. The new assessment system will be used during the next SLO cycle. In reviewing the gathered data, it is possible that additional activities/equipment pertaining to kitchen processes should be added to the curriculum. The department feels that it needs at least one more cycle of SLO data to make that determination.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to solve simulated cases involving managerial techniques through case problems.": 2012/13

| The faculty have determined that the current SLO assessments are sufficient but need to be further developed to better analyze assessment topics. The department will work with the SLO Center to develop these modified assessments. The new assessment system will be used during the next SLO cycle. In reviewing the gathered data, it is possible that additional activities/equipment pertaining to kitchen processes should be added to the curriculum. The department feels that it needs at least one more cycle of SLO data to make that determination. |
Plan for topic "Students completing the course will be able to define key terms and describe key concepts related to cost controls in food and beverage service operations."

Students have frequently been on campus for 10 hours before this class begins. The course content is already difficult for many culinary students who struggle with English and Math.

Most students have already taken Culinary Math, but do not show an appropriate level of skill for this course.

Culinary Math will be made a prerequisite and the instruction in that class is under review.

We are exploring an earlier section time and/or combining this course with a morning Purchasing Lab (CULN 192). The subject matter is complimentary.

Weekly, low stakes quizzes will be implemented to encourage retention.

Gamified learning strategies - Jeopardy and team problem solving competitions, showed promise during this section in engaging students and encouraging participation and energy levels.
The network connectivity in Room 180 is typically when more than twenty students attempt connect at one time. While there are fifty laptops available, the wireless hub does not seem to adequately handle more than twenty. We are exploring how to increase connectivity, as the laptops are another way to keep students engaged, and are an important part of financial analysis exercises.

### Plan for topic "Students completing the course will be able to define key terms and describe key concepts related to cost controls in food and beverage service operations.": 2013/14

Plan continued success and hopefully the new building with more student computer stations will assist. Usually there are 40 students with 30 computers which caused over crowding and inadequate learning.

### Plan for topic "Students completing the course will be able to define key terms and describe key concepts related to cost controls in food and beverage service operations.": 2012/13

The faculty have determined that the current SLO assessments are sufficient but need to be further developed to better analysis assessment topics. The department will work with the SLO Center to develop these modified assessments. The new assessment system will be used during the next SLO cycle.
Plan for topic "Students completing this course will be able to produce different Artisan Breads while demonstrating personal safety.": 2016/17

We will continue to measure the SLO using the current process, but we are considering expanding the instructors rubric during the next cycle to include more than just 3 levels of achievement.

Plan for topic "Students completing this course will be able to recognize the workmanship, craftsmanship, artistry and detail of the trade.": 2016/17

This particular SLO may need to be re-evaluated, in order to achieve a higher class success rate.
DVC Instructional Course SLO Action Plans

408. Candies, Chocolates, and Truffles [CULN-212] belonging to Culinary Arts [CULN]
Plan for topic "Students completing this course will be able to analyze formulas, accurately mise en place, and prepare selected products according to instructions.": 2019/20

Dept. Chair will assess class next time it is offered - posted by SLO Chair

Plan for topic "Students completing this course will be able to analyze formulas, accurately mise en place, and prepare selected products according to instructions.": 2015/16

The faculty feel that this has been a successful course but would like to gather some additional assessment data. Enrollment has steadily declined in this course, causing a cancellation in the most recent offering. The faculty feels that offering this course every semester is not in the best interest of the students and the program, and is therefore only offering this course in the spring semester, beginning in spring 2017. This should help enrollment climb back to acceptable numbers.
DVC Instructional Course SLO Action Plans

409. Seasonal Spring Desserts [CULN-213] belonging to Culinary Arts [CULN]
Plan for topic "Students completing this course will be able to analyze formulas, accurately mise en place, and prepare selected products according to instructions." : 2019/20

Updated WebSLOs: "Dept. Chair will assess class next time it is offered - posted by SLO Chair"

Plan for topic "Students completing this course will be able to analyze formulas, accurately mise en place, and prepare selected products according to instructions." : 2015/16

The faculty feel that this has been a successful course but would like to gather some additional assessment data. During the next term, the course will incorporated a portfolio process. The instructor will use a rubric and evaluate the portfolio to help determine if the student met the learning objectives of the course.
DVC Instructional Course SLO Action Plans

410. Seasonal Fall Desserts [CULN-214] belonging to Culinary Arts [CULN]

Plan for topic "Students completing the course will be able to analyze formulas, accurately mise en place, and prepare selected products according to instructions." 2016/17

The faculty feel that this has been a successful program but would like to gather some additional assessment data.

Plan for topic "Students completing the course will be able to demonstrate and practice the appropriate basic skills/techniques of assigned pastry and dessert preparation." 2016/17

The faculty will continue to measure the SLO using the current process, but will consider expanding the instructors rubric during the next cycle to include more levels of achievement than just 3.

Plan for topic "Students completing the course will be able to plan, prepare, plate, and evaluate dessert using industry standards." 2016/17

The faculty have determined that the current levels of assessments are well developed, but could be expanded to include more than just 3 levels of achievement.

Plan for topic "Students completing the course will be able to plan, prepare, plate, and evaluate desserts using industry standards." 2013/14

The faculty feel that this has been a successful course but would like to gather some additional assessment data. During the next term, the course will incorporated a portfolio process. The instructor will use a rubric and evaluate the portfolio to help determine if the student met the learning objectives of the course.

Plan for topic "Students completing the course will be able to analyze formulas, accurately mise en place, and prepare selected products according to instructions." 2013/14

The faculty feel that this has been a successful course but would like to gather some additional assessment data. During the next term, the course will incorporated a portfolio process. The instructor will use a rubric and evaluate the portfolio to help determine if the student met the learning objectives of the course.

Plan for topic "Students completing the course will be able to plan, prepare, plate, and evaluate desserts using industry standards." 2013/14

The faculty feel that this has been a successful course but would like to gather some additional assessment data. During the next term, the course will incorporated a portfolio process. The instructor will use a rubric and evaluate the portfolio to help determine if the student met the learning objectives of the course.

Plan for topic "Students completing the course will be able to plan, prepare, plate, and evaluate dessert using industry standards." 2013/14

The faculty feel that this has been a successful course but would like to gather some additional assessment data. During the next term, the course will incorporated a portfolio process. The instructor will use a rubric and evaluate the portfolio to help determine if the student met the learning objectives of the course.
The faculty feel that this has been a successful course but would like to gather some additional assessment data. During the next term, the course will incorporate a portfolio process. The instructor will use a rubric and evaluate the portfolio to help determine if the student met the learning objectives of the course.

**Plan for topic "Students completing the course will be able to analyze formulas, accurately mise en place, and prepare selected products according to instructions.":** 2012/13

We will continue to measure the SLO using the same process, but we are considering expanding the Instructor's rubric during the next cycle to include 5 levels of achievement instead of just 3 levels.

**Plan for topic "Students completing the course will be able to demonstrate and practice the appropriate basic skills/techniques of assigned pastry and dessert preparation.":** 2012/13

We will continue to measure the SLO using the same process, but we are considering expanding the Instructor's rubric during the next cycle to include 5 levels of achievement instead of just 3 levels.

**Plan for topic "Students completing the course will be able to plan, prepare, plate, and evaluate dessert using industry standards.":** 2012/13

We will continue to measure the SLO using the same process, but we are considering expanding the Instructor's rubric during the next cycle to include 5 levels of achievement instead of just 3 levels.

The faculty have determined that the current SLO assessments are well developed. The faculty are discussing the inclusion of a quiz based assessment in addition to the kitchen demonstration. The faculty feel this may help them target the slightly lower success rate in the third SLO assessment. The adjusted assessment system may be used during the next SLO cycle.

**Plan for topic "Students completing the course will be able to plan, prepare, plate, and evaluate desserts using industry standards.":** 2011/12

We will continue to measure the SLO using the same process, but we are considering expanding the Instructor's rubric during the next cycle to include 5 levels of achievement instead of just 3 levels.

**Plan for topic "Students completing the course will be able to analyze formulas, accurately mise en place, and prepare selected products according to instructions.":** 2011/12

The faculty have determined that the current SLO assessments are well developed. The faculty are discussing the inclusion of a quiz based assessment in addition to the kitchen demonstration. The faculty feel this may help them target the slightly lower success rate in the third SLO assessment. The adjusted assessment system may be used during the next SLO cycle.
Plan for topic "Students completing the course will be able to plan, prepare, plate, and evaluate desserts using industry standards."

2011/12

The faculty have determined that the current SLO assessments are well developed. The faculty are discussing the inclusion of a quiz based assessment in addition to the kitchen demonstration. The faculty feel this may help them target the slightly lower success rate in the third SLO assessment. The adjusted assessment system may be used during the next SLO cycle.
**411. Decorative Confectionery Showpieces [CULN-215] belonging to Culinary Arts [CULN]**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing CULN-215 will be able to produce different sugar pieces while demonstrating personal safety.</td>
<td>2017/18</td>
</tr>
<tr>
<td>Students completing the course will be able to recognize the workmanship, craftsmanship, artistry and detail of the trade.</td>
<td>2016/17</td>
</tr>
<tr>
<td>Students completing CULN-215 will be able to #1 Demonstrate basic skills and techniques in sugar arts by; casting, blowing and pulling sugar.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing CULN-215 will be able to #1 Demonstrate basic skills and techniques in sugar arts by; casting, blowing and pulling sugar.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing the course will be able to recognize the workmanship, craftsmanship, artistry and detail of the trade.</td>
<td>2010/11</td>
</tr>
</tbody>
</table>

The faculty have determined that the current level of assessments are well developed.

The faculty have determined that the current level of assessments are well developed. The faculty are discussing the inclusion of a quiz based assessment in addition to the kitchen demonstration.

We will continue displaying student sugar showpieces for the spring buffet and graduation reception, demonstrating competency in this outcome.

We will continue to emphasize safety at all times.

We will continue to display student sugar showpieces for our spring buffet and graduation ceremony.

We will most likely promote the use of isomalt sugar over regular sugar because high humidity causes real sugar showpieces to start melting.

No SLO-related changes are recommended for Title V course outline or instructional practice. At the time of a curriculum update for this course, no later than once every five years, measurement criteria for one of the stated student learning outcomes will be identified, implemented, and analyzed. Any recommended changes to the curriculum outline or in instruction will be noted on the e-SLO data site.

Any recommended changes to the curriculum outline or in instruction will be noted on the e-SLO data site.
or in instruction will be noted on the e-SLO data site.
### 412. Food and Wine Pairing [CULN-216] belonging to Culinary Arts [CULN]

#### Plan for topic "Students completing CULN-216 will be able to identify the primary wine producing regions of the world.":: 2017/18

| The department should reaccess after a semester of world maps with growing regions are passed out to students as part of the course |

#### Plan for topic "Students completing the course will be able to read a wine label and be able to determine which grape varietals and their characteristics are predominate.":: 2017/18

| Need to clarify ABC laws as it relates to taste and spit for educational purposes |

#### Plan for topic "Students completing the course will be able to successfully pair wines with menu items.":: 2017/18

| None needed |

#### Plan for topic "Students completing the course will be able to complete a wine and food evaluation.":: 2017/18

| None needed |

#### Plan for topic "Students completing the course will be able to state the main grape varietals consumed by the market": 2017/18

| The department should consider a stand-alone class in wine appreciation |

#### Plan for topic "Students completing CULN-216 will be able to identify the primary wine producing regions of the world.":: 2012/13

| 1-We need a wine appreciation class added to the program as recommended. 2-Separate beverage classes into two classes, one with wines only. |

#### Plan for topic "Students completing the course will be able to read a wine label and be able to determine which grape varietals and their characteristics are predominate.":: 2012/13

| 1-We need a wine appreciation class added to the program. 2-Split beverages into two separate classes with wines in one. |

#### Plan for topic "Students completing the course will be able to successfully pair wines with menu items.":: 2012/13

| 1-I will require this assignment to be completed in class with no outside resources. |

#### Plan for topic "Students completing the course will be able to complete a wine and food evaluation.":: 2012/13

| BRING AND SERVE NON-ALCOHOLIC WINE! |
### 413. Advanced Cuisine [CULN-220] belonging to Culinary Arts [CULN]

**Plan for topic "Students completing the course will be able to discuss and demonstrate the elements of plate presentation and meal composition."**: 2018/19

Classes that are larger have less opportunity to achieve a higher success rate than smaller classes because their days cooking in the restaurant are more limited. Lengthening the operational weeks would be advisable.

**Plan for topic "Students completing the course will be able to demonstrate proficiency in preparation of meats, and in food curing skills."**: 2018/19

Classes that are larger have less opportunity to achieve a higher success rate than smaller classes because their days cooking in the restaurant are more limited. Lengthening the operational weeks would be advisable.

**Plan for topic "Students completing the course will be able to develop menu items suitable for white tablecloth dining room service."**: 2018/19

None necessary

**Plan for topic "Students completing the course will be able to identify menu alternatives and ingredient substitution for special diets and to maximize use of seasonal products."**: 2018/19

This semester we are developing healthy alternatives including a wide variety of “Gluten-free” choices for future use.

**Plan for topic "Students completing the course will be able to discuss and demonstrate the elements of plate presentation and meal composition."**: 2017/18

The department will assess this class the next time it is offered.

**Plan for topic "Students completing the course will be able to develop menu items suitable for white tablecloth dining room service."**: 2013/14

Most students were able to pick up on what was needed for this assessment. There is more time needed to review this area of concern to allow students more practice in this area. More time to look, study what is being done in industry. Monies to be used to have outside restaurants come and show their style for the students or for students to go out to restaurants to see what is out there. This may be helpful for students to get time in those restaurants or employment and experience.

**Plan for topic "Students completing the course will be able to discuss and demonstrate the elements of plate presentation and meal composition."**: 2012/13

2012-10-12: Maintain customer critique and comments for every student dish prepared

2014-01-30: 1-Continue to use customer and industry feedback. 2-This rotation is only 8 days and some learning disabled students require more time to achieve competency. Increasing the hours of the class may help slow learners.
## DVC Instructional Course SLO Action Plans

### Plan for topic "Students completing the course will be able to demonstrate proficiency in preparation of meats, and in food curing skills."

**2012/13**

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-10-12</td>
<td>Maintain and continue constant feedback on a daily basis to all foods prepared</td>
</tr>
<tr>
<td>2014-01-30</td>
<td>1-Continue with the same approach and techniques. 2-Expand in new facility a Kansas City BBQ venue.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to develop menu items suitable for white tablecloth dining room service."

**2012/13**

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-10-12</td>
<td>Will maintain constant customer feedback to students even though our customer base is very small.</td>
</tr>
<tr>
<td>2014-01-30</td>
<td>1-Will continue to follow this same procedure which promotes teamwork. 2-Need to place limits on product costs that cannot be recaptured in a college restaurant.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to identify menu alternatives and ingredient substitution for special diets and to maximize use of seasonal products."

**2012/13**

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-10-12</td>
<td>TBD</td>
</tr>
<tr>
<td>2014-01-30</td>
<td>1-We need to get seasonal produce lists from the purchasing department to improve seasonality. 2-We need to use set recipes for healthier alternatives.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to discuss and demonstrate the elements of plate presentation and meal composition."

**2010/11**

<table>
<thead>
<tr>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need a preventive maintenance budget for outside contractors. E.g., the aged and outdated deep fryer broke and contributed to student not achieving this outcome. It should have been replaced or had life-extending maintenance performed.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to demonstrate proficiency in preparation of meats, and in food curing skills."

**2010/11**

<table>
<thead>
<tr>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need a preventive maintenance budget for outside contractors. E.g., the aged and outdated deep fryer broke and contributed to student not achieving this outcome. It should have been replaced or had life-extending maintenance performed.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to develop menu items suitable for white tablecloth dining room service."

**2010/11**

<table>
<thead>
<tr>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will use a scantron-based customer satisfaction survey in next assessment. Use results to change menu selections.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to define catering and describe segments of the business.": 2017/18

After review there are no items from the previous action plan that pertain to this current action plan. These SLO assessments will be shared with our CTE advisory board in our spring meeting.

None of the SLO data affects the current certificate or degree.

After the review of our SLO data, the department determined for the course that there are no needs that need to be forwarded in our program review.

Plan for topic "Students completing this course will be able to define catering and describe segments of the business.": 2016/17

After review there are no items from the previous action plan that pertain to this current action plan. These SLO assessments will be shared with our CTE advisory board in our spring meeting.

None of the SLO data affects the current certificate or degree.

After the review of our SLO data, the department determined for the course that there are no needs that need to be forwarded in our program review.

Plan for topic "Students completing this course will be able to define catering and describe the different segments and areas of a catering business.": 2012/13

Having students do all this leg work for start up of a catering business now will pay dividend when they finally decide that they want to. There are a few graduates who have thanked me for having them do all these catering requirements.

Plan for topic "Students completing this course will be able to define catering and describe segments of the business.": 2009/10

If there needs to be a change or another means of assessing to get better results.
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
</table>

### 415. International Cuisine [CULN-228] belonging to Culinary Arts [CULN]

#### Plan for topic "Students completing the course will be able to compare and contrast the societal and geographical influences on multinational culinology.": 2017/18

- Students who have difficulty with writing were recommended to take remedial classes to improve their writing skills

#### Plan for topic "Students completing the course will be able to evaluate the relationship of historical events to recipes and foods of an area/country.":: 2017/18

- Students who have difficulty with writing were recommended to take remedial classes to improve their writing skills

#### Plan for topic "Students completing the course will be able to create typical menus for at least three non-European countries.":: 2017/18

- None needed

#### Plan for topic "Students completing the course will be able to compare and contrast the societal and geographical influences on multinational culinology.":: 2014/15

- Culinary would like to include visual maps and video of the particular country in order for students to see what part of the world is being discussed. Setting aside monies in order to facilitate this. Helps show why and how certain cuisines do what they do.

#### Plan for topic "Students completing the course will be able to create typical menus for at least three non-European countries.":: 2014/15

- Culinary Department would like to compile any and all assigned international cuisine menus and make a reference book for future class to use. This may require funding to have someone to type, laminate and secure information in a binder like book.
### DVC Instructional Course SLO Action Plans

#### 416. Culinary Competition I [CULN-230A] belonging to Culinary Arts [CULN]

**Plan for topic "Students completing this course will be able to compete in one category of the ACF student competition requirements":**

| 2017/18 | None needed |

**Plan for topic "Students completing this course will be able to draw out on paper their presentation of the selected category within ACF requirements":** 2017/18

| None needed |

**Plan for topic "Students completing this course will be able to write out a list of ingredients necessary to complete the category":** 2017/18

| None needed |

**Plan for topic "Students completing this course will be able to assist with the final presentation of the category":** 2017/18

| None needed |
DVC Instructional Course SLO Action Plans

417. Culinary Competition II [CULN-230B] belonging to Culinary Arts [CULN]
418. Off-Campus Catering I [CULN-235A] belonging to Culinary Arts [CULN]
Plan for topic "Students completing this course will be able to demonstrate basic food preparation, cooking techniques, and service used in catering events.": 2018/19

Being this is a beginning class, students working with the Chef-In-Charge and Instructional Assistants will help and learn the different categories of competition.

As students go thru the process, the retention of tis style of competition will advance the students to the next level and be able to mentor incoming students at this level of learning.
DVC Instructional Course SLO Action Plans

419. Off-Campus Catering II [CULN-235B] belonging to Culinary Arts [CULN]
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing this course will be able to prepare, present and serve a quantity of foods which are menu driven according the industry standards.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a beginning Catering class, students are mentored with a teacher and advanced students who help in the process of learning the different styles of catering. As students go thru the process, the retention of these style of events will show as students go thru the semesters.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing this course will be able to plan, organize a prep sheet of what needs to be needed for a party with help from the instructor and or advanced students.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving forward, catering class will have a standardized manual to use for reference. Instructors would like to have funds to review other catering facilities, (ie. community colleges) for comparison in what they have.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing this course will be able to setup specific requirements for a catered event to accommodate guest requests according to industry standards.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a beginning Catering class, students are mentored with a teacher and advanced students who help in the process of learning the different styles of catering. As students go thru the process, the retention of these style of events will show as students go thru the semesters.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to plan, prepare, setup and work with a beginning catering group of students (first semester) to prepare for a catering event.":

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
<td>Second Semester Catering Class, teacher and students will have a better time with setup, prep, cook, serving and cleanup than those first semester students. This learning, retention process will help students learn what takes place in a catering setting. CULN needs to have continued events for students to understand this process. Another section or teacher is needed to help with this process. In program review, we have discussed this process of getting more faculty support.</td>
</tr>
<tr>
<td>2015/16</td>
<td>Second Semester Catering Class, teacher and students will have a better time with setup, prep, cook, serving and cleanup than those first semester students. This learning, retention process will help students learn what takes place in a catering setting. CULN needs to have continued events for students to understand this process. Another section or teacher is needed to help with this process. In program review, we have discussed this process of getting more faculty support.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

#### 422. On-Campus Catering III [CULN-240C] belonging to Culinary Arts [CULN]

**Plan for topic "Students completing this course will be able to help the teacher with the planning and supervising a variety of on-campus events."**: 2018/19

Teacher and Third semester Catering Class student will continue to have more catering events to continue the learning process of catering to a group. As a Department we would like to upgrade our Catering Supplies and equipment. We are trying to show off our Department and with upgrades Catering supplies and equipment, we will be able to continue this process. This was discussed in program and department review.

**Plan for topic "Students completing this course will be able to help the teacher with the planning and supervising a variety of on-campus events."**: 2015/16

Teacher and Third semester Catering Class student will continue to have more catering events to continue the learning process of catering to a group. As a Department we would like to upgrade our Catering Supplies and equipment. We are trying to show off our Department and with upgrades Catering supplies and equipment, we will be able to continue this process. This was discussed in program and department review.
Plan for topic "Students completing this course will be able to demonstrate appropriate techniques in preparation and presentation of pastries, cakes, plated desserts and spoon desserts.": 2015/16

The faculty will continue to develop this 2 tiered rubric and determine if it is a sustainable process for determining the students success in achieve the outcomes.
Plan for topic "Students completing this course will be able to improve their communication skills while working on a team with fellow peers.": 2017/18

Although the students did pass, a more stringent and complete rubric will be needed to improve the students outcomes.
425. Internship in Occupational Work Experience Education in CULN [CULN-296] belonging to Culinary Arts [CULN]
### DVC Instructional Course SLO Action Plans

#### 426. Independent Study [CULN-298] belonging to Culinary Arts [CULN]

Plan for topic "Students completing this course will be able to complete specific outcomes of an approved Independent Study application according to School requirements.": 2019/20

| This is an Independent Study Course Number and will be assessed next time it is utilized - posted by WebSLO's Chair |

Plan for topic "Students completing this course will be able to verify the learning skills from the Independent Study.": 2015/16

| Teacher/student to continue reviewing what Industry is teaching and that it meets DVC/Industry standards. Teachers should be given time to review and investigate possible independent studies to verify the standards. |
DVC Instructional Course SLO Action Plans

427. Student Instructional Assistant [CULN-299] belonging to Culinary Arts [CULN]
Plan for topic “Students completing CULN-299 will be able to A. Increase learning through involvement as a teacher's aide, lab assistant or research assistant.”: 2017/18

The department is happy with how the process is currently being handled. Most times, student is a third or fourth semester student who is familiar with the process which helps the assigned teacher an extra eye over the whole classroom.

Plan for topic “Students completing CULN-299 will be able to A. Increase learning through involvement as a teacher's aide, lab assistant or research assistant.”: 2013/14

Being this was the first semester to have this as a set class, our department will be setting up on an I-Pad the set goals for any student to use and follow. Hopefully there will be monies available for the department to get this state of the art machine.
### Plan for topic "Students completing this course will be able to propose a topic to be performed on a proscenium stage."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>Dance 150 is a Topics in Dance course and has not been offered recently. Should the department schedule a topics course in the future an assessment will be completed.</td>
</tr>
<tr>
<td>2014/15</td>
<td>This course will be added to the Dance curriculum and degree. The course will be reassessed with additional topics for a better sampling of data.</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to construct a simple time-line of the emergence of Modern Dance in America."

<table>
<thead>
<tr>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were given time in class to work in groups on a sample assignment for the quiz. Those students who came to class were prepared for the test while those who were not in class were the least prepared. The in class work time should be done again as it was successful for the majority of the class. Additionally, a sample of portions of the timeline will be made accessible during lectures earlier into the semester with a reminder that attendance in class is key to success.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to analyze the evolution of the Ballet Russe."

<table>
<thead>
<tr>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was the first quiz of the semester and students were just becoming familiar with identifying and analyzing visual examples. Those students who did well seemed familiar with most of the material. Students will be given a worksheet at the beginning of the semester to help them with techniques to identify visual material.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to construct a simple time-line of the emergence of Modern Dance in America."

<table>
<thead>
<tr>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be reminded that they should be able to construct a timeline of Modern Dance during each lecture. This particular subject moves quickly in the semester. Instructor saw improvement from previous semesters but will add a visual component to lecture slides showing the progression in the timeline.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to analyze the evolution of the Ballet Russe."

<table>
<thead>
<tr>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor will continue to give quiz and sample identification quiz but will add more visuals and remind students that essay questions will be on the tests. Next evaluation SP12</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

430. Music Theory for Dancers [DANCE-205] belonging to Kinesiology, Athletics and Dance [DANCE]

Plan for topic "Students completing the course will be able to assess music and sound as it relates to crafting dance(s).": 2018/19

This course is offered every other academic year and will be assessed next time it is offered which is Fall 2019.

Plan for topic "Students completing the course will be able to demonstrate rhythmic and structural components of music as it relates to dance making." : 2015/16

The quiz included notation of music notes and proved to be very difficult for dance students to fully understand and master. Students were highly discouraged and while a majority of students passed the quiz. It is clear that a more accessible textbook or worksheets are needed to give the students homework and reference materials more suited to their needs. A new textbook and online materials will be added to the course to help with student success.

Plan for topic "Students completing the course will be able to analyze choreography for rhythmic form and content." : 2015/16

These assignments were extremely successful because it followed a somewhat difficult quiz, included dance, and a student created Rhythm and Notation assignment. It would be helpful to gauge students understanding of the material if a less open parameter were assigned. This SLO should be assessed again with a stronger limitation included in the assignment.

Plan for topic "Students completing the course will be able to assess music and sound as it relates to crafting dance(s).": 2012/13

Continue to refine and improve checklist.

Plan for topic "Students completing the course will be able to demonstrate rhythmic and structural components of music as it relates to dance making." : 2012/13

Explore new ways of presenting the material. The rubric evaluation changes and evolves to meet the students needs.

Plan for topic "Students completing the course will be able to analyze choreography for rhythmic form and content." : 2012/13

Continue quest to find perfect method of presenting material. Each new group provides new challenges therefore methods are constantly evolving.
Plan for topic "Students completing the course will be able to demonstrate proper alignment and a degree of epaulement (genre-specific carriage of the body) while executing movement(s).": 2018/19

All but three students were successful during the assessment. A good number of students needed additional repetition and slower tempos. The Pre/Post planned assessment was abandoned after it was deemed too time consuming given the new plan to use additional repetition and tempo. For the next assessment a pre/post assessment will be done.

Plan for topic "Students completing the course will be able to demonstrate classical ballet vernacular such as croise devant, efface devant, quatrieme devant, ecarte devant, epaule devant and port de bras au corps cambre."; 2017/18

Canvas was used as a supplement to the course. The next time this course is offered an emphasis on using Canvas will be encouraged and an in class introduction and practice will be done.

Plan for topic "Students completing the course will be able to perform intermediate ballet technique, allegro, adagio and locomotor movements."; 2017/18

Students were given a pretest in small groups. All vocabulary was available on canvas. Students were allowed an opportunity to construct and practice material prior to testing. While some students were not successful the majority of students did well. This assessment should be done again with additional samples of vocabulary uploaded onto canvas.

Plan for topic "Identify ballet (elementary and intermediate) vernacular and vocabulary."; 2017/18

All students were given vocabulary on canvas. The students who referred to canvas showed success on the quiz. In future classes students will be encouraged to use canvas early into the semester and some vocabulary will be put on the board to remind students as well.

Plan for topic "Students completing the course will be able to demonstrate classical ballet vernacular such as croise devant, efface devant, quatrieme devant, ecarte devant, epaule devant and port de bras au corps cambre."; 2014/15

Students were directed to the new D2L system but some were not successful at accessing the material. Instructor will emphasize the use of D2L for supplemental material, update powerpoint information and check in with students regarding D2L usage including News updates and phone registration for alerts.

Plan for topic "Students completing the course will be able to demonstrate proper alignment and a degree of epaulement (genre-specific carriage of the body) while executing movement(s).": 2014/15

The results from this Academic year in comparison with the previously assessed academic year are similar, with the exception of the 2 students who did not complete the assessment. A pre and post assessment needs to happen on the next assessment for a comparison of students success and physical growth measurement within a semester.

Plan for topic "Students completing the course will be able to perform intermediate ballet technique, allegro, adagio and locomotor movements."; 2014/15

Center exercises and Dance movements were not as successful in this semester. A two part assessment (suggested previous assessment) was not utilized as the approach
DVC Instructional Course SLO Action Plans

was deemed too time consuming. It was noted that students needed more time and needed to be given an opportunity to perfect shorter phrases. Next assessment will focus on shorter dance phrases, more time, and small group work.

Plan for topic "Identify ballet (elementary and intermediate) vernacular and vocabulary.": 2014/15

After reviewing the results and polling the students it was discovered that the students did not access the vocabulary on D2L. Students will be reminded to review materials on D2L and instructor will check in throughout the semester to alert the students of materials and handouts in D2L.

Plan for topic "Students completing the course will be able to demonstrate classical ballet vernacular such as croise devant, efface devant, quatrieme devant, ecarte devant, epaule devant and port de bras au corps cambre.": 2011/12

Instructor will continue to use assessment method and encourage the students to review the materials provided on WebCT.

Plan for topic "Students completing the course will be able to demonstrate proper alignment and a degree of eaulement (genre-specific carriage of the body) while executing movement(s).": 2011/12

Instructor will continue using the current assessment method and compare future data to see if the current instruction method is the appropriate process for students success.

Plan for topic "Students completing the course will be able to perform intermediate ballet technique, allegro, adagio and locomotor movements.": 2011/12

Instructor will continue using the current assessment method however it was noted by the instructor that the assessment given was more challenging for the students and took a greater amount of time in the semester for students to complete. A possible two-part assessment will be considered if the next assessment on record notes the same results.

Plan for topic "Identify ballet (elementary and intermediate) vernacular and vocabulary.": 2011/12

Instructor observed better results than previous assessment however students new to WebCT need to be reminded early to study materials and prepare for the quiz. Instructor will continue with the current method and look at future assessments for comparison.

Plan for topic "Students completing the course will be able to demonstrate classical ballet vernacular such as croise devant, efface devant, quatrieme devant, ecarte devant, epaule devant and port de bras au corps cambre.": 2010/11

2011-02-10: Instructor will present an additional quiz prior to assessment to better prepare all the students in the class.

2011-08-10: Instructor will continue to use assessment method however a new worksheet will be made available on WebCt with a reminder to all students prior to assessment to study materials. Next assessment FA11

Plan for topic "Students completing the course will be able to demonstrate proper alignment and a degree of eaulement (genre-specific carriage of the body) while executing movement(s).": 2010/11

2011-08-10: Instructor will continue to encourage students on demonstrating genre specific classwork and rotate students in the classroom so that students having difficulties can be identified earlier in the semester.

2011-08-10: Instructor will continue using assessment method. Next assessment FA11
Plan for topic "Identify ballet (elementary and intermediate) vernacular and vocabulary.": 2010/11

Instructor will remind students to access study materials on WebCT to help prepare for quiz. Next assessment FA11
## DVC Instructional Course SLO Action Plans

### 432. Ballet II [DANCE-213] belonging to Kinesiology, Athletics and Dance [DANCE]

#### Plan for topic "Students completing the course will be able to identify ballet (intermediate and advanced) vernacular and vocabulary."

**2018/19**

Students were given plenty of notice and reminders regarding the quiz. Some students ignored the Canvas handouts which was reflected in their grades. Instructor will continue to remind students of the handout study guide and take a moment to check in with students on Canvas regarding usage and review of materials.

**Plan for topic "Students completing the course will be able to perform advanced ballet technique, allegro, adagio and locomotor movements."**

**2015/16**

All students were asked to perform either solo or duet. This made the degree of difficulty higher for both mastery and memory. The student with the highest score was at higher proficiency due to past experience and competitions. The students in the 80% range exceeded expectations while one student did not. This assessment was the first time a complete dance was required and video-taped. It was an excellent gauge of students' strengths and weaknesses. This assessment should be done again with students being required to watch the video and write an evaluation of their performance.

**Plan for topic "Students completing the course will be able to demonstrate classical ballet vernacular such as croise devant, efface devant, quatrieme devant, ecarte devant, epaule devant, port de bras through choreography."**

**2015/16**

Two semesters were assessed to better understand what the effects of a combined class have on an Intermediate level Student. Part 1, for both semesters showed a great deal of success with the exception of one student and Part 2 (Arabesques) showed success that was not as comparable to Part 1 but still within expectations (one student being the exception.) This SLO will be assessed again with an added "analysis and criticism" component for the student.

**Plan for topic "Students completing the course will be able to identify ballet (intermediate and advanced) vernacular and vocabulary."**

**2012/13**

This was not the results expected. Expectations for this group are higher as it is an Advanced Level. Students will be reminded earlier into the Semester that expectations for this class Level are higher.

**Plan for topic "Students completing the course will be able to demonstrate classical ballet vernacular such as croise devant, efface devant, quatrieme devant, ecarte devant, epaule devant, port de bras through choreography."**

**2012/13**

All students did well as they were well rehearsed. The student who failed was not prepared and did not complete the evaluation.

**Plan for topic "Students completing the course will be able to identify ballet (intermediate and advanced) vernacular and vocabulary."**

**2010/11**

The majority of students did well. Instructor will continue assessment method and remind students to access WebCT provided worksheets to study prior to quiz. Next assessment FA11.

**Plan for topic "Students completing the course will be able to demonstrate proper alignment and epaulement (genre-specific carriage of course Action PlansOutcome Assessment HistoryPage 800 of 2394**
### Plan for topic "Students completing the course will be able to demonstrate classical ballet vernacular such as croise devant, efface devant, quatrieme devant, ecarte devant, epaule devant, port de bras through choreography." : 2010/11

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-08-10</td>
<td>While students received a passing grade for their work. Very few students received high scores due to the quality of work presented. Instructor will present a quiz earlier in the semester to assist students.</td>
</tr>
<tr>
<td>2011-08-10</td>
<td>Instructor will continue utilizing assessment method and compare the next assessment results. Next assessment FA11</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to perform complex movements at a high degree of difficulty within allegro, adagio and locomotor movements with emphasis on performance quality.”: 2018/19

The student enrolled did not meet the standard of the assessment. A video was made available for the student, as was suggested in previous action plan as a method to help student success, however the student was unable to complete the assignment at the degree considered successful. This course has a higher degree of excellence attached to its level. Future students will be advised of this early and a video of work in progress will be made available on canvas to help student success.

Plan for topic "Students completing the course will be able to perform classical ballet vernacular such as croise devant, efface devant, quatrieme devant, ecarte devant, epaule devant and port de bras an corps camber with an emphasis on performance qualitative expertise.”: 2016/17

While all students who took the quiz were successful, it is believed the points deemed as level of success is too low. At the level of this course a higher degree of excellence needs to be established and required. This SLO criteria will be changed to meet the new parameters for degree of excellence. Additionally, students will be given the opportunity to self assess themselves prior to the quiz using video technology playback posted on canvas.

Plan for topic "Students completing the course will be able to perform classical ballet vernacular such as croise devant, efface devant, quatrieme devant, ecarte devant, epaule devant and port de bras an corps camber with an emphasis on performance qualitative expertise.”: 2013/14

The results of this topic are not consistent with the performance topic assessments. A pre-assessment quiz would better prepare students for the final quiz and help student success on other assessments.

Plan for topic "Students completing the course will be able to perform proper alignment and epaulement (genre-specific carriage of the body) while executing movement(s) related to traditional classical ballet variations.”: 2013/14

Students completed the assigned task to Instructor satisfaction. Two contrasting shorter variations will be used to assess the students in upcoming semester.

Plan for topic "Students completing the course will be able to perform complex movements at a high degree of difficulty within allegro, adagio and locomotor movements with emphasis on performance quality.”: 2013/14

Instructor was satisfied with the results but feels a solo evaluation is a more accurate measure of student success. Next evaluation will include a minimum 64 measure solo.
434. Pointe Technique [DANCE-216] belonging to Kinesiology, Athletics and Dance [DANCE]

Plan for topic "Students completing the course will be able to demonstrate proper use and care of equipment and appropriate safety techniques for Pointe ballet."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>The students enrolled in the class did well on the quiz. It was concluded that the students should take this portion of the quiz earlier leaving room for an analysis and critique of their work as a final assessment. A video portion will be added to this assessment.</td>
</tr>
<tr>
<td>2013/14</td>
<td>All students assessed well. This topic is important to the course and the students success. A short answer quiz with questions relating to this topic will be added to this assessment.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Instructor was satisfied with the results. The student with the lowest score needed metatarsal conditioning. An additional lecture on warm-up class conditioning will be added to help all student with stability challenges.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Instructor was happy with the results however a reassessment needs to happen. A group ballet variation was given for the assessment and a solo should be given to better assess the students strengths.</td>
</tr>
<tr>
<td>2012/13</td>
<td>While students showed knowledge and demonstrated adequate capabilities with equipment it was noted that this degree of knowledge came late into the semester. A pre and post evaluation should be used to help students understand the importance of being successful in use and equipment care.</td>
</tr>
<tr>
<td>2012/13</td>
<td>The majority of the students had a difficult time performing movements without the Barre and it was noted that center work was impossible because the surface of the floor is too slippery. For future semesters a mandatory rubber shoe tip should be required at the beginning of the semester.</td>
</tr>
<tr>
<td>2010/11</td>
<td>Instructor will continue utilizing the current assessment method. Next assessment SP12</td>
</tr>
</tbody>
</table>
435. Jazz Dance I [DANCE-222] belonging to Kinesiology, Athletics and Dance [DANCE]  

Plan for topic "Students completing the course will be able to demonstrate intermediate level jazz warm-up."": 2017/18

- Technical quality was emphasized in this evaluation. The quality of movement was mixed with some students focusing on details while others showed some confusion. Some video was made available on canvas to great results for some students. Next semester more sample videos will be made available to inspire the students.

Plan for topic "Students completing the course will be able to perform instructor-choreographed jazz dance combinations."": 2017/18

- Students did well and the plan is to give them longer additional style of dances to assess their strengths.

Plan for topic "Students completing the course will be able to demonstrate intermediate level locomotor jazz movement."": 2014/15

- Students were challenged with an emphasis on technical esthetics and while they did well they were too fixated on the assessment and not excelling in the movement. Next assessment the focus will be on technical quality and reminding students to focus less on assessment and more on the movement.

Plan for topic "Students completing the course will be able to perform instructor-choreographed jazz dance combinations."": 2014/15

- A similar assessment was completed on a previous academic year with the exact same time frame for completion. The same parameters were used for this assessment but the results were underwhelming. Students needed more preparation for the class than previous semesters. Next assessment will focus on time management and upper level peer mentoring to help students feel more confident.

Plan for topic "Students completing the course will be able to demonstrate intermediate level jazz warm-up."": 2011/12

- Instructor will continue to use the assessment. Instructor noted that irregular attendance affected some student's mastery of skills. Students will be reminded that class attendance and participation directly affects their performance skills.

Plan for topic "Students completing the course will be able to demonstrate intermediate level locomotor jazz movement."": 2011/12

- Instructor was pleased with the results and will continue to use the assessment method. More emphasis on esthetics will be placed to see if the students can accomplish the skills at a higher level of mastery.

Plan for topic "Students completing the course will be able to perform instructor-choreographed jazz dance combinations."": 2011/12

- This assessment was done towards the end of the semester. The remainder of the students in the class worked extremely hard and made excellent progress. Instructor will continue to use assessment method.

Plan for topic "Students completing the course will be able to demonstrate intermediate level locomotor jazz movement."": 2010/11

- Instructor will continue to use the assessment and compare next semester data. Next assessment Fall 2011

Plan for topic "Students completing the course will be able to perform instructor-choreographed jazz dance combinations."": 2010/11

- Instructor will continue to use assessment method. Next assessment Fall 2011
DVC Instructional Course SLO Action Plans

436. Jazz Dance II [DANCE-223] belonging to Kinesiology, Athletics and Dance [DANCE]

Plan for topic "Students completing the course will be able to demonstrate advanced level warm-up techniques.":: 2017/18

Students at the advanced level should have done well on this assessment, and while the majority of the students did do well, the degree of excellence should be greater. A video for self evaluation will be made for the students to help them see where they can improve.

Plan for topic "Students completing the course will be able to demonstrate advanced level locomotor jazz movement(s).":: 2017/18

With the exception of 1 student all students achieved success. An additional assessment of the same rubric should be done to compare data. The video of the work should continue to be included as it is a great learning tool for the students.

Plan for topic "Students completing the course will be able to perform instructor-choreographed jazz dance combinations.":: 2017/18

For this level a higher degree of excellence is expected. Students will be given a video of their work in the future to do a self evaluation to help improve their technique.

Plan for topic "Students completing the course will be able to demonstrate advanced level locomotor jazz movement(s).":: 2014/15

This semester the students exceeded expectations. Instructor should evaluate students mid semester and add an improvisational component to the last assessment to better assess student skills and limitations.

Plan for topic "Students completing the course will be able to perform instructor-choreographed jazz dance combinations.":: 2014/15

This class is instructed with another level. Students at this level should be performing at a higher level than the other students. Next semester instructor will have students work with more responsibility including additional choreography manipulation assignments.

Plan for topic "Students completing the course will be able to demonstrate advanced level locomotor jazz movement(s).":: 2010/11

Instructor will continue utilizing assessment methods. Next assessment Fall 2011

Plan for topic "Students completing the course will be able to perform instructor-choreographed jazz dance combinations.":: 2010/11

The Advanced level students may need to be challenged more as the results reflect high marks in all categories. Same assessment method will be used. More content will be added and data from two semesters for comparison. Next assessment Fall 2011
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANCE-224</td>
<td>Jazz Dance III</td>
<td>Students were given an additional task of leading a group while also being responsible for doing a solo within the dance assigned. This worked well however for the next assessment students will be assigned the task of dancing alone to better assess their abilities and knowledge.</td>
<td></td>
</tr>
<tr>
<td>DANCE-224</td>
<td>Jazz Dance III</td>
<td>Students registered in this course need additional challenges to better assess their performance and choreographic potential. Longer solos will be added to the next semester assessment to better assess student potential.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan for topic &quot;Students completing the course will be able to perform instructor-choreographed combinations and use choreographic principles as they relate to jazz dance.&quot;</td>
<td>2016/17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan for topic &quot;Students completing the course will be able to perform advanced level warm-up techniques with increased amount of flexibility and alignment.&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate complex level locomotor jazz movements with a high degree of difficulty and pre-professional performance quality.&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to demonstrate intermediate level warm-up technique.&quot;**: 2017/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students were evaluated in groups of four. All students who were assessed did well. This assessment will be done again using the same parameters additionally video taping will be done to help the students assess their own strength and weaknesses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to perform instructor-choreographed modern dance combinations.&quot;**: 2017/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students did great. The instructor will change the dance style to add an additional music challenge that is less Western music based.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to demonstrate axial and locomotor dance movements.&quot;**: 2014/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This assessment process was done as a group presentation of skills. The next assessment will be done as a solo presentation to make sure students can confidently perform skills without following another student.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to perform instructor-choreographed modern dance combinations.&quot;**: 2014/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor focused more on the quality of the presentation and the results were greater than expected with the exception of the students who did not show up for the evaluation. Next assessment academic year, we will focus on another topic in addition to this assessment topic where we will add a student evaluation to the assessment method.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to demonstrate axial and locomotor dance movements.&quot;**: 2011/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor is highly encouraged with the results and no changes will be made at this time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to demonstrate intermediate level warm-up technique.&quot;**: 2011/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor will continue to use the assessment however it was noted that the process of assessing the students was extremely time consuming an alternative process should be considered for better time management.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to perform instructor-choreographed modern dance combinations.&quot;**: 2011/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor will continue to use the assessment and put greater focus on esthetics as the physical elements assessed very well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to demonstrate axial and locomotor dance movements.&quot;**: 2010/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor will maintain current assessment method and compare with the next semester data for evaluation. Next assessment FA11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to demonstrate intermediate level warm-up technique.&quot;**: 2010/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some students were unable to keep up with the demands of the class due to inexperience. Early assessments need to be done prior to the final assessment to identify students with weaknesses and where emphasis should be placed on class curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to perform instructor-choreographed modern dance combinations.&quot;**: 2010/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-08-10</td>
<td>While all students showed some success in performing instructor-choreographed dances, the instructor would like to see a greater strength in the quality of movement, so that some students may receive greater success. Early assessments and an opportunity to see work completed needs to happen before the half point of the semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-08-10</td>
<td>Instructor will continue to use assessment method. Next assessment FA11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Outcome Assessment History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate advanced level warm-up technique.</strong></td>
<td>2017/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students were evaluated along with the other levels in small groups of four. The degree of excellence for their work is higher due to their advanced placement. This topic will be evaluated again and students in the advanced level will be videotaped to help them improve on their technique for the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to demonstrate axial and locomotor dance movements.</strong></td>
<td>2017/18</td>
</tr>
<tr>
<td>Students were expected to perform at an advanced level and all did well. This assessment should be done again however a creative component/improvisation should be included to better assess the students strengths.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to perform instructor-choreographed modern dance combinations.</strong></td>
<td>2017/18</td>
</tr>
<tr>
<td>This students did a great job. Next semester they will be given a dance that has non-western style music as a greater challenge.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to perform instructor-choreographed modern dance combinations.</strong></td>
<td>2014/15</td>
</tr>
<tr>
<td>Students exceeded expectations. Next assessment Instructor will focus on the students evaluation performing predominantly solo work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to perform instructor-choreographed modern dance combinations.</strong></td>
<td>2014/15</td>
</tr>
<tr>
<td>Instructor emphasized attendance/participation and as a result students performed above expectations. Next assessment instructor will add peer and self evaluation to the instructor evaluation score.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to demonstrate advanced level warm-up technique.</strong></td>
<td>2010/11</td>
</tr>
<tr>
<td>Results for this class exceeded expectations. Looking closer at the students with the non-passing grades instructor noted a poor attendance record. Instructor will continue with current curriculum while reminding all students of the importance of good attendance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to demonstrate axial and locomotor dance movements.</strong></td>
<td>2010/11</td>
</tr>
<tr>
<td>Instructor is satisfied with results and no changes will be made at this time. Next assessment FA11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to perform instructor-choreographed modern dance combinations.</strong></td>
<td>2010/11</td>
</tr>
<tr>
<td>Instructor will continue assessing students using the same methods. Next assessment FA11</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to perform complex axial and locomotor dance movements at a higher degree of difficulty consistent with pre-professional level of performance quality." : 2016/17

This semester students were challenged for a higher degree of success. They were also the strongest students in ever experienced in this class level. This topic will be assessed again with the same degree of rigor. A video portion of the students' performance will be made available on canvas for the student to evaluate their work.

Plan for topic "Students completing the course will be able to perform complex axial and locomotor dance movements at a higher degree of difficulty consistent with pre-professional level of performance quality." : 2013/14

I am pleased with the results however during the assessments performance quality points were lower in comparison to technique. The next semester combinations should include variation in music to influence the students performance quality.

Plan for topic "Students completing the course will be able to perform complex axial and locomotor dance movements at a higher degree of difficulty perform advanced level warm-up technique with increased flexibility and high success of body alignment consistent with pre-professional level technique." : 2013/14

All students are expected to do well at this level as they are all AA Dance degree candidates. A longer series of movements should be added in the next semester to assess the students aerobic stamina as well as their ability to complete exercises given.

Plan for topic "Students completing the course will be able to perform instructor-choreographed modern dance combinations and supplement choreography to enhance performance quality." : 2013/14

The students assignment included a contact improvisation that was to be set for final presentation. One of the students did not work with a partner and therefore scored much lower than the other students. Students in this section are to be held to a pre-professional performance standard. For the next semester a lecture on the rigors of the professional demands of performance artists will be added to this class to help students understand the nature of performance demands.
Plan for topic "participate in the audition process.": 2017/18
The checklist previously developed was not available to the newest instructor of record. A more thorough checklist will be developed for the next course assessment.

Plan for topic "perform a choreographed piece in front of an audience.": 2017/18
Students worked well over a period of three shows with the exception of one student. To be more thorough a better rubric will be developed during flex week with the new instructors assigned to this course.

Plan for topic "demonstrate retention of movement patterns and comprehensive rhythmic skills.": 2017/18
Students accomplished all their work but they need to use their notebooks to better do work in class. Instructor will provide more in class time to work in their journals.

Plan for topic "participate in the audition process.": 2014/15
Continue to develop the checklist to assess students more accurately

Plan for topic "perform a choreographed piece in front of an audience.": 2014/15
Continue to try to develop the best possible rubric evaluation

Plan for topic "demonstrate retention of movement patterns and comprehensive rhythmic skills.": 2014/15
Continue to develop a rubric to assess these skills as clearly as possible

Plan for topic "participate in the audition process.": 2011/12
Continue to work on creating the perfect checklist evaluation.

Plan for topic "perform a choreographed piece in front of an audience.": 2011/12
Continue to assess and refine the rubric evaluation.

Plan for topic "demonstrate retention of movement patterns and comprehensive rhythmic skills.": 2011/12
Looking for the perfect rubric evaluation, like creating the perfect dance is a lifetime pursuit. The dancer/student is constantly working on creating the ideal instrument through practice, repetition, review, discussion and more practice. The perfect performance is a lifetime quest. It is in the doing. Again and again and again.
### Plan for topic "Students completing DANCE-243 will be able to Utilize staging techniques to realign instructor choreographed work to fit the size of the stage."

- **2017/18**: Students were led by peer leaders for all of the assignments which lead to greater degree of success. For the students in groups without a group leader it took more time to complete their task. Instructor will plan on always having a group leader for every assignment to ensure success.

- **2014/15**: Continue to work on the skills required to help students achieve success.

- **2013/14**: Each new group of dancer's and dances provide new challenges. We change and evolve to meet the needs of our student/dancer's.

- **2013/14**: Methods are constantly changing and evolving to fit each new group. New dances, new dancer's, new ways of achieving our goals.

### Plan for topic "Students completing this course will be able to" will be able to understand direction terminology (i.e upstage/downstage.)"

- **2017/18**: Students worked with four different instructors for this multi level class. All did well. Another topic will be assessed for this course.

- **2014/15**: Continue to try to improve the rubric.

- **2013/14**: The checklist changes with each new group and each new dance.

### Plan for topic "Students completing DANCE-243 will be able to Adapt movement and physicality to accomodate the variable lighting effects on an open elevated stage space."

- **2017/18**: Students were led by peer leaders for all of the assignments which lead to greater degree of success. For the students in groups without a group leader it took more time to complete their task. Instructor will plan on always having a group leader for every assignment to ensure success.

- **2014/15**: Continue to try to improve the rubric.

- **2013/14**: Each new group of dancer's and dances provide new challenges. We change and evolve to meet the needs of our student/dancer's.

- **2013/14**: Methods are constantly changing and evolving to fit each new group. New dances, new dancer's, new ways of achieving our goals.
Plan for topic "Students completing this course will be able to demonstrate retention of intermediate movement patterns and comprehensive rhythmic skills": 2017/18

The four students were upper level in a multiple section class. They worked well with others but showed greater independence. In future classes students will be assigned to lead a group for greater success in rehearsal and performance.
Plan for topic "Students completing this course will be able to understand direction terminology (i.e. upstage/downstage.)": 2017/18

The students in this class are more intermediate and more comfortable working on the stage. Future class will include a group assignment to lead a group of less experienced dancers. Another topic will be chosen to assess.

Plan for topic "Students completing this course will be able to utilize staging techniques to realign instructor choreographed work to fit stage.": 2017/18

All students worked independently to achieve staging. Two of the three students worked with a group independently to accomplish staging. For upcoming semesters a plan to use intermediate students to assist additional dances will be assigned to help show efficiency.

Plan for topic "Students completing this course will be able to perform and adjust instructor choreographed intermediate movements for costumes that differ from practice clothes.": 2017/18

The three students had differing challenges. One student could not complete an entire dance with a mask without hyper ventilating, one student had a wig problem and one student had a dress that ripped due to length. Future show costumes needs will be addressed more strenuously prior to technical rehearsals to alleviate future problems. The action plan will include: Half of all rehearsals will require props to be used and a minimum two weeks practice in elaborate costumes to help students be comfortable in costumes prior to performance.
Plan for topic "Students completing the course will have maintained a journal, recording from beginning to end, the process of producing and performing in a dance concert."

This assignment was done in three parts to ensure that students were completing their work. This process worked for all but 3 students. This process and assessment should be done again to ensure all students achieve success.

Plan for topic "Students completing the course will be able to prepare public relations information and publicity for the performance."

The scores in total for these assignments were lower than the instructor would have liked. While the majority of the students did well all did not receive 70% benchmark. Assignments will be uploaded on Canvas to encourage students to keep track of their work.

Plan for topic "Students completing the course will have maintained a journal, recording from beginning to end, the process of producing and performing in a dance concert."

The results of this assessment were not satisfactory. Some Students did not take the journal assignment seriously or became complacent. Next time the Instructor will give a 3 part evaluation in addition to the final submission and replace the check in and final Journal submission as the primary source of the evaluation.

Plan for topic "Students completing the course will have maintained a journal, recording from beginning to end, the process of producing and performing in a dance concert."

Instructor used pre-evaluation to track student progress with and used end of semester submission to receive final results. Instructor will continue this process to ensure student success on this student learning outcome. Next Evaluation SP12

Plan for topic "Students completing the course will be able to prepare public relations information and publicity for the performance."

Instructor will continue evaluating students utilizing current methods. Next assessment for comparison data will be SP12

Plan for topic "Students completing the course will be able to demonstrate retention of movement patterns and rhythmic comprehension skills."

Instructor will continue using developed rubric as a means of evaluation as the majority of the students proved successful. Next Evaluation SP12
Plan for topic "Students completing this course will be able to adapt movement to accommodate variable lighting effects on stage.": 2017/18

Some students were required to perform with Blue light and strobbing this year. All students managed to work well given this challenge. This Assessment topic needs to be completed again with a different set of lighting parameters.

Plan for topic "Students completing this course will be able to perform and adjust movement for costumes onstage.": 2017/18

A firm deadline was given and all students complied however it was noted that some props did not work well and had to be replaced. Future classes will be required to have a backup for props during tech week to avoid last minute problems.

Plan for topic "Students completing this course will be able to utilize staging techniques to realign student choreographed work to fit the size of the stage.": 2014/15

Students must complete the entire assignment with little to no loss of points. Instructor will remind students of the benefit of this assignment and check in with the students throughout the semester to keep them on target.

Plan for topic "Students completing this course will be able to perform and adjust movement for costumes onstage.": 2014/15

During the three days of observation several students did not have all of their costuming for their work, due to miscommunication. Next semester a firm deadline will be posted online to avoid confusion.
447. Dance Production II [DANCE-248] belonging to Kinesiology, Athletics and Dance [DANCE]

Plan for topic "Students completing this course will be able to apply comprehensive skills acquired from the total rehearsal experience to intermediate performance level material adequate for the final production."

- 2018/19: Student was successful at this SLO. A self assessment will be added to this SLO to track the progress of students in future classes.

- 2015/16: Student was adequately prepared but lacked a strong pre-performance quality that is necessary at the intermediate level. This SLO needs to be assessed again with an added emphasis on in-class performance quality.

Plan for topic "Students completing this course will be able to prepare public relations information and publicity for the performance and participate in the logistics (ticket printing and selling, program lay-out and production) of pre-program elements."

- 2015/16: The results of this SLO were unsatisfactory. Clearly the student did not intend to complete any of the assignments given. Instructor will continue evaluating this SLO utilizing current methods. The next course offered will include a short lecture on the value of the assignments to the success of the production class.

Plan for topic "Students completing this course will have maintained a journal, recording from beginning to end, the process of producing and performing in a dance concert."

- 2015/16: The results of this assessment were not satisfactory. Student did not take the journal assignment seriously. A 3 part evaluation prior to the final journal submission was utilized but the student did not hand in the materials. This SLO needs to be assessed again. Instructor will continue the process established and add an instructor check-in process to students who do not hand in their materials midterm.
Plan for topic "Students completing this course will be able to utilize intermediate staging techniques to realign student choreographed work to fit the size of a stage.

": 2018/19

At this level all students should have completed their stage hours. This was not a satisfactory SLO result. Additionally, the student factored feedback was not comprehensive enough to be added into the rubric evaluation. A new SLO needs to be written to exclusively reflect student choreographer feedback as part of the instructor feedback for staging.

Plan for topic "Students completing this course will be able to utilize intermediate staging techniques to realign student choreographed work to fit the size of a stage.

": 2015/16

Instructor was satisfied with the students work but the student choreographers feedback was not taken into account. This assessment should be done again with the addition of the student choreographers account in the rubric.
Plan for topic "Students completing this course will be able to demonstrate and perform compositional forms such as ABA, Rondo, Theme/Variation, etc.": 2016/17

Each student was given a series of assignments preceding the final performance. These assignments helped the students succeed. This assessment topic should be assessed again using the same methods to have a better comparison of results. Additional a greater sampling of pre-assignments should be included in the results.

Plan for topic "Students completing this course will be able to compose various types of movement studies.": 2016/17

While the students did well on the majority of assignments, some work needs to be done to the lower graded assignments. Video samples will be added to lectures to assist students in understanding the assignments.
DVC Instructional Course SLO Action Plans

450. Dance Production Choreography [DANCE-256] belonging to Kinesiology, Athletics and Dance [DANCE]

Plan for topic "Students completing this course will be able to demonstrate movement patterns and rhythmic comprehension.": 2018/19

This assignment is important as it is utilized in the next half class (co-req) and a technical crew. The students were late handing in the assignment and some needed to be redone for the technical week. This SLO should be done again with a firm understanding of due dates and an online canvas submission link.

Plan for topic "Students completing this course will be able to produce public relations information and publicity for the performance and participate in the logistics (ticket printing and selling, program lay-out and production) of pre-program elements.": 2018/19

Students were given samples to view prior to assignment. Those students who did well utilized the recommendations and samples to assist their success. The one student who did not achieve success did not take the assignment seriously and did not complete them. This SLO will be reassessed again utilizing the same process to see if results will improve for all students.

Plan for topic "Students completing this course will be able to apply individual techniques and performance skills to student choreography.": 2015/16

Students at this level should be capable of presenting above average work. This SLO needs to be assessed again. It should include participant feedback in the rubric that reflects the students process and observation.

Plan for topic "Students completing this course will be able to produce public relations information and publicity for the performance and participate in the logistics (ticket printing and selling, program lay-out and production) of pre-program elements.": 2015/16

Students did well on this SLO however some assignments proved to be difficult for students to complete in a timely fashion. This SLO will be assessed again. Students will be given sample works to better familiarize themselves on the expectations of the assignments.
Plan for topic "Students completing this course will be able to utilize staging techniques to direct dancers on realignment of choreographed work to fit the size of a stage."

While the instructor is satisfied with student staging, it should be noted that the staging assignment from the co-req class Dance 256 effected the efficiency of the overall staging process. Additionally the student feedback was not included in this evaluation due to students not handing in feedback form in a timely fashion. A Canvas feedback form link will be constructed to help with the feedback assignment.

Instructor was satisfied with the students work but, similar to the participant SLO assessment, the student participants feedback was not taken into account. This assessment should be done again with the addition of the student participants account in the rubric.
452. Student Instructional Assistant [DANCE-299] belonging to Kinesiology, Athletics and Dance [DANCE]

Plan for topic "Students completing DANCE-299 will be able to increase knowledge of subject by assisting instructor during class."

- **2018/19**
  This course has not been offered since Spring 2017. It will be assessed the next time it is offered.

- **2015/16**
  Overall the process was successful, but in future I would be even more clear as to expectations

Plan for topic "Students completing DANCE-299 will be able to improve skills related to student-teacher relations, subject matter, values and defining goals and objectives."

- **2015/16**
  I would use him even more as a demonstrator but overall the fact that he danced with many students was great for his development and theirs

- **2012/13**
  Student was able to receive class assignments prior to class meeting and recognized the skills needed to accomplish demonstrations. Little review of material was needed. It is helpful to have assistant meet instructor prior to class as they are able to better process information before demonstrations

Plan for topic "Students completing DANCE-299 will be able to increase knowledge of subject by assisting instructor during class."

- **2012/13**
  Student started off each class writing notes of class materials on the board following their log closely for accuracy. During class, early into the semester, instructor had to remind student to write vocabulary as class was moving along. The next Dance 299 Student should be given instruction on in class White Board maintenance prior to first class meeting.
Plan for topic "Students completing the course will be able to explain the terminology of dentistry.": 2017/18

Practice on the typodont with one on one feedback from faculty along with the skills assessment was a beneficial method for determining whether the students understood the basic terminology associated with instrumentation. The exam also demonstrated understanding of the terms.

To improve student comprehension of the basic terminology, assessing the students in a low stakes manner as the information is being presented may be helpful for the student. Such assessment could include interactive quizzes during the lecture, word associations, and group discussion.

Plan for topic "Students completing the course will be able to explain the basic terminology associated with Dental Hygiene instrumentation": 2017/18

Practice on the typodont with one on one feedback from faculty along with the skills assessment was a beneficial method for determining whether the students understood the basic terminology associated with instrumentation. The exam also demonstrated understanding of the terms.

To improve student comprehension of the basic terminology, assessing the students in a low stakes manner as the information is being presented may be helpful for the student. Such assessment could include interactive quizzes during the lecture, word associations, and group discussion.

Plan for topic "Students completing the course will be able to demonstrate basic instrumentation principles.": 2015/16

We will continue to review the curriculum in this course with faculty and our advisory committee to ensure we meet local, state, and national standards.

Plan for topic "Students completing DENHY-101 will be able to demonstrate college level critical thinking and writing skills.": 2014/15

We will continue to rotate essay topics to ensure candidates are not given an advantage based on conversations with previous candidates in the orientation course.

Plan for topic "Students completing DENHY-101 will be able to demonstrate college level critical thinking and writing skills.": 2014/15

We will continue to rotate essay topics to ensure candidates are not given an advantage based on conversations with previous candidates in the orientation course.

Plan for topic "Students completing the course will be able to articulate time management for the dental hygiene student.": 2014/15

Our goal is to have all students enrolled in DENHY 101 pass this assignment with a grade of 90% or higher. We plan to add more detail in the directions to ensure all students can meet the stated criteria.

Plan for topic "Students completing the course will be able to explain the basic terminology associated with Dental Hygiene instrumentation": 2013/14

No action needed at this time

Plan for topic "Students completing the course will be able to explain the terminology of dentistry.": 2013/14

No action needed at this time
Plan for topic "Students completing the course will be able to demonstrate basic instrument principles." : 2013/14
No action needed at this time

Plan for topic "Students completing DENHY-101 will be able to demonstrate college level critical thinking and writing skills." : 2013/14
No action needed at this time

Plan for topic "Students completing DENHY-101 will be able to demonstrate college level critical thinking and writing skills." : 2013/14
No action needed at this time

Plan for topic "Students completing the course will be able to articulate time management for the dental hygiene student." : 2013/14
No action needed at this time

Plan for topic "Students completing the course will be able to explain the terminology of dentistry." : 2012/13
No changes needed at this time

Plan for topic "Students completing the course will be able to explain the basic terminology associated with Dental Hygiene instrumentation" : 2012/13
No changes needed at this time

Plan for topic "Students completing the course will be able to demonstrate basic instrument principles." : 2012/13
No action needed at this time

Plan for topic "Students completing DENHY-101 will be able to demonstrate college level critical thinking and writing skills." : 2012/13
No action needed at this time

Plan for topic "Students completing DENHY-101 will be able to demonstrate college level critical thinking and writing skills." : 2012/13
No action needed at this time

Plan for topic "Students completing the course will be able to articulate time management for the dental hygiene student." : 2012/13
No action needed at this time

Plan for topic "Students completing the course will be able to demonstrate basic instrument principles." : 2010/11
No changes at this time

Plan for topic "Students completing DENHY-101 will be able to demonstrate college level critical thinking and writing skills." : 2010/11
No change at this time

Plan for topic "Students completing DENHY-101 will be able to demonstrate college level critical thinking and writing skills." : 2010/11
No change at this time

Plan for topic "Students completing the course will be able to articulate time management for the dental hygiene student." : 2010/11
No change at this time
<table>
<thead>
<tr>
<th>Topic</th>
<th>Ref:</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to explain the terminology of dentistry.</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to explain the basic terminology associated with Dental Hygiene instrumentation.</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate basic instrumentation principles.</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing DENHY-101 will be able to demonstrate college level critical thinking and writing skills.</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing DENHY-101 will be able to demonstrate college level critical thinking and writing skills.</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to articulate time management for the dental hygiene student.</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td>2009/10</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing DENHY-120 will be able to create and design an electronic portfolio (e-folio) to showcase program competencies/SLO's": 2017/18

The students were first introduced to the information regarding e-folios, then shown an example, and given class time to develop their philosophy statement. This class time included discussion of why they entered the field of dental hygiene, and to describe qualities of a dental hygienist who influenced their decision to go into dental hygiene.

Lab time with faculty presence was provided to set up the framework of the e-folio and get feedback on its development.

In the future, it will be helpful to further explore how the students came to the decision to go into dental hygiene so that they can incorporate these ideas into their philosophy statement.

Plan for topic "Students completing DENHY-120 will be able toStudents completing this course will be able to create and design an electronic portfolio (e-folio) to showcase program competencies/SLO's and include their DH care philosophy statement.": 2017/18

The students were first introduced to the information regarding e-folios, then shown an example, and given class time to develop their philosophy statement. This class time included discussion of why they entered the field of dental hygiene, and to describe qualities of a dental hygienist who influenced their decision to go into dental hygiene.

Lab time with faculty presence was provided to set up the framework of the e-folio and get feedback on its development.

In the future, it will be helpful to further explore how the students came to the decision to go into dental hygiene so that they can incorporate these ideas into their philosophy statement.

Plan for topic "Students completing the course will be able to research topics through internet access and library resources." : 2014/15

No changes at this time. Students enjoyed the research project and the information was disseminated on D2L to all students in the course.

Plan for topic "Students completing DENHY-120 will be able to Students completing this course will be able to create and design an electronic portfolio (e-folio) to showcase program competencies/SLO's and include their DH care philosophy statement." : 2014/15

This is the first time the dental hygiene program has utilized the CCN platform. The templates do not exactly fit the program's needs however, we discovered a "work around" that will enhance the learning experiences for the students. I will incorporate our lessons learned in the assignment for the Summer 2016 semester.

Plan for topic "Students completing DENHY 120 will be able to create and design an electronic portfolio (e-folio) to showcase program competencies/SLO's": 2014/15
This is the first time the dental hygiene program has utilized the CCN platform. The templates do not exactly fit the program's needs however, we discovered a "work around" that will enhance the learning experiences for the students. I will incorporate our lessons learned in the assignment for the Summer 2016 semester.

Plan for topic "Students completing DENHY-120 will be able to create and design an electronic portfolio (e-folio) to showcase program competencies/SLO's and include their DH care philosophy statement."

Based on the fact that all students passed successfully, no changes planned at this time.

Plan for topic "Students completing DENHY 120 will be able to create and design an electronic portfolio (e-folio) to showcase program competencies/SLO's": 2013/14

Based on the fact that all students passed successfully, no changes planned at this time.

Plan for topic "Students completing DENHY 120 will be able to create and design an electronic portfolio (e-folio) to showcase program competencies/SLO's": 2012/13

All students completed the assignment at 95% or above. No changes necessary at this time. They were fantastic!

Plan for topic "Students completing DENHY-120 will be able to create and design an electronic portfolio (e-folio) to showcase program competencies/SLO's and include their DH care philosophy statement.": 2012/13

All students completed the assignment at 95% or above. No changes necessary at this time. They were fantastic!

Plan for topic "Students completing the course will be able to identify the depth and scope of dental hygiene in relation to client care."

I am happy with the results on their achievement and this is reinforced in clinical application, therefore the clinical course supports this learning environment. An electronic version of this Process of Care form will need to be created for the clinical setting will add a checklist component which might improve their process for comprehension.

Plan for topic "Students completing the course will be able to research topics through internet access and library resources."

This has improved since last year at obtaining results on this assignment at 90% or above. This can be contributed to the excellent instruction from the Librarian, the competency of the students using the internet, and having a rubric for grading which gives the students the guidelines for their written work on the abstract.

Plan for topic "Students completing the course will be able to research topics through internet access and library resources.": 2011/12

Students were successful in passing the exam, however, I will provide a review session of materials before this particular unit test.
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate an understanding of the periodontium and its relationship to the disease process.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify normal vs. abnormal within extra and intra oral tissues and dentition.&quot;</td>
<td>2009/10</td>
</tr>
</tbody>
</table>

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
DVC Instructional Course SLO Action Plans

455. Introduction to Comprehensive Clinical Dental Hygiene Care [DENHY-121] belonging to Dental Hygiene [DENHY]

Plan for topic "Students completing the course will be able to demonstrate proper clinical techniques with basic instrumentation.": 2018/19

The skill evaluations are organized in a format that maximizes student understanding of the specific criteria expected of the student. A challenge for these evaluations is the execution of the evaluation process. With 19 students in a 3-hour clinic session, it is a challenge to complete evaluation of all students in one session. Typically, four faculty members rotate through the clinic to observe students. A strategy that has helped provide consistency is having one faculty observe the same criteria for all students. This strategy for faculty-student observation has helped immensely as it provides consistency in grading.

Plan for topic "Students completing the course will be able to demonstrate basic clinical techniques for proper instrumentation": 2018/19

The skill evaluations are organized in a format that maximizes student understanding of the specific criteria expected of the student. A challenge for these evaluations is the execution of the evaluation process. With 19 students in a 3-hour clinic session, it is a challenge to complete evaluation of all students in one session. Typically, four faculty members rotate through the clinic to observe students. A strategy that has helped provide consistency is having one faculty observe the same criteria for all students. This strategy for faculty-student observation has helped immensely as it provides consistency in grading.

Plan for topic "Students completing DENHY-121 will be able to demonstrate beginning level dental hygiene instrumentation skills focusing on safety for the clinician and client": 2018/19

The skill evaluations are organized in a format that maximizes student understanding of the specific criteria expected of the student. A challenge for these evaluations is the execution of the evaluation process. With 19 students in a 3-hour clinic session, it is a challenge to complete evaluation of all students in one session. Typically, four faculty members rotate through the clinic to observe students. A strategy that has helped provide consistency is having one faculty observe the same criteria for all students. This strategy for faculty-student observation has helped immensely as it provides consistency in grading.

Plan for topic "Students completing DENHY-121 will be able to develop a basic knowledge of dental hygiene process of care.": 2018/19

Going through the details of the dental hygiene process of care helped the students to put the fragmented pieces of knowledge into action. Student feedback for the experience demonstrated their enthusiasm for actually moving into caring for clients beyond their peers next semester. In the future, a rubric could be devised so that the faculty feedback given on the student evaluation forms could be given a rating to help the student better understand how to progress in specific clinical skills contributing to the dental hygiene process of care.

Plan for topic "Students completing the course will be able to describe assessment for dental hygiene care.": 2016/17

Working through the various skills that fall under the assessment phase of the dental hygiene process of care was a valuable exercise in helping the students understand the components. The skill evaluations successfully measured the studentsâ€™ ability to recognize and perform the various components as well. An assignment that will further enrich the studentâ€™s understanding of the assessment would be an observation of their senior dental hygiene buddy to visualize the assessment portion of the dental
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to perform an extra and intra oral exam identifying landmarks and atypical anatomy.": 2015/16

The power point presentations worked. Next year there should be one more quiz for "DIAGNOSTIC AND DESCRIPTIVE TERMINOLOGY" from Section 2 of Langlais, R.P., and Miller, C., Color Atlas of Common Oral Diseases. 5th ed. Philadelphia, PA: Lea & Febiger. 2016. Landmark and Lesion assignment should be required from other sources than Color Atlas of Common Oral Diseases, so the students will have exposure to many examples.

Plan for topic "Students completing DENHY-121 will be able to demonstrate assessment skills necessary to treatment plan comprehensive dental hygiene care": 2014/15

No action needed at this time

Plan for topic "Students completing the course will be able to demonstrate and understanding of dental equipment and control of disease transmission.": 2014/15

No action needed at this time

Plan for topic "Students completing the course will be able to demonstrate assessment skills designed to identify oral health in order to plan treatment with the goal of delivering comprehensive dental hygiene care.": 2014/15

No action needed at this time

Plan for topic "Students completing DENHY-121 will be able to develop a basic knowledge of dental hygiene process of care.": 2014/15

Develop a more meaningful assessment

Plan for topic "Students completing the course will be able to identify proper position and technique for ergonomics during client care.": 2013/14

Utilize more assessment tools.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the rationale for proper ergonomics while performing Dental Hygiene care": 2013/14

Utilize more assessment tools.
Plan for topic "Students completing the course will be able to demonstrate and understanding of dental equipment and control of disease transmission."": 2012/13

No changes at this time

Plan for topic "Students completing the course will be able to demonstrate assessment skills designed to identify oral health in order to plan treatment with the goal of delivering comprehensive dental hygiene care."": 2012/13

No changes at this time

Plan for topic "Students completing DENHY-121 will be able to demonstrate assessment skills necessary to treatment plan comprehensive dental hygiene care": 2012/13

No changes at this time

Plan for topic "Students completing DENHY-121 will be able to demonstrate beginning level dental hygiene instrumentation skills focusing on safety for the clinician and client": 2012/13

No changes at this time

Plan for topic "Students completing the course will be able to demonstrate basic clinical techniques for proper instrumentation": 2012/13

No changes at this time

Plan for topic "Students completing the course will be able to demonstrate proper clinical techniques with basic instrumentation."": 2012/13

No changes at this time

Plan for topic "Students completing DENHY-121 will be able to demonstrate assessment skills necessary to treatment plan comprehensive dental hygiene care": 2011/12

No changes going forward

Plan for topic "Students completing the course will be able to demonstrate assessment skills designed to identify oral health in order to plan treatment with the goal of delivering comprehensive dental hygiene care.": 2011/12

No changes going forward

Plan for topic "Students completing the course will be able to demonstrate and understanding of dental equipment and control of disease transmission.": 2011/12

No changes going forward

Plan for topic "Students completing the course will be able to demonstrate proper clinical techniques with basic instrumentation.":
<table>
<thead>
<tr>
<th>Topic</th>
<th>Plan Date</th>
<th>Reference Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to demonstrate basic clinical techniques for proper instrumentation</td>
<td>2011/12</td>
<td>Ref: “DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies” dated Oct 11, 2010</td>
</tr>
<tr>
<td>Students completing DENHY-121 will be able to demonstrate beginning level dental hygiene instrumentation skills focusing on safety for the clinician and client</td>
<td>2011/12</td>
<td>Ref: “DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies” dated Oct 11, 2010</td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate and understanding of dental equipment and control of disease transmission</td>
<td>2009/10</td>
<td>Ref: “DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies” dated Oct 11, 2010</td>
</tr>
<tr>
<td>Students completing DENHY-121 will be able to demonstrate assessment skills necessary to treatment plan comprehensive dental hygiene care</td>
<td>2009/10</td>
<td>Ref: “DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies” dated Oct 11, 2010</td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate basic clinical techniques for proper instrumentation</td>
<td>2009/10</td>
<td>Ref: “DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies” dated Oct 11, 2010</td>
</tr>
<tr>
<td>Students completing DENHY-121 will be able to demonstrate proper clinical techniques with basic instrumentation</td>
<td>2009/10</td>
<td>Ref: “DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies” dated Oct 11, 2010</td>
</tr>
<tr>
<td>Students completing DENHY-121 will be able to demonstrate beginning level dental hygiene instrumentation skills focusing on safety for the clinician and client</td>
<td>2009/10</td>
<td>Ref: “DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies” dated Oct 11, 2010</td>
</tr>
<tr>
<td>Students completing the course will be able to describe assessment for dental hygiene care</td>
<td>2009/10</td>
<td>Ref: “DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies” dated Oct 11, 2010</td>
</tr>
<tr>
<td>Topic</td>
<td>Action Plan</td>
<td>Ref.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students completing the course will be able to identify proper position and technique for ergonomics during client care.</td>
<td>2009/10</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate an understanding of the rationale for proper ergonomics while performing Dental Hygiene care</td>
<td>2009/10</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

#### 456. Clinical Dental Hygiene [DENHY-122] belonging to Dental Hygiene [DENHY]

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing the course will be able to identify and perform health assessment procedures." | 2020/21  
Working through the various skills that fall under the assessment phase of the dental hygiene process of care was a valuable exercise in helping the students understand the components. The skill evaluations successfully measured the students’ ability to recognize and perform the various components as well. Including more case studies would help the students develop the skills to formulate the assessment portion of the dental hygiene process of care. Upon completion of the case studies, the students could then work to complete the dental hygiene process of care on a peer client.  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing the course will be able to determine and discuss the human needs process of client care." | 2018/19  
Time spent on several cases in class worked well. The multiple choice quizzes may not have provoked the necessary critical thinking for the concept. These should be revised for future cohorts.  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing the course will be able to demonstrate clinical care techniques." | 2018/19  
The rubrics should be reworked to apply more weight to critical components of the skills.  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing this course will be able to apply proper procedures for sharpening of calculus removal instruments to maintain their effectiveness and shape." | 2016/17  
We have a very successful and motivated cohort that is a pleasure to teach. I would not apply any new methods to the teaching of this SLO at this time.  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing the course will be able to determine and discuss the human needs process of client care." | 2014/15  
Criteria for assessing this SLO needs to be specified in the Syllabus. Clinical faculty will need training and calibration in evaluating this SLO.  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing the course will be able to demonstrate clinical care techniques." | 2014/15  
No action needed at this time  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing the course will be able to determine and discuss the human needs process of client care." | 2013/14  
No action necessary at this time  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing the course will be able to demonstrate clinical care techniques." | 2013/14  
No action necessary at this time  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing the course will be able to identify and perform health assessment procedures." | 2013/14  
No action necessary at this time  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing the course will be able to demonstrate clinical care techniques." | 2012/13  
No action necessary  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
</tr>
</thead>
</table>
| "Students completing the course will be able to determine and discuss the human needs process of client care." | 2011/12  
No action necessary at this time  

---

Course Action Plans | Outcome Assessment History | Page 834 of 2394
No changes at this time

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to determine and discuss the human needs process of client care.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate clinical care techniques.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to identify and perform health assessment procedures.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref</td>
<td>&quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to use diet counseling experience for a client to help determine caries risk."

**2019/20**

The students have demonstrated that they learned by demonstrating achieving above 75% which is required by our outside accrediting body CODA. The action plan is to utilize more online resources on this particular topic so that I can incorporate these into my course.

**Plan for topic "Students completing this course will be able to describe the methods for evaluation of personal mechanical oral hygiene practices."**: 2018/19

The level of learning for this assessment is successful. Our department will continue to assess this topic with the written assignment on this particular topic as it strongly correlates with the personal mechanical oral hygiene practices within our community and clinical department.

**Plan for topic "Students completing the course will be able to demonstrate appropriate use and indications of a variety of Interdental plaque devices."**: 2016/17

The display pages worked well. Most students use images obtained from the internet which allows a greater variety of products available to the consumer. This variety is what helps educate the client. Students exceeded this assignment and there is no need for improvement at this time.

**Plan for topic "Students completing the course will be able to use diet counseling experience for a client to help determine caries risk."

**2014/15**

Results showed all students met the criteria and 18 exceeded the criteria. No changes or actions are needed at this time

Plan for topic "Students completing the course will be able to use diet counseling experience for a client to help determine caries risk."**: 2012/13

13 students earned an A grade at 93% or above. 7 students earned a B grade at 84% or above. These meet the program standards. I am very happy with these results. The students did an outstanding job. No changes are necessary at this time.

Plan for topic "Students completing the course will be able to use diet counseling experience for a client to help determine caries risk."**: 2011/12

No changes—it's working beyond expectations

Plan for topic "Students completing the course will be able to use diet counseling experience for a client to help determine caries risk."**: 2010/11

All students use this manual to enhance and teach and increase their clients knowledge through good communication skills

Plan for topic "Students completing the course will be able to use diet counseling experience for a client to help determine caries risk."**: 2009/10

Course Action Plans

Outcome Assessment History
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to use diet counseling experience for a client to help determine caries risk.&quot;</td>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate appropriate use and indications of a variety of Interdental plaque devices.&quot;</td>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to demonstrate knowledge in basic radiation safety."": 2016/17
The exams are designed to show that students know enough basic safety prior to seeing their first patient. I will continue to use these exams as a safety check before students are allowed to see their first client.

Plan for topic "Students completing the course will be able to demonstrate the ability to facilitate the special needs client."": 2015/16
Overall our current action plan is successful with only tow students not successful in the course. Possible areas to enhance is to identify students who are having difficulty in the course early on and guide them. This would include early remediation or possibility of DSS service. However this semester 2 students elected not to take advantage of remediation or DSS services offered by the department. Department will continue to offer and encourage students to accept remediation.

Plan for topic "Students completing the course will be able to interpret radiographs."": 2014/15
No plans for changing this part of the course is indicated to do at this time. Will continue to monitor scores with assessments each semester.

Plan for topic "Students completing the course will be able to interpret radiographs."": 2013/14
We will continue with our current cohort as we continue to exceed our expectations of each student interpreting radiographs above 75 percent

Plan for topic "Students completing the course will be able to interpret radiographs."": 2012/13
no changes

Plan for topic "Students completing the course will be able to interpret radiographs."": 2011/12
No change-it's working beyond the expectation.

Plan for topic "Students completing the course will be able to demonstrate knowledge of radiographics, function, effects, procedures for scope of film evaluation on clients."": 2009/10
Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to demonstrate knowledge in basic radiation safety."": 2009/10
Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to demonstrate the ability to facilitate the special needs client."": 2009/10
Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to interpret radiographs."": 2009/10
Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
Plan for topic "Students completing the course will be able to recognize & evaluate the micro anatomy of head & neck & embryological tissues.": 2020/21

As an action plan for the future, these matching challenges engaged the students in the learning process, & gave them control of what images to include. Students enjoyed working together as learning was reinforced by their sharing of knowledge with each other. Instructor feedback was given before final submissions to give students the opportunity to learn from misunderstanding of content, revise & re-submit before grading. Final submissions were posted on a discussion board to use as a study guide. Perhaps these matching exercises can be used as a weekly quiz instead of just being posted as a study guide.

Plan for topic "Students completing the course will be able to link the development of dental and facial anomalies to the process of human development.": 2018/19

The level of learning that students demonstrated was higher levels of critical thinking as they worked in groups to research, find, and determine what images best showed tooth anomalies at each stage of tooth development. This assignment challenged students to learn cellular details associated with tooth development and apply this knowledge to dental manifestations they may see in clinic. The effective communication necessary to complete this project encourages students to be successful in other areas of the program as they work together with common goals related to patient care. Ultimately, this sets them up for working in private practice.

Plan for topic "Students completing the course will be able to integrate knowledge of head and neck structures to the practice of dental hygiene.": 2016/17

Of the methods described, all of them were effective in meeting student success. However, the histology photo albums could be improved to further enhance their learning process. The students may be more interested in specifically understanding how histology plays a role when they are providing care to patients. Perhaps having students research the histology of different diseases or topics of special needs clients who are medically compromised would help solve this disconnect and nurture relevance to why and how knowledge of basic histology plays a role in patient care.

Plan for topic "Students completing the course will be able to recognize & evaluate the micro anatomy of head & neck & embryological tissues.": 2015/16

Not all students are comfortable searching the internet and working with PowerPoint which was used to create the histology photo albums. By having students work in small groups, this facilitated students teaching each other how to use technology and how to work with others to accomplish a common goal. In addition, students showed pride of ownership with their finished products as they customized each photo album to their liking while fulfilling the assignment. In the future, consider requiring students to change partners after each album to encourage bonding with other classmates.

Plan for topic "Students completing the course will be able to integrate knowledge of head and neck structures to the practice of dental hygiene.": 2015/16

Course Action Plans

Outcome Assessment History

Page 840 of 2394
<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continue utilizing the mini skull model kits that each student used</strong></td>
<td></td>
</tr>
<tr>
<td><strong>to make facial muscles out of clay. In addition, create an assignment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>with the skull models that focuses on applying their understanding</strong></td>
<td></td>
</tr>
<tr>
<td><strong>of facial structures and landmarks used in clinical situations.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to</strong></td>
<td></td>
</tr>
<tr>
<td><strong>recognize &amp; evaluate the micro anatomy of head &amp; neck &amp; embryological</strong></td>
<td></td>
</tr>
<tr>
<td><strong>tissues.&quot;</strong>: 2014/15</td>
<td></td>
</tr>
<tr>
<td>All students were successful. I am satisfied with the outcome. No</td>
<td></td>
</tr>
<tr>
<td>changes planned at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to link</strong></td>
<td></td>
</tr>
<tr>
<td><strong>the development of dental and facial anomalies to the process of</strong></td>
<td></td>
</tr>
<tr>
<td><strong>human development.&quot;</strong>: 2013/14</td>
<td></td>
</tr>
<tr>
<td>The questions have been validated through the years. No changes will</td>
<td></td>
</tr>
<tr>
<td>be made. All students are new to the DH program and typically struggle</td>
<td></td>
</tr>
<tr>
<td>with adjusting to the demands of an arduous program in the first</td>
<td></td>
</tr>
<tr>
<td>month. Those unsuccessful students learn how to manage the amount of</td>
<td></td>
</tr>
<tr>
<td>content by the mid-term and students are counseled.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to link</strong></td>
<td></td>
</tr>
<tr>
<td><strong>the development of dental and facial anomalies to the process of</strong></td>
<td></td>
</tr>
<tr>
<td><strong>human development.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td>The questions have been validated through the years and those</td>
<td></td>
</tr>
<tr>
<td>unsuccessful students learn how to manage the difficult context of</td>
<td></td>
</tr>
<tr>
<td>the course by the mid-term. I counsel students and help remediate</td>
<td></td>
</tr>
<tr>
<td>them after each exam. I do not plan to change my teaching</td>
<td></td>
</tr>
<tr>
<td>methodologies since the students successfully pass the course by</td>
<td></td>
</tr>
<tr>
<td>terms end.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to</strong></td>
<td></td>
</tr>
<tr>
<td><strong>recognize &amp; evaluate the micro anatomy of head &amp; neck &amp; embryological</strong></td>
<td></td>
</tr>
<tr>
<td><strong>tissues.&quot;</strong>: 2011/12</td>
<td></td>
</tr>
<tr>
<td>All students were successful. I am satisfied with the outcome. No</td>
<td></td>
</tr>
<tr>
<td>changes at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to</strong></td>
<td></td>
</tr>
<tr>
<td><strong>recognize &amp; evaluate the micro anatomy of head &amp; neck &amp; embryological</strong></td>
<td></td>
</tr>
<tr>
<td><strong>tissues.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives,</td>
<td></td>
</tr>
<tr>
<td>Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to link</strong></td>
<td></td>
</tr>
<tr>
<td><strong>the development of dental and facial anomalies to the process of</strong></td>
<td></td>
</tr>
<tr>
<td><strong>human development.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives,</td>
<td></td>
</tr>
<tr>
<td>Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to</strong></td>
<td></td>
</tr>
<tr>
<td><strong>integrate knowledge of head and neck structures to the practice of</strong></td>
<td></td>
</tr>
<tr>
<td><strong>dental hygiene.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives,</td>
<td></td>
</tr>
<tr>
<td>Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>OutcomeDescription</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate a knowledge base for dental terminology for clinical care.&quot;</td>
<td>The vocabulary list and added points worked very well.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify variations in tooth form and structure.&quot;</td>
<td>The internet search was a “last minute” idea that came to me. I thought it might stimulate questions and have the entire class actively engaged. Of course lecture and descriptions of anomalies and normalcy preceded the internet exercise.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate a knowledge base for dental terminology for clinical care.&quot;</td>
<td>Although all 20 students were successful in passing this portion of the course, I could enhance the learning by giving more “in class” exercises within groups as a practice drill or more games to perfect this invaluable skill.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to assess occlusion and deviations from normal with knowledge to refer to dental specialty.&quot;</td>
<td>This part of the course was most successful in that students brought in visuals and web pictures to amplify occlusion and malocclusion. It verified a picture is worth a thousand words.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify restorative charting for client care.&quot;</td>
<td>Again the entire class was successful, but many students asked for more homework and drills to become competent in this subject matter and I will definitely add this component to next year’s class.</td>
</tr>
<tr>
<td>&quot;Students completing DENHY-126 will be able to identify symbols and abbreviations used by the DVC Dental Hygiene Clinic to correctly chart restorations on clients of record that receive dental hygiene care.&quot;</td>
<td>Again the entire class was successful, but many students asked for more homework and drills to become competent in this subject matter and I will definitely add this component to next year’s class.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to deliver appropriate client care.&quot;</td>
<td>All twenty students were successful and to enhance the class I just need more class hours for more group activities. The students could benefit from more role-playing.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify variations in tooth form and structure.&quot;</td>
<td>This portion was a very successful lecture. In the future I will enhance the lecture by bringing in more pictures of tooth anomalies in both child and adults.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to assess occlusion and deviations from normal with knowledge to refer to dental specialty.": 2014/15

This semester, I offered more homework and more credit for well done homework. The students responded to this very nicely. The homework, also, served as a good study guide that was reviewed by instructor and returned in enough time for student study before the test or quiz.

Plan for topic "Students completing the course will be able to identify restorative charting for client care.": 2014/15

The students in the first year of the Dental Hygiene Program will be seeing "real" clients of record in three months. Being able to perform a restorative charting assessment and to do it correctly is mandatory for the student because the record becomes a permanent and legal document for the client. The students have practiced and have been tested on their ability to perform this task and will be able to competently perform this assessment when they begin treating clients.

Plan for topic "Students completing DENHY-126 will be able to identify symbols and abbreviations used by the DVC Dental Hygiene Clinic to correctly chart restorations on clients of record that receive dental hygiene care.": 2014/15

Plan for topic "Students completing the course will be able to identify variations in tooth form and structure.": 2014/15

The homework assignment and assessment with strong recommendations and corrections by the instructor was valuable and critical for success.

Plan for topic "Students completing the course will be able to demonstrate a knowledge base for dental terminology for clinical care.": 2012/13

I think the results speak for themselves. I might try more group or team learning in Fall, 2013 to see if the results are improved.

Plan for topic "Students completing the course will be able to demonstrate a knowledge base for dental terminology for clinical care.": 2011/12

All students were successful and I am happy with the results and the results were better than a normal Bell Curve.

Plan for topic "Students completing the course will be able to demonstrate a knowledge base for dental terminology for clinical care.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to assess occlusion and deviations from normal with knowledge to refer to dental specialty.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to identify restorative charting for client care.": 2009/10
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing DENHY-126 will be able to identify symbols and abbreviations used by the DVC Dental Hygiene Clinic to correctly chart restorations on clients of record that receive dental hygiene care.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to deliver appropriate client care.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify variations in tooth form and structure.&quot;</td>
<td>2009/10</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to explain infection control rationale and understand regulations."

This video demonstration assignment successfully included infection control protocols as set forth by federal and state regulations. This assignment was crucial for evaluating level of knowledge and understanding of these protocols which impact success within the dental hygiene program and as a dental hygiene professional. The next cycle might include an emphasis on student evaluation, feedback and discussion of the assignment. Understanding and implementing these infection control protocols support students' ongoing clinical skill evaluations and learning in subsequent dental hygiene clinic courses.

#### Plan for topic "Students completing the course will be able to describe and compare blood-borne pathogens." 

In general, the students were able to comprehend the required information. For the 5% who scored below the threshold, remediation was completed to help the student address deficient areas. In the future, incorporating activities to help apply the information may be helpful in obtaining a 100% passing rate for the bloodborne pathogen assessment.

#### Plan for topic "Students completing the course will be able to demonstrate instrument processing protocol."

The actual evaluation took place during another course's clinic session (DENHY 121). A possible improvement in the future is to add a lab component to this course to prevent use of time in another session. Despite the use of another course's clinic session, all subjects were covered, even with the campus closures that occurred this past Fall.

#### Plan for topic "Students completing DENHY-127 will be able to identify, explain and demonstrate infection control protocols related to chairside client care delivery." 

Although all the students were successful with this project, if we expanded the goal to include posting the videos online for continued use this would enable collaboration with students as well as integrate into other courses within the program. This would also enable the usage of the videos as an example for new students entering the dental hygiene program. The students could then recognize how they could continually apply the information and concepts in other courses or during the provision of patient care.

#### Plan for topic "Students completing the course will be able to explain infection control rationale and understand regulations." 

Although all students successfully passed our SLO and course, we plan to incorporate more student interaction and expand our teaching modalities for next year. In particular we will be adding a group project giving the students opportunity to film a short video demonstration and explanation of some of the infection control protocols included in our course. This will not only reinforce student learning but will also given all students immediate access to protocol demonstration at any time during the semester.

#### Plan for topic "Students completing the course will be able to demonstrate instrument processing protocol."

The methods of assessment worked well and addressed different student learning styles. All students successfully met SLO criteria however student learning was not fully achieved due to some equipment being inoperable. The student learning level needed for successful completion is a 3, which equates to a competent and safe beginner. This is appropriate for first semester student learning and is the level required by our professional accreditation regulations.
DVC Instructional Course SLO Action Plans

Note: A new Statim autoclave is needed for student success in learning this necessary dental office procedure.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing DENHY-127 will be able to Identify, explain and demonstrate infection control protocols related to chairside client care delivery.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>No changes planned at this time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate instrument processing protocol.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change planned at this time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate instrument processing protocol.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>No changes necessary at this time as all students successfully demonstrated competency.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe and compare blood-borne pathogens.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include more material in a pretest study guide outline</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to explain infection control rationale and understand regulations.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>More comprehensive test study guide</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate instrument processing protocol.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No changes going forward at this time</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe and compare blood-borne pathogens.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to explain infection control rationale and understand regulations.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate instrument processing protocol.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>
## Plan for topic "Students completing the course will be able to educate the client about their periodontal disease process, and modalities to assist in its control."

The students were able to role play their scripts and report how the interaction went in an effort to practice educating clients about periodontal conditions. In the future, students can be asked to record the presentation of their script. Faculty and peers can review the recording and provide feedback on the presentation of the script to more closely simulate client-clinician interactions.

### Plan for topic "Students completing the course will be able to demonstrate skill in the implementation process of appropriate DH interventions to treat periodontal diseases."

This past semester I covered this course for a faculty member on maternity leave. I feel that the class was successful, but would like to see the knowledge obtained in the course used in the clinic with live patients when treatment planning.

### Plan for topic "Students completing this course will be able to describe the effects of biofilms on tissue and cellular processes involved in the pathogenesis of inflammatory periodontal diseases."

I have been fortunate to work with highly motivated students who regularly meet the expectations regarding performance on assessment tools. At this time, I am handing off the course to our new full-time hire and am heading into retirement. I will be recommending to stay the course with the structure of the course as it is fulfilling the mission of the college to enhance student success. Our department success rates are top notch!

### Plan for topic "Students completing this course will be able to discuss current concepts about the adjunctive use of chemical agents in the prevention and treatment of periodontal disease"

Maintain and continue to update current instruction on the topic.

### Plan for topic "Students completing the course will be able to identify the need for DH intervention based on understanding and recognition of disease states of the periodontium."

The outcomes are satisfactory. The dental hygiene program traditionally attracts highly motivated students, and we are fortunate to regularly meet out topics to evaluate SLO’s for courses and for the program. I will be continuing to update the course with more online information and experimenting with more case-based instruction as the next year unfolds.

### Plan for topic "Students completing the course will be able to make appropriate distinctions between the choices of: prophylaxis, non-surgical periodontal treatment, and periodontal maintenance care."

No action is planned at this time for this SLO.

### Plan for topic "Students completing the course will be able to make appropriate distinctions between the choices of: prophylaxis, non-surgical periodontal treatment, and periodontal maintenance care."

No action is planned at this time for this SLO.
DVC Instructional Course SLO Action Plans

No action is planned at this time for this SLO.

Plan for topic "Students completing the course will be able to conduct thorough client assessment using appropriate clinic form for DVC Clinic assessment.": 2012/13

I plan to continue with the current teaching methodology and also will be adding in information to augment teaching in another course in assessing restorative findings on clinic clients.

Plan for topic "Students completing the course will be able to make appropriate distinctions between the choices of: prophylaxis, non-surgical periodontal treatment, and periodontal maintenance care.": 2011/12

The group performed well. I plan to continue to increase the time spent on case presentations to assist students struggling with the concept of treatment approach.

Plan for topic "Students completing the course will be able to demonstrate skill in the implementation process of appropriate DH interventions to treat periodontal diseases.": 2009/10

Plan for topic "Students completing the course will be able to identify the need for DH intervention based on understanding and recognition of disease states of the periodontium.": 2009/10

Plan for topic "Students completing the course will be able to make appropriate distinctions between the choices of: prophylaxis, non-surgical periodontal treatment, and periodontal maintenance care.": 2009/10

Plan for topic "Students completing the course will be able to distinguish normal vs. abnormal anatomy/condition of the periodontium to allow identification of diseased/unhealthy sites.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to conduct thorough client assessment using appropriate clinic form for DVC Clinic assessment.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to make appropriate distinctions between the choices of: prophylaxis, non-surgical periodontal treatment, and periodontal maintenance care.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to identify the need for DH intervention based on understanding and recognition of disease states of the periodontium.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to demonstrate skill in the implementation process of appropriate DH interventions to treat periodontal diseases.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to make appropriate distinctions between the choices of: prophylaxis, non-surgical periodontal treatment, and periodontal maintenance care.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to explain the types of dental implants and their proper evaluation and maintenance care.": 2009/10**

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

**Plan for topic "Students completing the course will be able to educate the client about their periodontal disease process, and modalities to assist in its control.": 2009/10**

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

**Plan for topic "Students completing the course will be able to demonstrate an understanding of the referral process.": 2009/10**

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
DVC Instructional Course SLO Action Plans

463. Contemporary Dental Materials for the Dental Hygienist [DENHY-129] belonging to Dental Hygiene [DENHY]

Plan for topic "Students completing the course will be able to perform correct placement of light-cure and self-cure sealants.\": 2018/19

The skill evaluations are organized in a format that maximizes student understanding of the specific criteria expected of the student during sealant placement. A challenge for these evaluations was completion of the evaluation on actual patients. The experience to place sealants on patients was scheduled during the campus closures. Due to the compressed schedule, there were no clinic opportunities available to have the students place sealants on actual patients. This experience has been integrated into the students' upcoming Spring 2019 clinic schedule, so that they have an opportunity to place sealants on patients.

Plan for topic "Students completing the course will be able to identify specific examples of each type or class, intended use, properties and manipulation.\": 2017/18

Plan for topic "Students completing the course will be able to assess specific restorative materials by comparison of actual characteristics to the ideal.\": 2016/17

Discussing the various restorative materials helped students to understand the characteristics associated with each, assessment on quizzes, midterms, and final exams helped the student make associations between the materials. An activity that would assist the student in comprehending the characteristics of restorative materials would be to evaluate the dentition of classmates and review the attributes of the materials identified.

Plan for topic "Students completing the course will be able to describe characteristics of dental material covered in class, including class OP material, structure, physical and medicinal characteristics, uses and handling.\": 2015/16

Exam questions: from Power point on office and laboratory housekeeping practices that contribute to infection control and safety, was successful in evaluating the 20 students on recognize office and laboratory housekeeping practices that contribute to infection control and safety with a passing grade of 75% and/or above.

Case Presentation Homework Critical Thinking assignment: Dental Laboratories and Infection Control during didactic classroom discussion and written assignment also showed to be successful in having the 20 students recognize office and laboratory housekeeping practices that contribute to infection control and safety with a passing grade of 75% and/or above.

Fall 2017, I would incorporate more laboratory scenarios: Objective Structured Clinical Examination (OSCE) to examine and allow the students to demonstrate dental material infection control and safety skills through standardized laboratory scenarios.

Plan for topic "Students completing the course will be able to perform and demonstrate an understanding of the steps and technique for taking impressions.\": 2015/16
With the results of all students passing the dental impression skill assessment, our curriculum has proven to meet the student learning outcomes of the course. We will continue to evaluate the curriculum and revise as needed.

Plan for topic "Students completing this course will be able to recognize office and laboratory housekeeping practices that contribute to infection control and safety with a passing grade of 75% and/or above.": 2015/16

Exam questions: from Power point on office and laboratory housekeeping practices that contribute to infection control and safety, was successful in evaluating the 20 students on recognize office and laboratory housekeeping practices that contribute to infection control and safety with a passing grade of 75% and/or above.

Case Presentation Homework Critical Thinking assignment: Dental Laboratories and Infection Control during didactic classroom discussion and written assignment also showed to be successful in having the 20 students recognize office and laboratory housekeeping practices that contribute to infection control and safety with a passing grade of 75% and/or above.

Fall 2017, I would incorporate more laboratory scenarios: Objective Structured Clinical Examination (OSCE) to examine and allow the students to demonstrate dental material infection control and safety skills through standardized laboratory scenarios.

Plan for topic "Students completing the course will be able to demonstrate knowledge of health and safety issues associated with dental materials.": 2013/14

With the results of all students passing DENHY-129, our curriculum has proven to meet the standards of our accreditation and student learning outcomes. We will continue to evaluate the curriculum and revise as needed.

Plan for topic "Students completing the course will be able to perform correct placement of light-cure and self-cure sealants.": 2012/13

Results were very successful and I do not plan on changing strategy.

Plan for topic "Students completing the course will be able to perform correct placement of light-cure and self-cure sealants.": 2011/12

No changes. They are doing very well with this procedural technique.

Plan for topic "Students completing the course will be able to describe characteristics of dental material covered in class, including class OP material, structure, physical and medicinal characteristics, uses and handling.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to identify specific examples of each type or class, intended use, properties and manipulation.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to assess specific restorative materials by comparison of actual characteristics to the ideal.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to perform correct placement of light-cure and self-cure sealants.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to perform steps and understand rational for amalgam finishing and polishing.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to perform steps and understanding rationale for amalgam finishing and polishing.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to perform and demonstrate an understanding of the steps and technique for taking impressions.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to describe characteristics, placement, removal of periodontal dressings and sutures.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate knowledge of health and safety issues associated with dental materials.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
</table>
### DVC Instructional Course SLO Action Plans

#### 464. Expanded Functions for the Dental Hygienist [DENHY-131] belonging to Dental Hygiene [DENHY]

**Plan for topic "Students completing this course will be able to apply knowledge to clinical application for administering nitrous oxide/oxygen analgesia."**: 2020/21

The students completed the process more efficiently during the second skill evaluation. In the future, the students could simulate all steps prior to the first experience to help them understand the process.

**Plan for topic "Students completing the course will be able to link knowledge of nerve physiology, pharmacology, and possible complications to anesthetic assessment for client care needs."**: 2018/19

Video lectures by an expert in the field worked well. An opportunity for improvement is to emphasize the similarities among the injections to decrease the amount of memorizing some students thought they needed to do.

**Plan for topic "Students completing the course will be able to apply knowledge to clinical application for administering local anesthesia."**: 2018/19

We had challenges adjusting to the 16 week schedule. Round Robin vs. Instructors assigned to students assisted with calibration and expertise with each injection. Recommend using Round Robin for each clinic session.

**Plan for topic "Students completing the course will be able to identify the indications, management procedures, and complications related to nitrous oxide-oxygen sedation."**: 2018/19

On-line assignments helped students review the material before attending class. More emphasis on communication is needed.

**Plan for topic "Students completing this course will be able to apply knowledge to clinical application for administering nitrous oxide/oxygen analgesia."**: 2018/19

Allowing students to practice setting up the armamentarium as a team was helpful. New scheduling implemented in clinic provided more time to spend with the procedure as less time was needed for set-up and break-down of equipment.

**Plan for topic "Students completing this course will be able to apply knowledge to clinical application for administering nitrous oxide/oxygen analgesia."**: 2015/16

We will continue to monitor the curriculum content to ensure compliance with State regulations.

**Plan for topic "Students completing the course will be able to link knowledge of nerve physiology, pharmacology, and possible complications to anesthetic assessment for client care needs."**: 2014/15

No plan to change instructional information, teaching and assessment regarding this SLO topic.

**Plan for topic "Students completing the course will be able to apply knowledge to clinical application for administering local anesthesia."**: 2014/15

---

Course Action Plans | Outcome Assessment History | Page 853 of 2394
This course was revised in Fall 2014 and will be taught over an 18 week period in the Spring semester instead of a 9 week period. The curriculum content was updated to the new regulations of the California Dental Practice Act.

Plan for topic "Students completing the course will be able to identify the indications, management procedures, and complications related to nitrous oxide-oxygen sedation.": 2013/14

No plan of action is required. All students passed the exam pertaining to this Objective/SLO

Plan for topic "Students completing the course will be able to link knowledge of nerve physiology, pharmacology, and possible complications to anesthetic assessment for client care needs."; 2012/13

No changes at this time with this success.

Plan for topic "Students completing the course will be able to apply knowledge to clinical application for administering local anesthesia.": 2011/12

No changes. All students were successful and met all requirements for safety and administration of local anesthetics

Plan for topic "Students completing the course will be able to link knowledge of nerve physiology, pharmacology, and possible complications to anesthetic assessment for client care needs."; 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to apply knowledge to clinical application for administering local anesthesia."; 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to identify the indications, management procedures, and complications related to nitrous oxide-oxygen sedation."; 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
Plan for topic "Students completing the course will be able to use good communication skills effectively in the dental hygiene setting."

This final project was broken into multiple assignments in which students had an opportunity to submit, receive instructor feedback for better understanding and resubmit for grading. In addition an entire class session was devoted to a workshop where each group met with instructor for discussion and feedback.

For next year's action plan, expansion of the workshop session could include other components of the final project such as "Human Needs" focusing on effective communication techniques.

Plan for topic "Students completing the course will be able to relate well to others in ways that meet their need to be appreciated and protected."

As a plan of action the department will encourage instructors to invite students to attend student hours and meet with course instructors. This gives students a chance to share any specific needs and feel supported in the learning process. The online format provides breakout room opportunities that allow students to meet in a friendly yet low stress environment.

Plan for topic "Students completing this course will be able to demonstrate options for teaching methods and evaluate each for learning principles applied."

As a plan of action the department will continue to communicate with fellow instructors to share best practices targeting this SLO. In addition the action plan includes employing new teaching methodologies from flex workshops and other available resources including those available through the professional Dental Hygiene association. A future goal would be to push the students toward a higher level of critical thinking and be able to produce even higher quality presentations.

Plan for topic "Students completing this course will be able to use good communication techniques when dealing with clients & that enhance group process."

As a plan of action the department will continue to communicate with fellow instructors to share best practices targeting this SLO. In addition the action plan includes employing new teaching methodologies from flex workshops and other available resources including those available through the professional Dental Hygiene association. A future goal would be to push the students toward a higher level of critical thinking and be able to produce even higher quality presentations.

Plan for topic "Students completing this course will be able to discuss communication strategies and techniques to better facilitate effective interaction with clients and groups of various ages and cultural backgrounds."

This Group Presentation and Demonstration Project was a success because it gave students the opportunity to enhance their learning through researching topics, appropriately applying communication skills into specific scenarios and giving a demonstration (hands-on learning). The level of learning was aligned with the program goal of reaching an
intermediate level of competency at this point in the program and set the students up for success in the upcoming Fall semester in the clinic. This project was carefully designed to compliment and integrate with the other summer course offered, DH 136 Dental Hygiene Care for Clients with Special Needs. After looking at the results and having students complete a course evaluation, it would be helpful next year to give students more information about this final project during the first week of summer session so they can manage their time better.

**Plan for topic "Students completing the course will be able to use good communication techniques when dealing with clients & that enhance group process."**: 2015/16

I plan to give the students have opportunity to work in groups to brainstorm, discuss and formulate successful instruction techniques for working with various types of groups and populations. This will help prepare students for written comprehensive exam essay.

**Plan for topic "Students completing the course will be able to use good communication skills effectively in the dental hygiene setting."**: 2015/16

In order to demonstrate more effectively the required techniques I plan to require all students to use a PowerPoint for the presentation.

**Plan for topic "Students completing the course will be able to use good communication techniques when dealing with clients & that enhance group process."**: 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

**Plan for topic "Students completing the course will be able to relate well to others in ways that meet their need to be appreciated and protected."**: 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

**Plan for topic "Students completing this course will be able to demonstrate options for teaching methods and evaluate each for learning principles applied."**: 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

**Plan for topic "Students completing the course will be able to use good communication skills effectively in the dental hygiene setting."**: 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
466. Evaluation of Scientific Research [DENHY-134] belonging to Dental Hygiene [DENHY]

Plan for topic "Students completing the course will be able to explain the purpose research critiques and the role and responsibility of the reviewer." : 2018/19

Breaking the assignment into 2 submissions was helpful. A separate submission for each section might work better.

Plan for topic "Students completing this course will be able to identify and apply accepted standards to assess and evaluate current oral health research." : 2018/19

Breaking the assignment into 2 submissions was helpful. A separate submission for each section might work better.

Plan for topic "Students completing this course will be able to conduct a literature review following proper documentation of citations and referencing research sources." : 2016/17

Instructional videos were helpful for understanding content and expectation. More verbal communication would be helpful for some students. Feedback with opportunity for revision was also successful. This assignment could be improved with a verbal discussion of the rubric.

Plan for topic "Students completing the course will be able to discuss the functions of a professional journal." : 2014/15

Next spring I plan to incorporate this assignment earlier in the semester and partner with the chemistry students. I am hoping this will help the students describe the terms and concepts easier and be able to apply their knowledge by evaluating articles in professional journals.

Plan for topic "Students completing this course will be able to identify and apply accepted standards to assess and evaluate current oral health research." : 2013/14

I believe this assignment incorporated all topics covered in the reading/lecture portion of the course and gave the students the tools necessary to critically analyze scientific research and translate the research into practical experiences.

Plan for topic "Students completing the course will be able to explain the purpose research critiques and the role and responsibility of the reviewer." : 2013/14

I believe this assignment incorporated all topics covered in the reading/lecture portion of the course and gave the students the tools necessary to critically analyze scientific research and translate the research into practical experiences.

Plan for topic "Students completing this course will be able to identify and apply accepted standards to assess and evaluate current oral health research." : 2012/13

The plan is to retain this topic as is due to the fact that 20 out of 20 students received a 93% or above and was successful in the overall course.
### Plan for topic "Students completing the course will be able to identify tools and apply strategies to locate relevant information from a variety of research sources."

- **2009/10**

  Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

### Plan for topic "Students completing the course will be able to explain the purpose research critiques and the role and responsibility of the reviewer."  

- **2009/10**

  Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

### Plan for topic "Students completing this course will be able to identify and apply accepted standards to assess and evaluate current oral health research."

- **2009/10**

  Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

### Plan for topic "Students completing the course will be able to discuss the functions of a professional journal."

- **2009/10**

  Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

### Plan for topic "Students completing the course will be able to identify tools and apply strategies to locate relevant information from a variety of research sources."

- **2009/10**

  Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
Plan for topic "Students completing the course will be able to demonstrate a working knowledge of the vocabulary and terminology of pharmacology in order that he or she can read, interpret and converse intelligently about technical information pertaining to drugs."

2019/20

Next time, I need to do sample ones with the students that don't count to give them more practice and then have them turn in a homework assignment. There was some missing information in some of the prescriptions that we fixed by having multiple choice questions on the exam.

Plan for topic "Students completing the course will be able to synthesize information based on a drug and medical history in order to determine when medical consultation is appropriate."

2019/20

Oral presentations proved to be a good way for students to hear and learn the material from someone else. I will continue doing oral presentations in the future.

Plan for topic "Students completing the course will be able to anticipate potential complications of dental treatment in relation to medications taken by the client and drugs administered at the dental visit."

2019/20

Lecture with review of the material throughout the course helped to reinforce the important points regarding medications and dental treatment.

Plan for topic "Students completing the course will be able to anticipate potential complications of dental treatment in relation to medications taken by the client and drugs administered at the dental visit."

2016/17

Continue instruction and make updates as needed to remain current with this fast-changing course. Students are performing well.

Plan for topic "Students completing the course will be able to demonstrate the ability to properly record information on a written dental prescription for medication according to the verbal direction of the dentist using appropriate abbreviations and terminology."

2019/20

More practice with sample prescriptions will be given in the future.

Plan for topic "Students completing this course will be able to apply pharmacologic information from the course to appropriate client management given a simulated client case."

2019/20

These cases worked well and will be used again in the future.

Plan for topic "Students completing this course will be able to apply pharmacologic information from the course to appropriate client management given a simulated client case."

2016/17

I am pleased with the formatting of this SLO topic as it allows students to synthesize complex information over a period of time for the assignment. We are fortunate to have motivated and successful students in the Dental Hygiene program. At this time, I plan to recommend that the instructor for this course in the future consider continuing this method of assessing the SLO.

Plan for topic "Students completing this course will be able to apply pharmacologic information from the course to appropriate client management given a simulated client case."

2015/16

Continue instruction and make updates as needed to remain current with this fast-changing course. Students are performing well.
The students in our program regularly excel in achieving educational goals and outcomes, and so we are fortunate. It is rare for a student to fail to achieve. This year, all
students are on a path for successful progression through our sequenced courses. I plan to continue on a similar course of action for this course, and will continue to update this
rapidly changing body of information in pharmacology. I am also working more on case examples in order to connect the information to it's clinical application. This is an ongoing
process as we go forward.

Plan for topic "Students completing the course will be able to demonstrate a working knowledge of the vocabulary and terminology of
pharmacology in order that he or she can read, interpret and converse intelligently about technical information pertaining to drugs."

2013/14
There are no plans to alter anything specific at this time other that to continue to encourage students to stay up to date with the rapid pace of this course. The student who failed
to meet the criteria had been warned multiple times in this and other courses that he was at risk for not being successful. We are fortunate in our program to have the great
majority of students meet our criteria successfully each semester.

Plan for topic "Students completing the course will be able to synthesize information based on a drug and medical history in order to
determine when medical consultation is appropriate." 2012/13
I plan to continue to utilize similar lecturing/testing methods to continue to disseminate and evaluate students in this Pharmacology course due to the success rate of these
methods.
DVC Instructional Course SLO Action Plans

medications taken by the client and drugs administered at the dental visit." : 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
468. Dental Hygiene Care for Clients with Special Needs [DENHY-136] belonging to Dental Hygiene [DENHY]

Plan for topic "Students completing the course will be able to recognize and assess characteristics of various physiological/psychological conditions and/or disease status for clients with special needs."

This final project was broken into multiple assignments in which students had an opportunity to submit, receive instructor feedback for better understanding and resubmit for grading. In addition an entire class session was devoted to a workshop where each group met with instructor for discussion and feedback.

For next year's action plan, expansion of the workshop session could include other components of the final project such as "Human Needs" and modifications for special needs clients.

Plan for topic "Students completing the course will be able to demonstrate how to interact with people with special needs."

As a plan of action, the department can encourage all students by inviting students to attend student hours to meet with instructors. This gives students a chance to share any specific needs and feel supported in the learning process. The online format provides opportunities that allow students to meet in a friendly yet low stress environment in breakout rooms.

Plan for topic "Students completing the course will be able to describe the dental hygiene care process and modifications for clients with special needs."

An plan of action the department will be to continued to communicate with fellow instructors to share best practices targeting this SLO. In addition the action plan includes employing new teaching methodologies from flex workshops and other available resources including those available through the professional Dental Hygiene association. A future goal would be to challenge students to produce even higher quality presentations.

Plan for topic "Students completing the course will be able to describe the dental hygiene care process and modifications for clients with special needs."

As a plan of action the department will continue to communicate with fellow instructors to share best practices targeting this SLO. In addition, the action plan includes employing new teaching methodologies from flex workshops & other available resources including those provided through the professional Dental Hygiene association. A future goal would be to push the students toward a higher level of critical thinking and be able to produce even higher quality presentations.

Plan for topic "Students completing the course will be able to recognize and assess characteristics of various physiological/psychological conditions and/or disease status for clients with special needs."

This Group Presentation and Demonstration Project was a success because it gave students the opportunity to enhance their learning through researching topics, appropriately applying information learned into specific scenarios and giving a demonstration (hands-on learning). The level of learning was aligned with the program goal of reaching an intermediate level of competency at this point in the program and set the students up for success in the upcoming Fall semester in the clinic. This project was carefully designed to compliment and integrate with the other summer course offered, DH 133, a Communications Course. Next year, it would be helpful to give students more information about
this final project during the first week of summer session so they can manage their time better.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate how to interact with people with special needs.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to better evaluate the content, I plan to require students to submit a PowerPoint presentation to supplement the demonstration.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe the dental hygiene care process and modifications for clients with special needs.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>No further action is needed at this point in time. All students were successful.</td>
<td></td>
</tr>
</tbody>
</table>
469. Topics in Dental Hygiene [DENHY-150] belonging to Dental Hygiene [DENHY]
Plan for topic "Students completing the course will be able to recognize and synthesize information regarding common pathologic conditions, including their signs, symptoms, etiology and therapy."

Real life scenarios work well as a teaching method for students. It shows that they understand the material enough to make assessment about urgency and treatment options. Since this was a new course for me to present, I did not feel that I had enough time to apply more of these questions to homework assignments and examinations. The next time this course is presented, I will have more scenarios that help the students think through the conditions. I will also utilize Dental Jeopardy throughout the year (instead of one time at the end of the year) to help reinforce the material and the decision-making process.

Plan for topic "Students completing this course will be able to describe the normal development of the orofacial region and related pathologic processes occurring during development": 2015/16

I will plan to continue to teach and assess this topic using visual and lecture materials with updates as needed as topical changes occur. Otherwise, students are successful and no other changes are planned at this time.

Plan for topic "Students completing this course will be able to recognize specific traumatic lesions or traumatic conditions that are inflammatory in nature."

Things are generally working well. Most students easily meet the criteria established, but there always seems to be one or sometimes two who struggle in the course. I continue to explore additional ways to engage students and encourage immersion in the dental sciences.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the methodical diagnostic process for identifying oral lesions."

The current outcomes are satisfactory. I am fortunate to work with a highly motivated cohort of high achieving students. I plan to continue on the current path as well as continue to strive to present new and relevant topics regarding this important SLO. Our department is continuing to explore aspects of online learning via D2L and the flexibility it provides to "flip" the classroom with homework and learning aids posted online prior to class sessions. I plan to continue to add more content in this format in the future as it seems to enhance student learning and has positive student feedback.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the methodical diagnostic process for identifying oral lesions."

Since the students in this course are highly successful, there are no plans for change at this time.

Plan for topic "Students completing the course will be able to recognize and synthesize information regarding common pathologic conditions, including their signs, symptoms, etiology and therapy."

I am satisfied with the content and the results on this exam in the course. No changes at this time.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is traditionally a difficult course for students. For students struggling at the midterm, I work with the student to make a formal action plan which includes study sessions one on one with the instructor, joining a study group with peers, and suggestions such as taping the lectures and reviewing weekly information for retention.</td>
<td>DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies dated Oct 11, 2010</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify abnormalities in the oral cavity compared to normal structures.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of the methodical diagnostic process for identifying oral lesions.&quot;</td>
</tr>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td>Plan for topic &quot;Students completing the course will be able to recognize and synthesize information regarding common pathologic conditions, including their signs, symptoms, etiology and therapy.&quot;</td>
</tr>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to maintain high ethical standards for clinical practice."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
<td>Overall this was a worthwhile assignment and met both the course SLO as well as program SLO. Linking the case study to the ethical principles in the dental hygiene code of ethics was both interesting and useful for the students. One of the most valuable portions of the ethical dilemma was the class discussion after each group reported back. I would add more time and encourage this aspect in the future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>This multi-pronged assignment/assessment technique was a success because the students had several opportunities to learn through a variety of methods. The learning was more comprehensive and therefore better able to be directly applied in the final semester and also in the near future as new dental hygiene professionals. The level of learning was aligned with the program goal of reaching an intermediate to advanced level of competency at this point. For the case study assignment it would be helpful to give the students more time to work with their teams during class for more opportunity to have class discussions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>No change planned as all students were successful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>No plan for change is indicated at this time as all students passed successfully.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>No plan for change is indicated at this time as all students passed successfully.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
</table>
### Plan for topic "Students completing the course will be able to demonstrate an understanding of the processes of professional career that will help keep one safe from legal entanglements."

- **Ref:** "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

### Plan for topic "Students completing DENHY-223 will be able to Students completing this course will be able to demonstrate an understanding of the processes of state laws and regulations that will help keep one safe from legal entanglements."

- **Ref:** "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

### Plan for topic "Students completing the course will be able to link general aspects of practice management and the business of dental hygiene."

- **Ref:** "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
Plan for topic "Students completing the course will be able to define community oral health with emphasis on its history, organizational structures and impacts on the public.": 2019/20

I think it went well. I would like to cover more on public health to encourage more to seek jobs in public health.

Plan for topic "Students completing the course will be able to assess, by means of surveys, questionnaires, interviews, and other means, the oral health needs of a target group.": 2019/20

The group project went well. Next year I would like to have each student submit their own assessment of a population that I provide. This would confirm they understand.

Plan for topic "Students completing the course will be able to prepare a program plan in the community.": 2019/20

I think the project went well. The students feedback was to introduce more of the project in DENHY 225.

Plan for topic "Students completing the course will be able to conduct a needs assessment of a target population.": 2019/20

The group project went well. Next year I would like to have each student submit their own assessment of a population that I provide. This would confirm they understand.

Plan for topic "Students completing the course will be able to prepare a program plan in the community.": 2019/20

I think the project went well. The students feedback was to introduce more of the project in DENHY 225.

Plan for topic "Students completing DENHY-225 will be able to conduct a needs assessment of a target population.": 2019/20

The group project went well. Next year I would like to have each student submit their own assessment of a population that I provide. This would confirm they understand.

Plan for topic "Students completing the course will be able to prepare a program plan in the community.": 2019/20

I think the project went well. The students feedback was to introduce more of the project in DENHY 225.

Plan for topic "Students completing denhy-225 will be able to Discuss communication strategies and techniques to better facilitate effective interaction with clients and groups of various ages and cultural backgrounds.": 2019/20

I would like to have more than one lecture on this topic to make sure they have a deeper experience.

Plan for topic "Students completing the course will be able to debate community water fluoridation as an ideal public health solution from political and preventive perspectives.

": 2019/20

I think it went well. The students were excited and had fun. They were able to debate with science. I would like for them to connect what they have learned to clinic when working with patients.

Plan for topic "Students completing this course will be able to debate community water fluoridation as an ideal public health solution from political and preventive perspectives.

": 2016/17

It was difficult to hear the online debate. Some students were in the same room, and there was feedback between the computers. Moving this course to a hybrid or back to a face to face format will allow the debate to be held in the classroom where it will be more effective.

Plan for topic "Students completing the course will be able to define community oral health with emphasis on its history, organizational structures and impacts on the public.": 2014/15
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to assess, by means of surveys, questionnaires, interviews, and other means, the oral health needs of a target group.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>I will add structure to the assignment, including an individual component to be completed prior to the group component, with the goal of ensuring each student is contributing to the project while promoting collaboration within the group.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing DENHY-225 will be able to conduct a needs assessment of a target population.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>I will add structure to the assignment, including an individual component to be completed prior to the group component, with the goal of ensuring each student is contributing to the project while promoting collaboration within the group.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing DENHY-225 will be able to conduct a needs assessment of a target population.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>Utilize case studies to solidify understanding</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to assess, by means of surveys, questionnaires, interviews, and other means, the oral health needs of a target group.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>Utilize case studies to solidify understanding</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to prepare a program plan in the community.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>No changes at this time</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing denhy-225 will be able to Discuss communication strategies and techniques to better facilitate effective interaction with clients and groups of various ages and cultural backgrounds.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>No changes at this time</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to prepare a program plan in the community.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Rework rubric to clarify weakness</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to define community oral health with emphasis on its history, organizational structures and impacts on the public.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to assess, by means of surveys, questionnaires, interviews, and other means, the oral health needs of a target group.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing DENHY-225 will be able to conduct a needs assessment of a target population.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### Plan for topic "Students completing the course will be able to prepare a program plan in the community." : 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
<table>
<thead>
<tr>
<th>Topic</th>
<th>Notes</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to implement a program plan in the community.</td>
<td>Overall the class went well. I will continue to assist with the projects, with a slight change with the student to deliver the information.</td>
<td>2019/20</td>
</tr>
<tr>
<td>Students completing the course will be able to prepare a final report and a table clinic.</td>
<td>I would like to have the students participate on a state level with our professional organization's table clinic presentations. The organizations are California Dental Hygiene Associations and The American Dental Hygiene Associations.</td>
<td>2019/20</td>
</tr>
<tr>
<td>Students completing the course will be able to develop a table clinic presentation based on a Community Oral Health Project</td>
<td>I would like to have the students participate on a state level with our professional organization's table clinic presentations. The organizations are California Dental Hygiene Associations and The American Dental Hygiene Associations.</td>
<td>2019/20</td>
</tr>
<tr>
<td>Students completing this course will be able to conduct screening, referral, and educational services that allow clients to access the resources of the health care system.</td>
<td>The reflective essays were instrumental in creating an awareness in the students of their own learning. Finding more opportunities within the community will allow the students to expand upon this objective.</td>
<td>2016/17</td>
</tr>
<tr>
<td>Students completing the course will be able to implement a program plan in the community.</td>
<td>No action necessary at this time.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to organize, analyze, and interpret data from a program plan using biostatistical tools.</td>
<td>No action needed at this time.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to prepare a final report and a table clinic.</td>
<td>I would like to change the venue of the Table Clinic to a meeting of our professional organization to provide greater opportunity to educate the public in the community involvement of our students.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to develop a table clinic presentation based on a Community Oral Health Project</td>
<td>I would like to change the venue of the Table Clinic to a meeting of our professional organization to provide greater opportunity to educate the public in the community involvement of our students.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to implement a program plan in the community.</td>
<td>No action necessary at this time.</td>
<td>2013/14</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to organize, analyze, and interpret data from a program plan using biostatistical tools.": 2013/14
No action necessary at this time

Plan for topic "Students completing the course will be able to prepare a final report and a table clinic.": 2013/14
No action needed at this time

Plan for topic "Students completing the course will be able to develop a table clinic presentation based on a Community Oral Health Project": 2013/14
No action needed at this time

Plan for topic "Students completing the course will be able to prepare a final report and a table clinic.": 2012/13
No action necessary

Plan for topic "Students completing the course will be able to develop a table clinic presentation based on a Community Oral Health Project": 2012/13
No action necessary

Plan for topic "Students completing the course will be able to develop a table clinic presentation based on a Community Oral Health Project": 2011/12
No changes at this time

Plan for topic "Students completing the course will be able to prepare a final report and a table clinic.": 2011/12
No changes at this time

Plan for topic "Students completing the course will be able to implement a program plan in the community.": 2009/10
Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to organize, analyze, and interpret data from a program plan using biostatistical tools.": 2009/10
Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to prepare a final report and a table clinic.": 2009/10
Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to develop a table clinic presentation based on a Community Oral Health Project": 2009/10
Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
# DVC Instructional Course SLO Action Plans

## 474. Advanced Periodontics and Dental Hygiene Topics [DENHY-227] belonging to Dental Hygiene [DENHY]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to demonstrate skill in the implementation of client care.</strong>: 2018/19</td>
<td>A formatted template for the written report worked well in order to capture the required information. In grading the reports I noticed small discrepancies with the template and the rubric. Those discrepancies have been updated to match going forward.</td>
</tr>
<tr>
<td><strong>Students completing the course will be able to evaluate instrument sharpening techniques and choices of instruments used.</strong>: 2017/18</td>
<td>While the students were successful in completing the assignment, all students expressed their dislike of sharpening instruments due to fear of damaging their instruments and lack of confidence in their ability to properly sharpen their instruments. I will be working with the 1st year coordinator who introduces the concept of sharpening instruments to the 1st year students in the Spring semester to create a hands-on experience that will build the skill and confidence of the students. We will continue this positive experience when I teach the students advanced sharpening techniques during their 2nd year, Fall semester.</td>
</tr>
<tr>
<td><strong>Students completing this course will be able to develop and present a case documentation for a periodontally involved client.</strong>: 2015/16</td>
<td>We are fortunate in the dental hygiene program to work with a group of highly motivated students. Overall, the students are doing well. Though the students work hard, there are some struggles to obtain the appropriate type of client case in clinic to carry out this report. In the future, it will be emphasized how important it is to recruit appropriate periodontally involved clients in the clinic course. Students also needed more emphasis on patient education in their reports, and this will be reviewed in more detail with them during the lectures in DenHy 227.</td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate knowledge on how evidence-based decision making can enhance clinical skills and client education.</strong>: 2014/15</td>
<td>Students are currently successful in their topics projects and are well above the passing score of 75%. Students are well versed in special needs and achieve higher passing scores than expected.</td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate skill in the implementation of client care.</strong>: 2013/14</td>
<td>All 20 students completed with 100% accuracy the skill of subgingival irrigation in the implementation of client care.</td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate skill in the implementation of client care.</strong>: 2012/13</td>
<td>All students have successfully performed advanced fulcrums to level of competency. There are no changes at this time.</td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate knowledge on how evidence-based decision making can enhance clinical skills and client education.</strong>: 2011/12</td>
<td>No change planned at this time. Results are excellent.</td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate knowledge on how evidence-based decision making can enhance clinical skills and client education.</strong>: 2010/11</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate skill in the implementation of client care.</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate knowledge on how evidence-based decision making can enhance clinical skills and client education.</strong>: 2008/09</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate knowledge on how evidence-based decision making can enhance clinical skills and client education.</strong>: 2007/08</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate skill in the implementation of client care.</strong>: 2006/07</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate knowledge on how evidence-based decision making can enhance clinical skills and client education.</strong>: 2005/06</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate skill in the implementation of client care.</strong>: 2004/05</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate knowledge on how evidence-based decision making can enhance clinical skills and client education.</strong>: 2003/04</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate skill in the implementation of client care.</strong>: 2002/03</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate knowledge on how evidence-based decision making can enhance clinical skills and client education.</strong>: 2001/02</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Enhancement</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to evaluate instrument sharpening techniques and choices of instruments used.&quot;</strong></td>
<td></td>
</tr>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>

*Enhance clinical skills and client education.*

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
DVC Instructional Course SLO Action Plans

475. Advanced Clinical Dental Hygiene Care I [DENHY-230] belonging to Dental Hygiene [DENHY]

Plan for topic "Students completing the course will be able to apply therapeutic dental hygiene care for individuals in a variety of settings.": 2018/19

Our current level of learning demonstrates a high level of competency in this assessment. We review these competencies on an annual basis to make sure we are aligned with our outside accrediting agencies. We also have consultation with our advisory committee meetings to assure that we are aligned with duties performed in the private sector of dentistry.

Plan for topic "Students completing the course will be able to assess, plan, and implement dental health care.": 2016/17

No improvement at this time. I will be keeping the worksheet form and not making additional changes

Plan for topic "Students completing the course will be able to apply therapeutic dental hygiene care for individuals in a variety of settings.": 2015/16

Method of instruction is currently working. Our students are dependent on the types of clients that come to our clinic for treatment. This can have an impact on student learning outcomes if we do not get enough appropriate clients to our clinic. Our department requests the help of our advisory committee for help in soliciting the local dentists to help send clients to our clinic. Our students are required to do recruitment of new clients for our clinic by visiting local sites (Walmart) and the DVC campus. Our accrediting board CODA only states that minimal competency is met by the therapeutic agents. Our department has determined over a period of years how many therapeutic agents need to be performed for a student to meet minimal competency.

Plan for topic "Students completing the course will be able to assess, plan, and implement dental health care.": 2014/15

Results show that 100% of students taking test cases passed with a 75% or above. No plan to change testing at this time.

Plan for topic "Students completing the course will be able to apply appropriate life support measures for medical emergencies they may encounter." : 2013/14

All students passed mock emergencies with a score of 85% or above.

Plan for topic "Students completing the course will be able to assess, plan, and implement dental health care.": 2012/13

The students reached the required level of competency. No remediation was necessary. No further plan of action required.

Plan for topic "Students completing the course will be able to apply therapeutic dental hygiene care for individuals in a variety of settings.": 2011/12

Acting plan is sufficient

Plan for topic "Students completing the course will be able to apply appropriate life support measures for medical emergencies they may encounter.": 2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
## DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to assess, plan, and implement dental health care.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply evidence-based decision making.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply therapeutic dental hygiene care for individuals in a variety of settings.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref: &quot;DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies&quot; dated Oct 11, 2010</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

#### 476. Advanced Clinical Dental Hygiene Care II [DENHY-231] belonging to Dental Hygiene [DENHY]

**Plan for topic "Students completing the course will be able to demonstrate client satisfaction with quality dental hygiene education and care."": 2018/19**

The dental programs will continue to use the client surveys as they are required for our accreditation agency Commission on Dental Auxillaries. We will continue to demonstrate that the public population that we see in our dental clinic are satisfied with the quality of dental hygiene care and information that they received from services from our students.

**Plan for topic "Students completing this course will be able to perform scaling and debridement, power scaling and debridement, gingival curettage, subgingival irrigation, administration of local anesthetic, administration of nitrous oxide, interim therapeutic restorations, pit and fissure sealants, fluoride therapy, whitening, nutritional counseling and imaging and interpreting radiographs."": 2016/17**

All students were successful in achieving the program's goal of 75% or above on the first try. No change is need in how the exam is conducted or its criteria. However, the success of the exam is directly related on student recruitment of new clients to our clinic. This can vary from semester to semester. I would like to see more advertisement of our clinic to the general public to help with this issue.

**Plan for topic "Students completing DENHY 231 will be able to provide dental hygiene care for client with special needs defined by having any physical or mental impairment that results in an inability for the client to perform oral hygiene care."": 2014/15**

No action is needed at this time. Will continue to assess each semester and adjust if necessary.

**Plan for topic "Students completing the course will be able to provide preventive, educational, collaborative and therapeutic dental hygiene care for individuals in a variety of settings."": 2013/14**

We plan to continue to with our current assessments and rubric with 100% students achieving 85-90% above the minimum of 75%. We feel confident with our goals and achievements in this area.

**Plan for topic "Students completing DENHY 231 will be able to provide dental hygiene care for client with special needs defined by having any physical or mental impairment that results in an inability for the client to perform oral hygiene care."": 2012/13**

No changes at this time.

**Plan for topic "Students completing the course will be able to provide preventive, educational, collaborative and therapeutic dental hygiene care for individuals in a variety of settings."": 2011/12**

Continue process—its working successfully.

**Plan for topic "Students completing the course will be able to provide preventive, educational, collaborative and therapeutic dental hygiene care for individuals in a variety of settings."": 2009/10**

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to demonstrate client satisfaction with quality dental hygiene education and care.": 2009/10
Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to demonstrate competency in interpersonal and communication skills to diverse population groups.": 2009/10
Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
### 477. Transitioning from Student to Dental Professional [DENHY-290] belonging to Dental Hygiene [DENHY]

#### Plan for topic "Students completing this course will be able to create a personal financial statement." : 2019/20

This was a very successful semester in DENHY 290. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

#### Plan for topic "Students completing this course will be able to create a personal financial statement." : 2016/17

This was the first semester the course was offered for both the dental assisting and hygiene cohorts. While both are dental professionals, the method of payment is different for hygienists and assistants. We will be revising this assignment to take all scenarios into consideration so the students can better budget their monthly expenses.
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
<th>Page 881 of 2394</th>
</tr>
</thead>
<tbody>
<tr>
<td>478. RDH Examination Preparation [DENHY-295] belonging to Dental Hygiene [DENHY]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Plan for topic "Students completing the course will be able to exhibit professionalism during the delivery of dental hygiene care."

2018/19

We will assess it next time it is offered as last offered in 2014. We will assess it next time it is offered.

Plan for topic "Students completing the course will be able to evaluate when clients meet the guidelines of the California RDH examination."

2018/19

This course was last assessed in 2014. Our plan to access this course the next time it is offered.

Plan for topic "Students completing the course will be able to evaluate when clients meet the guidelines of the California RDH examination."

2014/15

Student was 100% successful in choosing the appropriate client as put forth by the guidelines of the California RDH exam. Students also passed the exam for licensing.

Plan for topic "Students completing the course will be able to exhibit professionalism during the delivery of dental hygiene care."

2013/14

Excellent results. Each student passed with 100% accuracy according to the rubric.

Plan for topic "Students completing the course will be able to exhibit professionalism during the delivery of dental hygiene care."

2013/14

Students were successful in evaluation clients that meet the guidelines of the California RDH exam. Both students passed the exam. We had 100% pass rate on this exam.

Plan for topic "Students completing the course will be able to evaluate when clients meet the guidelines of the California RDH examination."

2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to evaluate when clients meet the guidelines of the California RDH examination."

2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010

Plan for topic "Students completing the course will be able to describe the organization/flow of the California RDH exam."

2009/10

Ref: "DVC Accreditation Document, Dental Hygiene Course Objectives, Skill Development/Competencies" dated Oct 11, 2010
DVC Instructional Course SLO Action Plans

479. Independent Study [DENHY-298] belonging to Dental Hygiene [DENHY]
DVC Instructional Course SLO Action Plans

480. Student Instructional Assistant [DENHY-299] belonging to Dental Hygiene [DENHY]
481. Overview of the Dental Professions [DENTL-110] belonging to Dental Assisting [DENTL]
Plan for topic "Students completing the course will be able to demonstrate an understanding of the general concepts of dentistry."

This course has not been offered since 2016 due to a shortage of faculty able/willing to teach the course. We are hoping to offer this course again in 2020 or 2021 and it will be assessed next time it is offered.
Plan for topic "Students completing the course will be able to define the regulations required for health and safety to allow the students to perform chairside dental procedures.": 2011/12

The faculty have determined that SLO assessments should incorporate a variety of question types to better assess student's different learning styles. By using a variety of question types the faculty will be able to determine the students ability to comprehend material presented in a variety of formats. The faculty are discussing developing a "hands on" assessment process modeled on the system used in Dental Hygiene. The new assessment system will be used during the next SLO cycle.
The faculty have determined that SLO assessments should incorporate a variety of question types to better assess student's different learning styles. By using a variety of question types the faculty will be able to determine the students ability to comprehend material presented in a variety of formats. The faculty are discussing developing a "hands on" assessment process modeled on the system used in Dental Hygiene. The new assessment system will be used during the next SLO cycle.
<table>
<thead>
<tr>
<th>Topic Description</th>
<th>Plan for topic</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing this course will be able to describe the various types of dental imaging media and their holders.</td>
<td>2019/20</td>
<td>This was a very successful semester in DENTL 150. This course was implemented to help students understand Dental Radiography. It was very successful this year, so I do not currently plan to make a change.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing this course will be able to recognize types of restorative materials, foreign objects, developmental and acquired defects of the teeth and lesions of the jaw.&quot;</td>
<td>2019/20</td>
<td>In addition to the required textbook material, the discipline faculty feel they would like to increase the variety of dental radiography samples for evaluation during lab sessions to help the students recognize types of restorative materials, foreign objects, developmental and acquired defects of the teeth and lesions of the jaw. The discipline faculty feel by increasing the variety of dental radiography samples, it will increase the students retention in recognize types of restorative materials, foreign objects, developmental and acquired defects of the teeth and lesions of the jaw.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing this course will be able to describe radiographic terms and parts of the x-ray unit.&quot;</td>
<td>2019/20</td>
<td>This was a very successful semester in DENTL 150. This course was implemented to help students understand Dental Radiography. It was very successful this year, so I do not currently plan to make a change.</td>
</tr>
</tbody>
</table>

This information was shared with all discipline faculty and advisory group.
Plan for topic "Students completing the course will be able to demonstrate knowledge of the digestive system.": 2018/19

This was a very successful semester in DENTL 171. Last year, many changes were made in this class to help students understand the digestive system. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the anatomical terms of the oral cavity.": 2017/18

This was a very successful semester in DENTL 171. This year, many changes were made in this class to help students understand Dental Anatomy. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the bones of the skull.": 2016/17

In addition to the labeling exercises and Plickers, a digital assessment tool, the discipline faculty feel they would like to modify the existing rubrics so that they are better aligned with the Plickers technology. This is the first attempt at using this digital tool. This assessment tool helps to quickly identify subject areas and concepts that students are struggling with so the instructor address them in a future meeting. This is a flexible tool which can be used quickly and efficiently in multiple ways to gather data.

Students surveyed at the end of class said they enjoyed this activity and found it useful and engaging. In the survey, the students suggested that this assessment technique be utilized in other classes. This information has been shared with rest of Dental Assisting faculty. The department is already considering leveraging it in other courses so that it may be utilized in other SLO areas.
The department is determining whether to combine Plickers technology with clay anatomy activity that was used as the previous SLO assessment tool. But that will be determined on how much student assessment data can be derived once the faculty master the use of Plickers.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing this course will be able to demonstrate knowledge of landmarks and surfaces of the teeth": 2016/17

Charting exercises proved to work well in memory retention of tooth surfaces. Identifying projects helped with tooth identification.

Implementation of the Plickers technology proved in real time what components students struggled with. It was also helpful when used in a testing form versus a review format. The students love the use of technology and enjoyed it as an alternative to regular testing.

The charting exercises were on paper and moving the assignments into a digital/electronic format would improve the charting assignment process. The department is determining how to transition the assignment to Canvas to improve the charting experience for the instructor and the student. But that will be determined on how to best set up the assignments in Canvas to make it more efficient.

This information will be shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the anatomical terms of the oral cavity":
DVC Instructional Course SLO Action Plans

2014/15

During this cycle the faculty have initiated a two part assessment to this SLO (quiz & diagram) that we will track to see if it helps students understand the learning outcome. Currently the American Dental Association has not required any changes to our curriculum in this area.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the digestive system.": 2014/15

The faculty have determined that the current SLO assessments are well developed and see no need to change the assessment process. The faculty feel that to increase the effectiveness of the learning outcome by students they will introduce additional material covering the digestive system. They feel this additional material will better prepare the students for this SLO. Currently the American Dental Association has not required any changes to our curriculum in this area.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the bones of the skull." : 2014/15

The faculty piloted a new clay anatomy activity to help reinforce the relationships between bones and muscles in regard to their function in mastication and feel that it has been extremely successful. The faculty will keep using the current SLO assessments and monitor the performance of this new activity. Currently the American Dental Association has not required any changes to our curriculum in this area.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the anatomical terms of the oral cavity." : 2014/15

The faculty have determined that the current SLO assessments are well developed and see no need to change the assessment process but will monitor these objectives as we pilot a new clay anatomy activity to help reinforce the relationships between bones and muscles in regard to their function in mastication. Currently the American Dental Association has not required any changes to our curriculum.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the digestive system.": 2013/14

The faculty have determined that the current SLO assessments are well developed and see no need to change the assessment process but will monitor these objectives as we pilot a new clay anatomy activity to help reinforce the relationships between bones and muscles in regard to their function in mastication. Currently the American Dental Association has not required any changes to our curriculum.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the bones of the skull." : 2013/14

The faculty have determined that the current SLO assessments are well developed and see no need to change the assessment process but will monitor these objectives as we pilot a new clay anatomy activity to help reinforce the relationships between bones and muscles in regard to their function in mastication. Currently the American Dental Association has not required any changes to our curriculum.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the anatomical terms of the oral cavity." : 2013/14

We will continue to emphasize the familiarization of the intraoral anatomy (morphology) so that the students will be successful in moving through the program. This is a foundation skill.

Course Action Plans  Outcome Assessment History  Page 890 of 2394
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate knowledge of the digestive system.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to make the connection between the oral cavity and the digestive process in conjunction with the patient's total health profile.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate knowledge of the bones of the skull.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to emphasize the relationship between the bone and muscle structures of the skull in regards to the proper functioning of mastication.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate knowledge of the anatomical terms of the oral cavity.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>My plan would be to arrange the lab exam to reflect the model teeth as well as the human teeth.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate knowledge of the digestive system.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No further plan is needed as the explanation, handouts and competency along with the lecture provides the students with the knowledge to perform the competency.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate knowledge of the bones of the skull.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No further plan is needed as the explanation, handouts and competency along with the lecture provides the students with the knowledge to perform the competency.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate knowledge of the anatomical terms of the oral cavity.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No further plan is needed as the explanation, handouts and competency along with the lecture provides the students with the knowledge to perform the competency.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to identify instruments, burs, and accessories." : 2018/19

This was a very successful semester in DENTL 173. Last year, many changes were made in this class to help students understand instruments and burs. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to review a patient’s dental and medical history." : 2017/18

This was a very successful semester in DENTL 173. Since it was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to seat and dismiss patients." : 2016/17

In addition to the competency, faculty is going to add seating and dismissing patients to chair side procedures in the Fall semester to allow the students additional hands on experience before they see patients in the Spring semester.

Plan for topic "Students completing the course will be able to identify instruments, burs, and accessories." : 2015/16

In addition to the required textbook material, the discipline faculty feel they would like to increase the amount of hands on time during lab sessions to help the students recognize the different instruments/burs and their function. The discipline faculty feel by increasing the physical manipulation of instruments/burs, it will increase the students retention in identifying the instruments/burs and their functions. In addition to reading about the instruments/burs, students will actually hold and use instruments/burs in the lab setting.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to seat and dismiss patients." : 2014/15

The faculty have determined that the current SLO assessments are well developed and will attempted to incorporate an additional assessment method. Initially, the faculty
DVC Instructional Course SLO Action Plans

attempted to utilize digital photos to evaluate this process and did not find it easy and useful. The faculty will investigate using a digital video instead to assess this learning outcome. Currently the American Dental Association has not required any changes to our curriculum in this area.

Plan for topic "Students completing the course will be able to review a patient's dental and medical history.": 2014/15

The faculty have determined that the current SLO assessments are well developed and see no need to change the assessment process but will monitor these objectives. The faculty will investigate using a digital video instead to assess this learning outcome. Currently the American Dental Association has not required any changes to our curriculum in this area.

Plan for topic "Students completing the course will be able to identify instruments, burs, and accessories.": 2014/15

The faculty have determined that the current SLO assessments are well developed and see no need to change the assessment process but will monitor these objectives. The faculty also used digital photos to evaluate students' tray setups for assessment. Currently the American Dental Association has not required any changes to our curriculum in this area.

Plan for topic "Students completing the course will be able to seat and dismiss patients.": 2013/14

The faculty will be attempting to utilize digital photos by the class and allow students to document their successful tray setups for future review and preparation. Currently the American Dental Association has not required any changes to our curriculum.

Plan for topic "Students completing the course will be able to review a patient's dental and medical history.": 2013/14

This assessment emphasizes the need of the student to review the patient's dental and medical health history before the beginning of an dental procedure and the important role it plays in the patient's overall experience.

Plan for topic "Students completing the course will be able to identify instruments, burs, and accessories.": 2013/14

This assessment emphasizes the need of the student to review the patient's dental and medical health history before the beginning of an dental procedure and the important role it plays in the patient's overall experience.
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to identify instruments, burs, and accessories."**: 2012/13

This assessment emphasizes the need of the student to be able to identifying instruments, burs and hand-pieces according to the dental procedure.

**Plan for topic "Students completing the course will be able to seat and dismiss patients."**: 2011/12

I would add to the competency that the students are evaluate reviewing the patient's health history and making note of any medical contraindications.

**Plan for topic "Students completing the course will be able to seat and dismiss patients."**: 2010/11

No further action plan is needed as the explanation, handouts and competencies along with the demonstrations provides the students with knowledge to perform the competency.

**Plan for topic "Students completing the course will be able to review a patient's dental and medical history."**: 2010/11

No further action plan is needed as the explanation, handouts, and demonstration provides the student with the knowledge to perform the competency.

**Plan for topic "Students completing the course will be able to identify instruments, burs, and accessories."**: 2010/11

No further action plan is needed as the explanation handouts and competencies along with the lecture and demonstration provides the student with the knowledge to perform the competency.
Plan for topic "Students completing the course will be able to identify and demonstrate the techniques used to trim maxillary and mandibular study models.": 2018/19

This was a very successful semester in DENTL 174. Last year, many changes were made in this class to help students understand maxillary and mandibular study models. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to identify and demonstrate the manipulative techniques used to mix dental luting cements.": 2017/18

This was a very successful semester in DENTL 174. Last year, many changes were made in this class to help students understand dental cements. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to demonstrate the ability to secure a bite registration using a facebow.": 2016/17

The facebow competency went as planned this year and we adapted the use of the rubric. The rubric helped with the grading process and we will continue to use rubrics with our competencies to evaluate students.

Plan for topic "Students completing the course will be able to identify and demonstrate the manipulative techniques used with composite resin restorative material.": 2015/16

The composite resin restorative material is continuously evolving. Keep an active awareness to update material techniques and stay current with new dental material achievements.

Plan for topic "Students completing the course will be able to identify and demonstrate the techniques used to trim maxillary and mandibular study models.": 2015/16

The discipline faculty are happy with these results and are continuing to add more hands on time where students can practice trimming maxillary and mandibular study models.
DVC Instructional Course SLO Action Plans

The discipline faculty feel by increasing the amount of time spent on trimming maxillary and mandibular study models, it will increase the students retention in identifying and demonstrating the techniques.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing DENTL-174 will be able to demonstrate the ability to secure a bite registration using a facebow."

2014/15

Based on the results, I will continue to teach this activity utilizing the information provided in lecture and laboratory.

Plan for topic "Students completing the course will be able to identify and demonstrate the manipulative techniques used to mix dental luting cements." 2011/12

Later in the semester the student upon request must be able to manipulate this material to a 100% competency.

Plan for topic "Students completing the course will be able to identify and demonstrate the manipulative techniques used to mix dental luting cements." 2009/10

No further action plan is needed as the explanation, handouts and competencies along with demonstration provides the student with knowledge to perform the competency.

Plan for topic "Students completing the course will be able to identify and demonstrate the manipulative techniques used with composite resin restorative material." 2009/10

No further action plan is needed as the explanation, handouts, and competencies along with demonstration provides the student with knowledge to perform the competency.

Plan for topic "Students completing the course will be able to identify and demonstrate the techniques used to trim maxillary and mandibular study models." 2009/10

Students are given handouts, competency and demonstration on trimming models to stated criteria.
Plan for topic "Students completing the course will be able to identify and demonstrate techniques of disinfection.": 2018/19
This was a very successful semester in DENTL 175. Last year, many changes were made in this class to help students understand the techniques of disinfection. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to identify and demonstrate techniques of sterilization": 2017/18
This was a very successful semester in DENTL 175. This year, many changes were made in this class to help students understand sterilization. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to identify and demonstrate techniques of sterilization": 2016/17
We are very happy with the changes that were made to the infection control course and find our students very prepared and knowledgeable in the principles of infection control.

Plan for topic "Students completing the course will be able to identify and demonstrate techniques of disinfection.": 2015/16
This course is always a work in progress. We will continue to monitor the progress of the student's work to ensure it complies with the State and accreditation standards.

Plan for topic "Students completing the course will be able to identify and demonstrate techniques of sterilization": 2015/16
In addition to the required textbook material, the discipline faculty feel they would like to increase the amount of hands on time during lab sessions to help the students be able to identify and demonstrate techniques of sterilization. The discipline faculty feel by increasing the time spent on techniques of sterilization, it will increase the students retention in identifying and demonstrating the techniques. In addition to reading about the instruments/burs, students will be required to complete each method of sterilization multiple times in a lab setting.
This information was shared with all discipline faculty and advisory group.

**Plan for topic "Students completing DENTL-175 will be able to demonstrate the principles of infection control including, handwashing and Standard Precautions (Personal Protective Equipment), according to state and federal regulations and guidelines."**: 2014/15

No further action is needed.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques of Standard Precautions."**: 2013/14

Revised outcome to 88% of students completing this course will be able to perform at 75% competency.

**Plan for topic "Students completing DENTL-175 will be able to identify and then chart a variety of existing and diagnosed conditions of teeth."**: 2013/14

Revised outcome to 88% of students completing this course will be able to perform at 75% competency.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques of disinfection."**: 2013/14

for Fall 2013: a. & b. 90% of students completing the course will be able to pass exams at 75% competency.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques of sterilization"**: 2013/14

The department will not be replacing the current assessment topic and will not be adjusting the criteria baseline. This program is cohort based, so this current course is only offered in the fall semester. The department recommends no changes at this time, but continued review of data gathered for this assessment topic.

**Plan for topic "Students completing DENTL-175 will be able to identify and then chart a variety of existing and diagnosed conditions of teeth."**: 2012/13

The department will be replacing the current assessment topic with a new assessment topic for the next cycle. This program is cohort based so this current course is only offered in the fall semester. This cohort has performed at the same level as previous cohorts so we would like to assess a different area of the course during the next cycle, thus the changing of the assessment topic.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques of Standard Precautions."**: 2012/13

The department will be replacing the current assessment topic with a new assessment topic for the next cycle. This program is cohort based so this current course is only offered in the fall semester. This cohort has performed at the same level as previous cohorts so we would like to assess a different area of the course during the next cycle, thus the changing of the assessment topic.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques of disinfection."**: 2012/13

The department will not be replacing the current assessment topic but will adjust the criteria baseline. This program is cohort based so this current course is only offered in the fall semester. This cohort has performed at a similar level as previous cohorts so we would like to adjust the criteria to a higher baseline and see if the students respond to this more stringent criteria. We will implement this in the next cycle. After evaluating the data for this outcome, increase the criteria to for both (a) and (b) to "At least 90% of students completing this course will be able to pass exams at 75% competency."
### Plan for topic "Students completing the course will be able to identify and demonstrate techniques of sterilization": 2012/13

The department will not be replacing the current assessment topic and will not be adjusting the criteria baseline. This program is cohort based so this current course is only offered in the fall semester. The department recommends no changes at this time but continued review of data gathered for this assessment topic.

### Plan for topic "Students completing the course will be able to identify and demonstrate techniques of Standard Precautions.": 2009/10

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>no changes</td>
</tr>
<tr>
<td>b.</td>
<td>no changes</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing DENTL-175 will be able to identify and then chart a variety of existing and diagnosed conditions of teeth.": 2009/10

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>no changes</td>
</tr>
<tr>
<td>b.</td>
<td>no changes</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to identify and demonstrate techniques of disinfection.": 2009/10

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>no changes</td>
</tr>
<tr>
<td>b.</td>
<td>no changes</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to identify and demonstrate techniques of sterilization": 2009/10

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>no changes</td>
</tr>
<tr>
<td>b.</td>
<td>Change to &quot;100% of students completing the course will demonstrate skills at 75% competency. Students may repeat competencies as needed to reach 75% competency.&quot;</td>
</tr>
</tbody>
</table>
488. Dental Office Management [DENTL-180] belonging to Dental Assisting [DENTL]

Plan for topic "Students completing the course will be able to identify and demonstrate the various factors necessary to effectively schedule patients for a dental practice.": 2019/20

This was a very successful semester in DENTL 180. Last year, many changes were made in this class to help students understand financial transactions. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing DENTL-180 will be able to complete a financial transaction.": 2019/20

This was a very successful semester in DENTL 180. Last year, many changes were made in this class to help students understand financial transactions. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to identify and demonstrate setting up a computerized dental office practice using Dentrix dental software.": 2018/19

This was a very successful semester in DENTL 180. Last year, many changes were made in this class to help students understand third-party dental insurance claims. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing DENTL-180 will be able to identify and demonstrate the various factors necessary to effectively process a third-party dental insurance claim.": 2018/19
This was a very successful semester in DENTL 180. Last year, many changes were made in this class to help students understand third-party dental insurance claims. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to identify and demonstrate the relationship of dental jurisprudence and ethics": 2017/18

This was a very successful semester in DENTL 180. Last year, many changes were made in this class to help students understand law and ethics. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing DENTL-180 will be able to complete a financial transaction.

The discipline faculty was very pleased with the results and the knowledge the students displayed in completing a financial transaction.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to identify and demonstrate the various factors necessary to effectively schedule patients for a dental practice.

The discipline faculty was very pleased with the results and the knowledge the students displayed in completing a financial transaction.
## DVC Instructional Course SLO Action Plans

This information was shared with all discipline faculty and advisory group.

### Plan for topic "Students completing DENTL-180 will be able to..."

**2015/16**

This course is always a work in progress. We will continue to monitor the progress of the student's work to ensure it complies with State and accreditation standards.

### Plan for topic "Students completing the course will be able to..."

**2015/16**

This course is always a work in progress. We will continue to monitor the progress of the student's work to ensure it complies with State and accreditation standards.

### Plan for topic "Students completing the course will be able to..."

**2014/15**

2014-09-29: The department recommends continuing to assess this topic at this revised level for at least another year, then consider increasing the competency to 80% if performance remains at a similar level.

2015-05-28: We would like to increase the criteria to 90% of the students completing the course will pass exams and assignments with a cumulative score of 75% or higher.

### Plan for topic "Students completing the course will be able to..."

**2014/15**

Revise to 85% of students completing the course will perform at 85% competency.

### Plan for topic "Students completing DENTL-180 will be able to..."

**2015/16**

Revise to 85% of students completing the course will perform at 85% competency.

### Plan for topic "Students completing the course will be able to..."

**2015/16**

The department will not be replacing the current assessment topic. This program is cohort based so this current course is only offered in the spring semester. The department will continue to assess this topic as revised for at least another semester.

### Plan for topic "Students completing DENTL-180 will be able to..."

**2015/16**

The department will not be replacing the current assessment topic. This program is cohort based so this current course is only offered in the spring semester. The department will continue to assess this topic as revised for at least another semester.

### Plan for topic "Students completing DENTL-180 will be able to..."

**2015/16**

The department will not be replacing the current assessment topic. This program is cohort based so this current course is only offered in the spring semester. The department will continue to assess this topic as revised for at least another semester.

### Plan for topic "Students completing DENTL-180 will be able to..."

**2012/13**

The department will not be replacing the current assessment topic. This program is cohort based so this current course is only offered in the spring semester. The department will continue to assess this topic as revised for at least another semester.
The department will be replacing the current assessment topic with a new assessment topic for the next cycle. This program is cohort based so this current course is only offered in the spring semester. This cohort has performed at the same level as previous cohorts so we would like to assess a different area of the course during the next cycle, thus the changing of the assessment topic.

Plan for topic "Students completing the course will be able to Identify and demonstrate setting up a computerized dental office practice using Dentrix dental software.": 2012/13

The department will be replacing the current assessment topic with a new assessment topic for the next cycle. This program is cohort based so this current course is only offered in the spring semester. This cohort has performed at the same level as previous cohorts so we would like to assess a different area of the course during the next cycle, thus the changing of the assessment topic.

Plan for topic "Students completing the course will be able to Identify and demonstrate the relationship of dental jurisprudence and ethics": 2012/13

The department will not be replacing the current assessment topic but adjusting the criteria baseline. This program is cohort based so this current course is only offered in the spring semester. This cohort has performed at a similar level as previous cohorts but we would like to see a slightly higher success rate. After evaluating the data for this outcome, we would like to increase the criteria to "90% pass at 75% competency." during the next cycle.

Plan for topic "Students completing the course will be able to identify and demonstrate the various factors necessary to effectively schedule patients for a dental practice.": 2012/13

The department will not be replacing the current assessment topic but will adjust the criteria baseline. This program is cohort based so this current course is only offered in the spring semester. This cohort has performed at a similar level as previous cohorts so we would like to adjust the criteria to a higher baseline and see if the students respond to this more stringent criteria. We will implement this in the next cycle. After evaluating the current data for this outcome, the department decided to revise Criteria 3a. to the following: "At least 85% of students completing the course will be able to pass exams at 80% competency." And for Criteria 3b. to the following: "100% of students completing the course will be able to perform this exercise at 80% competency."

Plan for topic "Students completing DENTL-180 will be able to complete a financial transaction.": 2012/13

The department will not be replacing the current assessment topic but will adjust the criteria baseline. This program is cohort based so this current course is only offered in the spring semester. This cohort has performed at a similar level as previous cohorts so we would like to adjust the criteria to a higher baseline and see if the students respond to this more stringent criteria. We will implement this in the next cycle. After evaluating the current data for this outcome, the department decided to revise Criteria 3a. to the following: "At least 85% of students completing the course will be able to pass exams at 80% competency." And for Criteria 3b. to the following: "100% of students completing the course will be able to perform this exercise at 80% competency."

Plan for topic "Students completing the course will be able to Identify and demonstrate setting up a computerized dental office practice using Dentrix dental software."
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
</table>

**DVC Instructional Course SLO Action Plans**

*using Dentrix dental software.*: 2007/8

No changes. 5/11

**Plan for topic "Students completing DENTL-180 will be able to identify and demonstrate the various factors necessary to effectively process a third-party dental insurance claim."**: 2007/8

No changes. 5/11

**Plan for topic "Students completing the course will be able to identify and demonstrate the various factors necessary to effectively schedule patients for a dental practice."**: 2007/8

No changes.

**Plan for topic "Students completing DENTL-180 will be able to complete a financial transaction."**: 2007/8

No changes.
Plan for topic "Students completing the course will be able to recognize the signs and symptoms of allergic reactions.": 2018/19

This was a very successful semester in DENTL 181. Last year, many changes were made in this class to help students understand medical emergencies. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to recognize the signs and symptoms of syncope.": 2017/18

This was a very successful semester in DENTL 181. This year, many changes were made in this class to help students understand medical emergencies. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing this course will be able to explain the nitrous oxide sedation procedure.": 2017/18

While all students were successful with this assignment, students provided feedback that they would like to view videos on the topic of nitrous oxide sedation administration. I am planning on partnering with our dental hygiene faculty and students to produce a video utilizing the equipment in our clinic setting. Students and faculty from both programs could use this resource to review material any time.

Plan for topic "Students completing this course will be able to list the steps in cardiopulmonary resuscitation.".: 2015/16

The faculty have determined that incorporating a procedure simulation in addition to the in-class exam will give students the opportunity to show their CPR skills. This will help faculty identify students who may need additional instruction prior to internship placement in the Spring semester.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the general concepts of emergency procedures associated with dental treatment.".: 2014/15

The high rate of success can be contributed to the use of small group discussions and hands-on learning simulations.

Plan for topic "Students completing the course will be able to recognize the signs and symptoms of syncope.".: 2011/12
The faculty have determined that the current SLO assessments are well developed because they incorporate both question based evaluations and skills based evaluation by placing students in simulated emergency situations.

**Plan for topic "Students completing the course will be able to demonstrate an understanding of the general concepts of emergency procedures associated with dental treatment."**: 2011/12

The faculty have determined that the current SLO assessments are well developed because they incorporate both question based evaluations and skills based evaluation by placing students in simulated emergency situations.

**Plan for topic "Students completing the course will be able to recognize the signs and symptoms of allergic reactions."**: 2011/12

The faculty have determined that the current SLO assessments are well developed because they incorporate both question based evaluations and skills based evaluation by placing students in simulated emergency situations.
### 490. Dental Radiography Laboratory [DENTL-182] belonging to Dental Assisting [DENTL]

**Plan for topic "Students completing the course will be able to demonstrate proper infection control techniques utilizing guidelines set forth by the Centers for Disease Control (CDC) regarding radiologic procedures."**: 2018/19

This was a very successful semester in DENTL 182. Last year, many changes were made in this class to help students achieve infection control protocol during radiographic exposure on patients. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Complete miscellaneous types of intra- and extra-oral radiographic series utilizing x-ray manikins and human patients.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
</table>

This course is always a work in progress. We will continue to monitor the progress of the student's work to ensure it complies with State and accreditation standards.

**Plan for topic "Complete miscellaneous types of intra- and extra-oral radiographic series utilizing x-ray manikins and human patients."**: 2014/15

This course is always a work in progress. We will continue to monitor the progress of the student's work to ensure it complies with State and accreditation standards.

**Plan for topic "Students completing the course will be able to demonstrate proper infection control techniques utilizing guidelines set forth by the Centers for Disease Control (CDC) regarding radiologic procedures."**: 2011/12

No changes anticipated.

**Plan for topic "Explain and demonstrate techniques for exposing, processing, and mounting dental radiographs."**: 2011/12

Continue teaching techniques as planned.

**Plan for topic "Complete miscellaneous types of intra- and extra-oral radiographic series utilizing x-ray manikins and human patients."**: 2011/12

Continue teaching techniques and competency evaluations as before.
Plan for topic "Students completing the course will be able to identify and demonstrate techniques for constructing five provisional crowns.": 2019/20

This was a very successful semester in DENTL 183. Last year, many changes were made in this class to help students understand provisional crowns. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to identify and demonstrate techniques of Coronal Polish.": 2018/19

This was a very successful semester in DENTL 183. Last year, many changes were made in this class to help students understand law and ethics. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to identify and demonstrate techniques of placing and removing orthodontic ligature ties.": 2017/18

This was a very successful semester in DENTL 183. Last year, many changes were made in this class to help students further understand orthodontics. Since it was very successful this year, I do not currently plan to make a change in how I teach orthodontics.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to identify and demonstrate techniques for constructing five provisional crowns.": 2016/17
The discipline faculty feel they would like to increase the amount of hands on time during lab sessions to help the students create additional crowns, especially posterior crowns. The discipline faculty feel by increasing the amount of posterior crowns, it will increase the students retention in constructing provisional crowns.

This information was shared with all discipline faculty and advisory group.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques of Coronal Polish."**: 2014/15

The course is adjusting its lab hours to all day format so we will see if this helps the students retain the hands on processes. The instructors will review the effectiveness of this format during our next assessment cycle. There are no changes required to this course COMDA.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques of Coronal Polish."**: 2011/12

The faculty have determined that the current SLO assessments are well developed because they incorporate both question based evaluations and skills based evaluation by placing students in a clinical situation.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques of placing and removing orthodontic ligature ties."**: 2011/12

The faculty have determined that the current SLO assessments are well developed because they incorporate both question based evaluations and skills based evaluation by placing students in a clinical situation.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques for constructing five provisional crowns."**: 2011/12

The faculty have determined that the current SLO assessments are well developed because they incorporate both question based evaluations and skills based evaluation by placing students in a clinical situation.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques of Coronal Polish."**: 2009/10

No further action plan is needed as the explanation, handouts, and competencies along with demonstration provides the student with knowledge to perform the competencies.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques of placing and removing orthodontic ligature ties."**: 2009/10

No further action plan is needed as the explanation, handouts, and competencies along with demonstration provides the student with knowledge to perform the competency.

**Plan for topic "Students completing the course will be able to identify and demonstrate techniques for constructing five provisional crowns."**: 2009/10

No further action plan is needed as the explanation, handouts, and competencies along with demonstration provides the student with knowledge to perform the competency.
### Plan for topic "Students completing the course will be able to demonstrate progression in competency of Dental Assistant (DA) and RDA skills in dental clinical settings, per American Dental Association accreditation requirements."

This was a very successful semester in DENTL 184. Last year, many changes were made in this class to help students understand DA and RDA duties as stated in California's Dental Practice Act. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

### Plan for topic "Students completing DENTL-184 will be able to identify the DA and RDA duties as stated in California's Dental Practice Act."

This was a very successful semester in DENTL 184. Last year, many changes were made in this class to help students understand DA and RDA duties as stated in California's Dental Practice Act. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

### Plan for topic "Students completing the course will be able to take the California state written board exam for their Registered Dental Assistant (RDA) license."

This was a very successful semester in DENTL 184. Last year, many changes were made in this class to help students understand law and ethics. It was very successful this year, so I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.
Plan for topic "Students completing this course will be able to take and pass the Mock California state written Law and Ethics exam for their Registered Dental Assistant (RDA) license.": 2017/18

This was a very successful semester in DENTL 184. Because this semester went well, I do not currently plan to make a change.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing DENTL-184 will be able to identify the DA and RDA duties as stated in California's Dental Practice Act." : 2016/17

In addition to the required textbook material, the discipline faculty feel they would like to increase the amount of time spent on DA and RDA duties during lecture and lab times to help students identify more duties. The discipline faculty feel by increasing the students amount of class time, it will increase the students retention in identifying the DA and RDA duties.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to demonstrate progression in competency of Dental Assistant (DA) and RDA skills in dental clinical settings, per American Dental Association accreditation requirements." : 2016/17

In addition to the required textbook material, the discipline faculty feel they would like to increase the amount of time spent on DA and RDA duties during lecture and lab times to help students identify more duties. The discipline faculty feel by increasing the students amount of class time, it will increase the students retention in identifying the DA and RDA duties.

This information was shared with all discipline faculty and advisory group.

Plan for topic "Students completing the course will be able to take the California state written board exam for their Registered Dental Assistant (RDA) license." : 2015/16

This course is always a work in progress. We will continue to monitor the progress of the student's work to ensure it complies with state and accreditation standards.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to create a professional resume and cover letter for employment search":

2014/15

Next Spring semester we will be utilizing the services of the Career and Transfer center to improve Student Learning Outcomes on cover letter and resume writing.

Plan for topic "Students completing the course will be able to take the California state written board exam for their Registered Dental Assistant (RDA) license.": 2013/14

After evaluating the data for this revised outcome, a. the department will keep analysis at 75% of the students completing the course will pass at 75%. b. increase the outcome to 80% of students completing the course to pass at 75%.

Plan for topic "Students completing the course will be able to demonstrate progression in competency of Dental Assistant (DA) and RDA skills in dental clinical settings, per American Dental Association accreditation requirements.": 2013/14

Per the Fall 2013 revised Action Plan, as the cohort has performed at same level as previous cohorts, this Topic will be replaced with a new assessment topic for Spring 2014. The department suggests: Topic #2: Students completing this course will be able to complete pre-clinical review skills. Assessment method: Demonstrated lab skills that will be measured using instructor-developed competency rubric as approved by Dental Board of California and American Dental Association for accreditation. Criteria: 90% of students completing the course will pass at 75%.

Plan for topic "Students completing DENTL-184 will be able to identify the DA and RDA duties as stated in California's Dental Practice Act.": 2013/14

Per the Fall 2013 revised Action Plan, as the cohort has performed at same level as previous cohorts, this Topic will be replaced with a new assessment topic for Spring 2014. The department suggests: Topic #2: Students completing this course will be able to complete pre-clinical review skills. Assessment method: Demonstrated lab skills that will be measured using instructor-developed competency rubric as approved by Dental Board of California and American Dental Association for accreditation. Criteria: 90% of students completing the course will pass at 75%.

Plan for topic "Students completing the course will be able to create a professional resume and cover letter for employment search": 2013/14

Since this particular exam was newly created as a separate exam, it will be reviewed for necessary revisions. The department suggests revising the Assessment Criteria to 77% of students completing the course to pass at 75%. The department will evaluate these changes for Spring 2014 course upon assessment results.

Plan for topic "Students completing the course will be able to take the California state written board exam for their Registered Dental Assistant (RDA) license.": 2012/13

After evaluating the data for this outcome, the department will further revise the mock exam to more closely replicate the current state boards. We will keep analysis at 75% of the students completing the course will pass at 75%, and reassess after the next cycle results.

Plan for topic "Students completing the course will be able to demonstrate progression in competency of Dental Assistant (DA) and RDA skills in dental clinical settings, per American Dental Association accreditation requirements.": 2013/14

Per the Fall 2013 revised Action Plan, as the cohort has performed at same level as previous cohorts, this Topic will be replaced with a new assessment topic for Spring 2014. The department suggests: Topic #2: Students completing this course will be able to complete pre-clinical review skills. Assessment method: Demonstrated lab skills that will be measured using instructor-developed competency rubric as approved by Dental Board of California and American Dental Association for accreditation. Criteria: 90% of students completing the course will pass at 75%.
DVC Instructional Course SLO Action Plans

**RDA skills in dental clinical settings, per American Dental Association accreditation requirements.**: 2012/13

The department will be replacing the current assessment topic with a new assessment topic for the next cycle. This program is cohort based so this current course is only offered in the spring semester. This cohort has performed at the same level as previous cohorts so we would like to assess a different area of the course during the next cycle, thus the changing of the assessment topic.

**Plan for topic “Students completing DENTL-184 will be able to identify the DA and RDA duties as stated in California's Dental Practice Act.”**: 2012/13

The department will be replacing the current assessment topic with a new assessment topic for the next cycle. This program is cohort based so this current course is only offered in the spring semester. This cohort has performed at the same level as previous cohorts so we would like to assess a different area of the course during the next cycle, thus the changing of the assessment topic.

**Plan for topic “Students completing the course will be able to take the California state written board exam for their Registered Dental Assistant (RDA) license.”**: 2007/8

- a. No modifications at this time. 5/08
- b. Mock national certification exam will be dropped, as too few students take it. Mock RDA board exam will be revised further (number of questions and nature of questions), for spring ’09. Also will reinforce need for students to utilize review book earlier in semester. 5/08

**Plan for topic “Students completing the course will be able to demonstrate progression in competency of Dental Assistant (DA) and RDA skills in dental clinical settings, per American Dental Association accreditation requirements.”**: 2007/8

- a. No modifications at this time. 5/08
- b. No modifications at this time. 5/08

**Plan for topic “Students completing DENTL-184 will be able to identify the DA and RDA duties as stated in California's Dental Practice Act.”**: 2007/8

- a. No modifications at this time. 5/08
- b. No modifications at this time. 5/08

**Plan for topic “Students completing the course will be able to create a professional resume and cover letter for employment search”**: 2007/8

Will revise measurement criteria to “at least 90% of students completing course will submit a correctly written resume and cover letter”. 5/08
DVC Instructional Course SLO Action Plans

493. Student Instructional Assistant [DENTL-299] belonging to Dental Assisting [DENTL]
### DVC Instructional Course SLO Action Plans

**494. Introduction to Lighting Design [DRAMA-111] belonging to Performing Arts [DRAMA]**

**Plan for topic "Students completing the course will be able to identify safety standards for working with electricity."**: 2020/21

| Students in DRAMA 200 and 201 have all successfully completed projects involving electricity. no action plan. |

**Plan for topic "Students completing the course will be able to identify safety standards for working with electricity."**: 2016/17

| The course syllabus being designed with several assignments directly related to safety standards is aiding in the student success in meeting this topic standard. The practice of designing assignments that are designed to address safety standards will continue to be the dept. practice. |

**Plan for topic "Students completing the course will be able to evaluate technological requirements and production procedures for stage lighting."**: 2016/17

| We will continue to assign partnered projects in Drama 111. The structure of the class is supporting topic success. A partnered project allows students to think, pair, share. It provides an environment where all students can display their content retention. |

**Plan for topic "Students completing the course will be able to utilize "trouble shooting" techniques to solve stage lighting issues."**: 2016/17

| Working in a project-based, hands on environment allows students practically apply learned content. The department will continue to encourage the practice of working in an active, hands-on environment. |

**Plan for topic "Students completing the course will be able to identify safety standards for working with electricity."**: 2013/14

| Full Time Drama Area Faculty will address action plan during August planning meeting; Based on student success, in current SLO, no change in action appears needed at this time. However, all students meeting the standard is the DVC Drama goal. Changes in action plan will be made, pending faculty cohort and agreement. |

**Plan for topic "Students completing the course will be able to evaluate technological requirements and production procedures for stage lighting."**: 2013/14

| Full Time Drama Area Faculty will address action plan during August planning meeting; Based on student success, in current SLO, change in action appears needed at this time. As all students meeting the standard is the DVC Drama goal. Changes in action plan will be made, pending faculty cohort and agreement. |

**Plan for topic "Students completing the course will be able to utilize "trouble shooting" techniques to solve stage lighting issues."**: 2013/14

| Full Time Drama Area Faculty will address action plan during August planning meeting; based on student success, in current SLO, no change in action appears needed at this time. However, all students meeting the standard is the DVC Drama goal. Changes in action plan will be made, pending faculty cohort and agreement. |

**Plan for topic "Students completing the course will be able to identify safety standards for working with electricity."**: 2011/12

| DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not |
DVC Instructional Course SLO Action Plans

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to evaluate technological requirements and production procedures for stage lighting.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to utilize &quot;trouble shooting&quot; techniques to solve stage lighting issues.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify safety standards for working with electricity.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students &quot;agreed&quot; with the statement of S.L.O. on the survey. Repeat next semester.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to evaluate technological requirements and production procedures for stage lighting.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students &quot;agreed&quot; with the statement of S.L.O. on the survey. Repeat next semester.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to utilize &quot;trouble shooting&quot; techniques to solve stage lighting issues.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students &quot;agreed&quot; with the statement of S.L.O. on the survey. Repeat next semester.</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

#### 495. Introduction to Stage Makeup [DRAMA-112] belonging to Performing Arts [DRAMA]

**Plan for topic "Students completing the course will be able to sketch a make-up design, for use in a theatrical production."**: 2018/19

- Our department has rubric standard for this topic. The topic has been tested several assessment cycles and a variety of methods have been used to test. The history of topic success provides evidence that this topic need no longer be assessed.

**Plan for topic "Students completing the course will be able to sketch a make-up design, for use in a theatrical production."**: 2015/16

- The class assignments are meeting the student learning objectives of Drama 112.

- New topics will be tested during the next cycle.

**Plan for topic "Students completing the course will be able to display their proficiency in make-up application."**: 2015/16

- Individual sketching techniques will be assessed during next assessment cycle.

- The student success topic is broad and currently isn't providing data that might help us in future instruction.

**Plan for topic "": 2012/13

- DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "": 2011/12

- DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "": 2011/12

- DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "Students completing the course will be able to sketch a make-up design, for use in a theatrical production."": 2010/11

- 80% of all students assessed indicated success. No modification or change in action plan at this time. Will re-assess during next SLO cycle.
Drama 112 classroom lab hour usage will be redesigned to allow for additional in class instruction pertaining to execution of stage makeup designs, utilizing research based stimuli and critical thinking skills.

**Plan for topic "": 2010/11**

8 of 21 students in 1 section achieved this outcome (38%). Drama 112 curriculm will be modified to allow for additional in-class lecture and instruction focusing on utilizing proper terminology when discussing makeup design and theatrical processes.

**Plan for topic "Students completing the course will be able to sketch a make-up design, for use in a theatrical production."": 2008/9**

Repeat next semester.

**Plan for topic "": 2008/9**

Repeat next semester.

**Plan for topic "": 2008/9**

Repeat next semester.
Plan for topic "Design and execute the creation of a simple costume accessory.": 2017/18
The students are walked through the phases of simple costume accessory creation. The course is taught step-by-step and in a hands-on manner. We believe that the student success in Drama 113 is because of the methods of instruction utilized by our faculty. Demonstration when working with costuming students seems far more productive and successful than traditional lecture alone.

Plan for topic "Identify the steps needed to get costumes designed, made, and fitted on an actor on stage.": 2014/15
Addressing this assessment cycle: Lab By Arrangement format for Drama 113 will be changed. The new, set, lab hours will hopefully help to address the results of the SLO data collected. 16 of 21 students; met the topic standard. Establishing a regular, weekly lab, rather than allowing the students to chose the hours throughout the semester’s course, will ensure that all students receive 1:1 practicum experience on a consistent basis.

Plan for topic "Design and execute the creation of a simple costume accessory.": 2014/15
Addressing this assessment cycle: Lab By Arrangement format for Drama 113 will be changed. The new, set, lab hours will hopefully help to address the results of the 2014-15 SLO data collected. 21 of 21 students met this topic standard. Although this standard was clearly met (100%) establishing a regular, weekly lab, will ensure that all students receive 1:1 practicum experience on a consistent basis, and allow for expedited faculty intervention and redirection, if necessary.

Plan for topic "Demonstrate basic figure drawing, sewing, and costume fitting skills.": 2014/15
Addressing this assessment cycle: Lab By Arrangement format for Drama 113 will be changed. The new, set, lab hours will hopefully help to address the results of the 2014-15 SLO data collected. 21 of 21 students met this topic standard. Although this standard was clearly met (100%) establishing a regular, weekly lab, will ensure that all students receive 1:1 practicum experience on a consistent basis, and allow for expedited faculty intervention and redirection, if necessary.

Plan for topic "Identify the steps needed to get costumes designed, made, and fitted on an actor on stage.": 2011/12
DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

Plan for topic "Design and execute the creation of a simple costume accessory.": 2011/12
DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

Plan for topic "Demonstrate basic figure drawing, sewing, and costume fitting skills.": 2011/12
DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.
student learning outcomes. The new assessment system will be used during the next SLO cycle.
DVC Instructional Course SLO Action Plans

497. Script Analysis [DRAMA-114] belonging to Performing Arts [DRAMA]
Plan for topic "Students completing DRAMA-122 will be able to apply the basic acting techniques, which are detailed in class, to prepare and perform staged presentations.": 2016/17

The course projects and assignments, that are being created by Drama 122 instructors, aid in the student success visible in the 2017 data. Those students who do not complete the assigned projects are failing to meet the standard. The environment for student learning is being created. We continue in our current strategies.

Plan for topic "Students completing the course will be able to Communicate by using acting terminology in classroom tasks." 2016/17

In all sections, regardless of cohort or instructor, student topic success is apparent in the collected data.

Drama 122 instructors will continue to encourage their students to use proper, basic acting terminology in all 122 activities.

Plan for topic "Students completing the course will be able to apply self-assessment techniques in evaluating stage acting.": 2016/17

Drama 122 instructors will continue to develop curriculum that supports enhancing self-assessment skill.

Plan for topic "Students completing the course will be able to develop memorization skills utilizing scene presentations." 2016/17

Creating rubrics, specifically addressing memorization, is helpful in providing the feedback Drama 122 students need when developing that skill.

Plan for topic "Students completing the course will be able to demonstrate the ability to communicate non-verbally." 2016/17

The environment for student learning is being created. Drama 122 instructors will continue to use their developed strategies.

Plan for topic "Students completing DRAMA-122 will be able to apply the basic acting techniques, which are detailed in class, to prepare and perform staged presentations." 2014/15

The specific plan of attack is TBD. However, it is evident that re-testing the topics during the next cycle would be of value, as the class is a recent revival/offering. Re-assessment during 2015-16 would be of value to the students, and also the department.

Plan for topic "Students completing the course will be able to Communicate by using acting terminology in classroom tasks." 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session"* and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Students completing the course will be able to apply self-assessment techniques in evaluating stage acting.": 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session"* and develop a collective approach to further advance drama area success and student learning outcomes.
## DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to develop memorization skills utilizing scene presentations."**: 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

**Plan for topic "Students completing the course will be able to demonstrate the ability to communicate non-verbally."**: 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

**Plan for topic "Students completing the course will be able to Communicate by using acting terminology in classroom tasks."**: 2011/12

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "Students completing the course will be able to apply self-assessment techniques in evaluating stage acting."**: 2011/12

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "Students completing the course will be able to develop memorization skills utilizing scene presentations."**: 2011/12

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "Students completing the course will be able to demonstrate the ability to communicate non-verbally."**: 2011/12

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "Students completing the course will be able to develop memorization skills utilizing scene presentations."**: 2010/11

Review curriculum and student learning outcomes for Drama 122 with all instructors to ensure that curriculum guidelines are being followed.

**Plan for topic "Students completing the course will be able to demonstrate the ability to communicate non-verbally."**: 2010/11

21 of 55 students in 6 sections achieved this outcome (38%). There were 166 enrolled. Participation of students varied widely among sections -- from 16% to 82%. Results
varied widely among sections -- 10% to 75%. Review curriculum and student learning outcomes for Drama 122 with all instructors to ensure that curriculum guidelines are being followed.

**Plan for topic "Students completing the course will be able to Communicate by using acting terminology in classroom tasks."**: 2008/9

- Repeat next semester.
- No modification.

**Plan for topic "Students completing the course will be able to apply self-assessment techniques in evaluating stage acting."**: 2008/9

- Repeat next semester.
- No modification.

**Plan for topic "Students completing the course will be able to develop memorization skills utilizing scene presentations."**: 2008/9

- Repeat next semester.
- No modification.

**Plan for topic "Students completing the course will be able to demonstrate the ability to communicate non-verbally."**: 2008/9

- Repeat next semester.
- No modification.
Plan for topic "Display the ability to execute a specific blocking pattern.": 2016/17
The Drama department will continue in our current 123 teaching strategies.

Plan for topic "Identify the physical adaptations that they will need to make, to accurately portray an assigned character from a play script." : 2016/17
The environment for student learning is being created.

Plan for topic "Integrate the use of the text, personal experience, and imagination when developing a character analysis.": 2016/17
Across all 3 sections, those students who missed classes when character analysis and the necessary components of text, experience and imagination were demonstrated, had a difficult time meeting the topic standard. The environment for student learning is being created. The Drama department will continue in our current 123 teaching strategies. Instructors will continue to re-introduce the content related to this topic a minimum of three times throughout the semester.

The environment for student learning is being created. Drama 123 instructors will continue their current teaching strategies.

Plan for topic "Identify the physical adaptations that they will need to make, to accurately portray an assigned character from a play script." : 2013/14
Drama 123 assessment results for this topic tested in 2013-14 indicate that there is no instructional modification required as the vast majority of students met all topic requirements. New assessment topic will be created and evaluated during the next cycle, as the students met the standards.

Plan for topic "Integrate the use of the text, personal experience, and imagination when developing a character analysis.": 2013/14
Drama 123a's assessment results for 2013-14 topic #2 brought to our attention that we need to develop an assignment/class task that focuses on the students' ability to access the imagination and gather outside source information for character development. A research project rubric will be developed and utilized by all instructors teaching 123. New assessment topics will be evaluated during the next cycle, as the students met the standards for #1 and #3, but we will keep the #2 topic in place and reevaluate our action plan's effectiveness.

Plan for topic "Present a staged performance, off book, without the need of cueing." : 2013/14
Drama 123 assessment results for this topic tested in 2012-13 indicate that there is no instructional modification required as the vast majority of students met all topic requirements. New assessment topic will be created and evaluated during the next cycle, as the students met the standards.

Plan for topic "Identify the physical adaptations that they will need to make, to accurately portray an assigned character from a play script." : 2011/12
DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true
### DVC Instructional Course SLO Action Plans

Student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "Integrate the use of the text, personal experience, and imagination when developing a character analysis."**: 2011/12

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "Present a staged performance, off book, without the need of cueing."**: 2011/12

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "Identify the physical adaptations that they will need to make, to accurately portray an assigned character from a play script."**: 2010/11

6 of 9 students in 2 sections achieved this outcome (66%). There were 60 enrolled. Data is too narrow and limited to constitute any curricular modification at this time. Will re-assess during next SLO cycle. Students will be strongly encouraged to participate in survey monkey assessment method; Assignment of survey completion will be detailed in class and in syllabus to ensure knowledge of assessment tool and its importance to student learning outcome measurement.

**Plan for topic "Integrate the use of the text, personal experience, and imagination when developing a character analysis."**: 2010/11

7 of 9 students in 2 sections achieved this outcome (77%). There were 60 enrolled. Data is too narrow and limited to constitute any curricular modification at this time. Will re-assess during next SLO cycle. Students will be strongly encouraged to participate in survey monkey assessment method; Assignment of survey completion will be detailed in class and in syllabus to ensure knowledge of assessment tool and its importance to student learning outcome measurement.

**Plan for topic "Present a staged performance, off book, without the need of cueing."**: 2010/11

4 of 9 students in 2 sections achieved this outcome (44%). There were 60 enrolled. Data is too narrow and limited to constitute any curricular modification at this time. Will re-assess during next SLO cycle. Students will be strongly encouraged to participate in survey monkey assessment method; Assignment of survey completion will be detailed in class and in syllabus to ensure knowledge of assessment tool and its importance to student learning outcome measurement.

**Plan for topic "Integrate the use of the text, personal experience, and imagination when developing a character analysis."**: 2008/9

Repeat next semester.

No modification.

**Plan for topic "Present a staged performance, off book, without the need of cueing."**: 2008/9

Repeat next semester.
No modification.
Plan for topic "Verbally outline an effective personal approach when addressing unique vocal, physical, intellectual and emotional preparations during character development."": 2018/19

Drama Faculty mindfully alternate the teaching of our performance courses within the department to ensure that we are providing the opportunity for students to learn a wide-variety of character development tools. We are successful in this topic measure because the students who take Drama 124, more often than not have taken Drama 122 and 123 before entering the course. Faculty in both semesters reported that the students tested were articulate and verbally spoke to a broad and diverse pool of learned tools which they personally utilize when developing character.

Plan for topic "Demonstrate an in-depth method of analysis for creating a character": 2015/16

The student success in meeting this topic indicated that the class content which includes Stanislavsky and Meisner approaches to character creation are aiding student success. Drama 124 students are traditionally transfer students pursuing a degree in Theatre Performance. The ability to demonstrate an in-depth method of analysis utilizing Stanislavsky and/or Meisner techniques is a requirement for acceptance into most 4 yr. or professional actor training programs.

The topic needs to be assessed each cycle to maintain excellence in preparing Drama 124 students for further schooling and/or training in the craft of Acting.

Plan for topic "Display the ability to address the vocal, physical, intellectual, emotional aspects of a character."": 2015/16

While all students had obvious understanding of the required aspects, not all were able to display the ability to "do" in each category.

Vocal: 17 of 25

Physical: 15 of 25

Intellectual: 25 of 25

Emotional: 15 of 25

Courses that specifically address the Physical, Emotional and Vocal needs of acting students will be explored. Currently no specific classes are offered to develop specific
## DVC Instructional Course SLO Action Plans

### Plan for topic "Demonstrate an in-depth method of analysis for creating a character": 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

### Plan for topic "Verbally outline an effective personal approach when addressing unique vocal, physical, intellectual and emotional preparations during character development.": 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

### Plan for topic "Display the ability to address the vocal, physical, intellectual, emotional aspects of a character.": 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

### Plan for topic "Demonstrate an in-depth method of analysis for creating a character": 2011/12

DVC Drama Faculty have determined that the SLO was met by the majority of students. The faculty have determined that self-assessment surveys will be replaced with a pre and post skills based assessment using a standardized rubric. The new assessment system will be used during the next SLO cycle.

### Plan for topic "Demonstrate an in-depth method of analysis for creating a character": 2010/11

6 of 9 students in 2 sections achieved this outcome (66%). There were 26 enrolled, including 155X. Only received responses from 9 students; Data is too narrow and limited to constitute any curricular modification at this time. Will re-assess during next SLO cycle.

### Plan for topic "Verbally outline an effective personal approach when addressing unique vocal, physical, intellectual and emotional preparations during character development.": 2010/11

Although only 9 students responded to the assessment survey, all 9 "strongly agreed," with the outcome statement #2. 100% success. No modification at this time; Will re-assess during next SLO cycle.

### Plan for topic "Display the ability to address the vocal, physical, intellectual, emotional aspects of a character.": 2010/11

Only received responses from 9 students; Data is too narrow and limited to constitute any curricular modification at this time. Will re-assess during next SLO cycle.
501. Advanced Styles in Scene Study: From Shakespeare to Shaw [DRAMA-125] belonging to Performing Arts [DRAMA]

Plan for topic "Students completing this course will be able to verbally outline an effective personal approach when addressing unique vocal, physical, intellectual and emotional preparations during character development.": 2018/19

Will report findings and action plan in 2019-2020 reporting cycle.

Plan for topic "New assessment topics will be created and tested during the Spring 2016 semester; Data will be entered after Spring 2016." : 2016/17

new topic created.

Plan for topic "Students will be able to perform a non-contemporary role integrating vocal, physical and advanced characterization." : 2016/17

SLO topic success is apparent in the collected data. Drama 125 instructors will continue applying their developed strategies.

Plan for topic "New assessment topics will be created and tested during the Spring 2016 semester; Data will be entered after Spring 2016." : 2014/15

Problem occurred during the switch to the new WebSLO system, Data collection in process and will be entered by the end of Spring 2016
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>502. Auditioning and Preparation for the Camera [DRAMA-126] belonging to Performing Arts [DRAMA]</td>
<td>2018/19</td>
<td>This course will be assessed the next time it is offered.</td>
</tr>
<tr>
<td>Plan for topic &quot;Distinguish the differences and unique elemental changes in acting for stage and film.&quot;</td>
<td>2017/18</td>
<td>The faculty feels that this topic has consistently returned high marks and will been not assessed during the next cycle. The faculty will target a new SLO topic to validate.</td>
</tr>
<tr>
<td>Plan for topic &quot;Distinguish the differences and unique elemental changes in acting for stage and film.&quot;</td>
<td>2014/15</td>
<td>SLO Data and outcomes will be entered after completion of the Spring 2016 semester.</td>
</tr>
<tr>
<td>Plan for topic &quot;Distinguish the differences and unique elemental changes in acting for stage and film.&quot;</td>
<td>2011/12</td>
<td>There was no student response to the online survey. DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.</td>
</tr>
<tr>
<td>Plan for topic &quot;Experience the process of acting in front of a camera; Explore single camera acting techniques&quot;</td>
<td>2011/12</td>
<td>There was no student response to the online survey. DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.</td>
</tr>
<tr>
<td>Plan for topic &quot;Develop on-camera acting skills, utilizing vocal and physical discipline.&quot;</td>
<td>2011/12</td>
<td>There was no student response to the online survey. DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

503. Auditioning Techniques [DRAMA-127] belonging to Performing Arts [DRAMA]
Plan for topic "Create a well-formatted, theatrical resume for the purpose of auditioning in college, community and professional theatres.": 2016/17
Drama 127 instructors will continue in their developed strategies. The student success is obvious in the data.

Plan for topic "Synthesize information from a variety of sources in order to enhance auditioning techniques and presentations.": 2016/17
No need for varying current strategies; The student success is obvious in the data.

Plan for topic "Identify appropriate formats of a theatrical audition, depending upon purpose and genre.": 2016/17
Drama 127 instructors will continue in their developed strategies. The student success is obvious in the data.

Plan for topic "Create a well-formatted, theatrical resume for the purpose of auditioning in college, community and professional theatres.": 2013/14
Full Time Drama Area Faculty will address action plan during August planning meeting; based on student success, in current SLO, no change in action appears needed at this time. However, all students meeting the standard is the DVC Drama goal. Changes in action plan will be made, pending faculty cohort and agreement.

Plan for topic "Synthesize information from a variety of sources in order to enhance auditioning techniques and presentations.": 2013/14
Full Time Drama Area Faculty will address action plan during August planning meeting; based on student success, in current SLO, no change in action appears needed at this time. However, all students meeting the standard is the DVC Drama goal. Changes in action plan will be made, pending faculty cohort and agreement.

Plan for topic "Identify appropriate formats of a theatrical audition, depending upon purpose and genre.": 2013/14
Full Time Drama Area Faculty will address action plan during August planning meeting; based on student success, in current SLO, no change in action appears needed at this time. However, all students meeting the standard is the DVC Drama goal. Changes in action plan will be made, pending faculty cohort and agreement.

Plan for topic "Create a well-formatted, theatrical resume for the purpose of auditioning in college, community and professional theatres.": 2012/13
Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Synthesize information from a variety of sources in order to enhance auditioning techniques and presentations.": 2012/13
Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama
DVC Instructional Course SLO Action Plans

Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

**Plan for topic "Identify appropriate formats of a theatrical audition, depending upon purpose and genre."": 2012/13**

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

**Plan for topic "Create a well-formatted, theatrical resume for the purpose of auditioning in college, community and professional theatres."": 2011/12**

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "Synthesize information from a variety of sources in order to enhance auditioning techniques and presentations."": 2011/12**

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

**Plan for topic "Identify appropriate formats of a theatrical audition, depending upon purpose and genre."": 2011/12**

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.
DVC Instructional Course SLO Action Plans

504. Auditioning and Preparation for the Camera II [DRAMA-128] belonging to Performing Arts [DRAMA]
Plan for topic "Students completing this course will be able to utilize the vocabulary specific to the television and film industry.":
2016/17

This is a new course and this is the first assessment cycle.

We will reassess this topic during the next cycle and compare the data.
Plan for topic "Clarify and pre-plan the scope of their presenting work before attending the festival": 2018/19

Our determined success criteria, of meeting all of the standards as determined by the KCACTF rules, ensures that our students compete and showcase professional-level work. While this was not achieved by a few, the majority were festival-ready. The striving for is what is important to continue to encourage. The KCACTF rules are specific and the students who did not meet our criteria, went to the festival, where they received external feedback which echoed the suggestions of the department's faculty at the preview showcase.
Plan for topic "Discuss stage movement and staging elements utilizing proper theatrical terminology." 2018/19
While 87% of students met the standard, we will need to test more than one, small section to determine if students will continue to be successful with this particular learning outcome. We are cannot speak to success without testing a broader pool.

Plan for topic "Discuss stage movement and staging elements utilizing proper theatrical terminology." 2015/16
After discussing the written test results with the Drama 130 students, the success in meeting this standard was 100% for the students enrolled that had taken Drama 100 and 122 prior to enrolling in Drama 130. Prerequisite recommendation needs to be reviewed.

Plan for topic "Students completing the course will be able to analyze play scripts for directorial use." 2015/16
Being that all but 1 student received a 70% or higher, it appears as though the topic is being well covered within the class structure. Topic will not be re-assessed in the new SLO cycle as this topic standard

Plan for topic "Discuss stage movement and staging elements utilizing proper theatrical terminology." 2012/13
Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Students completing the course will be able to analyze play scripts for directorial use." 2012/13
Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Students completing the course will be able to direct a stage production." 2012/13
Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Students completing the course will be able to demonstrate directorial leadership skills." 2012/13
Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Discuss stage movement and staging elements utilizing proper theatrical terminology." 2011/12
DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle. Due to the survey response we are going to review the course content and approach.

Plan for topic "Students completing the course will be able to analyze play scripts for directorial use.": 2011/12

Plan for topic "Students completing the course will be able to direct a stage production.": 2011/12

Plan for topic "Students completing the course will be able to demonstrate directorial leadership skills.": 2011/12

Plan for topic "Discuss stage movement and staging elements utilizing proper theatrical terminology.": 2010/11

none at this time/goal achieved - review at next assessment

Plan for topic "Students completing the course will be able to analyze play scripts for directorial use.": 2010/11

none at this time/goal met review at next assessment

Plan for topic "Students completing the course will be able to direct a stage production.": 2010/11

none at this time/ goal achieved review at next assessment
### DVC Instructional Course SLO Action Plans

**507. Introduction to Theater [DRAMA-139] belonging to Performing Arts [DRAMA]**

**Plan for topic "Students completing DRAMA-139 will be able to identify theatrical production team members and understand the specific duties assigned to each job."**: 2017/18

Our goal is that at least 90% of our students be able to accurately identify all design team members and their duties; We believe that to be attainable. After a deep review of the text utilized in most of our Drama 139 sections, we discovered that two of the design team members and their duties are barely addressed. The book identifies and is thorough in describing Scenic, Lighting, Costuming and Sound, but it lists Makeup and Props as sub-categories. We will encourage instructors to add additional Make-up and Prop content to their lectures and reassess during the next cycle.

**Plan for topic "Students completing DRAMA-139 will be able to identify theatrical production team members and understand the specific duties assigned to each job."**: 2014/15

The specific plan of attack is TBD. However, it is evident that re-testing the topics during the next cycle would be of value, as the class is a recent revival/offering. Re-assessment during 2015-16 would be of value to the students, and also to the department.

**Plan for topic "Students completing the course will be able to understand chronicle theatrical genres and the societies in which they existed and thrived."**: 2013/14

Drama 139 assessment results for this topic tested in 2013-14 indicate that there is no instructional modification required as the vast majority of students met all topic requirements. New assessment topic will be created and evaluated during the next cycle, as the students met the standards.

**Plan for topic "Students completing the course will be able to identify the various design and performance elements in the theatre throughout history."**: 2013/14

Drama 139 assessment results for this topic tested in 2013-14 indicate that there is no instructional modification required as the vast majority of students met all topic requirements. New assessment topic will be created and evaluated during the next cycle, as the students met the standards.

**Plan for topic "Students completing the course will be able to gain understanding of the historical origins of modern theatre."**: 2013/14

Drama 139 assessment results for this topic tested in 2013-14 indicate that there is no instructional modification required as the vast majority of students met all topic requirements. New assessment topic will be created and evaluated during the next cycle, as the students met the standards.
Plan for topic "Analyze a multi-cultural play script for plot, character, and theme.": 2018/19

Our department is excited by these findings. Reading and Writing Across the Curriculum has encouraged the use of specific tools and best practices and we are taking care to include into our coursework. We require a variety of college-level writing assignments in all of our lecture classes. This topic's success is a reflection of our department's focus and determined approach.

Plan for topic "Analyze a multi-cultural play script for plot, character, and theme.": 2015/16

All students met the topic standard. They were all able to identify the plots, characters and themes found in the play scripts that were studied in the course.

In the next SLO cycle for 142, new topics will be tested. The topic that was assessed is too broad. The Drama department determines that the topic/topics tested in 142 during future assessment cycles need to dig deeper to find data that might be used for future course improvement. 142 has been assessed, every student has met every assessment topic ever tested.

Plan for topic "Analyze a multi-cultural play script for plot, character, and theme.": 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "": 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "": 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Analyze a multi-cultural play script for plot, character, and theme." : 2011/12

DVC Drama Faculty have determined that the SLO was met by the majority of students. The faculty have determined that self-assessment surveys will be replaced with a a pre and post assessment using a standardized rubric. The new assessment system will be used during the next SLO cycle.

Plan for topic "": 2011/12

DVC Drama Faculty have determined that the SLO was met by the majority of students. The faculty have determined that self-assessment surveys will be replaced with a a pre
and post assessment using a standardized rubric. The new assessment system will be used during the next SLO cycle.

**Plan for topic "": 2011/12**

DVC Drama Faculty have determined that the SLO was met by the majority of students. The department will monitor this SLO and see if the percent of students succeeding in this SLO increases after a few modifications. This class will be reassess in the next SLO cycle. The faculty have determined that self-assessment surveys will be replaced with a pre and post assessment using a standardized rubric.

**Plan for topic "": 2011/12**

DVC Drama Faculty have determined that the SLO was met by the majority of students. The faculty have determined that self-assessment surveys will be replaced with a pre and post assessment using a standardized rubric. The new assessment system will be used during the next SLO cycle.
### DVC Instructional Course SLO Action Plans

#### 509. Children's Theater [DRAMA-150] belonging to Performing Arts [DRAMA]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Demonstrate the ability to capture and maintain attention while engaged in a children's theatre presentation.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>A new topic will be assessed during the next SLO cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Demonstrate the physical and vocal disciplines required in the genre of children's theatre.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama 150 instructors will continue in their developed strategies. The student success is obvious in the data.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Demonstrate an understanding of the art, craft and processes which are unique to children's theatre.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama 150 instructors will continue in their developed strategies. The student success is obvious in the data.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Demonstrate the ability to capture and maintain attention while engaged in a children's theatre presentation.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama 150 assessment results for 2013-14 indicate that there is instructional modification required as the all of the assessed students met all topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Demonstrate the physical and vocal disciplines required in the genre of children's theatre.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama 150 assessment results for 2013-14 indicate that there is instructional modification required as the all of the assessed students met all topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.</td>
<td></td>
</tr>
</tbody>
</table>

| Plan for topic "": 2013/14 |
|---|---|
| Drama 150 assessment results for 2013-14 indicate that there is no instructional modification required as the majority of the assessed students met all topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated. |

<table>
<thead>
<tr>
<th>Plan for topic &quot;Demonstrate an understanding of the art, craft and processes which are unique to children's theatre.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama 150 assessment results for 2013-14 indicate that there is instructional modification required as the all of the assessed students met all topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

510. Topics in Drama [DRAMA-155] belonging to Performing Arts [DRAMA]

Plan for topic "Students completing this course will be able to demonstrate the ability to perform/work on complex characters/projects.": 2016/17

The drama dept. will create topics courses that allow students to broaden their theatrical knowledge. 155 courses will be designed to enhance theatrical knowledge outside the scope of current DVC offerings and keep current to evolving industry standards. If a topics/experimental course is successful it will be submitted to WCS for new course development.

Drama 155KC has been submitted to WCS to include it in the department's cataloged course offerings.

Drama 155AD will be included in a future schedule. The department will assess its value to the students it serves.

Plan for topic "Students completing this course will be able to demonstrate an advanced level of discipline, theatrical ethics, and collaboration from rehearsal through performance. (155Y only)" : 2013/14

Drama 155 assessment results for 2013-14 indicate that there is no instructional modification required as the all of the assessed students met all topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.

Plan for topic "Students completing this course will be able to apply advanced acting/technical skills in a stage production and demonstrate comprehensive self-assessment techniques. (155Y only)" : 2013/14

Drama 155 assessment results for 2013-14 indicate that there is no instructional modification required as the all of the assessed students met all topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.

Plan for topic "Students completing this course will be able to demonstrate the ability to perform/work on complex characters/projects. (155Y only)" : 2013/14

Drama 155 assessment results for 2013-14 indicate that there is no instructional modification required as the all of the assessed students met all topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.
DVC Instructional Course SLO Action Plans

511. Topics in Technical Theater [DRAMA-157] belonging to Performing Arts [DRAMA]
512. Introduction to Musical Theater [DRAMA-170] belonging to Performing Arts [DRAMA]

**Plan for topic "Articulate the elements inherit within the musical theatre genre, utilizing the proper theatrical terminology."**: 2018/19

| The language of this topic is very broad. The Department is satisfied with the results and will develop a different learning outcome topic, which has a narrower focus. |

**Plan for topic "Articulate the elements inherit within the musical theatre genre, utilizing the proper theatrical terminology."**: 2014/15

| Assessment in Spring 2016 |

**Plan for topic "Apply research-based inquiry to the discovery of the sociological, political and economic factors that have impacted musical theater."**: 2014/15

| Assessment in Spring 2016, action plan will be established after data entry and analysis. |

**Plan for topic "Exhibit, and participate in, a wide variety of musical theatre showcase selections."**: 2014/15

| Assessment in Spring 2016, action plan will be established after data entry and analysis. |
513. Musical Theater II [DRAMA-171] belonging to Performing Arts [DRAMA]
Plan for topic "Students completing this course will be able to integrate singing, dancing and acting when performing a advanced-level musical theatre scene."

2016/17

We will re-test this topic next cycle. This is a new class. Additional data needs to be collected before an action plan can be created.
514. Introduction to Technical Theater [DRAMA-200] belonging to Performing Arts [DRAMA]
Plan for topic "Students completing DRAMA-200 will be able to execute a variety of technical theatre tasks, safely and with competence." : 2016/17

The environment for successful learning is being created.

The two students who did not meet the topic standards chose to not attend or complete assignments.

Evidence proves a direct correlation with poor attendance and project completion

The two students were often absent and both neglected to actively participate.

Plan for topic "Students completing the course will be able to demonstrate the skills necessary to collaborate with a design team." : 2016/17

The Drama department will continue in our current Drama 200 teaching strategies.

A new topic will be assessed next SLO cycle.

Plan for topic "Students completing the course will be able to utilize proper theatrical vocabulary." : 2016/17

The structure of the class is supporting topic success. new topic will be assessed in the next SLO cycle.

Plan for topic "Students completing the course will be able to understand the relationships and responsibilities of theatrical designers and technicians." : 2016/17

The environment for successful learning is being created.

The two students who did not meet the topic standards chose to not attend or complete assignments.

Evidence proves a direct correlation with poor attendance.
DVC Instructional Course SLO Action Plans

The two students were often absent and both neglected to actively participate.

Plan for topic "Students completing the course will be able to utilize proper theatrical vocabulary.": 2013/14

Drama 200 assessment results for 2013-14 indicate that there is no instructional modification required as all 23 of the assessed students met the topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.

Plan for topic "Students completing the course will be able to understand the relationships and responsibilities of theatrical designers and technicians.": 2013/14

Drama 200 assessment results for 2013-14 indicate that there is no instructional modification required as all 23 of the assessed students met the topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.

Plan for topic "Students completing the course will be able to demonstrate the skills necessary to collaborate with a design team.": 2012/13

2015-04-10: Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

2015-04-10: Full Time Drama Area Faculty will address action plan during August planning meeting; based on student success, in current SLO, no change in action appears needed at this time. However, all students meeting the standard is the DVC Drama goal. Changes in action plan will be made, pending faculty cohort and agreement.

Plan for topic "Students completing the course will be able to utilize proper theatrical vocabulary.": 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Students completing the course will be able to understand the relationships and responsibilities of theatrical designers and technicians.": 2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Students completing the course will be able to demonstrate the skills necessary to collaborate with a design team.": 2011/12

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to utilize proper theatrical vocabulary.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to understand the relationships and responsibilities of theatrical designers and technicians.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to utilize proper theatrical vocabulary while carrying out theatrical tasks.": 2016/17

The students were able to utilize theatrical vocabulary.

We will continue in our current strategies.

Will assess new topic during the next SLO cycle.

Plan for topic "Students completing the course will be able to demonstrate knowledge on the workings of theatrical equipment.": 2016/17

The students were able to utilize theatrical vocabulary.

We will continue in our current strategies.

Will assess new topic during the next SLO cycle.

Plan for topic "Students completing the course will be able to master safe and proper use of all theatrical equipment used in theatrical tasks.": 2016/17

The Drama department will continue in our current Drama 201 teaching strategies.

The hands-on nature of the class allows for tactile learning and content retention.

A new topic will be assessed next SLO cycle.

Plan for topic "Students completing the course will be able to utilize proper theatrical vocabulary while carrying out theatrical tasks.": 2013/14

Drama 201 assessment results for 2013-14 indicate that there is no instructional modification required as all 23 of the assessed students met the topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.
DVC Instructional Course SLO Action Plans

Drama 201 assessment results for 2013-14 indicate that there is no instructional modification required as all 23 of the assessed students met the topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.

Plan for topic "Students completing the course will be able to master safe and proper use of all theatrical equipment used in theatrical tasks.":

2013/14

Plan for topic "Students completing the course will be able to utilize proper theatrical vocabulary while carrying out theatrical tasks."

2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Students completing the course will be able to demonstrate knowledge on the workings of theatrical equipment."

2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Students completing the course will be able to master safe and proper use of all theatrical equipment used in theatrical tasks.":

2012/13

Data will be addressed and assessed by Drama Area faculty during the SLO meeting scheduled for the summer of 2013. No specific action will be taken at this time. Drama Area faculty will utilize the data from this and other courses during a scheduled, "SLO findings session" and develop a collective approach to further advance drama area success and student learning outcomes.

Plan for topic "Students completing the course will be able to utilize proper theatrical vocabulary while carrying out theatrical tasks."

2011/12

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

Plan for topic "Students completing the course will be able to demonstrate knowledge on the workings of theatrical equipment."

2011/12
DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

Plan for topic "Students completing the course will be able to master safe and proper use of all theatrical equipment used in theatrical tasks.": 2011/12

| Course Action Plans | Outcome Assessment History | Page 951 of 2394 |
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing DRAMA-202 will be able to display professional-level stage etiquette and work ethic."*: 2017/18

The "Snake Speech" method works. A student may enter a technical theatre production class as a novice, perhaps with little to no practical experience, but with professional-level stage etiquette instruction and practicum, they exit the class better prepared to find and keep gainful employment in the field. We will continue to find new technical theatre practicums which expose our students to real-life simulations.

Plan for topic "Students completing DRAMA-202 will be able to display professional-level stage etiquette and work ethic."*: 2014/15

Specific departmental action plan is TBD. However, due to the 100% reflection of topic, a new topic(s) will most definitely be determined and tested during the next SLO assessment cycle.

Plan for topic "Students completing DRAMA-202 will be able to utilize learned classroom knowledge in a fully mounted theatrical production."*: 2014/15

TBD. Most likely a new topic will be assessed after department SLO discussion and round table.

Plan for topic "Students completing DRAMA-202 will be able to translate classroom knowledge and practical application techniques to a fully realized stage production": 2013/14

The Drama dept. faculty will work collaboratively to develop a departmental rubric for evaluating SLO assessment topics. The rubric method of evaluation will be implemented in the Spring of 2015. All instructors teaching a section of a DVC Drama course will utilize a common rubric when collecting SLO topic data, to ensure departmental SLO cohesion.

The individual instructors will be asked to fill out the rubric for each student, in the section to be assessed, and at the semesterâ€™s end, turn the data into the departmentâ€™s SLO liaison for collection and insertion of data.

Plan for topic "Students completing DRAMA-202 will be able to display professional-level stage etiquette and work ethic."*: 2012/13

The Drama dept. faculty will work collaboratively to develop a departmental rubric for evaluating SLO assessment topics. The rubric method of evaluation will be implemented in the Spring of 2015. All instructors teaching a section of a DVC Drama course will utilize a common rubric when collecting SLO topic data, to ensure departmental SLO cohesion.

The individual instructors will be asked to fill out the rubric for each student, in the section to be assessed, and at the semesterâ€™s end, turn the data into the departmentâ€™s SLO liaison for collection and insertion of data.

Plan for topic "Students completing DRAMA-202 will be able to execute all tasks assigned, within the timeline established": 2012/13

The Drama dept. faculty will work collaboratively to develop a departmental rubric for evaluating SLO assessment topics. The rubric method of evaluation will be implemented in the Spring of 2015. All instructors teaching a section of a DVC Drama course will utilize a common rubric when collecting SLO topic data, to ensure departmental SLO cohesion.

The individual instructors will be asked to fill out the rubric for each student, in the section to be assessed, and at the semesterâ€™s end, turn the data into the departmentâ€™s SLO liaison for collection and insertion of data.
### DVC Instructional Course SLO Action Plans

#### 517. Directing Projects [DRAMA-230] belonging to Performing Arts [DRAMA]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesize skills with practical stage directing experience(s).</td>
<td>Unable to assess</td>
</tr>
<tr>
<td>Develop directorial leadership skills through participation in stage production(s)/scene(s).</td>
<td>Problem occurred during the switch to the new WebSLO system, Data collection in currently process and will be entered by the end of Spring 2016</td>
</tr>
<tr>
<td>Execute proper directorial procedures; From casting to close of presentation(s).</td>
<td>Problem occurred during the switch to the new WebSLO system, Data collection in currently process and will be entered by the end of Spring 2016</td>
</tr>
<tr>
<td>Synthesize skills with practical stage directing experience(s).</td>
<td>2014/15</td>
</tr>
<tr>
<td>Develop directorial leadership skills through participation in stage production(s)/scene(s).</td>
<td>Problem occurred during the switch to the new WebSLO system, Data collection in currently process and will be entered by the end of Spring 2016</td>
</tr>
<tr>
<td>Execute proper directorial procedures; From casting to close of presentation(s).</td>
<td>Problem occurred during the switch to the new WebSLO system, Data collection in currently process and will be entered by the end of Spring 2016</td>
</tr>
<tr>
<td>Synthesize skills with practical stage directing experience(s).</td>
<td>2011/12</td>
</tr>
<tr>
<td>Develop directorial leadership skills through participation in stage production(s)/scene(s).</td>
<td>DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.</td>
</tr>
<tr>
<td>Execute proper directorial procedures; From casting to close of presentation(s).</td>
<td>DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.</td>
</tr>
</tbody>
</table>

Drama 230 hasn't been offered in a Fall or Spring term for many years, and no semester at all since 2015.

In order to assess SLOs we will need to add this course to our scheduled offerings. At this time our schedule doesn't allow for the growth needed to offer the course.

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.
DVC Instructional Course SLO Action Plans

adequately capture SLO results do to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.
Plan for topic "Students completing the course will be able to participate in a student-directed rehearsal process, having learned new techniques and procedures." : 2018/19

Drama 260 hasn't been offered in a Fall or Spring term for many years, and no semester at all since 2015. In order to assess SLOs we will need to add this course to our scheduled offerings. At this time our schedule doesn't allow for the growth needed to offer the course.

Plan for topic "Develop accurate rehearsal process techniques and procedures." : 2018/19

Drama 260 hasn't been offered in a Fall or Spring term for many years, and no semester at all since 2015. In order to assess SLOs we will need to add this course to our scheduled offerings. At this time our schedule doesn't allow for the growth needed to offer the course.

Plan for topic "Students completing the course will be able to participate in a student-directed rehearsal process, having learned new techniques and procedures." : 2017/18

Drama 260 hasn't been offered since Fall 2014. In order to assess SLOs we will need to add this course to our scheduled offerings. At this time our schedule doesn't allow for the growth needed to offer the course.

Plan for topic "Students completing the course will be able to participate in a student-directed rehearsal process, having learned new techniques and procedures." : 2014/15
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Plan for topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Develop accurate rehearsal process techniques and procedures.&quot;</td>
<td>&quot;Develop accurate rehearsal process techniques and procedures.&quot;</td>
</tr>
</tbody>
</table>

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Plan for topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to synthesize learned classroom skills with practical stage experience(s).&quot;</td>
<td>&quot;Students completing the course will be able to synthesize learned classroom skills with practical stage experience(s).&quot;</td>
</tr>
<tr>
<td>(2011/12)</td>
<td>(2011/12)</td>
</tr>
</tbody>
</table>

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle. Due to the survey response we are going to review the course content and approach.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Plan for topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to participate in a student-directed rehearsal process, having learned new techniques and procedures.&quot;</td>
<td>&quot;Students completing the course will be able to participate in a student-directed rehearsal process, having learned new techniques and procedures.&quot;</td>
</tr>
<tr>
<td>(2010/11)</td>
<td>(2010/11)</td>
</tr>
</tbody>
</table>

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle. Due to the survey response we are going to review the course content and approach.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Plan for topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to synthesize learned classroom skills with practical stage experience(s).&quot;</td>
<td>&quot;Students completing the course will be able to synthesize learned classroom skills with practical stage experience(s).&quot;</td>
</tr>
<tr>
<td>(2011/12)</td>
<td>(2011/12)</td>
</tr>
</tbody>
</table>

DVC Drama Faculty have determined that there is a need for a different method for assessing SLOs. The faculty have determined that self-assessment surveys do not adequately capture SLO results due to several factors. Drama faculty are in the process of developing a pre and post assessment system to more accurately represent true student learning outcomes. The new assessment system will be used during the next SLO cycle. Due to the survey response we are going to review the course content and approach.
<table>
<thead>
<tr>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>none at this time/goal met will review at tnext assessment</td>
</tr>
</tbody>
</table>
### 519. Stage Production [DRAMA-270] belonging to Performing Arts [DRAMA]

**Plan for topic "Students completing DRAMA-270 will be able to actively engage in a proper theatrical production process, in its entirety, from the initial audition or interview."**: 2018/19

The Department is satisfied with the results and will develop a different learning outcome topic for the next time this course is assessed. Particular attention will be paid to how the potential data from assessing this course might further support our PLOs.

**Plan for topic "Students completing DRAMA-270 will be able to display a professional attitude when working collaboratively with designers, actors, managers and fellow 270 students."**: 2014/15

TBD. Considering the 100% assessment, new topics will be explored.

**Plan for topic "Apply theatrical skills in a stage production and examine their effectiveness."**: 2013/14

Drama 270 assessment results for 2013-14 indicate that there is no instructional modification required as 44 of 45 assessed students met the topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.

**Plan for topic "Discover the discipline, ethics and collaboration necessary in an atmosphere of communal responsibility."**: 2013/14

Drama 270 assessment results for 2013-14 indicate that there is no instructional modification required as 45 of 45 assessed students met the topic requirements. New assessment topic(s) will be created and evaluated during the next cycle, as the students met the standards as stated.

**Plan for topic "Identify proper theatrical production process to audition/interview to close of show."**: 2012/13

Full Time Drama Area Faculty will address action plan during August planning meeting; based on student success, in current SLO, no change in action appears needed at this time. However, all students meeting the standard is the DVC Drama goal. Changes in action plan will be made, pending faculty cohort and agreement.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing DRAMA-275 will be able to display learned knowledge in the execution of a musical theatre selection&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The only student who was not successful dropped out of the production process altogether. We will make certain to include the Musical Theatre genre into each of our subsequent seasons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing DRAMA-275 will be able to display learned knowledge in the execution of a musical theatre selection&quot;: 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD- However, the 100% result indicates the need for a new topic to be addressed and measured.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

521. Occupational Work Experience Education in DRAMA [DRAMA-295] belonging to Performing Arts [DRAMA]
Plan for topic "Students completing this course will be able to personally identify three specific job-related skills that they obtained during their internship."

We will modify the method during the next cycle and ask that the students be able to not only write about, but that they be able to have an impromptu conversation with their faculty advisor about the three skills that they learned through their internship process.
## DVC Instructional Course SLO Action Plans

### 522. Internship in Occupational Work Experience Education in DRAMA [DRAMA-296] belonging to Performing Arts [DRAMA]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to develop advanced employability skills.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to report until data has been collected at the end of the semester.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to develop advanced employability skills.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>The exit questionnaire will be further developed, asking the employer for specific rationale to support their statement. The faculty will provide the student with a detailed list of what skills they need to develop if seeking employment within that organization.</td>
<td></td>
</tr>
</tbody>
</table>
523. Independent Study [DRAMA-298] belonging to Performing Arts [DRAMA]

Plan for topic "Students completing DRAMA-298 will be able to Produce a product for final evaluation at the conclusion of the agreed upon project.": 2016/17

The faculty will strongly suggest that students develop and engage in independent projects to enhance a specific theatrical field of study.

The students will be made aware that the opportunity exists. We have discovered, through consultation with students, that many are unaware of the courses’ existence.

Plan for topic "Students completing DRAMA-298 will be able to Integrate their career goals and academic studies.": 2013/14

Unable To Assess- No Drama Enrollment in 298 (independent study) during the 2014-15 academic year. DVC Drama will attempt to assess the SLO Topics and their effectiveness/measurable success, during the next assessment cycle, pending student enrollment.

Plan for topic "Students completing DRAMA-298 will be able to Demonstrate accountability in meeting project deadlines.": 2013/14

Unable To Assess- No Drama Enrollment in 298 (independent study) during the 2014-15 academic year. DVC Drama will attempt to assess the SLO Topics and their effectiveness/measurable success, during the next assessment cycle, pending student enrollment.
In order to display proper class-specific technique, Drama-299 students need to have taken the class that they intend to assist with. Developing a departmental protocol would best serve the students enrolled in 299 and the students enrolled in the sections for which they are assisting.

Action will continue; The 299 objectives being established by the faculty of record is meeting the needs of the student, teaching/lab assistants. The 1:1 allows the student to identify and establish, in agreement with the faculty designee, duties specific to their individual skill set and academic goals.
# DVC Instructional Course SLO Action Plans

## 525. Essential Life Skills of Childhood [ECE-100] belonging to Early Childhood Education [ECE]

Plan for topic "Students completing this course will be able to identify the factors that contribute to focus and self-control in children": 2018/19

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to identify the factors that contribute to focus and self-control in children&quot;: 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The last time this course was offered (fall 2017) it was a 150 series course and “in process” with the curriculum committee to be approved as a permanent course (series 100). Therefore, it was not in the webslo's system to be assessed. This new course, ECE 100, will be assessed when it is offered.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing this course will be able to support the development of perspective taking in young children through positive interactions.": 2018/19

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to support the development of perspective taking in young children through positive interactions.&quot;: 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many students did well on the take home assignment. However the action plan is to make this assignment a small group in-class, written activity, with different scenarios. This would enhance learning though group discussion and evaluating a variety of teacher provided child-to-child interactive challenges.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing this course will be able to identify the factors that contribute to focus and self-control in children": 2017/18

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to identify the factors that contribute to focus and self-control in children&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>During fall 2017 this course was an experimental course -ECE 150 - After curriculum approval is now identified as ECE-100 and will be assessed the next time it is offered.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to assess various types of media for developmental appropriateness": 2018/19

The last time this course was offered (fall, 2017) it was a 150 series course and "in process" with the curriculum committee to be approved as a permanent course (series 100). Therefore, it was not in the webslo's system to be assessed. This new course, ECE 101, will be assessed when it is offered.

Plan for topic "Students completing this course will be able to examine how popular media impacts the development of young children."": 2018/19

This proved an effective way of imparting information about the impact of media on children's development. A meaningful face-to-face class discussion followed the assignment due date and added to the learning process. It is recommended this assignment be used in future course offerings with the added action plan. Action Plan: Expand the assignment to include two or more web sites to broaden out students' perspective and comparative analysis of media usage.

Plan for topic "Students completing this course will be able to assess various types of media for developmental appropriateness": 2017/18

The last time this course was offered (fall 2017) it was a 150 series course and "in process" with the curriculum committee to be approved as a permanent course (series 100). Therefore,
### 527. Childhood and Nature [ECE-102] belonging to Early Childhood Education [ECE]

**Plan for topic “Students completing this course will be able to plan a nature learning experience for young children”: 2017/18**

<table>
<thead>
<tr>
<th>Plan for topic “Students completing this course will be able to plan a nature learning experience for young children”: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professor felt the written assignment was a wonderful learning tool. Many students reportedly went up-and-beyond the basic requirements for the final exam.</td>
</tr>
<tr>
<td>The plan is to repeat the same SLO assessment for the next assessment cycle with an addition of a 5 minute presentation in order for students to share their learning with their fellow classmates.</td>
</tr>
<tr>
<td>This SLO assessment supports PLO’s addressing curriculum planning; working with young children; and knowledge in a specialize area.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

528. Brain Development in Childhood [ECE-103] belonging to Early Childhood Education [ECE]
Plan for topic "Students completing this course will be able to identify factors that impact brain development in young children."

The professor plans to use this assignment again when teaching ECE-103. She plans to have the students complete the assignment in class, thereby ensuring a greater rate of completion. The feedback received from students suggests that the assignment was effective in bringing awareness of parenting practices that encourage or discourage problem solving and communication with young children. An additional plan is to give students a chance to practice techniques they learned through this assignment. This SLO course assessment supports the PLO’s for the ECE degrees and certificates. The professor plans to assess this SLO again during the next assessment cycle.
The plan:

Although this take home assignment was an effective teaching tool, the professor plans to use it next time as an in-class writing assignment. That way all students will complete it and be involved in a reflective discussion. In addition, the professor plans to have students reflect on their own childhood cultural upbringing as an antecedent to how they interact with children. Assess the same SLO during the next assessment cycle.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to describe the nature of emotional intelligence&quot;: 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The last time this course was offered (fall 2017) it was a 150 series course and &quot;in process&quot; with the curriculum committee to be approved as a permanent course (series 100). Therefore, it was not in the webslo's system to be assessed. This new course ECE 105, will be assessed when it is offered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to describe the nature of emotional intelligence&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>During fall 2017 this course was an experimental course -ECE 150 - After curriculum approval is now identified as ECE-100 and will be assessed the next time it is offered.</td>
</tr>
</tbody>
</table>
The professor felt this SLO assessment was an effective way to evaluate students on their knowledge of addressing challenging behaviors in a positive and systematic way. The plan is to repeat this assessment tool during the next assessment cycle with additional time for small group discussion prior to the due date. This SLO addresses ECE PLO™s for child development and techniques for working with young children.
DVC Instructional Course SLO Action Plans

Observational practice was valuable for understanding developmental concepts.

In the future, the action plan is to expand the assignment to have students describe how they use their understanding of cognitive development to enhance their teaching practice with infants and toddlers.

This assessment supports the department’s PLO’s by addressing current developmental knowledge and application of best practices with curriculum development.

These results were discussed with the ECE faculty at a department meeting on Oct 31, 2019.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to identify the factors that influence, and shape, healthy physical development in young children." : 2018/19

This assignment was helpful to enhancing awareness, and understanding, of the concept of containerized kids.

Action Plan:

In order to increase completion of this assignment the instructor plans to revise it and expand it into an in-class assignment. Small group discussions will also be included the next time this topic if offered.
### DVC Instructional Course SLO Action Plans

#### 535. Play and the Developing Child [ECE-113] belonging to Early Childhood Education [ECE]

Plan for topic "Students completing this course will be able to discuss major theoretical formulations concerning the nature and function of play."

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assignment broadened student’s knowledge about the nature and function of play. The plan is to repeat this assignment next SLO assessment cycle but with the addition of a requirement for students to restate the chosen theories in their own words. This is to increase student understanding of important concepts. This course SLO addresses Program PLO’s pertaining to child development in the social/emotional and motor domains.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to describe Chess and Thomasâ€™s theory of temperament and its effect on personality development.": 2018/19

Students provided positive feedback about this assignment therefore the plan to use this assignment again when teaching ECE 144. In addition, the plan to make it an in-class assignment in order to strengthen the completion rate.

In the future, the professor plans to approach students who have not completed the assignment with the option to turn it in late for a reduced score. This is to encourage follow-through on completing work with appropriate consequences. This SLO will be assessed again during the next assessment cycle. This SLO course assessment addresses PLOs for programs and certificates.
DVC Instructional Course SLO Action Plans

537. Introduction to Curriculum in Early Childhood Education [ECE-123] belonging to Early Childhood Education [ECE]

Plan for topic "Students completing this course will be able to design curriculum that is integrated across different developmental domains and content areas.": 2018/19

Although course material was discussed in class, and students were given a Developmentally Appropriate Practice Sheet to work with, some struggled with appropriate infant/toddler developmental expectations. Students expected this age group to do more than they are able. The plan is to add an observation of an infant/toddler classroom to their assignment the next time this course is offered. This observation should precede the final curriculum project in order to allow for discussion of infant/toddler development.

Plan for topic "Students completing this course will be able to identify and apply developmentally appropriate principles and teaching strategies for curriculum development for young children.": 2016/17

Both classes benefited from access to the DVC Developmental Lab school to complete this assignment.

Opportunities to practice this skill set over the course of the semester demonstrated positive results.

Providing group experiences in the lab school for students to practice writing developmental objectives, in a variety of curriculum areas, supported the comprehension of this concept. Therefore, the plan is to assess a different SLO next time.

Plan for topic "Students completing the course will be able to identify developmentally appropriate activities for infants, toddlers and preschool age children.": 2013/14

The two instructors met and discussed their course SLO and results. Both felt their assignments and assessments were effect instruments to support student learning and the integration of course material. Both instructors currently plan to use these assignments in the near future and to continue to collaborate on methodologies for this course.

Plan for topic "Students completing the course will be able to create an age appropriate activity plan for preschool age children.": 2013/14

The one instructor who finished the SLO assessment feels that the curriculum project brings together the various concepts introduced throughout the semester. This project is a culminating experience for the student. Their learning is also demonstrated by obvious pride and self fulfillment exhibited. The remaining results (for the other instructor) will be
Plan for topic "Students completing the course will be able to create a developmentally appropriate activity plan for preschool age children.": 2013/14

The one instructor who finished the SLO assessment feels that the curriculum project brings together the various concepts introduced throughout the semester. This project is a culminating experience for the student. Their learning is also demonstrated by obvious pride and self fulfillment exhibited. The remaining results (for the other instructor) will be entered after they are given to the SLO rep. What was positive was that the instructors are collaborating and adjusting various assignments as needed to support student learning and success.

Plan for topic "Students completing the course will be able to identify developmentally appropriate activities for infants, toddlers and preschool age children.": 2011/12

This is a new class and the first time it was offered. There is a wide range of experience with children among the students in this class. Attention to modeling activities appears to be necessary and helpful. This will be taken into account next semester when offering the same assignment.

Plan for topic "Students completing the course will be able to create an age appropriate activity plan for preschool age children.": 2011/12

As previously mentioned for SLO #1 this is a new class with a wide range of student experiences working with children. Modeling and demonstrating the process for directed activities appears very beneficial for learning success. This will be taken into account next semester.

Plan for topic "Students completing the course will be able to create a developmentally appropriate activity plan for preschool age children.": 2011/12

As previously mentioned for SLO #1 this is a new class with a wide range of student experiences working with children. Modeling and demonstrating the process for directed activities appears very beneficial for learning success. This will be taken into account next semester.
The department reviewed and discussed the outcomes of the last SLO assessment for this course (fall, 2014). Since positive outcomes were found for SLO#1 and SLO#2 it was decided to assess a more specific aspect of the previous SLO (#3) and examine socializing agents that impact children and families.

THE FINDINGS: As the data analysis shows the SLO #3 on socializing agents was met. The department discussed the two questions most frequently missed and came up with the following plan.

THE PLAN:

The department plans to have instructors make sure to differentiate between cultural and societal influences on behavior and development. In addition, a few questions on the assessment tool will be rewritten to support ESL/ESS student's comprehension. Currently the department plans to use the same assessment instrument during the next assessment cycle. This SLO assessment supports Program SLO’s for the ECE A.S. and ECE Transfer degrees. This was discussed at the department meeting on 3/7/2018.

Plan for topic "Students completing the course will be able to identify major developmental milestones for children from conception through adolescence.": 2014/15

Currently faculty like this assessment of learning. However, the department will continue to discuss and explore ways to increase learning of the developmental domains.

Plan for topic "Students completing the course will be able to identify major developmental milestones for children, both typical and atypical, from conception through adolescence.": 2014/15

Currently faculty like this assessment of learning. However, the department will continue to discuss and explore ways to increase learning of the developmental domains.

Plan for topic "Students completing the course will be able to identify major developmental milestones for typical and atypical children.": 2014/15

Currently faculty like this assessment of learning. However, the department will continue to discuss and explore ways to increase learning of the developmental domains.

Plan for topic "Students completing ECE-124 will be able to categorize the three primary developmental domains.": 2014/15

Currently faculty like this assessment of learning. However, the department will continue to discuss and explore ways to increase learning of the developmental domains.

Plan for topic "Students completing the course will be able to...analyze the psychological, physical and cognitive influences on human
This section was also felt to be effective in assessing this SLO. The department will continue to discuss how to increase student distinctions of development.

**Plan for topic "Students completing ECE-124 will be able to distinguish determinates of behavior."**: 2014/15

This section was also felt to be effective in assessing this SLO. The department will continue to discuss how to increase student distinctions of development.

**Plan for topic "Students completing the course will be able to recognize the role of culture and social institutions in the development of children."**: 2014/15

The department felt that this is a weaker part of the assessment and needs to be revised. The department felt that the SLO needs to represent more relevant course material than what is currently assessed. This will be discussed and revised before the next assessment.

**Plan for topic "Students completing ECE-124 will be able to choose the best influence on child development from a variety of factors."**: 2014/15

The department felt that this is a weaker part of the assessment and needs to be revised. The department felt that the SLO needs to represent more relevant course material than what is currently assessed. This will be discussed and revised before the next assessment.

**Plan for topic "Students completing ECE-124 will be able to categorize the three primary developmental domains."**: 2012/13

Students demonstrated an ability to identify the developmental domains. The department dialogued about this particular course and the positive impact child observations have on student learning. The present plan is to continue to use the multiple choice exam to assess this course but to dialogue more about the structure of the child observation assignments and the use of the DVC Developmental Children's Lab.

**Plan for topic "Students completing the course will be able to identify major developmental milestones for typical and atypical children."**: 2012/13

Students demonstrated an ability to identify the developmental domains. The department dialogued about this particular course and the positive impact child observations have on student learning. The present plan is to continue to use the multiple choice exam to assess this course but to dialogue more about the structure of the child observation assignments and the use of the DVC Developmental Children's Lab.

**Plan for topic "Students completing the course will be able to identify major developmental milestones for children, both typical and atypical, from conception through adolescence."**: 2012/13

Students demonstrated an ability to identify the developmental domains. The department dialogued about this particular course and the positive impact child observations have on student learning. The present plan is to continue to use the multiple choice exam to assess this course but to dialogue more about the structure of the child observation assignments and the use of the DVC Developmental Children's Lab.

**Plan for topic "Students completing the course will be able to identify major developmental milestones for children from conception through adolescence."**: 2012/13
### DVC Instructional Course SLO Action Plans

**Students demonstrated an ability to identify the developmental domains.** The department dialogued about this particular course and the positive impact child observations have on student learning. The present plan is to continue to use the multiple choice exam to assess this course but to dialogue more about the structure of the child observation assignments and the use of the DVC Developmental Children's Lab.

**Plan for topic "Students completing ECE-124 will be able to choose the best influence on child development from a variety of factors."**: 2012/13

The department continues to dialogue about ECE 124 and the best way to assess it. Currently the department will use the multiple choice exam for SLO assessment. The department is reviewing the observation assignments used in this course since they are an integral part of student learning. Dialogue is occurring in the department about how to handle the large number of students needing to do observations in the children's center and the limited amount of space.

**Plan for topic "Students completing the course will be able to recognize the role of culture and social institutions in the development of children."**: 2012/13

The department continues to dialogue about ECE 124 and the best way to assess it. Currently the department will use the multiple choice exam for SLO assessment. The department is reviewing the observation assignments used in this course since they are an integral part of student learning. Dialogue is occurring in the department about how to handle the large number of students needing to do observations in the children's center and the limited amount of space.

**Plan for topic "Students completing the course will be able to identify major developmental milestones for children from conception through adolescence."**: 2011/12

Continue with discussions among the faculty about this course in order to share best practices for student learning and to share ideas.

**Plan for topic "Students completing the course will be able to identify major developmental milestones for typical and atypical children."**: 2011/12

Continue with discussions among the faculty about this course in order to share best practices for student learning and to share ideas.

**Plan for topic "Students completing the course will be able to identify major developmental milestones for children, both typical and atypical, from conception through adolescence."**: 2011/12

Continue with discussions among the faculty about this course in order to share best practices for student learning and to share ideas.

**Plan for topic "Students completing ECE-124 will be able to categorize the three primary developmental domains."**: 2011/12

Continue with discussions among the faculty about this course in order to share best practices for student learning and to share ideas.

**Plan for topic "Students completing the course will be able to...analyze the psychological, physical and cognitive influences on human development."**: 2011/12

See previous comment.

**Plan for topic "Students completing ECE-124 will be able to distinguish determinates of behavior."**: 2011/12
Plan for topic "Students completing the course will be able to recognize the role of culture and social institutions in the development of children."

Plan for topic "Students completing ECE-124 will be able to choose the best influence on child development from a variety of factors."

Plan for topic "Students completing ECE-124 will be able to categorize the three primary developmental domains."

Plan for topic "Students completing the course will be able to identify major developmental milestones for children, both typical and atypical, from conception through adolescence."

Plan for topic "Students completing the course will be able to identify major developmental milestones for typical and atypical children."

Plan for topic "Students completing the course will be able to identify major developmental milestones for children from conception through adolescence."

Plan for topic "Students completing the course will be able to...analyze the psychological, physical and cognitive influences on human development."

Plan for topic "Students completing ECE-124 will be able to distinguish determinates of behavior."

Plan for topic "Students completing ECE-124 will be able to choose the best influence on child development from a variety of factors."
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to recognize the role of culture and social institutions in the development of children.": 2010/11

continue to use assessment tool. Consider reviewing content with students in order to increase retention of material.

Plan for topic "Students completing ECE-124 will be able to categorize the three primary developmental domains." : 2007/8

2010-02-26: Fall, 2007

Currently no modifications on this assessment instrument are planned.

2010-05-05: Spring, 2008

Faculty felt that the question #18 implied that there was only one right answer, when in fact there were two. Therefore, the wording on the instrument was changed to support multiple responses.

For question #11 the faculty discussed the phrasing of the question and made a slight adjustment in the wording to make the question more specific.

The SLO process has encouraged faculty discussion about classroom instruction and has supported a more uniformed classroom use of ECE language used in the field.

Plan for topic "Students completing the course will be able to identify major developmental milestones for children from conception through adolescence." : 2007/8

2010-02-26: Fall, 2007

Currently no modifications on this assessment instrument are planned.

2010-05-05: Spring, 2008

Faculty felt that the question #18 implied that there was only one right answer, when in fact there were two. Therefore, the wording on the instrument was changed to support multiple responses.

For question #11 the faculty discussed the phrasing of the question and made a slight adjustment in the wording to make the question more specific.

The SLO process has encouraged faculty discussion about classroom instruction and has supported a more uniformed classroom use of ECE language used in the field.
## Plan for topic "Students completing the course will be able to identify major developmental milestones for children, both typical and atypical, from conception through adolescence.": 2007/8

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-02-26</td>
<td>Fall, 2007</td>
</tr>
<tr>
<td></td>
<td>Currently no modifications on this assessment instrument are planned.</td>
</tr>
<tr>
<td>2010-05-05</td>
<td>Spring, 2008</td>
</tr>
<tr>
<td></td>
<td>Faculty felt that the question #18 implied that there was only one right answer, when in fact there were two. Therefore, the wording on the instrument was changed to support multiple responses.</td>
</tr>
<tr>
<td></td>
<td>For question #11 the faculty discussed the phrasing of the question and made a slight adjustment in the wording to make the question more specific.</td>
</tr>
<tr>
<td></td>
<td>The SLO process has encouraged faculty discussion about classroom instruction and has supported a more uniformed classroom use of ECE language used in the field.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing the course will be able to identify major developmental milestones for typical and atypical children.": 2007/8

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-02-26</td>
<td>Fall, 2007</td>
</tr>
<tr>
<td></td>
<td>Currently no modifications on this assessment instrument are planned.</td>
</tr>
<tr>
<td>2010-05-05</td>
<td>Spring, 2008</td>
</tr>
<tr>
<td></td>
<td>Faculty felt that the question #18 implied that there was only one right answer, when in fact there were two. Therefore, the wording on the instrument was changed to support multiple responses.</td>
</tr>
<tr>
<td></td>
<td>For question #11 the faculty discussed the phrasing of the question and made a slight adjustment in the wording to make the question more specific.</td>
</tr>
<tr>
<td></td>
<td>The SLO process has encouraged faculty discussion about classroom instruction and has supported a more uniformed classroom use of ECE language used in the field.</td>
</tr>
</tbody>
</table>

## Plan for topic "Students completing ECE-124 will be able to distinguish determinates of behavior.": 2007/8

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-02-26</td>
<td>Fall, 2007</td>
</tr>
<tr>
<td></td>
<td>Currently no modifications on this assessment instrument are planned.</td>
</tr>
</tbody>
</table>
Currently no modifications on this assessment instrument are planned.
2011-03-12: Spring, 2008

Faculty felt that the question #18 implied that there was only one right answer, when in fact there were two. Therefore, the wording on the instrument was changed to support multiple responses.

For question #11 the faculty discussed the phrasing of the question and made a slight adjustment in the wording to make the question more specific.

The SLO process has encouraged faculty discussion about classroom instruction and has supported a more uniformed classroom use of ECE language used in the field.

Plan for topic "Students completing the course will be able to...analyze the psychological, physical and cognitive influences on human development.": 2007/8
2010-02-26: Fall, 2007
Currently no modifications on this assessment instrument are planned.
2011-03-12: Spring, 2008

Faculty felt that the question #18 implied that there was only one right answer, when in fact there were two. Therefore, the wording on the instrument was changed to support multiple responses.

For question #11 the faculty discussed the phrasing of the question and made a slight adjustment in the wording to make the question more specific.

The SLO process has encouraged faculty discussion about classroom instruction and has supported a more uniformed classroom use of ECE language used in the field.

Plan for topic "Students completing the course will be able to recognize the role of culture and social institutions in the development of children.": 2007/8
2010-02-26: Fall, 2007
Currently no modifications on this assessment instrument are planned.
Faculty felt that the question #18 implied that there was only one right answer, when in fact there were two. Therefore, the wording on the instrument was changed to support multiple responses.

For question #11 the faculty discussed the phrasing of the question and made a slight adjustment in the wording to make the question more specific.

The SLO process has encouraged faculty discussion about classroom instruction and has supported a more uniformed classroom use of ECE language used in the field.

Plan for topic "Students completing ECE-124 will be able to choose the best influence on child development from a variety of factors.":

2007/8

2010-02-26: Fall, 2007

Currently no modifications on this assessment instrument are planned.

2011-03-12: Spring, 2008

Faculty felt that the question #18 implied that there was only one right answer, when in fact there were two. Therefore, the wording on the instrument was changed to support multiple responses.

For question #11 the faculty discussed the phrasing of the question and made a slight adjustment in the wording to make the question more specific.

The SLO process has encouraged faculty discussion about classroom instruction and has supported a more uniformed classroom use of ECE language used in the field.

Plan for topic "Students completing ECE-124 will be able to categorize the three primary developmental domains.": 2006/7

Spring, 2007

It was determined that different faculty were using slightly different terms which might have confused students. For example: Psychosocial and Social/Emotional are interchangeable.

Slight adjustments to the language were made on the assessment instrument to be used for the fall administration.
Plan for topic "Students completing the course will be able to identify major developmental milestones for typical and atypical children." - 2006/7

Spring, 2007

It was determined that different faculty were using slightly different terms which might have confused students. For example: Psychosocial and Social/Emotional are interchangeable.

Slight adjustments to the language were made on the assessment instrument to be used for the fall administration.

Plan for topic "Students completing the course will be able to identify major developmental milestones for children, both typical and atypical, from conception through adolescence." - 2006/7

Spring, 2007

It was determined that different faculty were using slightly different terms which might have confused students. For example: Psychosocial and Social/Emotional are interchangeable.

Slight adjustments to the language were made on the assessment instrument to be used for the fall administration.

Plan for topic "Students completing the course will be able to identify major developmental milestones for children from conception through adolescence." - 2006/7

Spring, 2007

It was determined that different faculty were using slightly different terms which might have confused students. For example: Psychosocial and Social/Emotional are interchangeable.

Slight adjustments to the language were made on the assessment instrument to be used for the fall administration.

Plan for topic "Students completing the course will be able to...analyze the psychological, physical and cognitive influences on human development." - 2006/7

Spring, 2007
It was determined that different faculty were using slightly different terms which might have confused students. For example: Psychosocial and Social/Emotional are interchangeable.

Slight adjustments to the language were made on the assessment instrument to be used for the fall administration.

**Plan for topic "Students completing ECE-124 will be able to distinguish determinates of behavior.": 2006/7**

Spring, 2007

It was determined that different faculty were using slightly different terms which might have confused students. For example: Psychosocial and Social/Emotional are interchangeable.

Slight adjustments to the language were made on the assessment instrument to be used for the fall administration.

**Plan for topic "Students completing the course will be able to recognize the role of culture and social institutions in the development of children.": 2006/7**

Spring, 2007

It was determined that different faculty were using slightly different terms which might have confused students. For example: Psychosocial and Social/Emotional are interchangeable.

Slight adjustments to the language were made on the assessment instrument to be used for the fall administration.

**Plan for topic "Students completing ECE-124 will be able to choose the best influence on child development from a variety of factors.": 2006/7**

Spring, 2007

It was determined that different faculty were using slightly different terms which might have confused students. For example: Psychosocial and Social/Emotional are interchangeable.

Slight adjustments to the language were made on the assessment instrument to be used for the fall administration.

Plan for topic "Students completing this course will be able to distinguish the role of the teacher and environment as components in high quality centers": 2018/19

Overall high pass rate.

Past SLO assessment reported student struggled with understanding curriculum approaches and application. These areas appear improved. Current students struggled with understanding individualized Ed plans; interest centers; steps of emergent curriculum & scaffolding. ESL students continue to pass at a lower rate.

The Plan: In addition to emphasizing the above topics, more examples will be given in class on educational models for teaching Special Rights children. Also, the assessment tool will be rewritten to use clearer vocabulary to reduce confusion for ESL and all students.

Plan for topic "Students completing this course will be able to distinguish the role of the teacher and environment as components in high quality centers": 2016/17

Most students met the SLO criteria. Differences in success were related to confusion between differentiating curriculum approaches and the process by which all curriculum should be administered through developmentally appropriate practices. In addition, the ESL students had more difficulty with the ECE vocabulary in the questions.

The Plan:

The specific text used at DVC and SRC does not do an adequate presentation of these separate concepts. In the future the instructors will supplement the text with other materials and direct instruction to bridge the gap in the understanding of the two concepts, curriculum approaches and methodology. In addition, more time will be spent on reviewing terms used in the ECE field.

Plan for topic "Students completing ECE-125 will be able to Students will have an awareness of some of the historical figures and or theories of early childhood education": 2013/14

Instructors reported various responses to their assessment instruments. While they both liked their assessment one instructor wants to broaden the awareness of historical figures while the other instructor believes that deeper learning might occur if the assignment is given later in the semester.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing ECE-125 will be able to Assess and recognize what are some of the different program types and components of high quality learning environments.": 2013/14

Each instructor would use parts of their current assessment instrument but they both would make modifications with their assessments in the future to increase learning between theory to practice.

Plan for topic "Students completing ECE-125 will be able to identify what are developmentally, culturally, and linguistically appropriate practices.": 2013/14

Both instructors plan to modify the assignments they used. In addition, one instructor stated that he would emphasis specific developmentally appropriate practices and how they relate to the topics in question.

Plan for topic "Students completing the course will be able to analyze child development through study and observation.".: 2011/12

The number of students failed the meet the threshold for indicators of environment. ECE-125 has been revamped to meet the California Curriculum Alignment Project, as such in this semesters form the class was a hybrid of the previous observation course and the current curriculum course of which the current SLO's are based. The new observation course ECE-249, will not begin until the fall of 2012 necessitating this blended course. The new ECE-125 should be reassessed in the Fall 2012 to see if it is matched the desired outcomes.

Plan for topic "Students completing the course will be able to assess early childhood environments, curriculum and teaching strategies for indicators of development": 2011/12

The number of students failed the meet the threshold for indicators of environment. ECE-125 has been revamped to meet the California Curriculum Alignment Project, as such in this semesters form the class was a hybrid of the previous observation course and the current curriculum course of which the current SLO's are based. The new observation course ECE-249, will not begin until the fall of 2012 necessitating this blended course. The new ECE-125 should be reassessed in the Fall 2012 to see if it is matched the desired outcomes.

Plan for topic "Students will be able to examine the role of the environment in developmentally appropriate curriculum for young children.".: 2011/12

Continue to assess this code of ethics awareness and application, this SLO is currently in alignment with the new ECE-125 format and instruction should continue in the current manner.

Plan for topic "Students completing the course will be able to apply the professional code of ethics.".: 2011/12

Continue to assess this code of ethics awareness and application, this SLO is currently in alignment with the new ECE-125 format and instruction should continue in the current manner.

Plan for topic "Students completing the course will be able to...identify the role of the teacher and the basic elements of the early childhood workplace.".: 2011/12
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify the underlying theoretical perspectives in forming a professional philosophy.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
</table>

- Continue to assess the students on this SLO to assure that the instructional component is aligned with the current version of ECE-125.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to assess early childhood environments, curriculum and teaching strategies for indicators of development&quot;</th>
<th>2010/11</th>
</tr>
</thead>
</table>

- Two test items regarding the course SLO of how to analyze and observe children in an early childhood education environment had significantly lower averages than the 70% threshold. These items addressed two specific observation techniques that are very similar. An increase emphasis needs to be made to explain the distinctions between these observation techniques across all sections of ECE-125.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze child development through study and observation.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
</table>

- Two test items regarding the course SLO of how to analyze and observe children in an early childhood education environment had significantly lower averages than the 70% threshold. These items addressed two specific observation techniques that are very similar. An increase emphasis needs to be made to explain the distinctions between these observation techniques across all sections of ECE-125.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to examine the role of the environment in developmentally appropriate curriculum for young children.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
</table>

- Continue to assess SLO and utilize the Children's Center Lab School for students to observe children in an Early Childhood Educational Environment.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the professional code of ethics.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
</table>

- Continue to assess SLO and utilize the Children's Center Lab School for students to observe children in an Early Childhood Educational Environment.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to...identify the role of the teacher and the basic elements of the early childhood workplace.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
</table>

- Continue to assess SLO and utilize the Children's Center Lab School for students to observe Lab school teachers interact with children in an Early Childhood Educational environment.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify the underlying theoretical perspectives in forming a professional philosophy.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
</table>

- Continue to assess SLO and utilize the Children's Center Lab School for students to observe Lab school teachers interact with children in an Early Childhood Educational environment.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze child development through study and observation.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
</table>

- a) Use of results. Both classes met the measurement criteria. b) Impact on learning. Assess next semester and then evaluate assessment instrument. Currently it appears
<table>
<thead>
<tr>
<th>Plan for topic “Students completing the course will be able to assess early childhood environments, curriculum and teaching strategies for indicators of development”: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Use of results. Both classes met the measurement criteria. b) Impact on learning. Assess next semester and then evaluate assessment instrument. Currently it appears teaching methods are satisfactory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to examine the role of the environment in developmentally appropriate curriculum for young children.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Use of results. Both classes met the measurement criteria. b) Impact on learning. Assess next semester and then evaluate assessment instrument. Currently it appears teaching methods are satisfactory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the professional code of ethics.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Use of results. Both classes met the measurement criteria. b) Impact on learning. Assess next semester and then evaluate assessment instrument. Currently it appears teaching methods are satisfactory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to...identify the role of the teacher and the basic elements of the early childhood workplace.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Use of results. Both classes passed the assessment instruments goal. b) Impact on learning. There are variations between the classes. Due to the instructors retirement it is difficult to analyze the results full without the instructor's reflections. Plan is to assess again in the spring and have the department discuss the results in Fall, 2010. However, due to the fact that students primarily met expectations there is evidence that current teaching practices and assignments are successful in this course. Students benefit from observations conducted in the DVC lab school and through DVD's purchased for observation practice and education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify the underlying theoretical perspectives in forming a professional philosophy.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Use of results. Both classes passed the assessment instruments goal. b) Impact on learning. There are variations between the classes. Due to the instructors retirement it is difficult to analyze the results full without the instructor's reflections. Plan is to assess again in the spring and have the department discuss the results in Fall, 2010. However, due to the fact that students primarily met expectations there is evidence that current teaching practices and assignments are successful in this course. Students benefit from observations conducted in the DVC lab school and through DVD's purchased for observation practice and education.</td>
</tr>
</tbody>
</table>
### 540. Health, Safety, and Nutrition for the Young Child [ECE-126] belonging to Early Childhood Education [ECE]

**Plan for topic "Students completing the course will be able to design a safety checklist for an outside playground area.": 2019/20**

Review of previous assessment was done and implementation of the online videos was employed. Though success rate was lower for the online sections, most individual students demonstrated mastery. It was determined that failure to meet the SLO was related to ESL instruction issues and lack of quality play area online videos. This feedback will be shared with faculty who teach ECE 126 when SLOâ€™s are discussed at c-contract meeting.

The Plan: The current plan is to move onto a difference SLO next assessment cycle due to overall high mastery rates.

**Plan for topic "Students completing the course will be able to design a safety checklist for an outside playground area.": 2016/17**

As a result of this SLO assessment, the following plan will be implemented:

Playground videos will be provided to the online students in order for them to utilize their self-developed checklist. This should improve student success rates for the online course relative to the face-to-face course. Since many students take the online courses to be free from classroom activities online videos will eliminate the need to interface with play environments outside of the computer in order to complete the assignment. With the availability of virtual playgrounds all students who have limited access to playgrounds due to work schedule or location, can be similarly successful. Following future assessments this will be verified or discounted.

The DVC Developmental Childrenâ€™s Lab school continues to vital learning environment for students enrolled in ECE 126.

This information was discussed with the department 2/23/17. SLO data was shared at the c-contract / advisory meeting 1/19/17.

**Plan for topic "Students completing the course will be able to evaluate strategies to maximize the health, safety and nutrition of children in early childhood education programs.": 2013/14**

One instructor liked the questions the other instructor might not use them. The instructor who might change the assessment criteria stated that she would use a small group activity employing the text book to answer questions. The SLO representative will have faculty continue to dialog about SLO’s at the c-contract meeting in fall, 2014.

**Plan for topic "Students completing the course will be able to design a safety checklist for an outside playground area.": 2013/14**

Currently both instructors report that students like the assignment and that it is working well. The plan is to continue to collaborate and discuss classroom assignments. This assignment will be used next semester.

**Plan for topic "Students completing the course will be able to compare the nutritional needs of children at various ages.": 2013/14**
DVC Instructional Course SLO Action Plans

Instructors met and discussed the results. The instructors both agreed that students should be challenged more during their presentations to talk about the nutritional significance of their recipe. The SLO representative will have faculty continue to dialog about SLO's at the c-contract meeting in fall, 2014.

Plan for topic "Students completing the course will be able to evaluate strategies to maximize the health, safety and nutrition of children in early childhood education programs.": 2011/12

The two instructors teaching ECE 126 have collaborated around the SLO's and course material. The current plan is to keep the assessments used this semester.

Plan for topic "Students completing the course will be able to design a safety checklist for an outside playground area.": 2011/12

This was a thorough and effect assignment.

Plan for topic "Students completing the course will be able to compare the nutritional needs of children at various ages.": 2011/12

Planning this course and how to assess the SLO's generated discussion among the faculty teaching it. Current plan is to continue to use this assignment.

Plan for topic "Students completing the course will be able to compare and contrast factors necessary for quality childcare programs.": 2011/12

Continue to dialogue about assignments which support student learning.

Plan for topic "Students completing the course will be able to evaluate strategies to maximize the health, safety and nutrition of children in early childhood education programs.": 2008/9

To increase achievement it was decided to add case studies to the curriculum.

Plan for topic "Students completing the course will be able to design a safety checklist for an outside playground area.": 2008/9

Since the topic now includes appropriate emergency response, an Emergency Services Coordinator has been invited to speak to the class.

Plan for topic "Students completing the course will be able to compare the nutritional needs of children at various ages.": 2008/9

No changes needed at this time.

Plan for topic "Students completing the course will be able to compare and contrast factors necessary for quality childcare programs.": 2008/9

Achievement results have been linked to poor writing skills. The syllabus now includes directions for writing an organized and well-developed paper.
### Plan for topic "Students completing this course will be able to create planning webs for an activity": 2017/18

Review of the former SLO assessment was done. The professor did follow through with developing a handout specifying and comparing various theorists and approaches in the ECE field. This has been found very beneficial and supportive of student understanding and learning. For this assessment cycle, was decided to focus more specifically on planning webs. The professor created a new grading rubric to be used with the current assessment.

After the current assessment was completed the professor feels strongly that the web assignment is valuable and that the new grading rubric was helpful for evaluating mastery of the SLO.

The Plan:

In future classes, the professor plans to give out the rubric at the beginning of the assignment to increase understanding and learning. At the next assessment cycle the professor will assess a different SLO.

Reviewed with the ECE department on Dec 12, 2017

This SLO also address the AS Degree SLO #10

### Plan for topic "Students completing the course will be able to analyze educational philosophy.": 2014/15

This is a helpful assignment for engaging students in the course material. Since students use preschool sites in the community to gather information in order to present their projects in class the plan is to continue to expand on the available locations in order to broaden the student’s understanding of different curriculum approaches. This information has been updated by J. Mason per conversation with D. Hill during Sept, 2015

### Plan for topic "Students completing the course will be able to create a developmentally appropriate integrated curriculum.": 2014/15

This is a helpful assignment for engaging students in the course material. Since students use preschool sites in the community to gather information in order to present their projects in class the plan is to continue to expand on the available locations in order to broaden the student’s understanding of different curriculum approaches. This information has been updated by J. Mason per conversation with D. Hill during Sept, 2015

### Plan for topic "Students completing the course will be able to explain the key concepts in the Reggio Emilia Approach/Emergent Curriculum or Project Approach using the tenets of Lev Vygotsky’s Constructivism Theory.": 2014/15

This is a helpful assignment for engaging students in the course material. Since students use preschool sites in the community to gather information in order to present their projects in class the plan is to continue to expand on the available locations in order to broaden the student’s understanding of different curriculum approaches. This information has been updated by J. Mason per conversation with D. Hill during Sept, 2015
DVC Instructional Course SLO Action Plans

This is a helpful assignment for engaging students in the course material. Since students use preschool sites in the community to gather information in order to present their projects in class the plan is to continue to expand on the available locations in order to broaden the student’s understanding of different curriculum approaches. This information has been updated by J. Mason per conversation with D. Hill during Sept, 2015

**Plan for topic "Students completing the course will be able to describe trends in theories of Early Childhood Education."**: 2014/15

Of the 28 students who took the mid-term, 25 of them earned a “C” or better. However, it was felt that in the future increasing the time devoted to comparisons between theories would lead to a greater depth of student understanding. For example how a specific theoretical concept might be represented differently in a Project Approach vs. Montessori.

This information has been updated by J. Mason per conversation with D. Hill during Sept, 2015

Plan for topic "Students completing the course will be able to create a developmentally appropriate integrated curriculum."**: 2011/12

This exam was adequate for accessing the students’ learning outcome #1. In the future I would like to review whether the exam or an assignment would function better for this class.

Plan for topic "Students completing the course will be able to explain the key concepts in the Reggio Emilia Approach/Emergent Curriculum or Project Approach using the tenets of Lev Vygotsky’s Constructivism Theory."**: 2011/12

This exam was adequate for accessing the students’ learning outcome #1. In the future I would like to review whether the exam or an assignment would function better for this class.

Plan for topic "Students completing the course will be able to analyze educational philosophy."**: 2011/12

This exam was adequate for accessing the students’ learning outcome #1. In the future I would like to review whether the exam or an assignment would function better for this class.

Plan for topic "Students completing the course will be able to compare and contrast philosophical approaches, such as Montessori, High Scope, and Reggio Emilia": 2011/12

In the future I amy want to use a class assignment rather than the quiz.

Plan for topic "Students completing the course will be able to compare and contrast philosophical approaches, such as Montessori, High Scope, and Reggio Emilia": 2011/12

In the future I amy want to use a class assignment rather than the quiz.

Plan for topic "Students completing the course will be able to describe trends in theories of Early Childhood Education."**: 2011/12

May review whether I want to use this exam or use a class assignment for the course.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to explain the key concepts in the Reggio Emilia Approach/Emergent Curriculum or Project Approach using the tenets of Lev Vygotsky’s Constructivism Theory.": 2010/11
Continue assessment of this SLO.

Plan for topic "Students completing the course will be able to create a developmentally appropriate integrated curriculum.": 2010/11
Continue assessment of this SLO.

Plan for topic "Students completing the course will be able to analyze educational philosophy.": 2010/11
Continue assessment of this SLO.

Plan for topic "Students completing the course will be able to compare and contrast philosophical approaches, such as Montessori, High Scope, and Reggio Emilia": 2010/11
Continue assessment of this SLO.

Plan for topic "Students completing the course will be able to compare and contrast philosophical approaches, such as Montessori, High Scope, and Reggio Emilia.": 2010/11
Continue assessment of this SLO.

Plan for topic "Students completing the course will be able to describe trends in theories of Early Childhood Education.": 2010/11
Continue assessment of this SLO

Plan for topic "Students completing the course will be able to analyze educational philosophy.": 2008/9
I will continue to use the summary sheet for the educational philosophies. This sheet was used for the first time this semester.
Same action plan.

Plan for topic "Students completing the course will be able to create a developmentally appropriate integrated curriculum.": 2008/9
I will continue to use the summary sheet for the educational philosophies. This sheet was used for the first time this semester.
Same action plan.

Plan for topic "Students completing the course will be able to explain the key concepts in the Reggio Emilia Approach/Emergent Curriculum or Project Approach using the tenets of Lev Vygotsky’s Constructivism Theory.": 2008/9
I will continue to use the summary sheet for the educational philosophies. This sheet was used for the first time this semester.
Same action plan.

Plan for topic "Students completing the course will be able to compare and contrast philosophical approaches, such as Montessori, High Scope, and Reggio Emilia.": 2008/9
I will be rewriting Question #2 on the SLO quiz. This will be administered in the Fall 2009 to both sections of this course (ECE 128).
DVC Instructional Course SLO Action Plans

Rather than rewrite the question, I reviewed the material more extensively during the second cycle. Students achieved a 96% success rate on this question.

Plan for topic "Students completing the course will be able to compare and contrast philosophical approaches, such as Montessori, High Scope, and Reggia Emilia": 2008/9

I will be rewriting Question #2 on the SLO quiz. This will be administered in the Fall 2009 to both sections of this course (ECE 128).

Plan for topic "Students completing the course will be able to describe trends in theories of Early Childhood Education.": 2008/9

I will be rewriting Question #7 on the SLO quiz. This will be administered in the Fall 2009 to both sections of this course (ECE 128).
542. Strategies for Working with Challenging Behaviors [ECE-129] belonging to Early Childhood Education [ECE]

Plan for topic "Students completing the course will be able to develop intervention strategies for children's specific difficult/aggressive behavior." 2018/19

The professor finds this assignment to be a valuable learning tool and plans to use it in the future.

The future plan, is as follows:

Make sure students have hardcopies of the behavior charts that assist with mapping out the function and evaluation of behaviors. They need them during the assignment as a reference. Next, continue with the small group discussion during this assignment to enhance peer-to-peer learning.

Lastly, the plan for the next assessment is to move onto a different SLO.

Plan for topic "Students completing ECE-129 will be able to formulate intervention strategies for children's specific difficult/aggressive behavior": 2018/19

The professor finds this assignment to be a valuable learning tool and plans to use it in the future.

The future plan, is as follows:

Make sure students have hardcopies of the behavior charts that assist with mapping out the function and evaluation of behaviors. They need them during the assignment as a reference. Next, continue with the small group discussion during this assignment to enhance peer-to-peer learning.

Lastly, the plan for the next assessment is to move onto a different SLO.

Plan for topic "Students completing the course will be able to analyze possible reasons for children's difficult and aggressive behavior." 2017/18

Previous assessment/action plan (2014/15) was reviewed.

This semester the professor did address considerations for local community resources, as noted in the previous action plan.
Current Plan: The professor feels confident that course work and discussions effectively support student learning on this SLO. Future plan is to assess a different SLO. These findings were discussed with the ECE department on November 29, 2017.

Plan for topic "Students completing the course will be able to analyze possible reasons for children's difficult and aggressive behavior.": 2014/15
Plan: The instructor feels the written assignment was an appropriate evaluative process. As a result of students written work, the instructor plans to continue the assignment with expanded considerations for local community resources available to support/aide the protective process.

Plan for topic "Students completing the course will be able to develop curriculum activities to provide prevention strategies for difficult and aggressive behavior.": 2014/15
Plan: The instructor feels the exam is an appropriate evaluative process. However, as result of student's answers, and reflective comments provided through oral discussion and in class reflective writings, the instructor plans to explore various behavior management systems available for purchase to evaluate and compare the theoretical foundations on which each system is derived.

Plan for topic "Students completing ECE-129 will be able to design a curriculum component that incorporates prevention strategies for children's difficult and aggressive behavior": 2014/15
Plan: The instructor feels the exam is an appropriate evaluative process. However, as result of student's answers, and reflective comments provided through oral discussion and in class reflective writings, the instructor plans to explore various behavior management systems available for purchase to evaluate and compare the theoretical foundations on which each system is derived.

Plan for topic "Students completing the course will be able to develop intervention strategies for children's specific difficult/aggressive behavior": 2014/15
Plan: The assignment is considered effective in evaluating student learning for the slo. In the future it may be more beneficial to require more practice with targeted behavior charting.

Plan for topic "Students completing ECE-129 will be able to formulate intervention strategies for children's specific difficult/aggressive behavior": 2014/15
Plan: The assignment is considered effective in evaluating student learning for the slo. In the future it may be more beneficial to require more practice with targeted behavior charting.

Plan for topic "Students completing the course will be able to analyze possible reasons for children's difficult and aggressive behavior."; 2012/13
The instructor feels that the exam is an appropriate evaluative process. As a result of student's answers, the instructor plans to delve deeper into how culture influences behavior patterns along with providing more support strategies for handling challenging behaviors.

### Plan for topic "Students completing the course will be able to develop curriculum activities to provide prevention strategies for difficult and aggressive behavior." 2012/13

The short answer exam was helpful in exploring student learning with this SLO. After scoring the exams, the instructor has decided (for future classes) to go deeper into how relationships play a key role in successful prevention strategies for difficult classroom behaviors.

### Plan for topic "Students completing ECE-129 will be able to design a curriculum component that incorporates prevention strategies for children's difficult and aggressive behavior" 2012/13

The short answer exam was helpful in exploring student learning with this SLO. After scoring the exams, the instructor has decided (for future classes) to go deeper into how relationships play a key role in successful prevention strategies for difficult classroom behaviors.

### Plan for topic "Students completing the course will be able to analyze possible reasons for children's difficult and aggressive behavior." 2010/11

Assignment is consider effective in evaluating student learning for this outcome. However in the future it may be more effective to break the assignment into smaller components to increase depth of learning.

### Plan for topic "Students completing the course will be able to develop curriculum activities to provide prevention strategies for difficult and aggressive behavior." 2010/11

The assignment is considered effective in evaluating student learning for this SLO. However, in the future it may be more effective to break the assignment into smaller components to increase the depth of student learning.

### Plan for topic "Students completing ECE-129 will be able to design a curriculum component that incorporates prevention strategies for children's difficult and aggressive behavior" 2010/11

The assignment is considered effective in evaluating student learning for this SLO. However, in the future it may be more effective to break the assignment into smaller components to increase the depth of student learning.

### Plan for topic "Students completing the course will be able to develop intervention strategies for children's specific difficult/aggressive behavior." 2010/11

The assignment met the criterion for the SLO. The instructor feels that the assignment is a good measure of student learning. However, it was commented to break down the assignment into smaller components in the future to increase depth of content understanding.

### Plan for topic "Students completing ECE-129 will be able to formulate intervention strategies for children's specific difficult/aggressive behavior" 2010/11

The assignment met the criterion for the SLO. The instructor feels that the assignment is a good measure of student learning. However, it was commented to break down the assignment into smaller components in the future to increase depth of content understanding.
The assignment met the criterion for the SLO. The instructor feels that the assignment is a good measure of student learning. However, it was commented to break down the assignment into smaller components in the future to increase depth of content understanding.
543. Child, Family, and Community [ECE-130] belonging to Early Childhood Education [ECE]

Plan for topic "Students completing this course will be able to demonstrate familiarity with community agencies and sensitivity towards communicating with families around sensitive issues.": 2017/18

The professors reviewed the previous assessment and decided to continue to assess knowledge of community resources with the added dimensions of examining professional sensitivity and confidentiality when communicating with families. This in-class assessment was a valuable tool for examining lecture and small group learning. Similar worksheets will continue to be utilized in the course.

The plan: In addition to above, the plan is to assess a different SLO next assessment cycle. This assessment supports the ECE program SLO's regarding socializing agents impacting the lives of children and families. These results were reviewed with the department.

Plan for topic "Students completing the course will be able to analyze different community resources and their appropriateness to meet the needs of contemporary families.": 2015/16

This assignment is extremely helpful in educating students about the breadth of community resources available and how to access services. It will be continued to be used in future courses. Since the success rate was very high, it was decided that the next time this course is assessed the plan is to assess a different SLO (maybe one focusing on cultural factors that influence childcare practices).

Plan for topic "Students completing the course will be able to differentiate strategies that support and empower families.": 2015/16

This assignment is extremely helpful in educating students about the breadth of community resources available and how to access services. It will be continued to be used in future courses. Since the success rate was very high, it was decided that the next time this course is assessed the plan is to assess a different SLO (maybe one focusing on cultural factors that influence childcare practices).

Plan for topic "Students completing the course will be able to select the appropriate community resource for various child and family needs.": 2015/16

This assignment is extremely helpful in educating students about the breadth of community resources available and how to access services. It will be continued to be used in future courses. Since the success rate was very high, it was decided that the next time this course is assessed the plan is to assess a different SLO (maybe one focusing on cultural factors that influence childcare practices).

Plan for topic "Students completing the course will be able to analyze theories of socialization that address the interrelationship of child, family and community.": 2012/13

The current plan is to continue to use a multiple choice exam for assessing SLO's in this course. Instructors are exploring text book options to enhance learning and to bring in a fresh approach to the text portion of the course.
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Plan for topic</th>
<th>Plan for topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to analyze theories of development and socialization that address the interrelationship between the child, family and community.&quot;</td>
<td>&quot;Students completing the course will be able to analyze theories that address the interrelationship between the child, family and community.&quot;</td>
<td>&quot;Students completing the course will be able to assess how socializing agents impact the lives of children and families.&quot;</td>
</tr>
<tr>
<td>2012/13</td>
<td>2012/13</td>
<td>2012/13</td>
</tr>
<tr>
<td>The current plan is to continue to use a multiple choice exam for assessing SLO's in this course. Instructors are exploring text book options to enhance learning and to bring in a fresh approach to the text portion of the course.</td>
<td>The current plan is to continue to use a multiple choice exam for assessing SLO's in this course. Instructors are exploring text book options to enhance learning and to bring in a fresh approach to the text portion of the course.</td>
<td>The current plan is to continue to assess this course SLO's through a multiple choice exam. The department continues to dialog about this course in relationship to the state alignment program in order to make sure key objectives are met. The text book is being reviewed among those teaching the class and this has encouraged dialogue and exploration of other text options.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to differentiate strategies that support and empower families.&quot;</td>
<td>Plan for topic &quot;Students completing the course will be able to select the appropriate community resource for various child and family needs.&quot;</td>
<td>Plan for topic &quot;Students completing the course will be able to analyze different community resources and their appropriateness to meet the needs of contemporary families.&quot;</td>
</tr>
<tr>
<td>2012/13</td>
<td>2012/13</td>
<td>2012/13</td>
</tr>
<tr>
<td>The current plan is to continue to assess this SLO by multiple choice exam. Although this assessment demonstrates learning instructors should make an extra effort to emphasize the connection of family needs with community resources.</td>
<td>The current plan is to continue to assess this SLO by multiple choice exam. Although this assessment demonstrates learning instructors should make an extra effort to emphasize the connection of family needs with community resources.</td>
<td>The current plan is to continue to assess this SLO by multiple choice exam. Although this assessment demonstrates learning instructors should make an extra effort to emphasize the connection of family needs with community resources.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze theories that address the interrelationship between the child, family and community.&quot;</td>
<td>Plan for topic &quot;Students completing the course will be able to analyze theories of development and socialization that address the interrelationship between the child, family and community.&quot;</td>
<td>Plan for topic &quot;Students completing the course will be able to analyze theories of development and socialization that address the interrelationship between the child, family and community.&quot;</td>
</tr>
<tr>
<td>2011/12</td>
<td>2011/12</td>
<td>2011/12</td>
</tr>
<tr>
<td>A review of theorists would be beneficial later in the semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td></td>
</tr>
</tbody>
</table>
| "Students completing the course will be able to analyze theories of socialization that address the interrelationship of child, family and community." | 2011/12
| A review of theorists would be beneficial later in the semester. |
| Socializing Agents appears an easier concept for students to grasp than other topics. Continue with current teaching methods. |
| "Students completing the course will be able to assess how socializing agents impact the lives of children and families." | 2011/12
| Although all classes passed within the rubric set for SLO's in ECE 130 some questions had low response rates. It will be helpful for instructors to make sure that students understand the differences between similar community resources. In addition, students need to know where to find appropriate resources. Review and integration of this material is necessary. |
| "Students completing the course will be able to differentiate strategies that support and empower families." | 2011/12
| Although all classes passed within the rubric set for SLO's in ECE 130 some questions had low response rates. It will be helpful for instructors to make sure that students understand the differences between similar community resources. In addition, students need to know where to find appropriate resources. Review and integration of this material is necessary. |
| "Students completing the course will be able to select the appropriate community resource for various child and family needs." | 2011/12
| Although all classes passed within the rubric set for SLO's in ECE 130 some questions had low response rates. It will be helpful for instructors to make sure that students understand the differences between similar community resources. In addition, students need to know where to find appropriate resources. Review and integration of this material is necessary. |
| "Students completing the course will be able to analyze different community resources and their appropriateness to meet the needs of contemporary families." | 2011/12
| Although all classes passed within the rubric set for SLO's in ECE 130 some questions had low response rates. It will be helpful for instructors to make sure that students understand the differences between similar community resources. In addition, students need to know where to find appropriate resources. Review and integration of this material is necessary. |
| "Students completing the course will be able to analyze theories of socialization that address the interrelationship of child, family and community." | 2010/11
| A review of theorists would be beneficial later in the semester. |
Plan for topic "Students completing the course will be able to analyze theories that address the interrelationship between the child, family and community.": 2010/11

A review of theorists would be beneficial later in the semester.

Plan for topic "Students completing the course will be able to analyze theories that address the interrelationship between the child, family and community.": 2009/10

a) Use of results: Overall excellent performance. One low result examined. b) Impact on learning: Current instruction appears beneficial. Review of the types of bias may be helpful.

Plan for topic "Students completing the course will be able to analyze theories of development and socialization that address the interrelationship between the child, family and community.": 2009/10

Plan for topic "Students completing the course will be able to analyze theories of socialization that address the interrelationship of child, family and community.": 2009/10

Plan for topic "Students completing the course will be able to assess how socializing agents impact the lives of children and families.": 2009/10

a) Use of results: Overall excellent performance. One low result examined. b) Impact on learning: Revise confusing wording used in #8. Review role of television as a socializing agent.

Plan for topic "Students completing the course will be able to differentiate strategies that support and empower families.": 2009/10

a) Use of results: Overall performance was in the prescribed range except for one question which lowered the total response rate. b) Impact on learning: Although community resources are a significant area of instruction, it is recommended that more review and discussion occur around the link between specific family/child needs and identifying the primary resource. Students in the class benefit from audio visual supports (DVDs about socialization) and guest speakers. Continued support of the purchase of new materials is required to keep this program up-to-date.

Plan for topic "Students completing the course will be able to analyze different community resources and their appropriateness to meet the needs of contemporary families.": 2009/10

a) Use of results: Overall performance was in the prescribed range except for one question which lowered the total response rate. b) Impact on learning: Although community resources are a significant area of instruction, it is recommended that more review and discussion occur around the link between specific family/child needs and identifying the
### Plan for topic "Students completing the course will be able to select the appropriate community resource for various child and family needs."

<table>
<thead>
<tr>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Use of results: Overall performance was in the prescribed range except for one question which lowered the total response rate. b) Impact on learning: Although community resources are a significant area of instruction, it is recommended that more review and discussion occur around the link between specific family/child needs and identifying the primary resource. Students in the class benefit from audio visual supports (DVDs about socialization) and guest speakers. Continued support of the purchase of new materials is required to keep this program up-to-date.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to analyze theories of socialization that address the interrelationship of child, family and community."

<table>
<thead>
<tr>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-02-26: Discussed results with faculty and faculty were reminded to emphasize theorists in course content.</td>
</tr>
<tr>
<td>2010-05-05: In general results supported course design and teaching. Question #5 discussed with faculty regarding the amount of course time devoted to the topic. More emphasis needed in future. Consider redesigning assessment instrument and SLO’s to better focus on goals of course. Assess again in Spring, 2010</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to analyze theories of development and socialization that address the interrelationship between the child, family and community."

<table>
<thead>
<tr>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-02-26: Discussed results with faculty and faculty were reminded to emphasize theorists in course content.</td>
</tr>
<tr>
<td>2010-05-05: In general results supported course design and teaching. Question #5 discussed with faculty regarding the amount of course time devoted to the topic. More emphasis needed in future. Consider redesigning assessment instrument and SLO’s to better focus on goals of course. Assess again in Spring, 2010</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to analyze theories that address the interrelationship between the child, family and community."

<table>
<thead>
<tr>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-02-26: Discussed results with faculty and faculty were reminded to emphasize theorists in course content.</td>
</tr>
<tr>
<td>2010-05-05: In general results supported course design and teaching. Question #5 discussed with faculty regarding the amount of course time devoted to the topic. More emphasis needed in future. Consider redesigning assessment instrument and SLO’s to better focus on goals of course. Assess again in Spring, 2010</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to assess how socializing agents impact the lives of children and families."

<table>
<thead>
<tr>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-04-29: Discussion resulted with an adjustment to the assessment instrument. One question needed more clarification. Plan to run assessment in fall 2009</td>
</tr>
<tr>
<td>2010-09-01: The overall success rates of performance on the SLO support course material and teaching modalities. Discussion with department re: #8 determined that it is a</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze different community resources and their appropriateness to meet the needs of contemporary families.&quot;: 2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-04-29: Discussion was held with faculty and no changes were suggested.</td>
</tr>
<tr>
<td>2010-05-06: Results are above satisfactory. As mentioned above review the SLO's for this course and the assessment instrument used to better align with course objectives. Assess in Spring, 2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to select the appropriate community resource for various child and family needs.&quot;: 2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-04-29: Discussion was held with faculty and no changes were suggested.</td>
</tr>
<tr>
<td>2010-05-06: Results are above satisfactory. As mentioned above review the SLO's for this course and the assessment instrument used to better align with course objectives. Assess in Spring, 2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to differentiate strategies that support and empower families.&quot;: 2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-04-29: Discussion was held with faculty and no changes were suggested.</td>
</tr>
<tr>
<td>2010-05-06: Results are above satisfactory. As mentioned above review the SLO's for this course and the assessment instrument used to better align with course objectives. Assess in Spring, 2010</td>
</tr>
</tbody>
</table>
Two topics were identified as needing more classroom instruction. These included: 1) The need for the teacher to attend to the child before addressing other concerns.

2) Understanding that by not attending to a bias remark or action, that this actually reinforces the bias.

The action plan for the future is to conduct more role play activities in the classroom to solidify appropriate actions.

Plan for topic "Students completing the course will be able to recognize their own self-biases.": 2016/17

The instructor felt that the course content and discussions are effective in teaching students about self-biases. However, changes in the wording of the final paper will be done to increase depth of answers. During the next assessment cycle a different SLO will be assessed.

This was discussed 2/23/17 in a department meeting.

SLOs were discussed at the c-contract/advisory meeting held 1/19/17.

Plan for topic "Students completing the course will be able to recognize self-biases.": 2016/17

The instructor felt that the course content and discussions are effective in teaching students about self-biases. However, changes in the wording of the final paper will be done to increase depth of answers. During the next assessment cycle a different SLO will be assessed.

This was discussed 2/23/17 in a department meeting.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to recognize biases in a diverse community.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently the instructor finds the multiple choice exam a helpful measure for assessing student learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to recognize their own self-biases.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor finds the multiple choice exam a helpful way to evaluate the abstract concepts linked to this SLO. The plan is to currently continue to use this instrument.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to recognize self-biases.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor finds the multiple choice exam a helpful way to evaluate the abstract concepts linked to this SLO. The plan is to currently continue to use this instrument.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to develop techniques which will create sensitivity for various biases.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify and develop activities which will create sensitivity for various biases.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to recognize biases in a diverse community.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to recognize their own self-biases.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to recognize self-biases.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify and develop activities which will create sensitivity for various biases.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to recognize biases in a diverse community.&quot;</td>
<td>2010/11</td>
</tr>
</tbody>
</table>

Continue assessment of the SLO.
### DVC Instructional Course SLO Action Plans

#### Plan for topic "Students completing the course will be able to recognize their own self-biases.": 2010/11

Continue assessment of the SLO.

#### Plan for topic "Students completing the course will be able to recognize self-biases.": 2010/11

Continue assessment of the SLO.

#### Plan for topic "Students completing the course will be able to identify and develop activities which will create sensitivity for various biases.": 2010/11

Continue assessment of the SLO.

#### Plan for topic "Students completing the course will be able to develop techniques which will create sensitivity for various biases.": 2010/11

Continue assessment of the SLO.

#### Plan for topic "Students completing the course will be able to recognize biases in a diverse community.": 2009/10

2010-05-05: Item # 1 has a type error which will be corrected for the next cycle. This was confusing to some students.

Items #4, 6 and 7 were covered in several teaching techniques--readings from chapters, hand-outs and lecture. This will be repeated in the future.

Same process.

2010-05-27: Class taught and SLO administered by a part-time instructor. Data entered by Jmason. Discussion with pt instructor it was determined that the questions answered incorrectly may have been confusing to the students. Students however demonstrated that they benefit from using the DVC Children's Lab for observations on Anti-bias materials and interactions. Plan to assess in Fall, 2010 and revise assessment instrument.

#### Plan for topic "Students completing the course will be able to recognize biases in a diverse community.": 2009/10

2010-05-27: Numbers 2, 5 and 8 were introduced through the use of scenarios and followed by class discussions. These methods seem to be effective and will not be altered.

Repeat process.

2010-12-15: See SLO plan #1 for notation re: instructor. Evidence of results that students are learning the material and benefiting from activities performed in and outside of class including: observations at the DVC Children's Lab. Plan to run assessment in Fall 2010 and revise assessment instrument as seen necessary.

#### Plan for topic "Students completing the course will be able to recognize their own self-biases.": 2009/10

2010-05-27: Numbers 2, 5 and 8 were introduced through the use of scenarios and followed by class discussions. These methods seem to be effective and will not be altered.
DVC Instructional Course SLO Action Plans

Repeat process

2010-12-15: See SLO plan #1 for notation re:instructor. Evidence of results that students are learning the material and benefiting from activities performed in and outside of class including: observations at the DVC Children's Lab. Plan to run assessment in Fall 2010 and revise assessment instrument as seen necessary.

Plan for topic "Students completing the course will be able to identify and develop activities which will create sensitivity for various biases."

2010-05-27: Using the video, "Starting Small" with discussions following will continue to be utilized. In addition, the hand-outs and role play seem to reinforce these concepts.

Repeat process.

2010-12-15: See SLO plan for #1 for instructor info. Evidence that the students are learning the material and benefiting from observations at the Children's Lab. Plan to assess in Fall, 2010 and make adjustments to instrument as seen necessary.

Plan for topic "Students completing the course will be able to develop techniques which will create sensitivity for various biases."

2010-05-27: Using the video, "Starting Small" with discussions following will continue to be utilized. In addition, the hand-outs and role play seem to reinforce these concepts.

Repeat process.

2010-12-15: See SLO plan for #1 for instructor info. Evidence that the students are learning the material and benefiting from observations at the Children's Lab. Plan to assess in Fall, 2010 and make adjustments to instrument as seen necessary.
Plan for topic "Students completing the course will be able to critique appropriate levels of infant/toddler cognitive and language development.": 2018/19

The previous SLO assessment recommended additional practice/discussion before administering the assignment. This was completed and contributed to a greater understanding of the material. In addition, small group review was used to enhance peer mentoring. This assignment is found to be helpful in evaluating environments/practices that support appropriate care. It will continue to be administered. The Action Plan: Next time assess a different SLO. Results discussed with department Dec 2019

Plan for topic "Students completing the course will be able to illustrate appropriate levels of cognitive and language development for infants and toddlers." : 2018/19

The previous SLO assessment recommended additional practice/discussion before administering the assignment. This was completed and contributed to a greater understanding of the material. In addition, small group review was used to enhance peer mentoring. This assignment is found to be helpful in evaluating environments/practices that support appropriate care. It will continue to be administered. The Action Plan: Next time assess a different SLO. Results discussed with department Dec 2019

Plan for topic "Students completing ECE 230 will be able to describe appropriate play environments and care routines that support infant and toddler care and learning" : 2018/19

This course has recently been rewritten to align with the CA State Curriculum Alignment project. The assignment used for this SLO reflects course rewrite changes and addresses previous references to re-evaluating assignments that address environments and best practices.

Upon evaluation, the professor has concluded that the assignment is in fact valuable but that students need additional prior practice on critiquing best practices before they are given the assignment.

The Plan: In the future, the professor will include more concrete examples and small group discussion on the topic prior to giving the assignment. This should support the development of critical thinking skills. Additionally, the DVC Developmental Childrenâ€™s Laboratory continues to be a vital support to students by exhibiting environmental best practices.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to illustrate appropriate levels of cognitive and language development for infants and toddlers.": 2016/17

This course has recently been rewritten to align with the CA State Curriculum Alignment project. The assignment used for this SLO reflects course rewrite changes and addresses previous references to re-evaluating assignments that address environments and best practices.

Upon evaluation, the professor has concluded that the assignment is in fact valuable but that students need additional prior practice on critiquing best practices before they are given the assignment.

The Plan: In the future, the professor will include more concrete examples and small group discussion on the topic prior to giving the assignment. This should support the development of critical thinking skills. Additionally, the DVC Developmental Children’s Laboratory continues to be a vital support to students by exhibiting environmental best practices.

This information was discussed with the department 2/23/17. SLO data was shared at the c-contract / advisory meeting 1/19/17.

Plan for topic "Students completing the course will be able to critique appropriate levels of infant/toddler cognitive and language development." : 2016/17

This course has recently been rewritten to align with the CA State Curriculum Alignment project. The assignment used for this SLO reflects course rewrite changes and addresses previous references to re-evaluating assignments that address environments and best practices.

Upon evaluation, the professor has concluded that the assignment is in fact valuable but that students need additional prior practice on critiquing best practices before they are given the assignment.

The Plan: In the future, the professor will include more concrete examples and small group discussion on the topic prior to giving the assignment. This should support the development of critical thinking skills. Additionally, the DVC Developmental Children’s Laboratory continues to be a vital support to students by exhibiting environmental best practices.

This information was discussed with the department 2/23/17. SLO data was shared at the c-contract / advisory meeting 1/19/17.
This information was discussed with the department 2/23/17. SLO data was shared at the c-contract / advisory meeting 1/19/17.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to evaluate typical infant/toddler physical development against atypical developmental norms.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation is important for helping students link theory with infant/toddler development. 87% passed with a &quot;B&quot; or better. The DVC Children's Developmental Lab is critical to student observation learning. Plan is to rewrite this course during Fall 2013 to align with the State Curriculum Project. Evaluation of the assignments given will be re-examined in light of course changes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to record typical infant/toddler physical development.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation is important for helping students link theory with infant/toddler development. 87% passed with a &quot;B&quot; or better. The DVC Children's Developmental Lab is critical to student observation learning. Plan is to rewrite this course during Fall 2013 to align with the State Curriculum Project. Evaluation of the assignments given will be re-examined in light of course changes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ECE-230 will be able to Analyze the developmental stages of physical, cognitive and social and emotional development&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation is important for helping students link theory with infant/toddler development. 87% passed with a &quot;B&quot; or better. The DVC Children's Developmental Lab is critical to student observation learning. Plan is to rewrite this course during Fall 2013 to align with the State Curriculum Project. Evaluation of the assignments given will be re-examined in light of course changes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to critique appropriate levels of infant/toddler cognitive and language development.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the importance of infant/toddler environments is critical for healthy development. The DVC Children's Developmental Lab is used to help students with this process. This assignment is valuable for student learning. Plan is to rewrite this course during Fall 2013 to align with the State Curriculum Project. This rewrite will assist students access to courses across California. Applications of the environment assignment will be adjusted if necessary to fit the new course requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to illustrate appropriate levels of cognitive and language development for infants and toddlers.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the importance of infant/toddler environments is critical for healthy development. The DVC Children's Developmental Lab is used to help students with this process. This assignment is valuable for student learning. Plan is to rewrite this course during Fall 2013 to align with the State Curriculum Project. This rewrite will assist students access to courses across California. Applications of the environment assignment will be adjusted if necessary to fit the new course requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ECE 230 will be able to describe appropriate play environments and care routines that support&quot;</th>
</tr>
</thead>
</table>
infant and toddler care and learning": 2013/14

Understanding the importance of infant/toddler environments is critical for healthy development. The DVC Children's Developmental Lab is used to help students with this process. This assignment is valuable for student learning. Plan is to rewrite this course during Fall 2013 to align with the State Curriculum Project. This rewrite will assist students access to courses across California. Applications of the environment assignment will be adjusted if necessary to fit the new course requirements.

Plan for topic "Students completing the course will be able to differentiate their basic understanding of infant/toddler attachment behaviors and theory."": 2013/14

Plan is to rewrite this course during Fall 2013 to align with the State Curriculum Project. The application of licensing regulations assignment will be reviewed to adapt to any necessary curriculum changes. Some version of this assignment will continue. Consider assigning a grade to this assignment.

Plan for topic "Students completing the course will be able to assess attachment behaviors observed between infants/toddlers and those with whom they are attached."": 2013/14

Plan is to rewrite this course during Fall 2013 to align with the State Curriculum Project. The application of licensing regulations assignment will be reviewed to adapt to any necessary curriculum changes. Some version of this assignment will continue. Consider assigning a grade to this assignment.

Plan for topic "Students completing ECE-230 will be able to identify infant toddler programming/licensing issues and know how to find answers."": 2013/14

Plan is to rewrite this course during Fall 2013 to align with the State Curriculum Project. The application of licensing regulations assignment will be reviewed to adapt to any necessary curriculum changes. Some version of this assignment will continue. Consider assigning a grade to this assignment.

Plan for topic "Students completing ECE-230 will be able to analyze the developmental stages of physical, cognitive and social and emotional development": 2012/13

One section was offered and assessed fall, 2012. Students enrolled = 40. This is a helpful assignment. It generates discussion and interactions among the students. Students find it beneficial to use the DVC Developmental Children's Center for this assignment. Observation is critical for understanding child development. This assignment will continue to be used. Currently the ECE department is in discussion about observations as a result of the SLO process and course rewrites. The plan is to engage the part-time faculty in a discussion at the c-contract meeting on January 10, 2013 for their input on observation assignments and SLOs.

Plan for topic "Students completing ECE-230 will be able to describe and evaluate an infant toddler environment for its appropriateness": 2012/13

Much time and attention is given to infant/toddler environments. Therefore, students are well prepared to evaluate a caregiving setting. The assignment is detailed and guides the student to look for very specific elements in the classroom. This detail, and preparation, supports their successful learning. Students benefit from being able to use the DVC Developmental Children's Lab for this assignment. The importance of environments has been a topic of the department's discussions recently and the department will continue to explore the best ways to assess environmental SLO's.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ECE-230 will be able to Analyze the developmental stages of physical, cognitive and social and emotional development&quot;: 2011/12</td>
<td>This is the first assessment of this course. Observations are critical for understanding development. Continue to use this assignment.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to record typical infant/toddler physical development.&quot;: 2011/12</td>
<td>This is the first assessment of this course. Observations are critical for understanding development. Continue to use this assignment.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to evaluate typical infant/toddler physical development against atypical developmental norms.&quot;: 2011/12</td>
<td>This is the first assessment of this course. Observations are critical for understanding development. Continue to use this assignment.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to critique appropriate levels of infant/toddler cognitive and language development.&quot;: 2011/12</td>
<td>As mentioned previously, observations are critical to understanding and identifying typical vs. atypical behavior. Continue to use this assignment.</td>
</tr>
<tr>
<td>&quot;Students completing ECE 230 will be able to describe appropriate play environments and care routines that support infant and toddler care and learning&quot;: 2011/12</td>
<td>As mentioned previously, observations are critical to understanding and identifying typical vs. atypical behavior. Continue to use this assignment.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to illustrate appropriate levels of cognitive and language development for infants and toddlers.&quot;: 2011/12</td>
<td>As mentioned previously, observations are critical to understanding and identifying typical vs. atypical behavior. Continue to use this assignment.</td>
</tr>
<tr>
<td>&quot;Students completing ECE-230 will be able to Identify infant toddler programming/licensing issues and know how to find answers.&quot;: 2011/12</td>
<td>Continue to explore and incorporate ways for students to practice with observation and recognition of attachment behaviors. This observation assignment will currently continue to be employed in this class.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to assess attachment behaviors observed between infants/toddlers and those with whom they are attached.&quot;: 2011/12</td>
<td>Continue to explore and incorporate ways for students to practice with observation and recognition of attachment behaviors. This observation assignment will currently continue to be employed in this class.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to differentiate their basic understanding of infant/toddler attachment behaviors and theory.&quot;: 2011/12</td>
<td>Continue to explore and incorporate ways for students to practice with observation and recognition of attachment behaviors. This observation assignment will currently continue</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing ECE-230 will be able to Analyze the developmental stages of physical, cognitive and social and emotional development": 2010/11

SLO supports current teaching. One question was missed by 69% of the students. It was material covered at the beginning of the semester. Review is suggested.

Plan for topic "Students completing the course will be able to record typical infant/toddler physical development.": 2010/11

SLO supports current teaching. One question was missed by 69% of the students. It was material covered at the beginning of the semester. Review is suggested.

Plan for topic "Students completing the course will be able to evaluate typical infant/toddler physical development against atypical developmental norms.": 2010/11

SLO supports current teaching. One question was missed by 69% of the students. It was material covered at the beginning of the semester. Review is suggested.

Plan for topic "Students completing the course will be able to critique appropriate levels of infant/toddler cognitive and language development.": 2010/11

SLO supports current teaching. Continue to use the DVC Children’s center for infant/toddler observations to enhance the learning process.

Plan for topic "Students completing the course will be able to illustrate appropriate levels of cognitive and language development for infants and toddlers.": 2010/11

SLO supports current teaching. Continue to use the DVC Children’s center for infant/toddler observations to enhance the learning process.

Plan for topic "Students completing ECE 230 will be able to describe appropriate play environments and care routines that support infant and toddler care and learning": 2010/11

SLO supports current teaching. Continue to use the DVC Children’s center for infant/toddler observations to enhance the learning process.

Plan for topic "Students completing the course will be able to differentiate their basic understanding of infant/toddler attachment behaviors and theory.": 2010/11

SLO supports current teaching. Continue to use the DVC Children’s center for infant/toddler observations to enhance the learning process.

Plan for topic "Students completing the course will be able to assess attachment behaviors observed between infants/toddlers and those with whom they are attached.": 2010/11

SLO supports current teaching. Continue to use the DVC Children’s center for infant/toddler observations to enhance the learning process.

Plan for topic "Students completing ECE-230 will be able to Identify infant toddler programming/licensing issues and know how to find answers.": 2010/11

SLO supports current teaching. Continue to use the DVC Children’s center for infant/toddler observations to enhance the learning process.

Plan for topic "Students completing the course will be able to evaluate typical infant/toddler physical development against atypical
DVC Instructional Course SLO Action Plans

**developmental norms.**: 2009/10

Low correct responses on #5 discussed with department and the decision to reword question was made. Review of material covered early in the course was recommended.

Assess class again in Fall, 2010

**Plan for topic "Students completing the course will be able to record typical infant/toddler physical development."**: 2009/10

Low correct responses on #5 discussed with department and the decision to reword question was made. Review of material covered early in the course was recommended.

Assess class again in Fall, 2010

**Plan for topic "Students completing ECE-230 will be able to Analyze the developmental stages of physical, cognitive and social and emotional development"**: 2009/10

Low correct responses on #5 discussed with department and the decision to reword question was made. Review of material covered early in the course was recommended.

Assess class again in Fall, 2010

**Plan for topic "Students completing the course will be able to critique appropriate levels of infant/toddler cognitive and language development."": 2009/10

Department recommends rewording #9 and continuing to review brain development in class. Infant observations in the DVC Children's Lab continue to be important for student success. Assess class again in Fall, 2010.

**Plan for topic "Students completing the course will be able to illustrate appropriate levels of cognitive and language development for infants and toddlers."**: 2009/10

Department recommends rewording #9 and continuing to review brain development in class. Infant observations in the DVC Children's Lab continue to be important for student success. Assess class again in Fall, 2010.

**Plan for topic "Students completing ECE 230 will be able to describe appropriate play environments and care routines that support infant and toddler care and learning"**: 2009/10

Department recommends rewording #9 and continuing to review brain development in class. Infant observations in the DVC Children's Lab continue to be important for student success. Assess class again in Fall, 2010.

**Plan for topic "Students completing the course will be able to differentiate their basic understanding of infant/toddler attachment behaviors and theory."**: 2009/10

Low correct responses on #5 discussed with department and the decision to reword question was made. Review of material covered early in the course was recommended.

Assess class again in Fall, 2010

**Plan for topic "Students completing ECE-230 will be able to Identify infant toddler programming/licensing issues and know how to find answers."**: 2009/10
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to assess attachment behaviors observed between infants/toddlers and those with whom they are attached.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low correct responses on #5 discussed with department and the decision to reword question was made. Review of material covered early in the course was recommended. Assess class again in Fall, 2010</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing this course will be able to differentiate typical development seen across the developmental domains at either 8 months, 18 months, or 36 months."

**2018/19**

Past assessment (2017) was reviewed. Pre-test activity given in class and homework assignment which followed supported student learning through: multiple exposures to course material and the use of CA Framework Developmental Foundations.

**Action Plan:** To assess a different SLO next assessment cycle.

---

### Plan for topic "Students completing this course will be able to identify basic components of infant /toddler physical development."

**2016/17**

All students did a thorough job on the homework assignment which employed the CA State Infant / Toddler Developmental Foundations (an important professional publication in the ECE field). After submitting the homework students share how helpful the exercise was. This was the first administration of this assignment. The Plan in the future is to give the same assignment but including it in a pre/post format in order to evaluate the SLO on a deeper level and to magnify the learning process for the students. This SLO assessment was discussed at the ECE department meeting May 4, 2017.

### Plan for topic "Students completing the course will be able to identify basic components of infant /toddler attachment behaviors."

**2013/14**

This assignment will be reworked for the next class. The instructor liked using an observation for this SLO but the structure of the assignment could be addressed better in the future. This course has recently been rewritten and aligned with other courses in CA.

### Plan for topic "Students completing the course will be able to identify basic components of infant /toddler cognitive/brain development."

**2013/14**

Again, this SLO was successful but the instrument will be rewritten to be more engaging in the future. This course has recently been rewritten and aligned with other courses in CA.
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to identify basic components of infant /toddler physical development.":**

<table>
<thead>
<tr>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This class is only offered every several semesters. The professor will use this observation again and continue to assess its usefulness for student learning.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to identify basic components of infant /toddler attachment behaviors.":**

<table>
<thead>
<tr>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is only offered every several semesters. The professor will continue to evaluate the usefulness of this assignment in helping students learn about attachment behaviors. Currently the professor plans on using this assessment tool in the near future.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to identify basic components of infant /toddler cognitive/brain development.":**

<table>
<thead>
<tr>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to use this assignment in the future and evaluate its effectiveness as a learning tool.</td>
</tr>
</tbody>
</table>
### 547. Current Topics in Early Childhood Education [ECE-237] belonging to Early Childhood Education [ECE]

**Plan for topic "Students completing ECE-237X will be able to Identify the developmental domains addressed by the foundations.":**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>This is a topics course and is currently not scheduled to be offered. It will be assessed the next time it is offered.</td>
</tr>
<tr>
<td>2012/13</td>
<td>This course was a &quot;special&quot; course paid by First Five for professionals in the field of child development. This was the first time the class was taught. It is important that the students completing the course understand the importance of the domains covered. This SLO represented that finding.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing ECE-237X will be able to Apply the foundations to understanding competencies which infants and toddlers typically attain during birth-three years.":** 2012/13

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was a helpful activity. It helped students to dialogue on the foundations in relationship to infant / toddler competencies.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing ECE-237X will be able to Relate the foundations to the importance of early brain and attachment development.":** 2012/13

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was a take home essay assignment. Therefore, it is expected that students would be able to use notes and resources provided to correctly answer the questions. However, it is their ability to coherently communicate this information that is critical to working with other professionals and parents. This goal was met and is considered a valuable assignment to aid students in their future work.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing ECE-237X will be able to Examine ways to assist student teachers with observation and application of the foundations.":** 2012/13

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was a valuable activity which all students participated in. The instructor visited each group as they worked and learned about student's contributions at that time. There was a class presentation of the group's suggestions which added to the learning of the class as demonstrated by the discussion/answer period following the poster presentation. This activity will be used again in other classes.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to demonstrate knowledge of the stages of normal language development in young children."

The ECE 240 course (summer 2018) was cancelled due to unusual circumstances beyond the department's control. Assess the course the next time it is offered.

Plan for topic "Students completing ECE-240 will be able to demonstrate an awareness of the value of books and stories for children and how to select age-appropriate books for children ages 0-6 years."

The ECE 240 course (summer 2018) was cancelled due to unusual circumstances beyond the department's control. Assess the course the next time it is offered.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the stages of normal language development in young children."

This assignment continues to be a good experience in applying the course principles. It requires students to synthesize material covered in several units of the course and demonstrate their understanding in a tangible, relevant way. As part of the assignment, after the session on literature selection, we take a field trip to a local well-known book seller, where students hear the children's book buyer describe how products are considered for marketing as well as how the children's book industry rates and awards outstanding literature. Students have the opportunity to see, firsthand, hundreds of books and to begin their assignment right then with the benefit of a myriad of possible book choices for inclusion in their project. The fieldtrip has proven an outstanding way to generate enthusiasm for the project. The only change would be to redistribute the assignment points, giving more weight to the a?orationale for selection/ clearly described reasonsa?¯ section, since this is where their understanding can truly be articulated and demonstrated.

Plan for topic "Students completing ECE-240 will be able to demonstrate an awareness of the value of books and stories for children and how to select age-appropriate books for children ages 0-6 years."

This assignment continues to be a good experience in applying the course principles. It requires students to synthesize material covered in several units of the course and demonstrate their understanding in a tangible, relevant way. As part of the assignment, after the session on literature selection, we take a field trip to a local well-known book seller, where students hear the children's book buyer describe how products are considered for marketing as well as how the children's book industry rates and awards outstanding literature. Students have the opportunity to see, firsthand, hundreds of books and to begin their assignment right then with the benefit of a myriad of possible book choices for inclusion in their project. The fieldtrip has proven an outstanding way to generate enthusiasm for the project. The only change would be to redistribute the assignment points, giving more weight to the a?orationale for selection/ clearly described reasonsa?¯ section, since this is where their understanding can truly be articulated and demonstrated.

Plan for topic "Students completing ECE-240 will be able to knowledge of effective and appropriate read-aloud strategies that include developmentally appropriate vocabulary building strategies, questioning techniques, and supports for English learners."
the students earned 100%, 21% of the students earned 80% of the points, and 7% of the students earned 60% of the points. The spread of points earned shows that all but 1 student successfully described and understood the concepts and strategies for planning a successful and effective read-aloud experience.

Plan for topic "Students completing the course will be able to recognize the value of early literacy experiences for young children.":
2014/15

Students (14 present) in the Spring 2015 ECE 240 at the Pleasant Hill campus completed the read-aloud unit in-class activity and turned it in at the end of the session. 71% of the students earned 100%, 21% of the students earned 80% of the points, and 7% of the students earned 60% of the points. The spread of points earned shows that all but 1 student successfully described and understood the concepts and strategies for planning a successful and effective read-aloud experience.

Plan for topic "Students completing the course will be able to identify categories of literature and the cariteria for selecting quality children's books.": 2014/15

It would appear that a revision in the kinds of questions asked is in order. A number of the questions seemed, upon reflection, to be somewhat vague and confusing to a number of students and their wrong answers reflect this uncertainty. I would reword the questions to be more specific and I would also spend more focused lecture and discussion time on the concepts I wanted to be understood.

Plan for topic "Students completing ECE-240 will be able to apply knowledge about writing by interacting with and responding to child writers using developmentally appropriate techniques": 2014/15

It would appear that a revision in the kinds of questions asked is in order. A number of the questions seemed, upon reflection, to be somewhat vague and confusing to a number of students and their wrong answers reflect this uncertainty. I would reword the questions to be more specific and I would also spend more focused lecture and discussion time on the concepts I wanted to be understood.

Plan for topic "Students completing the course will be able to apply knowledge about writing by interacting with and responding to child writers using developmentally appropriate techniques": 2010/11

Students adequately understoon the concepts covered by this assignment. Criteria was met. The current plan is to continue to use the assignment in the future.

Plan for topic "Students completing the course will be able to identify categories of literature and the cariteria for selecting quality children's books.": 2010/11

Students adequately understoon the concepts covered by this assignment. Criteria was met. The current plan is to continue to use the assignment in the future.

Plan for topic "Students completing ECE-240 will be able to demonstrate knowledge of the stages of normal language development in young children.": 2009/10

Students adequately understand the concepts covered by these five assessment questions and the criteria was met. Current teaching method appears effective.

Plan for topic "Students completing ECE-240 will be able to demonstrate an awareness of the value of books and stories for children and how to select age-appropriate books for children ages 0-6 years.": 2009/10
## DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ECE-240 will be able to knowledge of effective and appropriate read-aloud strategies that include developmentally appropriate vocabulary building strategies, questioning techniques, and supports for English learners.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students adequately understand the concepts covered by these five assessment questions and the criteria was met. Current teaching method appears effective.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to recognize the value of early literacy experiences for young children.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students adequately understood the concepts covered by these five assessment questions and the criteria was met. Current teaching methods are effective.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify categories of literature and the criteria for selecting quality children's books.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students adequately understood the concepts covered by these five assessment questions and the criteria was met. Student learning is enhanced by up-to-date children's literature located in the DVC Children's Center lab school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ECE-240 will be able to apply knowledge about writing by interacting with and responding to child writers using developmentally appropriate techniques&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students adequately understood the concepts covered by these five assessment questions and the criteria was met. Student learning is enhanced by up-to-date children's literature located in the DVC Children's Center lab school.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to select appropriate science activities for young children.": 2018/19

The assignment worked well to assess the S.L.O. The topic of Developmentally Appropriate Practice covered in both text and class discussion which lead to a successful S.L.O outcome. However, the next semester the class is offered at least two assignments will be given to add clarification of Developmentally Appropriate Practice and therefore reach all students in case of absences.

In addition to the above, the plan for the next assessment cycle would be to assess a different S.L.O.

This assessment supports Program Learning Outcomes (PLOâ€™s) including those found in: ECE A.S. Degree; Teacher certificate and Master Teacher certificate.

Plan for topic "Students completing the course will be able to:

analyze the methods and materials used in developmentally appropriate science and math activities

": 2018/19

The assignment worked well to assess the S.L.O. The topic of Developmentally Appropriate Practice covered in both text and class discussion which lead to a successful S.L.O outcome. However, the next semester the class is offered at least two assignments will be given to add clarification of Developmentally Appropriate Practice and therefore reach all students in case of absences.

In addition to the above, the plan for the next assessment cycle would be to assess a different S.L.O.

This assessment supports Program Learning Outcomes (PLOâ€™s) including those found in: ECE A.S. Degree; Teacher certificate and Master Teacher certificate.
Plan for topic "Students completing the course will be able to:

analyze the methods and materials used in developmentally appropriate science and math activities"

" 2016/17

Overall, the written homework assignments are beneficial for helping students analyze the methods and materials used in developmentally appropriate science and math activities. In the future the professor plans to decrease dramatically the number of written homework assignments in exchange for more in-class group work. This goal is in order to increase peer and group collaboration on this SLO topic. The plan for the next course assessment is to evaluate the SLO through one assignment only in order to more specifically identify student mastery.

Discussed with department 2/23/17. SLO’s were discussed at the c-contract/advisory meeting held 1/19/17.

Plan for topic "Students completing the course will be able to select appropriate science activities for young children.": 2015/16

Overall, the written homework assignments are beneficial for helping students analyze the methods and materials used in developmentally appropriate science and math activities. In the future it is advised to reduce the number of written homework assignments in place of more in-class group work. The goal is to increase peer collaboration and problem solving.
Plan for topic "Students completing the course will be able to:

analyze the methods and materials used in developmentally appropriate science and math activities"

"2015/16

Overall, the written homework assignments are beneficial for helping students analyze the methods and materials used in developmentally appropriate science and math activities. In the future it is advised to reduce the number of written homework assignments in place of more in-class group work. The goal is to increase peer collaboration and problem solving.

Plan for topic "Students completing the course will be able to create a developmentally appropriate science curriculum."

Fall, 2013. One section was offered and one section assessed. It was the Instructor’s first time teaching the course. The assignment was found to be a valuable learning tool. Next time the instructor would like to spend more time on the selection of math related materials and demonstrate how music can be used as a math learning tool. The use of the DVC Developmental Children’s Lab was critical for the success of this class since students had open access to curriculum materials.

Plan for topic "Students completing ECE-241 will be able to Prepare a developmentally appropriate curriculum project exploring math"

Fall, 2013. One section was offered and one section assessed. It was the Instructor’s first time teaching the course. The assignment was found to be a valuable learning tool. Next time the instructor would like to spend more time on the selection of math related materials and demonstrate how music can be used as a math learning tool. The use of the DVC Developmental Children’s Lab was critical for the success of this class since students had open access to curriculum materials.

Plan for topic "Students completing the course will be able to design ways to integrate math throughout the curriculum."

Fall, 2013. One section was offered and one section assessed. It was the Instructor’s first time teaching the course. The assignment was a helpful learning tool but next time the instructor will focus more specifically on creating activities that are developmentally appropriate. The use of the DVC Developmental Children’s Lab was critical for the success of this class since students had open access to curriculum materials.

Plan for topic "Students completing ECE-241 will be able to Construct a developmentally appropriate curriculum project exploring science."

Fall, 2013. One section was offered and one section assessed. It was the Instructor’s first time teaching the course. The assignment was a helpful learning tool but next time the instructor will focus more specifically on creating activities that are developmentally appropriate. The use of the DVC Developmental Children’s Lab was critical for the success of this class since students had open access to curriculum materials.

Plan for topic "Students completing the course will be able to:

Course Action Plans
Outcome Assessment History
Page 1028 of 2394
analyze the methods and materials used in developmentally appropriate science and math activities

": 2010/11

Outcome Assessment History

Page 1029 of 2394
a) Use of results: Assignments reflect effective learning. b) Impact on learning: Continue to use the current assignments in the future. The DVC Children’s Lab School is a valuable resource for supporting the learning process of our students. Engaging with child size materials and equipment makes the learning relative.
### DVC Instructional Course SLO Action Plans

**550. Music, Dance, and Drama for the Young Child [ECE-242] belonging to Early Childhood Education [ECE]**

#### Plan for topic "Students completing the course will be able to demonstrate skills for planning musical activities for the young child."

<table>
<thead>
<tr>
<th>2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course has not been offered since 2016. It will be assessed the next time it is offered.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing this course will be able to create a developmentally appropriate musical experience."

<table>
<thead>
<tr>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although each student met the current SLO objective, in the future the professor plans to rewrite the rubric in order to better evaluate each student individually. A greater emphasis will be placed on a student's understanding of the developmental objectives of the assignment.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to demonstrate skills for planning musical activities for the young child."

<table>
<thead>
<tr>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would repeat the assignment. Additional instruction would be necessary next time in the stop/start activity.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing ECE-242 will be able to Describe developmental benefits of musical experiences for young children."

<table>
<thead>
<tr>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>One challenge in this class is that it was conducted 3 days in a row. This particular assignment was given in class on Day 2. Day 1 ended at 8:50 p.m. and Day 2 started at 8:30 a.m. If this class were conducted with more time in between, I would have the students complete the assignment at home. My expectations on the assignment were lower than typically for reading responses, because they were handwritten in class.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing ECE-242 will be able to Integrate music and movement into the child's whole day."

<table>
<thead>
<tr>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>This work was the capstone culminating activity in class. In one way, it was a high pressure assignment, groups had to work quickly and creatively, and I was happy with the results. If I were teaching this class in a different format, for example, a class that met once a week, then I would probably have them take some more time with this assignment, and create a more integrated, week-long curriculum. I would have them do the writing at home and so would require</td>
</tr>
</tbody>
</table>
551. Creative Art for the Young Child [ECE-243] belonging to Early Childhood Education [ECE]

Plan for topic "Students completing this course will be able to design ways to document and display children's art to highlight children's creative expression.": 2018/19

This SLO is important for supporting process oriented art activities in young children. Although students met the SLO the professor felt that the evaluation rubric needs much revision to support the depth of desired learning. The ACTION PLAN is to revise the rubric and to highlight the classroom instruction with visual examples. This SLO will be assessedes during the next assessment cycle. The DVC children’s developmental lab school continues to be a vital support for curriculum classes. Findings were reviewed and discussed with the department.

Plan for topic "Students completing ECE-243 will be able to set up a developmentally appropriate process-oriented art activity.": 2016/17

All students met the SLO criteria and the group assignment supported individual learning. However, when this specific SLO is assessed in the future the plan is for a different assessment method to be used in order to better determine individual mastery.

This course was primarily taught in the DVC Developmental Children’s Lab School in order for students to have access to art supplies and materials. It would be extremely difficult to teach this class without the use of the lab school.

Plan for topic "Students completing the course will be able to compare a process vs. product oriented art activity.": 2016/17

All students met the SLO criteria and the group assignment supported individual learning. However, when this specific SLO is assessed in the future the plan is for a different assessment method to be used in order to better determine individual mastery.

This course was primarily taught in the DVC Developmental Children’s Lab School in order for students to have access to art supplies and materials. It would be extremely difficult to teach this class without the use of the lab school.

Plan for topic "Students completing ECE-243 will be able to identify and classify the various stages of artistic development according to Rhoda Kellogg.": 2013/14

This one unit class was offered to 35 student during summer 2014. The reflective writing appears to help students discuss what they have learned. However this summer the instructor gave a reflective writing after every 4 hours of instruction which she felt was too often.

Plan for topic "Students completing the course will be able to compare a process vs. product oriented art activity.": 2013/14

This activity was great and it truly brought home the critical elements of process oriented (and open-ended importance) of children's art activities. The three students who struggled with this were international students and were having difficulty with the new concept of process art. In the future the instructor will have each group check in on their
Plan for topic "Students completing ECE-243 will be able to set up a developmentally appropriate process-oriented art activity.": 2013/14
This activity was great and it truly brought home the critical elements of process oriented (and open-ended importance) of children's art activities. The three students who struggled with this were international students and were having difficulty with the new concept of process art. In the future the instructor will have each group check in on their proposed art activity earlier in the afternoon in order to provide any needed support.

Plan for topic "Students completing ECE-243 will be able to Choose developmentally appropriate materials for an art activity.": 2013/14
The instructor was able to spend time with the struggling students after the assignment was completed in order to clarify their confusion and broaden their perspective of appropriate art activities for children. This was valuable. At the end of the weekend many students shared what they had learned about process art and expressed much gratitude for the experience. Next year continue to add it experiences that require students to think of children's art through process oriented mediums.

Plan for topic "Students completing ECE-243 will be able to identify and classify the various stages of artistic development according to Rhoda Kellogg.":: 2012/13
One section was offered and assessed during summer 2013. This is a one unit course and very kinesthetic (hands on). This brief in-class writing appeared to help student incorporate information gained thorough lecture and handouts. It is advised to continue to have students do reflective writings.

Plan for topic "Students completing the course will be able to compare a process vs. product oriented art activity.":: 2012/13
This was a valuable activity since it required the students to think through the set-up and elements of an art activity that is process focused. Continue to use this activity in the future. This course may be offered in the fall semester. If offered the teacher will evaluate the fall class against the summer's class on the effectiveness of the activity. Adjustments (if any) will be recorded in the fall.

Plan for topic "Students completing ECE-243 will be able to set up a developmentally appropriate process-oriented art activity.": 2012/13
This was a valuable activity since it required the students to think through the set-up and elements of an art activity that is process focused. Continue to use this activity in the future. This course may be offered in the fall semester. If offered the teacher will evaluate the fall class against the summer's class on the effectiveness of the activity. Adjustments (if any) will be recorded in the fall.

Plan for topic "Students completing ECE-243 will be able to Choose developmentally appropriate materials for an art activity.":: 2012/13
This was the first time this instructor taught this class. The SLO was appropriate and the classroom activity appeared to help students set up their activity. If the class is offered again in the fall the instructor will expand on the verbal report with a written one to enhance the learning process.

Plan for topic "Students completing ECE-243 will be able to set up a developmentally appropriate process-oriented art activity.": 2010/11
a) Use of results. The current assignment appears to demonstrate that the students grasp the difference between the two concepts. The assignment used in class is effective.
b) Impact on learning. The use of the DVC Children's Center is imperative to the success of this course. Being in a child environment supports the learning objectives. Continued funding of art supplies is also necessary for quality learning.
Plan for topic "Students completing the course will be able to compare a process vs. product oriented art activity.": 2010/11

| a) Use of results. The current assignment appears to demonstrate that the students grasp the difference between the two concepts. The assignment used in class is effective. |
| b) Impact on learning. The use of the DVC Children's Center is imperative to the success of this course. Being in a child environment supports the learning objectives. Continued funding of art supplies is also necessary for quality learning. |
Plan for topic "Students completing the course will be able to plan developmentally appropriate circle time activities.": 2019/20

This course was to be assessed spring 2020. Due to COVID-19 this assessment was unable to occur. The class will be assessed the next time it is offered face-to-face.

Plan for topic "Students completing the course will be able to plan developmentally appropriate circle time activities.": 2016/17

Although all of the students met this SLO, the professor found several struggled with writing the developmental objectives and required extra coaching. In the future, the professor plans to include more in-class opportunities for writing these objectives so that students will have clearer understanding of the purpose behind circle time activities. In addition, the evaluation rubric will be revised to be more specific to the desired SLO outcomes. This assessment was discussed with the ECE department April, 2017.

Plan for topic "Students completing the course will be able to examine the purpose behind a meaningful circle time.": 2013/14

The professor liked the assignment but would assign less questions next time in order to encourage deeper class discussion.

Plan for topic "Students completing the course will be able to plan developmentally appropriate circle time activities.": 2013/14

Professor liked that the students presented their circle times in small group presentations. Although the presentation were overall excellent a few of the written assignments lacked depth. In the future the instructor will share examples with students prior to assignment being due.

Plan for topic "Students completing the course will be able to develop identify key components for an effect teacher / child relationship.": 2013/14

Professor felt this was an engaging and positive learning activity. The professor feels there is so much material to cover that there is not enough time to cover it all. She recommends this course to be expanded in the long run.

Plan for topic "Students completing the course will be able to examine the purpose behind a meaningful circle time.": 2010/11

Met the measurement criteria. It was suggested that question #3 be adjusted to require students to think more critically about possible interventions.

Use of children's center supports student learning.

Plan for topic "Students completing the course will be able to plan developmentally appropriate circle time activities.": 2010/11

Met the measurement criteria. Question #6 had two correct answers and needs to be modified.

Use of children's center supports student learning.

Plan for topic "Students completing the course will be able to develop identify key components for an effect teacher / child relationship.": 2013/14
relationship:" 2010/11

Met the measurement criteria. Use of children’s center supports student learning.
Review and if necessary modify the SLO assessment process for this class when next assessed.
Review of past course assessment (14/15) was done and this course no longer has students implementing the previous stated. Therefore, the current plan was reworked to fit current course objectives.

After reviewing the current SLO results the following plan was constructed.

The plan:

The professor plans to break up the assignment into two components whereby students focus more specifically on different aspects of development in order to narrow their focus. This plan should also address the timing issue at mentor sites and make it easier for students to complete the assignment. In addition, this SLO will be assessed during the next SLO assessment.

This SLO supports the program SLO for the AS Degree in ECE. This SLO also demonstrates the importance of the Children’s Developmental Lab as a critical teaching tool.

These results were discussed with the ECE Department on wed November 29, 2017.

Plan for topic "Students completing the course will be able to complete and interpret a child observation in order to plan a curriculum activity." 2014/15

An Emphasis of Activity development and an encouragement for 249 students to submit activity plan to classroom teachers and implement them is suggested.

Plan for topic "Students completing the course will be able to plan and implement a developmentally appropriate curriculum activity for young children." 2011/12

New SLOs have been developed for this course since it has been completely revamped to match the current course description in the College Catalog. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities. The Professional Development Program, along with First 5 provides invaluable support for ECE-249 students, in terms of text books and lost wage funding. Students will continue to be directed to utilize the PDP services.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to identify the primary influences on the assessment process."

New SLOs have been developed for this course since it has been completely revamped to match the current course description in the College Catalog. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities. The Professional Development Program, along with First 5 provides invaluable support for ECE-249 students, in terms of text books and lost wage funding. Students will continue to be directed to utilize the PDP services.

Plan for topic "Students completing the course will be able to complete and interpret a child observation in order to plan a curriculum activity."

This SLO and observation assignment will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training and perform observations of children in the Center. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities. The Professional Development Program, along with First 5 provides invaluable support for ECE-249 students, in terms of text books and lost wage funding. Students will continue to be directed to utilize the PDP services.

Plan for topic "Students completing the course will be able to demonstrate competencies of entry level ECE teachers on general work habits; personal qualities; interaction skills; and professional work ethics and skills"

New SLOs have been developed for this course since it has been completely revamped to match the current course description in the College Catalog. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Center's Lab staff meets with the individual students along with the ECE-249 Instructor twice a semester to make this evaluation. A new final assessment rubric was developed to indicate the necessary skills that need improvement and success in ECE-250, this will continue to be assessed as a better and more accurate rubric. A number of students fell behind in their lab hours due to life events; the instructor will emphasize the importance of maintaining meeting of lab hours during student orientation. The Center needs to continue to have funds to provide classroom substitute teachers to make these evaluations possible. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities.

Plan for topic "Students completing the course will be able to apply observation and assessments to create appropriate environments."

New SLOs have been developed for this course since it has been completely revamped to match the current course description in the College Catalog. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Center's Lab staff meets with the individual students along with the ECE-249 Instructor twice a semester to make this evaluation. A new final assessment rubric was developed to indicate the necessary skills that need improvement and success in ECE-250, this will continue to be assessed as a better and more accurate rubric. A number of students fell behind in their lab hours due to life events; the instructor will emphasize the importance of maintaining meeting of lab hours during student orientation. The Center needs to continue to have funds to provide classroom substitute teachers to make these evaluations possible. The Mentor sites, funded by the Mentor grant provide similar opportunities.
Plan for topic "Students completing the course will be able to identify the primary influences on the assessment process.": 2010/11
This SLO and activity will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities. The Professional Development Program, along with First 5 provides invaluable support for ECE-249 students, in terms of text books and lost wage funding. Students will continue to be directed to utilize the PDP services.

Plan for topic "Students completing the course will be able to plan and implement a developmentally appropriate curriculum activity for young children.": 2010/11
This SLO and activity will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities. The Professional Development Program, along with First 5 provides invaluable support for ECE-249 students, in terms of text books and lost wage funding. Students will continue to be directed to utilize the PDP services.

Plan for topic "Students completing the course will be able to complete and interpret a child observation in order to plan a curriculum activity.": 2010/11
This SLO and observation assignment will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training and perform observations of children in the Center. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities. The Professional Development Program, along with First 5 provides invaluable support for ECE-249 students, in terms of text books and lost wage funding. Students will continue to be directed to utilize the PDP services.

Plan for topic "Students completing the course will be able to demonstrate competencies of entry level ECE teachers on general work habits; personal qualities; interaction skills; and professional work ethics and skills": 2010/11
This SLO and observation assignment will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Center's Lab staff meets with the individual students along with the ECE-249 Instructor twice a semester to make this evaluation. An added category of (occasionally) was added to the assessment rubric to better reflect activity in the lab, this will continue to be assessed as a better and more accurate rubric. A number of students fell behind in their lab hours due to illness and other life events, the instructor will emphasize the importance of maintaining meeting of lab hours during student orientation. The Center needs to continue to have funds to provide classroom substitute teachers to make these evaluations possible. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities.

Plan for topic "Students completing the course will be able to apply observation and assessments to create appropriate environments.": 2010/11
This SLO and observation assignment will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Center's Lab staff meets with the individual students along with the ECE-249 Instructor twice a semester to make this evaluation. An added category of (occasionally) was added to the assessment rubric to better reflect activity in the lab, this will continue to be assessed as a better and more accurate rubric. A number of students fell behind in their lab hours due to illness and other life events, the instructor will emphasize the importance of maintaining meeting of lab hours during student orientation. The Center needs to continue to have funds to provide classroom substitute teachers to make these evaluations possible. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities.

Plan for topic "Students completing the course will be able to plan and implement a developmentally appropriate curriculum activity for young children." : 2009/10

2010-05-05: Retain assessment for next cycle.
2010-12-13: This SLO and activity will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities. The Professional Development Program, along with First 5 provides invaluable support for ECE-249 students, in terms of text books and lost wage funding. Students will continue to be directed to utilize the PDP services.

Plan for topic "Students completing the course will be able to identify the primary influences on the assessment process." : 2009/10

2010-05-05: Retain assessment for next cycle.
2010-12-13: This SLO and activity will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities. The Professional Development Program, along with First 5 provides invaluable support for ECE-249 students, in terms of text books and lost wage funding. Students will continue to be directed to utilize the PDP services.

Plan for topic "Students completing the course will be able to complete and interpret a child observation in order to plan a curriculum activity." : 2009/10

2010-12-13: The success completion rate did not meet criteria by 10%. The students preforming assessments in the infant toddler rooms had a 78% completion rate and they were using a 21 item assessment measure. The Preschool room observation was a 50 item scale. The Preschool observation measure should be modified to reflect a more equitable amount of measurable items.
2011-06-16: This SLO and observation assignment will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training and perform observations of children in the Center. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities. The Professional Development Program, along with First 5 provides invaluable support for ECE-249 students, in terms of text books and lost wage funding. Students will continue to be directed to utilize the PDP services.
Plan for topic "Students completing the course will be able to apply observation and assessments to create appropriate environments.": 2009/10

2010-12-13: retain assessment for next cycle.

2011-06-16: This SLO and observation assignment will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Center's Lab staff meets with the individual students along with the ECE-249 Instructor twice a semester to make this evaluation. The Center needs to continue to have funds to provide classroom substitute teachers to make these evaluations possible. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities.

Plan for topic "Students completing the course will be able to demonstrate competencies of entry level ECE teachers on general work habits; personal qualities; interaction skills; and professional work ethics and skills": 2009/10

2010-12-13: retain assessment for next cycle.

2011-06-16: This SLO and observation assignment will continued to be assessed. The Developmental Children Center is an invaluable facility which provides for the opportunity for students in ECE-249 to be able to complete their practical Early Childhood Education training. The Center's Lab staff meets with the individual students along with the ECE-249 Instructor twice a semester to make this evaluation. The Center needs to continue to have funds to provide classroom substitute teachers to make these evaluations possible. The Mentor sites, funded by the Mentor grant provide similar opportunities. Ece-249 will continue to utilize these facilities.
554. Practicum in Early Childhood Education [ECE-250] belonging to Early Childhood Education [ECE]

Plan for topic "Students completing this course will be able to plan, implement and evaluate developmentally appropriate curriculum experiences for young children.": 2018/19

The SLO assessment was successful however, the professor found that students entering the field struggle with setting curriculum goals. The plan is still to have students identify specific developmental domains using the CA Preschool/infant/Toddler Frameworks, but to wait on setting specific goals until enough observation has occurred. Class discussions will focus more deeply on using the reflective process (watch; ask; adapt) to reinforce the relationship between development, childrenâ€™s interests and curriculum planning.

This SLO will be assessed during the next assessment cycle. This SLO clearly supports the program SLOâ€™s.

Plan for topic "Students completing ECE-250 will be able to assess children's development and progress through observation and documentation.": 2015/16

After reviewing the results, and obtaining student feedback, it was determined to make a few changes in the assignment. In the interest of quality vs quantity the number of children required to be observed will be reduced. In addition, the frequency of instructor review and feedback will be increased in order to support continuous learning. This change will be implemented during the fall, 2015 semester.

Plan for topic "Students completing this course will be able to design an in-depth emergent curriculum project.": 2015/16

Curriculum planning is an important component of this capstone course. Because students needed feedback throughout this assignment, it was determined that assigning the project in segments would benefit learning. This would allow for teacher input at various intervals of the project. The instructor will implement this change during the fall, 2015 semester.

Plan for topic "Students completing the course will be able to demonstrate knowledge of developmentally appropriate practice.": 2011/12

This was a second assignment using the same rubric. Feedback and practice result in increased student success in this area.

Plan for topic "Students completing ECE-250 will be able to evaluate personal teaching competencies to guide and inform practice performed during lab by arrangement.": 2011/12

The tool utilized for this assessment was redesigned in conjunction with other faculty and the ECE Department Advisory Committee to align with the newly created statewide early childhood education teacher competencies. It might be useful to focus future assessment on each area of competency.

Plan for topic "Students completing ECE-250 will be able to assess children's development and progress through observation and documentation.": 2011/12
This lab assignment has been utilized to afford students a way to document development while teaching. The new ECE 249 Observation and Assessment course (beginning in Fall 2012) will better prepare future ECE 250 students in this area of competency.

### Plan for topic "Students completing the course will be able to demonstrate knowledge of developmentally appropriate practice."

#### 2010/11

This was the second planned activity assignment. Student teaching experience in the Children's Center practicum setting provided opportunities in planning and implementation of developmentally appropriate practice reflected in this assessment.

### Plan for topic "Students completing the course will be able to create developmentally appropriate learning environments for young children."

#### 2010/11

A higher percentage of students averaged 2.5-3 than in the previous assessment. Use of the draft statewide teacher competencies in this area, assessed at the end of the semester, provided useful information of the student teacher skill levels. Student teaching experience in the Children's Center has a strong bearing in the skill improvement between mid and end of the semester assessment. The early childhood education teacher competencies in more areas are now available and might be useful in developing future course rubrics.

### Plan for topic "Students completing the course will be able to apply positive guidance skills with young children."

#### 2010/11

2011-11-23: This was close to the goal set for this SLO, but the same percentage as the previous assessment in 2010. The assessment tool will be revised for Spring 2012 to make the criteria more specific. Review of expectations at the beginning of the semester and a detailed video self-assessment of these skills will be utilized. Practice with these skills in the Children’s Center lab is essential to obtaining high competency levels in this area.

2012-11-27: This was close to the goal set for this SLO, but the same percentage as the previous assessment in 2010. The assessment tool will be revised for Spring 2012 to make the criteria more specific. Review of expectations at the beginning of the semester and a detailed video self-assessment of these skills will be utilized. Practice with these skills in the Children's Center lab is essential to obtaining high competency levels in this area.

### Plan for topic "Students completing the course will be able to demonstrate knowledge of developmentally appropriate practice."

#### 2009/10

The assignment demonstrated students' ability to apply developmentally appropriate practice. Student teaching experience in the Children's Center practicum setting provided opportunities in planning and implementation of developmentally appropriate practice reflected in this assessment.

### Plan for topic "Students completing the course will be able to create developmentally appropriate learning environments for young children."

#### 2009/10

Use of the draft statewide teacher competencies in this area, assessed at mid-semester and at the end of the semester, provided useful information of the student teacher skill levels. Student teaching experience in the Children's Center has a strong bearing in the skill improvement between mid and end of the semester assessment. The early childhood education teacher competencies in more areas are now available and might be useful in developing future course rubrics. It is critical to our program to utilize the
<table>
<thead>
<tr>
<th>DVC Instructional Course SLO Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to apply positive guidance skills with young children.&quot;</strong>: 2009/10</td>
</tr>
<tr>
<td>The assignment demonstrated students’ ability to apply developmentally appropriate practice. Student teaching experience in the Children’s Center practicum setting provided opportunities in planning and implementation of developmentally appropriate practice reflected in this assessment.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to administer and score an evaluation tool for program administrators": 2018/19

The previous SLO assessment was reviewed and followed.

Current Action Plan: The professor will move onto another SLO topic again next cycle. The reason for this is that there are limited evaluation tools for ECE program administrators and the assignment was sufficient to help students learn it. During the next cycle, the professor recommends assessing the SLO that addresses the evaluation of components in quality programs, facilities, and operations.

These findings were reviewed with the ECE department in December 2019. This assessment supports the learning outcomes for the site supervisor certificate.

Plan for topic "Students completing the course will be able to create a program budget": 2016/17

Positive changes were made this fall to both the lecture and the SLO budget assignment. This resulted in increased student scores and comprehension from the previous semester. Thus, this assignment will be used again next semester.

The Plan: A different SLO will be assessed during the next assessment cycle.

Reviewed by department 2/23/17.

SLOs discussed at C-contract and advisory meeting 1/19/17.

Plan for topic "Students completing the course will be able to identify current state licensing requirements": 2013/14

Currently there is no real plan for any changes to this assessment. The instructor finds this to be a helpful instrument and will use it again in the future.

Plan for topic "Students completing ECE-251 will be able to relate how adult interactions with media influence children": 2013/14

Currently there is no real plan for any changes to this assessment. The instructor finds this to be a helpful instrument and will use it again in the future.

Plan for topic "Students completing the course will be able to apply professional standards to personnel policies": 2013/14

The instructor plans to devote more lecture time to the topic and provide additional small group activities to enhance learning.

Plan for topic "Students completing the course will be able to create a program budget": 2013/14
### Plan for topic "Students completing the course will be able to apply professional standards to personnel policies."
2011/12

As a result of the high percentage of incorrect answers the instructor reviewed the material with the students to increase understanding and memory of course material.

Continue to use this assignment in the class.

### Plan for topic "Students completing the course will be able to create a program budget."
2011/12

Although the scores for the criteria exceeded anticipated outcomes, the 19% of failure or incompletion is a concern. The next time this class is offered, steps for success with this assignment should be reviewed.

### Plan for topic "Students completing the course will be able to identify current state licensing requirements."
2010/11

Students are learning the required licensing regulations. This assessment should be continued.

### Plan for topic "Students completing ECE-251 will be able to relate how adult interactions with media influence children."
2010/11

Students are learning the required licensing regulations. This assessment should be continued.

### Plan for topic "Students completing the course will be able to apply professional standards to personnel policies."
2010/11

Attention to the phrasing of question #1 and student understanding of the concept should be considered in the next assessment cycle.
### Plan for topic "Students completing this course will be able to evaluate factors needed to create a diverse and inclusive work environment.": 2018/19

The instructor will use the assignment again to demonstrate the need for diverse opinions regarding company policies/issues to create an inclusion environment. In the future, the plan is to add two additional assignments in order to evaluate additional factors. Also, a different SLO will be evaluated during the next SLO assessment cycle.

### Plan for topic "Students completing the course will be able to analyze personal supervisory style.": 2017/18

Review of the previous assessment was done prior to the current assessment.

As a result of this review the instructor decided to allow more class time for students to review and discuss their individual self-assessment with each other. The interactive class discussion was found to be more critical to student learning than the individual assessment alone.

Historically this class has been taught by the same instructor every year. This instructor is now retiring.

THE PLAN is to have the new instructor refer to a reference text if they plan to use the same assignment. This text is: Blueprint for Action by Paula Jorde Bloom. Also, the retiring instructor has offered to assist the new instructor with questions about this assignment. As a result of this change, the new instructor may also choose to assess a different SLO. This SLO assessment addresses the ECE program / certificate SLOâ€™s.

Discussed with the ECE Department in April, 2018 at a department meeting.

### Plan for topic "Students completing the course will be able to implement a training plan.": 2014/15

Students showed proficiency in being able to use a process including discussion, observation and evaluation of another teacher as a director would using specific criteria (e.g. teacher's performance in the completion of a lesson for children in an early childhood setting). Students were also able to complete a written paper on the process for both themselves and the teacher they worked with. To enhance learning, future classes will use more small group discussion.

### Plan for topic "Students completing the course will be able to analyze personal supervisory style.": 2014/15

The students were able to assess themselves using 6 different rating scales provided in class. They were able to complete the questionnaires well, analyze the results and apply them to their own views of their values, beliefs and directors capabilities. The students were also able o to share what they learned with each other and use the results in follow-up activities for the course. The future plan is to use a new self assessment form to broaden the understanding of self-assessment.

### Plan for topic "Students completing the course will be able to apply professional ethics code to program policies.": 2014/15
Students showed a knowledge of, and ability to put into practice the guidelines of the NAEYC Code of Ethical Conduct for Administrators. They were able to analyze classroom situations, decide if the teacher's responses were ethical, or not, and quote sections of the code to support their conclusions. The plan is to incorporate more small group discussion around this topic in the class. In addition, it was suggested that the instructor consider assessing a different SLO during the next round of assessments.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to implement a training plan.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal was met. Continue to use this assignment in the future.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze personal supervisory style.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal met. Continue to use this assignment in the class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply professional ethics code to program policies.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal was met. Continue to use this assignment in the future.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to examine policies and procedures for appropriate staffing and scheduling.": 2018/19

The professor felt that the online students would benefit with more explicit directions to complete the interview. Face-to-face sections get more direction with the interview process. The plan is to convert this interview information to an online module, video or other format for the online class. This SLO will be assessed during the next SLO cycle then to move on to a different SLO after the next assessment.

This SLO course assessment directly supports the PLO related to theory and methodology for effective supervision.

Plan for topic "Students completing ECE-253 will be able to evaluate various personnel, program and environmental assessment tools.": 2017/18

Review of the previous assessment of this course (2014-15) was done. One action plan addressed the importance of students understanding the ECERS since the tool is linked with the department’s mentoring program. Therefore, the focus of this assessment is on the use of the ECERS.

Current Analysis:

Although most students met this SLO, scoring the items correctly, and giving enough examples, was where the students struggled.

THE PLAN:

In the future the professor plans to provide more samples for scoring while watching additional observation clips from a video. She also plans to provide students with a blank form and have them practice recording examples of the video observations. Lastly, the professor will make sure students understand how to add up each total score.

These results were discussed with the ECE department on Wednesday November 29, 2017.
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to recognize developmental stages in teacher training.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>In future sections of this course it is suggested to move this assignment earlier in the semester. It lends itself well to further discussion and connections to later content.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing ECE-253 will be able to analyze developmental stages in teacher training.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>In future sections of this course it is suggested to move this assignment earlier in the semester. It lends itself well to further discussion and connections to later content.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate sensitivity to and awareness of diversity in adult learners.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback from students indicates that this is a topic in the course that they really enjoy. In future sections it was felt that students would benefit from sharing their written reflections with one another to deepen the learning outcomes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing ECE-253 will be able to evaluate various personnel, program and environmental assessment tools.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>This tool is a required part of the mentor program which this class is closely tied to. For future sections of this course the tool will remain.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to recognize developmental stages in teacher training.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use this assignment again.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing ECE-253 will be able to analyze developmental stages in teacher training.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use this assignment again.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate sensitivity to and awareness of diversity in adult learners.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great assignment. Use it again.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This assignment met the instructor’s learning goals however, there are suggestions to improve the depth of learning next time.

The action plan:

1. Provide more in-class time for small group work to discuss and design activities.
2. Discuss more with students how to identify and connect literacy skills found in story books.

This SLO will be assessed next time the class is offered since this is a new course.
DVC Instructional Course SLO Action Plans

559. English Learners in Early Childhood Classroom Settings [ECE-255] belonging to Early Childhood Education [ECE]
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing this course will be able to explain the various federal and state laws which protect children with disabilities and their families.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professor felt the assessment instrument was effective in evaluating the SLO. However, in order to increase student learning the professor plans to make changes to the instructional lecture. Specifically she will address in more depth basic governmental terms and spend more time on the implementation process of the special education law. When this course is assessed again, the professor suggests including this SLO in order to evaluate effectiveness of the lecture changes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to identify common resources used with children who have special needs.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the future increased success could be obtained by encouraging speaker/support agencies to present in class explaining the services they provide to the children and families they serve.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to adjust a lesson for a child with special needs who is attending a mainstream program.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 of students will participate in disability awareness by simulating what it is like to have a particular disability. Group 2 will then implement a lesson with modifications and monitor the success of the modifications. Group 1 &amp; 2 students will then reflect on the experience/success. Groups will then switch positions and follow the experience with reflections and suggestion for the future.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to identify characteristics of various disabilities.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most student were successful with identifying basic characteristics various disabilities. In the future increased success could be obtained by encouraging speaker/support agencies to present in class to discuss commonalities and strategies used to support the needs of the individuals with disabilities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
561. Occupational Work Experience Education in ECE [ECE-295] belonging to Early Childhood Education [ECE]
Plan for topic "Students completing this course will be able to increase competencies in present occupation": 2019/20

Although this course is “housed” in ECE, the workforce development office is responsible for the SLO assessment. They are responsible for entering that data.
562. Internship in Occupational Work Experience Education in ECE [ECE-296] belonging to Early Childhood Education [ECE]
Plan for topic "Students completing this course will be able to identify the factors that contribute to specific behaviors in children."

Plan for topic "Students completing ECE-298 will be able to integrate gardening into the Children's Center curriculum."  

Plan for topic "Students completing ECE-298 will be able to develop play spaces conducive to nature connections."
564. Student Instructional Assistant [ECE-299] belonging to Early Childhood Education [ECE]
Plan for topic "Students completing this course will be able to appraise student questions/concerns and respond appropriately as a teacher's assistant.": 2017/18

The past assessment of ECE 299 was done in 2014 and results were reviewed. The professor continues to do extensive small group work in the classes

Plan:

In the future the professor plans to keep a written log of specific student challenges in order to increase clarity of direction for assignments/TA interactions with students. Next assessment cycle of this course, the professor plans to assess a different SLO.

Plan for topic "Students completing ECE-299 will be able to assist in demonstrating individual activities for young children.": 2014/15

The T.A. conducted small groups reflections for these assignments and it was successful. I would like to add more time for this kind of exercise in future semesters. T.A. involvement in all group activities seems to be very beneficial.

Plan for topic "Students completing ECE-299 will be able to assist with appropriate clerical support activities for this college course.": 2014/15

This SLO seems satisfactory and will continue next semester.

Plan for topic "Students completing ECE-299 will be able to assist students with their questions they may have about assignments.": 2014/15

Will continue next semester.
### 565. Economics of Public Issues [ECON-101] belonging to Social Science [ECON]

#### Plan for topic "Students completing the course will be able to apply the concepts of scarcity, choice, and marginalism to analyze economic issues."
: 2018/19

Prior to the exam, the instructor distributed a handout with the definitions and explanations. Included in the handout was the State of California definition of unemployment published on their website.

Instructor believes that students would have done better if they had quizzed each other on the definitions + discussion.

#### Plan for topic "Students completing the course will be able to apply cost-benefit analysis to evaluate public policy options."
: 2018/19

Instructor lectured extensively on the difference between fiscal and monetary policy. A chart illustrating the sequence of steps moving the economy from recession to recovery was handed out. Students should not only know the steps but understand the consequences on the economy, short and long term.

Suggestion for better understanding of the policies: class work in discussing what could be done under different economic conditions. Less memorization and more student interaction and analysis.

#### Plan for topic "Students completing the course will be able to demonstrate an understanding of basic economic concepts."
: 2018/19

More group classwork will help to guide the students to more complicated and multi-faceted situations. Yes, students know that lower interests will increase spending but students should expand on why and how this will impact employment and economic growth.

#### Plan for topic "Students completing the course will be able to apply the concepts of scarcity, choice, and marginalism to analyze economic issues."
: 2017/18

In consultation with the co-chairs of SLOAC, the Econ department will assess this course in SPRING 2019.

#### Plan for topic "Students completing the course will be able to demonstrate an understanding of basic economic concepts."
: 2014/15

Department faculty discussed increasing the number of hands-on activities involving applications of the basic economic concepts and having students do more small-group activities focused on applying these concepts.

#### Plan for topic "Students completing the course will be able to demonstrate an understanding of basic economic concepts."
: 2013/14

We were satisfied that students are doing well on this SLO. We will evaluate a different topic in Fall 2014.
DVC Instructional Course SLO Action Plans

566. Introduction to Economics [ECON-200] belonging to Social Science [ECON]

Plan for topic "Students completing the course will be able to demonstrate a comparative understanding of core theories of economics.":: 2016/17

Instructor used lots of in-class work by students to allow them to practice these concepts. While students struggled with 2 of the 5 questions, they did well or very well on the other 3.

Plan for topic "Students completing ECON-200 will be able to understand the basic concepts of Economics, including opportunity cost, comparative advantage, and marginal analysis.":: 2016/17

Instructor used lots of in-class work by students to allow them to practice these concepts. While students struggled with 2 of the 5 questions, they did well or very well on the other 3.

Plan for topic "Students completing ECON-200 will be able to understand the basic concepts of Economics, including opportunity cost, comparative advantage, and marginal analysis.":: 2012/13

We will share this information with faculty and share best practices on how to communicate this concept to students.

Plan for topic "Students completing the course will be able to demonstrate a comparative understanding of core theories of economics.":: 2012/13

We will share this information with faculty and share best practices on how to communicate this concept to students.

Plan for topic "Students completing the course will be able to compare U.S. economic institutions and processes with those in use elsewhere.":: 2012/13

We will share the results with faculty and we will share best practices on how to help students understand this concept.

Plan for topic "Students completing ECON-200 will be able to explain macroeconomic policy approaches using standard economic graphical models.":: 2012/13

We will share the results with faculty and we will share best practices on how to help students understand this concept.

Plan for topic "Students completing ECON-200 will be able to explain the operation of markets using standard economic graphical models.":: 2012/13

We will share the results with faculty and we will discuss best practices on how to help students understand this concept.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the social and political phenomena important in any economy.":: 2012/13

We will share the results with faculty and we will discuss best practices on how to help students understand this concept.

Plan for topic "Students completing the course will be able to demonstrate a comparative understanding of core theories of
### DVC Instructional Course SLO Action Plans

#### Outcome Assessment History

<table>
<thead>
<tr>
<th>Topic</th>
<th>2011/12 Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>economics.</strong></td>
<td>2011/12</td>
</tr>
</tbody>
</table>

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.

2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving student learning.

**Plan for topic "Students completing ECON-200 will be able to understand the basic concepts of Economics, including opportunity cost, comparative advantage, and marginal analysis."**: 2011/12

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.

2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving student learning.

**Plan for topic "Students completing the course will be able to compare U.S. economic institutions and processes with those in use elsewhere."**: 2011/12

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.

2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving student learning.

**Plan for topic "Students completing ECON-200 will be able to explain macroeconomic policy approaches using standard economic graphical models."**: 2011/12

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.

2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving student learning.

**Plan for topic "Students completing the course will be able to demonstrate an understanding of the social and political phenomena important in any economy."**: 2011/12

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.

2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving student learning.

**Plan for topic "Students completing ECON-200 will be able to explain the operation of markets using standard economic graphical models."**: 2011/12

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.

2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving student learning.

Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of macroeconomics.": 2018/19

The short questions were very focused and that is probably what helped correct answers.

Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for macroeconomic problem solving.": 2018/19

The explanation may be the technical difficulty of graphing for online students and so many missed it all together, which affected the overall average for this class.

We will be looking at these technical issues during our Flex meeting in January.

Plan for topic "Students completing the course will be able to apply economic theory and reasoning to analyze macroeconomic questions and policy issues.": 2018/19

Overall, the results were satisfactory even though some of the students did not submit the graphing exercises and that affected the overall average. We will continue to assign current events articles/analysis and encourage more writing and assessment of economic policy consequences.

Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of macroeconomics.": 2014/15

Faculty discussed having students do more short written assignments using economic vocabulary and having students do more small-group work using economic vocabulary.

Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for macroeconomic problem solving.": 2014/15

Faculty discussed having students do more problem-solving and computation, both in class and using online tools.

Plan for topic "Students completing the course will be able to compute key macroeconomics statistics and draw conclusions about the performance of an economy using economic principles.": 2014/15

Faculty discussed having students do more problem-solving and computation, both in class and using online tools.

Plan for topic "Students completing the course will be able to apply economic theory and reasoning to analyze macroeconomic questions and policy issues.": 2014/15

Faculty discussed having students do more small-group discussion of macroeconomic questions and policy issues as well as having students deal with these questions and issues using online tools.
Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of macroeconomics.": 2013/14
We will share this information at our Spring 2015 department meeting. We will continue to assess this topic in Fall 2014 and Spring 2015. After that, our Objectives/Student Learning Outcomes for this course will be revised.

Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for macroeconomic problem solving.": 2013/14
We will share this information at our Spring 2015 department meeting. We will continue to assess this topic in Fall 2014 and Spring 2015. After that, our Objectives/Student Learning Outcomes for this course will be revised.

Plan for topic "Students completing the course will be able to compute key macroeconomics statistics and draw conclusions about the performance of an economy using economic principles.": 2013/14
We will share this information at our Spring 2015 department meeting. We will continue to assess this topic in Fall 2014 and Spring 2015. After that, our Objectives/Student Learning Outcomes for this course will be revised.

Plan for topic "Students completing the course will be able to apply economic theory and reasoning to analyze macroeconomic questions and policy issues.": 2013/14
We will share this information at our Spring 2015 department meeting. We will continue to assess this topic in Fall 2014 and Spring 2015. After that, our Objectives/Student Learning Outcomes for this course will be revised.

Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of macroeconomics.": 2011/12
I discussed these results with faculty who attended our Economics FLEX workshop. I will distribute results to all ECON 220 instructors this semester.

Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for macroeconomic problem solving.": 2011/12
I discussed this with faculty who attended our Economics FLEX workshop. I will send these results out to all faculty who are teaching ECON 220 this semester.

Plan for topic "Students completing the course will be able to compute key macroeconomics statistics and draw conclusions about the performance of an economy using economic principles.": 2011/12
I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.

Plan for topic "Students completing the course will be able to apply economic theory and reasoning to analyze macroeconomic questions and policy issues.": 2011/12
I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.

Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of macroeconomics.": 2010/11
Fall 2010. We will distribute the results to all instructors teaching ECON 220 at the beginning of the spring 2011 term. We will use the results for our discussion of student performance.
### Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for macroeconomic problem solving.": 2010/11

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010.</td>
<td>We will distribute the results to all instructors teaching ECON 220 at the beginning of the spring 2011 term. We will use the results for our discussion of student learning outcomes at our spring 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.</td>
</tr>
<tr>
<td>Spring 2011.</td>
<td>We will distribute the results to all instructors teaching ECON 220 at the beginning of the summer 2011 term. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.</td>
</tr>
<tr>
<td>Summer 2011.</td>
<td>We will distribute the results to all instructors teaching ECON 220 at the beginning of the fall 2011 term. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to compute key macroeconomics statistics and draw conclusions about the performance of an economy using economic principles.": 2010/11

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010.</td>
<td>We will distribute the results to all instructors teaching ECON 220 at the beginning of the spring 2011 term. We will use the results for our discussion of student learning outcomes at our spring 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.</td>
</tr>
<tr>
<td>Spring 2011.</td>
<td>We will distribute the results to all instructors teaching ECON 220 at the beginning of the summer 2011 term, highlighting the fact that students have not been as successful as we would like on this particular outcome. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.</td>
</tr>
<tr>
<td>Summer 2011.</td>
<td>We will distribute the results to all instructors teaching ECON 220 at the beginning of the fall 2011 term, highlighting the fact that students have not been as successful as we would like on this particular outcome. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to apply economic theory and reasoning to analyze macroeconomic questions and policy issues.": 2010/11

Fall 2010. We will distribute the results to all instructors teaching ECON 220 at the beginning of the spring 2011 term. We will use the results for our discussion of student learning outcomes at our spring 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Spring 2011. We will distribute the results to all instructors teaching ECON 220 at the beginning of the summer 2011 term. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Summer 2011. We will distribute the results to all instructors teaching ECON 220 at the beginning of the fall 2011 term. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of macroeconomics.": 2009/10

Spring 2010. This is the first time data has been assessed. We will continue with this process for the next 2 years, using our results to modify our course outline and to focus discussions at our department meetings on best practices to achieve student success.

Summer 2010. We will use the results from spring 2010 and summer 2010 to inform our revision of the ECON 220 course outline in fall 2010. We will distribute the results to all instructors teaching ECON 220 at the beginning of the fall 2010 term. We will use the results for our discussion of student learning outcomes at our fall 2010 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for macroeconomic problem solving.": 2009/10

Spring 2010. This is the first time data has been assessed. We will continue with this process for the next 2 years, using our results to modify our course outline and to focus discussions at our department meetings on best practices to achieve student success.

Summer 2010. We will use the results from spring 2010 and summer 2010 to inform our revision of the ECON 220 course outline in fall 2010. We will distribute the results to all instructors teaching ECON 220 at the beginning of the fall 2010 term. We will use the results for our discussion of student learning outcomes at our fall 2010 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Plan for topic "Students completing the course will be able to compute key macroeconomics statistics and draw conclusions about the performance of an economy using economic principles.": 2009/10
### DVC Instructional Course SLO Action Plans

| Plan for topic "Students completing the course will be able to apply economic theory and reasoning to analyze macroeconomic questions and policy issues."

**Spring 2010.** This is the first time data has been assessed. We will continue with this process for the next 2 years, using our results to modify our course outline and to focus discussions at our department meetings on best practices to achieve student success.

**Summer 2010.** We will use the results from spring 2010 and summer 2010 to inform our revision of the ECON 220 course outline in fall 2010. We will distribute the results to all instructors teaching ECON 220 at the beginning of the fall 2010 term. We will use the results for our discussion of student learning outcomes at our fall 2010 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

**2009/10**

| Spring 2010. This is the first time data has been assessed. We will continue with this process for the next 2 years, using our results to modify our course outline and to focus discussions at our department meetings on best practices to achieve student success.

| Summer 2010. We will use the results from spring 2010 and summer 2010 to inform our revision of the ECON 220 course outline in fall 2010. We will distribute the results to all instructors teaching ECON 220 at the beginning of the fall 2010 term. We will use the results for our discussion of student learning outcomes at our fall 2010 flex meeting, sharing best practices in helping students achieve success in mastering these concepts. |
DVC Instructional Course SLO Action Plans

568. Principles of Microeconomics [ECON-221] belonging to Social Science [ECON]

Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of microeconomics.": 2018/19

We will be re-examining the questions where the scores were very low.

Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for microeconomic problem solving.": 2018/19

SLO results will be the topic of our Econ Department meeting in January (flex activity). We notice that some of the answers were too short and thus downgraded. Students were not able to allocate their time efficiently and so the last questions were not answered fully.

We will be looking at how to modify or re-organize our questions during the Flex meeting.

Plan for topic "Students completing the course will be able to apply the tools and core principles of microeconomics to analyze issues facing individual consumers and producers.": 2018/19

These questions were very specific so scores were more unified and higher than on some of the other questions.

Plan for topic "Students completing the course will be able to apply the tools and core principles to analyze microeconomic policy questions and social issues.": 2018/19

Assignments were students related changes in price and resulting change in total revenue are credited for these results

Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for microeconomic problem solving.": 2017/18

SLO results will be the topic of our Econ Department meeting in January (flex activity). We notice that some of the answers were too short and thus downgraded. Students were not able to allocate their time efficiently and so the last questions were not answered fully.

We will be looking at how to modify or re-organize our questions during the Flex meeting.

Plan for topic "Students completing the course will be able to apply the tools and core principles to analyze microeconomic policy questions and social issues.": 2017/18

Assignments where students relate changes in price and resulting changes in total revenue are credited for these high scores.

Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of microeconomics.": 2014/15

Faculty discussed having students do more short written assignments using economic vocabulary and having students do more small-group work using economic vocabulary.

Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for..."
### Plan for topic "Students completing the course will be able to apply the tools and core principles of microeconomics to analyze issues facing individual consumers and producers." 2014/15

Faculty discussed having students do more problem-solving and computation, both in class and using online tools.

We will share this information at our Spring 2015 department meeting. We will continue to assess this topic in Fall 2014 and Spring 2015. After that, our Objectives/Student Learning Outcomes for this course will be revised.

### Plan for topic "Students completing the course will be able to apply the tools and core principles to analyze microeconomic policy questions and social issues." 2014/15

Faculty discussed having students do more small-group discussion of microeconomic issues facing individual consumers and producers, as well as having students deal with these issues using online tools.

We will share this information at our Spring 2015 department meeting. We will continue to assess this topic in Fall 2014 and Spring 2015. After that, our Objectives/Student Learning Outcomes for this course will be revised.

### Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of microeconomics." 2013/14

We will share this information at our Spring 2015 department meeting. We will continue to assess this topic in Fall 2014 and Spring 2015. After that, our Objectives/Student Learning Outcomes for this course will be revised.

### Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for microeconomic problem solving." 2013/14

We will share this information at our Spring 2015 department meeting. We will continue to assess this topic in Fall 2014 and Spring 2015. After that, our Objectives/Student Learning Outcomes for this course will be revised.

### Plan for topic "Students completing the course will be able to apply the tools and core principles of microeconomics to analyze issues facing individual consumers and producers." 2013/14

We will share this information at our Spring 2015 department meeting. We will continue to assess this topic in Fall 2014 and Spring 2015. After that, our Objectives/Student Learning Outcomes for this course will be revised.

### Plan for topic "Students completing the course will be able to apply the tools and core principles to analyze microeconomic policy questions and social issues." 2013/14

We will share this information at our Spring 2015 department meeting. We will continue to assess this topic in Fall 2014 and Spring 2015. After that, our Objectives/Student Learning Outcomes for this course will be revised.

### Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of microeconomics." 2011/12

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.

2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving...
Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for microeconomic problem solving.": 2011/12

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.
2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving student learning. With this particular question, we have realized that we were really assessing more than one thing and this may explain why so many students are missing this question.

Plan for topic "Students completing the course will be able to apply the tools and core principles of microeconomics to analyze issues facing individual consumers and producers.": 2011/12

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.
2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving student learning.

Plan for topic "Students completing the course will be able to apply the tools and core principles to analyze microeconomic policy questions and social issues.": 2011/12

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.
2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving student learning.

Plan for topic "Students completing the course will be able to demonstrate mastery of the vocabulary of microeconomics.": 2010/11

Fall 2010. We will distribute the results to all instructors teaching ECON 221 at the beginning of the spring 2011 term. We will use the results for our discussion of student learning outcomes at our spring 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Spring 2011. We will distribute the results to all instructors teaching ECON 221 at the beginning of the summer 2011 term. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Summer 2011. We will use the results from fall 2010, spring 2011, and summer 2011 to inform our revision of the ECON 221 course outline in fall 2011. We will distribute the results to all instructors teaching ECON 221 at the beginning of the fall 2011 term. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Plan for topic "Students completing the course will be able to demonstrate numerical and computational skills required for microeconomic problem solving.": 2011/12

2012-02-13: I discussed these results with faculty at our Economics FLEX workshop. I will distribute these results to all faculty teaching ECON 220 this semester.
2012-09-27: We share this information with faculty at the beginning of each semester. We also hold a flex workshop to discuss our results and share techniques for improving student learning.
DVC Instructional Course SLO Action Plans

microeconomic problem solving."

Fall 2010. We will distribute the results to all instructors teaching ECON 221 at the beginning of the spring 2011 term, highlighting the fact that students have not been as successful as we would like on this particular outcome. We will use the results for our discussion of student learning outcomes at our spring 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Spring 2011. We will distribute the results to all instructors teaching ECON 221 at the beginning of the summer 2011 term, highlighting the fact that students have not been as successful as we would like on this particular outcome. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Summer 2011. We will use the results from fall 2010, spring 2011, and summer 2011 to inform our revision of the ECON 221 course outline in fall 2011. We will distribute the results to all instructors teaching ECON 221 at the beginning of the fall 2011 term, highlighting the fact that students have not been as successful as we would like on this particular outcome. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Plan for topic "Students completing the course will be able to apply the tools and core principles of microeconomics to analyze issues facing individual consumers and producers."

Fall 2010. We will distribute the results to all instructors teaching ECON 221 at the beginning of the spring 2011 term. We will use the results for our discussion of student learning outcomes at our spring 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Spring 2011. We will distribute the results to all instructors teaching ECON 221 at the beginning of the summer 2011 term. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Summer 2011. We will use the results from fall 2010, spring 2011, and summer 2011 to inform our revision of the ECON 221 course outline in fall 2011. We will distribute the results to all instructors teaching ECON 221 at the beginning of the fall 2011 term. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Plan for topic "Students completing the course will be able to apply the tools and core principles to analyze microeconomic policy questions and social issues."

Fall 2010. We will distribute the results to all instructors teaching ECON 221 at the beginning of the spring 2011 term. We will use the results for our discussion of student learning outcomes at our spring 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.
DVC Instructional Course SLO Action Plans

Spring 2011. We will distribute the results to all instructors teaching ECON 221 at the beginning of the summer 2011 term. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.

Summer 2011. We will use the results from fall 2010, spring 2011, and summer 2011 to inform our revision of the ECON 221 course outline in fall 2011. We will distribute the results to all instructors teaching ECON 221 at the beginning of the fall 2011 term. We will use the results for our discussion of student learning outcomes at our fall 2011 flex meeting, sharing best practices in helping students achieve success in mastering these concepts.
569. Topics in Economics [ECON-255] belonging to Social Science [ECON]
570. Independent Study [ECON-298] belonging to Social Science [ECON]
### Plan for topic "Students completing this course will be able to increase learning through involvement as a teacher's aide.": 2018/19

This is the first time that this course is assessed. The professor will continue to hold regular weekly meetings with the TA and to assign classroom responsibilities.

**Plan:**

In the future the professor plans to elicit and formalize feedback from the TA by keeping a written log of specific student challenges (as noted by the TA) and, the areas where the TA feels s/he needs more support. This will enable the professor to revise pedagogy to foster content-level engagement and also create opportunities for TA to engage in deep learning and develop a professional identity.

### Plan for topic "Identify new and expanded learning objectives, which are measurable and within the studentâ€™s range of accomplishment.": 2018/19

This is the first time that SLOs for Econ 299 are assessed. Traditionally, faculty do not report to the department when they offer Econ 299 to a student(s) serving as instructional aide(s) to faculty. As such, we have not been able to systematically evaluate this course nor do we have a concrete SLO assessment plan in place. Hereon, we will request that faculty report when they offer Econ 299. We will discuss with faculty to identify methods used to assess outcomes and to clarify the goals and objectives of the course. In the next cycle, remaining SLOs will be assessed.
Plan for topic "Students completing this course will be able to identify examples of teaching events that implement some elements of the California Standards for the Teaching Profession (CSTP) using fieldwork observation notes.": 2018/19

Past assessments were reviewed.

The professor found that students were effectively able to reflect on, and write about, their fieldwork experiences in relation to one of the California Standards for the Teaching Profession on an in-class essay exam.

The Plan:

In the future, the professor plans to allow students additional processing opportunities with the California Standards for the Teaching Profession (CSTPs) by assigning the CSTPs as a topic of exploration in fieldwork journals prior to the midterm to increase practice making connections to the CSTPs. In addition, the professor plans to assess a different SLO next cycle.

Plan for topic "Students completing this course will be able to research, define, and give examples of Differentiated Instruction from their fieldwork experience.": 2017/18

Past course assessments were reviewed.

The professor found that students were effectively able to reflect on, and write about, their field work experiences when the midterm was given as an in-class essay exam.

The Plan:

In the future, the professor plans to allow students additional processing opportunities with the concept of Differentiated Instruction by assigning an online discussion, prior to the midterm, in which students can share their research findings and learn from one another in a low-stakes learning environment. In addition, the professor plans to assess a different SLO next cycle.
### Plan for topic "Students completing this course will be able to research, define, and give examples of Differentiated Instruction from their fieldwork experience.": 2016/17

Past course assessments were reviewed.

The professor found that students were effectively able to reflect on, and write about, their field work experiences when the midterm was given as a take home exam. The Plan:

In the future, the professor plans to frontload the concept of Differentiated Instruction with the foundation of a research article so that all students have a basic and common understanding of the term as an anchor.

### Plan for topic "Students completing EDUC-120 will be able to Evaluate an instructional style for the first day of class": 2014/15

This was a successful assignment that allowed be to better understand each student’s perspective and then watch the student with children to mentor and other classes to volunteer in at the elementary school. To improve student learning in the future, I plan to allow students the opportunity to do a pair-share and then do an in-class brainstorm prior to assigning the essay.

### Plan for topic "Students completing EDUC-120 will be able to Define personal motives to teach": 2014/15

This was a successful assignment that allowed be to better understand each student’s perspective and then watch the student with children to mentor and other classes to volunteer in at the elementary school. To improve student learning in the future, I plan to allow students the opportunity to do a pair-share and then do an in-class brainstorm prior to assigning the essay.

### Plan for topic "Students completing EDUC-120 will be able to Identify effective classroom management techniques.": 2014/15

This assignment was successful in allowing students to work collaboratively. To improve student learning in the future, I would change the assignment to a "ojig-sawa" (students get into expert groups and master one concept and then divide into different groups with each member teaching about a different concept).

### Plan for topic "Students completing EDUC-120 will be able to Describe the foundations of teaching as a profession.": 2014/15

This assignment was successful in allowing students to work collaboratively. To improve student learning in the future, I would change the assignment to a "ojig-sawa" (students get into expert groups and master one concept and then divide into different groups with each member teaching about a different concept).

### Plan for topic "Students completing EDUC-120 will be able to Apply the levels of "Depth of Knowledge" to lesson planning.": 2014/15

This assignment was not as successful as the instructor would have hoped, possibly because of the computer interface component. Based on the results of the assessments, in future classes it is recommended to have a follow-up in-class discussion based on the D2L discussions each week to show the importance of the D2L discussions as a
## DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing EDUC-120 will be able to Examine how schools respond to student diversity.&quot;: 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assignment was not as successful as the instructor would have hoped, possibly because of the computer interface component. Based on the results of the assessments, in future classes it is recommended to have a follow-up in-class discussion based on the D2L discussions each week to show the importance of the D2L discussions as a component of the course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing EDUC-120 will be able to Evaluate an instructional style for the first day of class&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-07-24: Plan: To increase submission of SLO's from High Schools it will be suggested that SLO results accompany grades. It will be recommended that grades only be entered if SLO results are present. Plans submitted are verbatim below. To prevent students from &quot;not&quot; completing the assignment, I may offer it as an in class assignment. That is the only way to guarantee we get everyone to do the work. Some students simply refuse to complete any work at home. Another idea would be to have peer editing, so that those who are not good at proofreading their work will have the benefit of others proofreading their work prior to submitting it for a grade. I would assign the students an assignment preceding this test question in which I asked students to reflect on each of the suggestions and ask them to specifically identify how they have or have not seen these strategies in their experiences with students. Increase student learning with more reflection and thought, as well as writing specific connections.</td>
</tr>
<tr>
<td>2014-08-04: Plan: To increase submission of SLO's from High Schools it will be suggested that SLO results accompany grades. It will be recommended that grades only be entered if SLO results are present. Plans submitted are verbatim below. To prevent students from &quot;not&quot; completing the assignment, I may offer it as an in class assignment. That is the only way to guarantee we get everyone to do the work. Some students simply refuse to complete any work at home. Another idea would be to have peer editing, so that those who are not good at proofreading their work will have the benefit of others proofreading their work prior to submitting it for a grade. I would assign the students an assignment preceding this test question in which I asked students to reflect on each of the suggestions and ask them to specifically identify how they have or have not seen these strategies in their experiences with students. Increase student learning with more reflection and thought, as well as writing specific connections.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing EDUC-120 will be able to Define personal motives to teach&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-07-24: Plan: To increase submission of SLO's from High Schools it will be suggested that SLO results accompany grades. It will be recommended that grades only be entered if SLO results are present. Plans submitted are verbatim below. To prevent students from &quot;not&quot; completing the assignment, I may offer it as an in class assignment. That is the only way to guarantee we get everyone to do the work. Some students simply refuse to complete any work at home. Another idea would be to have peer editing, so that those who are not good at proofreading their work will have the benefit of others proofreading their work prior to submitting it for a grade. I would assign the students an assignment preceding this test question in which I asked students to reflect on each of the suggestions and ask them to specifically identify how they have or have not seen these strategies in their experiences with students. Increase student learning with more reflection and thought, as well as writing specific connections.</td>
</tr>
<tr>
<td>2014-08-04: Plan: To increase submission of SLO's from High Schools it will be suggested that SLO results accompany grades. It will be recommended that grades only be entered if SLO results are present. Plans submitted are verbatim below. To prevent students from &quot;not&quot; completing the assignment, I may offer it as an in class assignment. That is the only way to guarantee we get everyone to do the work. Some students simply refuse to complete any work at home. Another idea would be to have peer editing, so that those who are not good at proofreading their work will have the benefit of others proofreading their work prior to submitting it for a grade. I would assign the students an assignment preceding this test question in which I asked students to reflect on each of the suggestions and ask them to specifically identify how they have or have not seen these strategies in their experiences with students. Increase student learning with more reflection and thought, as well as writing specific connections.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing EDUC-120 will be able to Describe the experiences and expectations of a new teacher." : 2013/14

2014-07-24: Plan: To increase submission of SLO's from High Schools it will be suggested that SLO results accompany grades. It will be recommended that grades only be entered if SLO results are present. Students connected well with this passage. We had a group reading of the document, which allowed students to share examples from their own experiences. Perhaps, I would assign a rule to a group to have them help explain and give examples of the rules. No changes except possibly adding a group component.

2014-08-04: Plan: To increase submission of SLOs from High Schools it will be suggested that SLO results accompany grades. It will be recommended that grades only be entered if SLO results are present. Students connected well with this passage. We had a group reading of the document, which allowed students to share examples from their own experiences. Perhaps, I would assign a rule to a group to have them help explain and give examples of the rules. No changes except possibly adding a group component.

Plan for topic "Students completing EDUC-120 will be able to Analyze critical issues in curriculum and instruction": 2013/14

2014-07-24: Plan: To increase submission of SLO's from High Schools it will be suggested that SLO results accompany grades. It will be recommended that grades only be entered if SLO results are present. Plans submitted are verbatim below. To prevent students from "not" completing the assignment, I may offer it as an in class assignment. That is the only way to guarantee we get everyone to do the work. Some students simply refuse to complete any work at home. Another idea would be to have peer editing, so that those who are not good at proofreading their work will have the benefit of others.// This topic was taught during the sophomore year, so in future years there will be a review of Gardner and other theorists, including worksheets and a quiz.

2014-08-04: Plan: To increase submission of SLOs from High Schools it will be suggested that SLO results accompany grades. It will be recommended that grades only be entered if SLO results are present. Plans submitted are verbatim below. To prevent students from "not" completing the assignment, I may offer it as an in class assignment. That is the only way to guarantee we get everyone to do the work. Some students simply refuse to complete any work at home. Another idea would be to have peer editing, so that those who are not good at proofreading their work will have the benefit of others.// This topic was taught during the sophomore year, so in future years there will be a review of Gardner and other theorists, including worksheets and a quiz.

Plan for topic "Students completing EDUC-120 will be able to Identify effective classroom management techniques." : 2012/13

DVC is excited to be working with the local high schools in order to support their students in fulfilling the CTE requirements for EDUC 120 (Teaching as a Profession). DVC full-time faculty has been meeting with the high school education instructors to define the requirements and write the final exam. The goal at the next couple of meetings is to work on the rubrics that will be used by the different high schools to meet the exit requirements and SLO's for this course.

Plan for topic "Students completing EDUC-120 will be able to Describe the foundations of teaching as a profession." : 2012/13

Course Action Plans
Outcome Assessment History
**DVC Instructional Course SLO Action Plans**

DVC is excited to be working with the local high schools in order to support their students in fulfilling the CTE requirements for EDUC 120 (Teaching as a Profession). DVC full-time faculty has been meeting with the high school education instructors to define the requirements and write the final exam. The goal at the next couple of meetings is to work on the rubrics that will be used by the different high schools to meet the exit requirements and SLO's for this course.

**Plan for topic "Students completing EDUC-120 will be able to Apply the levels of "Depth of Knowledge"• to lesson planning."**: 2012/13

DVC is excited to be working with the local high schools in order to support their students in fulfilling the CTE requirements for EDUC 120 (Teaching as a Profession). DVC full-time faculty has been meeting with the high school education instructors to define the requirements and write the final exam. The goal at the next couple of meetings is to work on the rubrics that will be used by the different high schools to meet the exit requirements and SLO's for this course.

**Plan for topic "Students completing EDUC-120 will be able to Examine how schools respond to student diversity."**: 2012/13

DVC is excited to be working with the local high schools in order to support their students in fulfilling the CTE requirements for EDUC 120 (Teaching as a Profession). DVC full-time faculty has been meeting with the high school education instructors to define the requirements and write the final exam. The goal at the next couple of meetings is to work on the rubrics that will be used by the different high schools to meet the exit requirements and SLO's for this course.
### 573. Survey of Electricity [ELECT-110] belonging to Electronics/Electricity/Energy Systems [ELECT]

#### Plan for topic "Students completing this course will be able to identify basic components in an electrical circuit or device": 2019/20

Dept. Chair will assess class next time it is offered - posted by SLO Chair

#### Plan for topic "Students completing this course will be able to identify basic components in an electrical circuit or device": 2015/16

Results are positive. Need to increase enrollment in the future by targeted outreach. Instructor will be creating and documenting additional labs and other tools to clearly target skills objective.

#### Plan for topic "Students completing this course will be able to use ohm's and Kirchoff's Laws to solve for resistance, voltage, current, and power.": 2015/16

Results are positive. Need to increase enrollment in the future by targeted outreach.

#### Plan for topic "Students completing this course will be able to build simple electrical circuits and wire devices.": 2015/16

Results are positive. Need to increase enrollment in the future by targeted outreach. Instructor will be (improving) and documenting the lab exercises to clearly target skills objective. Discussed several additional potential lab exercises with instructor and identified equipment to be purchased to execute such exercises. Instructor will write up additional labs.
Plan for topic "Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices."

- **2017/18**
  - Results indicate that overall the students are able to understand the material sufficiently to move to the next topic. There was some student feedback that more students struggled with series/parallel combination circuits. Additional handouts, exercises, and explanations were and continue to be developed to assist students with this topic as it is necessary to master this material to move to the next course in the sequence.

Plan for topic "Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices."

- **2014/15**
  - Results acceptable, but continually reworking labs and examples to increase student learning.
  - Plan for topic "Students completing the course will be able to use digital meters to measure voltage, resistance, and current."**: 2014/15
    - Acceptable results. Have incorporated more hands-on equipment for students to practice with. Working with instructors to introduce additional materials.
  - Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits."**: 2014/15
    - Results acceptable. Have since made the simulation software (multi-sim) available in computer labs in the ET area so students can use outside class time to improve their skill level.

Plan for topic "Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices."

- **2013/14**
  - Results are satisfactory. We have added additional computer simulation software in computer labs to increase the amount of times students have access. We have also implemented several tutorial sites for students needing extra help with the math that goes into the calculations.
  - Plan for topic "Students completing the course will be able to use digital meters to measure voltage, resistance, and current."**: 2013/14
    - Results are satisfactory. Instructors have identified additional computer based resources for students needing additional help.
  - Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits."**: 2013/14
    - Results are satisfactory. Additional software has been provided on computers outside the lab for student use outside class hours.

Plan for topic "Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices."

- **2012/13**
  - Although the results are satisfactory, we have developed and are looking at supplementing the course with some self paced math reinforcement for students having deficiency in this area as well as adding some worksets that students can practice with to gain confidence in calculations.
  - Plan for topic "Students completing the course will be able to use digital meters to measure voltage, resistance, and current."**: 2012/13
    - Results are satisfactory with about 95% of students achieving the slo and passing the course. We have some work to do to retain those who signed up for the course for the
Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits."

Results are satisfactory with about 95% of students achieving the slo and passing the course. We have some work to do to retain those who signed up for the course for the duration of the course. Spring 2013 we implemented some screening tools and provided self paced math problems for students needing assistance and several on-line resources for all students. This will be expanded to all sections fall 2013. Additionally, while students initially chose their own lab partners, less than a month into the semester, instructors changed the pairings or trios, purposefully paired up stronger students with ones needing additional assistance. This will be expanded going forward. Based on student feedback we will experiment with using just one analytical program and spend extra time bringing students up to speed. There are now ample resources available on the internet to assist with student learning in this area.

Plan for topic "Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices."

Results are satisfactory with 92% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to the way this module is taught. Future classes will increase emphasis on the first day the depth of math required to be successful, to help students decide if they are prepared for the course. A deeper review of math and math applications and perhaps a student handout for review will also be considered.

Plan for topic "Students completing the course will be able to use digital meters to measure voltage, resistance, and current."

Results are satisfactory with 92% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to the way this module is taught. The biggest improvement opportunity is to continue to monitor the percentage of students who remain in the class to the end compared to the number of students at census date, and work with other instructors to identify and implement ways to increase retention between the two periods.

Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits."

Results are satisfactory with 92% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to the way this module is taught. The biggest improvement opportunity is to continue to monitor the percentage of students who remain in the class to the end compared to the number of students at census date, and work with other instructors to identify and implement ways to increase retention between the two periods. The department will also check with industry and other colleges to ensure that the software used is current with industry.

Plan for topic "Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices."

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to use digital meters to measure voltage, resistance, and current."

No SLO related changes are recommended for this course.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Description</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to use computer software to simulate electric circuits.&quot;</td>
<td>2010/11</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices.&quot;</td>
<td>2009/10</td>
<td>Quiz needs to be made more challenging.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use digital meters to measure voltage, resistance, and current.&quot;</td>
<td>2009/10</td>
<td>Quiz needs to be made more challenging.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use computer software to simulate electric circuits.&quot;</td>
<td>2009/10</td>
<td>Quiz needs to be made more challenging.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**575. Alternating Current Circuits [ELECT-121] belonging to Electronics/Electricity/Energy Systems [ELECT]**

**Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits.": 2017/18**

This is the second course in a sequence, continuing from ELECT/ELTRN 120. Some students struggle with the material initially as they have forgotten it over the summer or winter breaks. The area has developed a three session review, particularly of series/parallel circuits, and have additional material that students can study outside class to come up to speed. Toward the end of the course students must master LRC circuits, in which the math can be complicated for many students. Additional materials have been developed to help students succeed.

**Plan for topic "Students completing the course will be able to solve AC problems using right angle trigonometry.": 2015/16**

Continue measuring and monitoring to ensure ongoing student success.

**Plan for topic "Students completing the course will be able to operate digital storage oscilloscopes and function generators.": 2015/16**

Continue measuring and monitoring to ensure student success.

**Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits."": 2015/16**

Continue to measure and monitor to ensure student success. Based on previous assessments, the software was installed on all computer labs in the Engineering Technology area so students have access outside of class.

**Plan for topic "Students completing the course will be able to solve AC problems using right angle trigonometry."": 2013/14**

Results are satisfactory. The course will be incorporating more hands-on elements and will be re-evaluated once a cohort of two completes the redesigned elements.

**Plan for topic "Students completing the course will be able to operate digital storage oscilloscopes and function generators."": 2013/14**

Results are satisfactory -- will continue to monitor.

**Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits."": 2013/14**

Results are satisfactory. We did make Multisim available to students at least twelve hours a day, five to six days a week by installing the program on open computer labs in the ET area. Initial feedback is positive and will continue to monitor.

**Plan for topic "Students completing the course will be able to solve AC problems using right angle trigonometry."": 2011/12**

Results are satisfactory with 100% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to labs and assignments for future classes. The biggest improvement opportunity is to continue to monitor the percentage of students who remain in the class to the end compared to the number of students at census date, and work with other instructors to identify and implement ways to increase retention between the two periods.

**Plan for topic "Students completing the course will be able to operate digital storage oscilloscopes and function generators."": 2011/12**

Results are satisfactory with 100% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to labs and assignments for future classes. The biggest improvement opportunity is to continue to monitor the percentage of students who remain in the class to the end compared to the number of students at census date, and work with other instructors to identify and implement ways to increase retention between the two periods.
Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits.": 2011/12

<table>
<thead>
<tr>
<th>Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are satisfactory with 100% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to labs and assignments for future classes. The biggest improvement opportunity is to continue to monitor the percentage of students who remain in the class to the end compared to the number of students at census date, and work with other instructors to identify and implement ways to increase retention between the two periods.</td>
</tr>
<tr>
<td>Plan for topic</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to wire grounding systems related to motors and their controllers.&quot;</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to wire grounding systems related to motors and their controllers.&quot;</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to wire controllers used to reverse the direction of three phase motors&quot;</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to wire motor sequencer circuits and time delay starters&quot;</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to wire grounding systems related to motors and their controllers.&quot;</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to wire controllers used to reverse the direction of three phase motors&quot;</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to wire motor sequencer circuits and time delay starters&quot;</td>
</tr>
</tbody>
</table>
### 577. Topics in Electricity [ELECT-150] belonging to Electronics/Electricity/Energy Systems [ELECT]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to identify potential electrical hazards in the home, workplace, or construction site.&quot;</th>
<th>2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an Experimental Topics Course Number and will be assessed next time it is utilized.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to identify potential electrical hazards in the home, workplace, or construction site.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>This exercise relied on student integrity as there was no way to absolutely verify that the students checked the condition of every electrical item in their home. Nonetheless, the exercise was successful. Perhaps in the future a more thorough demonstration by each student on a simulated circuit could be conducted. This pilot course was rewritten and republished as ELECT 110.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to use Ohms and Kirchoff's laws to solve for resistance, voltage, current, and power.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was successful and no action plan is required. This pilot course was revised and republished as ELECT 110.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to build simple electrical circuits and wire devices.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan is needed at this time. Note that this pilot course was rewritten and republished as ELECT 110.</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**578. Circuit Diagnosis and Analysis: Troubleshooting [ELECT-220] belonging to Electronics/Electricity/Energy Systems [ELECT]**

Plan for topic "Students completing this course will be able to read and interpret a wide variety of drawings and schematics."

**2019/20**

| Dept. Chair will assess class next time it is offered - posted by SLO Chair |

---

Plan for topic "Students completing this course will be able to read and interpret a wide variety of drawings and schematics."

**2015/16**

| Instructors of both cohorts met and compared notes, as this class has only been offered twice. While both cohorts were successful, instructors identified several areas where the curriculum and delivery could be improved, particularly the selection of specific lab exercises for students. Will make these changes in the course material, which is currently scheduled for Fall 2017. |

---

Plan for topic "Students completing this course will be able to create simple maps of existing equipment to aid in troubleshooting."

**2015/16**

| Instructors of both cohorts met and compared notes, as this class has only been offered twice. While both cohorts were successful, instructors identified several areas where the curriculum and delivery could be improved, particularly the selection of specific lab exercises for students. One cohort focused on large equipment one may see in a home or commercial business. The other focused more on robotic and small circuit applications. Both are valid and the next time the course is offered, currently scheduled for Fall 2017, a combination of both focuses will be presented. |

Plan for topic "Students completing this course will be able to analyze electrical test equipment readings.": 2019/20

Dept. Chair will assess SP20 sections and submit by 6/1/20 - posted by SLO Chair

Plan for topic "Students completing this course will be able to identify common electrical and electro-mechanical devices and their uses.": 2015/16

Instructors of both cohorts met and compared notes, as this course has only been offered twice. While both cohorts were successful, where were some areas where improvement could be made. The type of electrical and electro-mechanical equipment had maybe a 50% overlap between the cohorts. Instructors agreed upon a common set of devices that need to be covered in the course and will incorporate such the next time the course is offered, currently scheduled for Fall 2016. Additionally, there were some gaps in the second cohort between this course and ELECT 220. It is difficult to separate the content in these two courses and several students were in ELECT 220 but not ELECT 230, or vice versa. Instructors will be more diligent in the future about keeping the course content separate between the two courses and will also strongly encourage students to take both courses at the same time.

Plan for topic "Students completing this course will be able to physically wire electrical systems and/or subsystems." : 2015/16

Instructors of both cohorts met and compared notes, as this course has only been offered twice. Both cohorts were successful. One area identified for improvement was more consistency in the type of systems and subsystems identified for lab exercises. Instructors came up with a list of common systems that must be explored and then a list of elective topics.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ELECT-266 will be able to Students completing this course will be able to interpret and apply the National Electrical Code, Articles 90 through 398 and applicable tables in Chapter Nine.&quot;</td>
<td>Assess in FA19 and report by 12/31/20</td>
<td>&quot;Students completing the course will be able to apply State Safety Orders, Articles 1 through 38 as applied to electrical installation practice.&quot;</td>
<td>Results are satisfactory. Reviewing the feasibility of incorporating lab or additional video segments for this course.</td>
<td>&quot;Students completing the course will be able to use current electrical codes in practical situations.&quot;</td>
<td>Results are satisfactory. Reviewing the feasibility of incorporating lab or additional video segments for this course.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to apply State Safety Orders, Articles 1 through 38 as applied to electrical installation practice.": 2017/18

Feedback from students indicate that additional pictures and samples of equipment would be useful in understanding the material. Working with instructor to incorporate such into future class sessions.

Plan for topic "Students completing the course will be able to apply State Safety Orders, Articles 1 through 38 as applied to electrical installation practice.": 2014/15

While results are acceptable, working on course outline with instructor to incorporate more hands-on opportunities for student learning

Plan for topic "Students completing the course will be able to use current electrical codes in practical situations.": 2013/14

Results acceptable, but working with instructor to increase practical questions.

Plan for topic "Students completing the course will be able to identify what parts of the electrical codes are safety-related.": 2013/14

Results acceptable, but working with instructor to find additional ways to quantify the level of safety involved with specific sections, perhaps a risk rating, or reference to other codes.

Plan for topic "Students completing the course will be able to apply State Safety Orders, Articles 1 through 38 as applied to electrical installation practice.": 2012/13

Based on current feedback and observations as well as notes from earlier assessments, this SLO and its measurement is appropriate at this time

Plan for topic "Students completing the course will be able to use current electrical codes in practical situations.": 2012/13

Based on current feedback and observations as well as notes from earlier assessments, this SLO and its measurement is appropriate at this time. In coming semesters, we are considering putting some typical residential and light commercial wiring sections on rolling carts which can be incorporated into the class. This will provide students with some hands-on experience.

Plan for topic "Students completing the course will be able to identify what parts of the electrical codes are safety-related.": 2012/13

Based on current feedback and observations as well as notes from earlier assessments, this SLO and its measurement is appropriate at this time.
A new instructor was assigned to teach the Spring 2017 courses. Student feedback on the new instructor was high. We moved from strictly handouts in prior semesters to handouts and a textbook in Spring 2017. Students surveyed indicated that made the course easier to understand and they commented that they had a broader understanding of the concepts. We plan to keep the textbook for future classes. Lab exercises for 2017 were broken down into smaller pieces that built on each other and students seemed to have a high success rate completing each section and getting more frequent feedback on their progress.

Some of the concepts learned in this course are also used in another course, ELECT 130. ELECT 130 had two sections in Fall 2017 and anecdotal data suggests that students taking the ELECT 271 course in Spring 2017 did better in ELECT 130 than students who had not taken ELECT 271 or had taken it in earlier semesters.

Advisory committee members continually affirm that skills in PLCs are needed in the marketplace. A regional electrical - electronics job fair was hosted by DVC in November 2017 and many area employers were looking for students who had PLC skills and experience. We are exploring a more advanced PLC course or perhaps module that would use the PLCs to operate electromechanical devices and systems.

Plan for topic "Students completing the course will be able to program the programmable logic controllers to control output devices based on sensor inputs."

Results are satisfactory. Will be evaluating additional output devices to increase student learning and if purchased, factor them into the Spring 2015 class.

Plan for topic "Students completing the course will be able to troubleshoot and repair programmable logic controllers."

Results satisfactory. Will continue to monitor.

Plan for topic "Students completing the course will be able to design and implement a PLC system."

Results are satisfactory, will continue to monitor.
583. Student Instructional Assistant [ELECT-299] belonging to Electronics/Electricity/Energy Systems [ELECT]

Plan for topic "Students completing this course will be able to increase learning through involvement as a teacher's aide, lab assistant, or research assistant."

- 2019/20

This is an Independent Study Course Number and will be assessed next time it is utilized - posted by WebSLO's Chair

- 2015/16

Overall result was positive. Most of these students are one-time shots as they are advanced students ready to transfer. Need to continue to identify potential students for future classes.

Plan for topic "Students completing this course will be able to expand subject matter knowledge by assisting the instructor."

- 2015/16

Results were quite satisfactory. The need is to get a continuing stream of advanced students going through the system. Often by the time they know enough to really help in the classroom they are ready to graduate and/or transfer.
### 584. Introduction to Robotics [ELTRN-107] belonging to Electronics/Electricity/Energy Systems [ELTRN]

**Plan for topic "Students completing the course will be able to wire input and output devices to microcontroller.":" 2019/20**

Dept. Chair will assess SP20 sections and submit by 6/1/20 - posted by SLO Chair

**Plan for topic "Students completing the course will be able to wire input and output devices to microcontroller.":" 2015/16**

Results are positive. Instructor will be reviewing material and lab exercises to clearly target skills objective. Several students stated they would like to continue learning about microcontrollers and the department is considering a second, more advanced course.

**Plan for topic "Students completing the course will be able to write simple computer code to program the microcontrollers to interact with inputs and outputs." : 2015/16**

Results are positive. Instructor will be looking at materials to increase the level of student performance in future classes

**Plan for topic "Students completing the course will be able to troubleshoot the controllers program and hardware.": 2015/16**

Results are positive. Instructor will be fully documenting presentation materials and lab exercises for use in future classes.
DVC Instructional Course SLO Action Plans

### Plan for topic "Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices."

**2017/18**

Results indicate that overall the students are able to understand the material sufficiently to move to the next topic. There was some student feedback that more students struggled with series/parallel combination circuits. Additional handouts, exercises, and explanations were and continue to be developed to assist students with this topic as it is necessary to master this material to move to the next course in the sequence.

**2014/15**

- Results are acceptable. Instructor had developed additional worksheets for students and identified websites for students to increase their skill level.
- Results acceptable. Have incorporated more hands on equipment for students to practice with. Working with instructors to introduce additional materials.
- Results acceptable. Have installed the simulation software, multisim, on several computer labs in the ET area for students to practice with outside of class.

**2013/14**

- Results are satisfactory. We have added additional computer tools to areas outside the lab, increasing the hours available to students.
- Results are satisfactory. Instructors have identified and incorporated additional computer based resources for student use to reinforce meter concepts and applications.
- Results are satisfactory. We have added additional computer circuit simulation tools to areas outside the lab, increasing the hours available to students.

**2012/13**

- Results are satisfactory with about 95% of students achieving the slo and passing the course. We have some work to do to retain those who signed up for the course for the duration of the course. Spring 2013 we implemented some screening tools and provided self paced math problems for students needing assistance and several on-line resources for all students. This will be expanded to all sections.
- Results are satisfactory with about 95% of students achieving the slo and passing the course. We have some work to do to retain those who signed up for the course for the duration of the course. Spring 2013 we implemented some screening tools and provided self paced math problems for students needing assistance and several on-line resources for all students.
resources for all students. This will be expanded to all sections fall 2013. Additionally, while students initially chose their own lab partners, less than a month into the semester, instructors changed the pairings or trios, purposefully paired up stronger students with ones needing additional assistance. This will be expanded going forward. Based on student feedback we will experiment with using just one analytical program and spend extra time bringing students up to speed. There are now ample resources available on the internet to assist with student learning in this area.

Plan for topic "Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices.": 2011/12

Results are satisfactory with 92% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to the way this module is taught. Future classes will emphasize on the first day the depth of math required, to help students decide if they are prepared for the course. A deeper review of math and math applications and perhaps a student handout for review will also be considered.

Plan for topic "Students completing the course will be able to use digital meters to measure voltage, resistance, and current." : 2011/12

Results are satisfactory with 92% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to the way this module is taught. The biggest improvement opportunity is to continue to monitor the percentage of students who remain in the class to the end compared to the number of students at census date, and work with other instructors to identify and implement ways to increase retention between the two periods.

Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits." : 2011/12

Results are satisfactory with 92% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to the way this module is taught. The biggest improvement opportunity is to continue to monitor the percentage of students who remain in the class to the end compared to the number of students at census date, and work with other instructors to identify and implement ways to increase retention between the two periods. The department will also check with industry and other colleges to ensure that the software used is current with industry.

Plan for topic "Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices.": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to use digital meters to measure voltage, resistance, and current." : 2010/11

No SLO related changes are recommended at this time.

Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits." : 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to correctly calculate electrical quantities in DC circuits containing resistive devices.": 2009/10

2010-05-05: De-emphasized the computer simulation of circuits and increased the coursework on Ohm’s Law formulas and circuit calculations.
<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-05-27</td>
<td>Quiz needs to be made more challenging.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic</strong>: &quot;Students completing the course will be able to use digital meters to measure voltage, resistance, and current.&quot; 2009/10</td>
</tr>
<tr>
<td></td>
<td>Quiz needs to be made more challenging.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic</strong>: &quot;Students completing the course will be able to use computer software to simulate electric circuits.&quot; 2009/10</td>
</tr>
<tr>
<td></td>
<td>Quiz needs to be made more challenging.</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits."
#### 2017/18
This is the second course in a sequence, continuing from ELECT/ELTRN 120. Some students struggle with the material initially as they have forgotten it over the summer or winter breaks. The area has developed a three session review, particularly of series/parallel circuits, and have additional material that students can study outside class to come up to speed. Toward the end of the course students must master LRC circuits, in which the math can be complicated for many students. Additional materials have been developed to help students succeed.

### Plan for topic "Students completing the course will be able to solve AC circuit problems using right angle trigonometry."
#### 2014/15
Results are satisfactory. Instructor wrote additional exercises and instruction material following last assessment and continues to update and improve the course.

### Plan for topic "Students completing the course will be able to operate digital storage oscilloscopes and function generators."
#### 2014/15
Results are satisfactory. Instructor wrote additional exercises and instruction materials following last assessment and continues to update and improve the course.

### Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits."
#### 2014/15
Results are satisfactory. Instructor wrote additional exercises and instructional material following last assessment and continues to improve and update the course.

### Plan for topic "Students completing the course will be able to solve AC circuit problems using right angle trigonometry."
#### 2013/14
Results are satisfactory. This course will be incorporating more hands-on elements and will be re-evaluated once a cohort or two completes the redesigned elements.

### Plan for topic "Students completing the course will be able to operate digital storage oscilloscopes and function generators."
#### 2013/14
Results are satisfactory. Will continue to monitor.

### Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits."
#### 2013/14
Results are satisfactory. We did make Multisim available to students at least twelve hours a day, five to six days a week by installing the program on open computer labs in the ET area. Initial feedback is positive and will continue to monitor.

### Plan for topic "Students completing the course will be able to solve AC circuit problems using right angle trigonometry."
#### 2011/12
Results are satisfactory with 100% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to labs and assignments for future classes. The biggest improvement opportunity is to continue to monitor the percentage of students who remain in the class to the end compared to the number of students at census date, and work with other instructors to identify and implement ways to increase retention between the two periods.

### Plan for topic "Students completing the course will be able to operate digital storage oscilloscopes and function generators."
#### 2011/12
Results are satisfactory with 100% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to labs and assignments for future classes. The biggest improvement opportunity is to continue to monitor the percentage of students who remain in the class to the end compared to the number of students at census date, and work with other instructors to identify and implement ways to increase retention between the two periods.

### Plan for topic "Students completing the course will be able to use computer software to simulate electric circuits."
#### 2011/12
Results are satisfactory with 100% of students remaining after the drop date meeting all the SLOs. Student feedback and review of student assignments resulted in small changes to labs and assignments for future classes. The biggest improvement opportunity is to continue to monitor the percentage of students who remain in the class to the end compared to the number of students at census date, and work with other instructors to identify and implement ways to increase retention between the two periods.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2019/20</th>
<th>2015/16</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ELTRN-150R will be able to design and fabricate a robotic structure.&quot;</td>
<td>This is an Experimental Topics Course Number and will be assessed next time it is utilized.</td>
<td>No action plan needed. The information from this pilot was used to rewrite and republish ELTRN 107, Introduction to Robotics.</td>
<td>No action plan is needed. Note that the lessons learned from this pilot were used to rewrite and republish ELTRN 107, Introduction to Robotics.</td>
</tr>
<tr>
<td>&quot;Students completing ELTRN-150R will be able to Program the Arduino microprocessor utilizing Processing or Firefly software.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing ELTRN-150R will be able to Fabricate finished designs on the campus lazer cutter and test for functionality.&quot;</td>
<td></td>
<td>Students had a wide range of difficulty on fabricated and tested items. Some items were easier than others. Perhaps have a common project that all students complete to level the playing field then progress to individual student designs. Also consider using a built-up (3d) printer to fabricate some components. Information from this course was used to rewrite and republish ELTRN 107 - Introduction to Robotics.</td>
<td>Results are satisfactory. Additional elements and materials will be incorporated in the menu in future classes to increase student success rate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Results are satisfactory. Results from this cohort will be combined with the next one (sch for FA 2014) and a decision will be made whether to rewrite this as a regular course or incorporate as part of an existing or new course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Results are satisfactory. Like SLO #1, this data will be incorporated into a decision to convert the 150 class to a regular class, or incorporate pieces into another existing or new course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Results are satisfactory. Additional elements and materials will be incorporated in the menu in future classes to increase student success rate.</td>
<td></td>
</tr>
</tbody>
</table>
**589. Linear Circuits [ELTRN-210] belonging to Electronics/Electricity/Energy Systems [ELTRN]**

**Plan for topic "Students completing this course will be able to analyze linear and analog circuits.": 2019/20**

- Dept. Chair will assess class next time it is offered - posted by SLO Chair

**Plan for topic "Students completing this course will be able to analyze linear and analog circuits.": 2015/16**

- Results are positive. Instructor will be fully documenting presentation materials and lab exercises for use in future classes. Instructor will work to better and earlier identify students struggling with the course and look at methods to retain them. The department will review whether to leave ELECT/ELTRN 121 as an advisory prior to taking ELTRN 210 or to make it a prerequisite. The caution is that such a change may cause scheduling and enrollment issues.

**Plan for topic "Students completing this course will be able to troubleshoot and repair linear and analog circuits.": 2015/16**

- Results are positive. Instructor will be fully documenting presentation materials and lab exercises for use in future classes. Instructor will work to better and earlier identify students struggling with the course and look at methods to retain them. The department will review whether to leave ELECT/ELTRN 121 as an advisory prior to taking ELTRN 210 or to make it a prerequisite. The caution is that such a change may cause scheduling and enrollment issues.
DVC Instructional Course SLO Action Plans

590. Student Instructional Assistant [ELTRN-299] belonging to Electronics/Electricity/Energy Systems [ELTRN]
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to apply the engineering design process to create a product.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>The cooperation between students in each group and also among the groups was a success experience. We plan to continue to assign similar design projects where several fields of mechanical, electronics, electrical and software engineering are involved and students experience a complete cycle of design.</td>
<td></td>
</tr>
<tr>
<td>We will continue making more resources available to students.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize/identify various engineering disciplines.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>We will continue making more resources available to students.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply the engineering design process to create a product.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>We plan to introduce short design activities that enable students to apply various stages of design during the course of the entire semester followed by a complete product realization project at the end of the semester.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize/identify various engineering disciplines.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>We will continue making more resources available to students.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to implement engineering ethics in decision making.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum with expanded emphasis on discussion of a wider variety of ethical case studies.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize/identify various engineering disciplines.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>It is intended to continue making various Web resources to maintain or improve this outcome.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply the engineering design process to create a product.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>The plan involves breaking down the process of designing a product in phases and increasing student's exposure over a longer period during the course of the semester.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use computer aided design software to prepare design documents for a system and its components including CAD models, production drawings, and bill of materials.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>We will continue duplicating the existing polies and plans.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to implement engineering ethics in decision making.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum with expanded emphasis on discussion of a wider variety of ethical case studies.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize/identify various engineering disciplines.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>It is intended to continue making various Web resources to maintain or improve this outcome.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply the engineering design process to create a product.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>The plan involves breaking down the process of designing a product in phases and increasing student's exposure over a longer period during the course of the semester.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use computer aided design software to prepare design documents for a system and its components including CAD models, production drawings, and bill of materials.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>Just continue duplicating the existing polies and plans.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize/identify various engineering disciplines.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum with extended emphasis on available videos on engineering disciplines.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Date</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply the engineering design process to create a product.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum. Different design projects will be assigned each semester to measure outcomes related to this particular SLO.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to use computer aided design software to prepare design documents for a system and its components including CAD models, production drawings, and bill of materials.": 2010/11
Affirmation and reinforcement of current methods and curriculum.

Plan for topic "Students completing the course will be able to implement engineering ethics in decision making.": 2010/11
Affirmation and reinforcement of current methods and curriculum with expanded emphasis on discussion of a wider variety of ethical case studies.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to use architecture and engineering scales to measure dimensions; use a protractor to measure angles; use a compass and T-square for geometric construction." : 2018/19
Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. Go over exam on questioned missed by students.

Plan for topic "Students completing engin-120 will be able to sketch orthographic views, isometric views, auxiliary views and sections." : 2018/19
Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. Go over exam on questioned missed by students.

Plan for topic "Students completing the course will be able to sketch orthographic views, isometric views, auxiliary views and sections." : 2018/19
Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. Go over additional problems in lab.

Plan for topic "Students completing engin-120 will be able to specify threads and fasteners." : 2018/19
Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. Go over additional problems in lab.

Plan for topic "Students completing the course will be able to specify threads and fasteners." : 2018/19
Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. Go over additional problems in lab.

Plan for topic "Students completing engin-120 will be able to demonstrate solid modeling using a 3D CAD package (such as SolidWorks) and produce working drawings from the solid model of the object." : 2018/19
Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. Go over additional problems in lab.

Plan for topic "Students completing the course will be able to produce working drawings from the solid model of the object." : 2018/19
Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom and during lab hours. Go over additional examples in lab.

Plan for topic "Students completing the course will be able to demonstrate solid modeling using a 3D CAD package (such as SolidWorks)." : 2018/19
## DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to dimension lengths, arcs, chamfers, fillets, holes and specify tolerances.&quot;</td>
<td>Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. Go over additional problems in lab. Provide online videos for additional examples and problems.</td>
<td>2018/19</td>
</tr>
<tr>
<td>&quot;Students completing ENGIN-120 will be able to sketch orthographic views, isometric views, auxiliary views and sections.&quot;</td>
<td>Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. Go over additional problems in lab.</td>
<td>2017/18</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use architecture and engineering scales to measure dimensions; use a protractor to measure angles; use a compass and T-square for geometric construction.&quot;</td>
<td>Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. Go over exam on questioned missed by students.</td>
<td>2017/18</td>
</tr>
<tr>
<td>&quot;Students completing ENGIN-120 will be able to sketch orthographic views, isometric views, auxiliary views and sections.&quot;</td>
<td>In the next assessment cycle, it is appropriate to look at data from underperforming students, however small the population might be, and see what more can be done to raise the performance of the entire population to 75% and above</td>
<td>2015/16</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use architecture and engineering scales to measure dimensions; use a protractor to measure angles; use a compass and T-square for geometric construction.&quot;</td>
<td>Continue working with the students in the lab and discuss the principals of orthographic drawing in the class.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Topic</td>
<td>Date</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students completing engin-120 will be able to demonstrate solid</td>
<td>2011/12</td>
<td>The same activities in the lecture and lab will be followed and some homework and projects related to this topic will be assigned.</td>
</tr>
<tr>
<td>modeling using a 3D CAD package (such as SolidWorks) and produce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>working drawings from the solid model of the object.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to</td>
<td>2011/12</td>
<td>The same activities in the lecture and lab will be followed and some homework and projects related to this topic will be assigned.</td>
</tr>
<tr>
<td>specify threads and fasteners.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing engin-120 will be able to</td>
<td>2010/11</td>
<td>Continue working with students in the lab and show various types of threads and fasteners to students.</td>
</tr>
<tr>
<td>specify threads and fasteners.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to</td>
<td>2009/10</td>
<td>Continue working with students in the lab and show various types of threads and fasteners to students.</td>
</tr>
<tr>
<td>sketch orthographic views, isometric views, auxiliary views and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sections.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing engin-120 will be able to</td>
<td>2009/10</td>
<td>Large variation between the evening and day section. Any action plan is deferred for 2 or 3 assessment cycles.</td>
</tr>
<tr>
<td>use architecture and engineering scales to measure dimensions; use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a protractor to measure angles; use a compass and T-square for</td>
<td>2009/10</td>
<td>Large variation between the evening and day section. Any action plan is deferred for 2 or 3 assessment cycles.</td>
</tr>
<tr>
<td>geometric construction.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing engin-120 will be able to</td>
<td>2009/10</td>
<td>Large variation between the evening and day section. Any action plan is deferred for 2 or 3 assessment cycles.</td>
</tr>
<tr>
<td>specify threads and fasteners.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to</td>
<td>2009/10</td>
<td>Large variation between the evening and day section. Any action plan is deferred for 2 or 3 assessment cycles.</td>
</tr>
<tr>
<td>sketch orthographic views, isometric views, auxiliary views and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sections.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing engin-120 will be able to</td>
<td>2009/10</td>
<td>Data is consistent; high achievement level shows successful method of instruction.</td>
</tr>
<tr>
<td>specify threads and fasteners.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing engin-120 will be able to</td>
<td>2009/10</td>
<td>Data is consistent; high achievement level shows successful method of instruction.</td>
</tr>
<tr>
<td>demonstrate solid modeling using a 3D CAD package (such as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SolidWorks) and produce working drawings from the solid model of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the object.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to</td>
<td>2009/10</td>
<td>Large variation between the evening and day section. Any action plan is deferred for 2 or 3 assessment cycles.</td>
</tr>
<tr>
<td>produce working drawings from the solid model of the object.&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate solid modeling using a 3D CAD package (such as SolidWorks).&quot;</td>
<td>Data shows consistency between day and evening section; high achievement level shows successful method of instruction.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to dimension lengths, arcs, chamfers, fillets, holes and specify tolerances.&quot;</td>
<td>Data shows consistency between day and evening section; high achievement level shows successful method of instruction.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to use auxiliary views to show the true length of an inclined line.": 2018/19

This course used to be offered once a year in Spring. In Spring 2019 it was canceled due to low enrollment and the Engineering Department does not have a plan to offer it for Spring 2020. No new data for assessment.

Plan for topic "Students completing the course will be able to use auxiliary views to show the true length of an inclined line.": 2015/16

New engineering applications for this topic will be discussed in the lectures. Affirmation and reinforcement of current methods along with extended use of web resources to show the industrial applications related to this topic will continue.

Plan for topic "Students completing the course will be able to use auxiliary views to show the true length of an inclined line.": 2012/13

Affirmation and reinforcement of current methods along with extended use of web resources to show the industrial applications related to this topic.

Plan for topic "Students completing the course will be able to use the solid modeling capabilities of a CAD software to solve the descriptive geometry problems.": 2012/13

Affirmation and reinforcement of current methods along with extended use of CAD software SolidWorks to complete similar projects.

Plan for topic "Students completing the course will be able to find the piercing point of a line and a plane": 2012/13

Affirmation and reinforcement of current methods along with extended use of web resources to show the industrial applications related to this topic.

Plan for topic "Students completing the course will be able to use auxiliary views to show the true length of an inclined line.": 2011/12

Similar problems will be discussed in the lectures and will be assigned as homework.

Plan for topic "Students completing the course will be able to use the solid modeling capabilities of a CAD software to solve the descriptive geometry problems.": 2011/12

Similar problems will be discussed in the lectures and will be assigned as homework and term projects.

Plan for topic "Students completing the course will be able to find the piercing point of a line and a plane": 2011/12

Similar problems will be discussed in the lectures and will be assigned as homework.

Plan for topic "Students completing the course will be able to use auxiliary views to show the true length of an inclined line.": 2009/10

Basically the same activities will be continued and similar engineering problems will be discussed during the lecture.

Plan for topic "Students completing the course will be able to use the solid modeling capabilities of a CAD software to solve the descriptive geometry problems.": 2009/10

Basically the same activities will be continued and similar solid modeling problems will be discussed for this course.

Plan for topic "Students completing the course will be able to find the piercing point of a line and a plane": 2009/10

Basically the same activities will be continued and similar engineering problems will be discussed during the lecture.
<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to find the piercing point of a line and a plane.</td>
<td>Basically the same activities will be continued and similar engineering problems will be discussed during the lecture.</td>
</tr>
<tr>
<td>Students completing the course will be able to use the solid modeling capabilities of a CAD software to solve the descriptive geometry problems.</td>
<td>Basically the same activities will be continued and similar solid modeling problems will be discussed for this course.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to evaluate various energy sources and their relative importance in supplying the mix of energy consumption in the U.S. and the world.": 2018/19

The outcome exceeds the measurement criteria. The student that failed to meet the threshold grade had their own personal challenges this semester. We will watch such students early in the course to provide any academic and/or support services that campus offers which may help in managing their own personal affairs better and improve performance in the course.

Plan for topic "Students completing the course will be able to apply energy efficiency and conservation measure to analyze energy systems.": 2018/19

The outcome exceeds the measurement criteria. The student that failed to meet the threshold grade had their own personal challenges this semester. We will watch such students early in the course to provide any academic and/or support services that campus offers which
may help in managing their own personal affairs better and improve performance in the course.

Plan for topic "Students completing the course will be able to assess the environmental impact of energy production, storage, transportation, distribution, and use.": 2018/19

The outcome exceeds the measurement criteria. The student that failed to meet the threshold grade had their own personal challenges this semester. We will watch such students early in the course to provide any academic and/or support services that campus offers which may help in managing their own personal affairs better and improve performance in the course.

Plan for topic "Students completing the course will be able to explain the environmental impact and health effects of energy supply and demand.": 2018/19

The outcome exceeds the measurement criteria. The student that failed to meet the threshold grade had their own personal challenges this semester. We will watch
such students early in the course to provide any academic and/or support services that campus offers which may help in managing their own personal affairs better and improve performance in the course.

Plan for topic "Students completing the course will be able to evaluate various energy sources and their relative importance in supplying the mix of energy consumption in the U.S. and the world.": 2015/16
Affirmation and reinforcement of current methods and curriculum with further extended emphasis on interactive exercises.

Plan for topic "Students completing the course will be able to apply energy efficiency and conservation measure to analyze energy systems.": 2015/16
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 time.

Plan for topic "Students completing the course will be able to assess the environmental impact of energy production, storage, transportation, distribution, and use." 2015/16
Affirmation and reinforcement of current methods and curriculum.

Plan for topic "Students completing the course will be able to explain the environmental impact and health effects of energy supply and demand.": 2015/16
Affirmation and reinforcement of current methods and curriculum.

Plan for topic "Students completing the course will be able to evaluate various energy sources and their relative importance in supplying the mix of energy consumption in the U.S. and the world." 2011/12
Affirmation and reinforcement of current methods and curriculum with extended emphasis on interactive exercises.

Plan for topic "Students completing the course will be able to apply energy efficiency and conservation measure to analyze energy
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to assess the environmental impact of energy production, storage, transportation, distribution, and use.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to Explain how the historic forces of politics, economics, and sociology have interacted to bring about major technological changes.": 2017/18

The level of learning shown by the assessment of this topic meets the success criteria practiced by the department. It is planned to expand the discussion to new technologies and in particular to artificial intelligence (AI).
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to write programs that use constructs of sequence, selection (ifs), and iteration (loops).": 2018/19

The course meets the stated criteria and future assessments will focus on raising the limit in the criteria from 70% to 75%.

Plan for topic "Students completing the course will be able to write programs that have subprograms (C++ "functions") with parameter (or "argument") lists." : 2018/19

The course meets the stated criteria. The future assessments will focus on raising the limit in the criteria from 70% to 75%.

Plan for topic "Students completing the course will be able to write programs that apply arrays." : 2018/19

The course meets the stated criteria. The future assessments will focus on raising the limit in the criteria from 70% to 75%.

Plan for topic "Student completing the course will be able to write programs that use numerical Methods for finding roots, differentiation, and integration." : 2018/19

The course meets the stated criteria. The future assessments will focus on raising the limit in the criteria from 70% to 75%.

Plan for topic "Students completing the course will be able to write programs that use constructs of sequence, selection (ifs), and iteration (loops).": 2015/16

The outcome exceeds the measurement criteria. Two students failed to meet the threshold grade due to their own personal challenges this semester. We will watch such students early in the course to provide any academic and/or support services that campus offers that may help in managing their own personal life better and perform better.

Plan for topic "Students completing the course will be able to write programs that have subprograms (C++ "functions") with parameter (or "argument") lists." : 2015/16

The outcome exceeds the measurement criteria and no other action is required. Two students that did not meet the criteria had their own personal challenges.

Plan for topic "Students completing the course will be able to write programs that apply arrays." : 2015/16

The outcome exceeds the measurement criteria and no other action is required. Two students that failed to meet the threshold grade due to their own personal challenges this semester. We will watch such students early in the course to provide any academic and/or support services that campus offers that may help in managing their own personal life better and perform better.

Plan for topic "Student completing the course will be able to write programs that use numerical Methods for finding roots, differentiation, and integration." : 2015/16

The outcome exceeds the measurement criteria and no other action is required.
Plan for topic "Students completing the course will be able to write programs that use constructs of sequence, selection (ifs), and iteration (loops)." : 2013/14
The outcome exceeds the measurement criteria and no other action is required.

Plan for topic "Students completing the course will be able to write programs that have subprograms (C++ "functions") with parameter (or "argument") lists." : 2013/14
The outcome exceeds the measurement criteria and no other action is required.

Plan for topic "Students completing the course will be able to write programs that apply arrays." : 2013/14
The outcome exceeds the measurement criteria and no other action is required.

Plan for topic "Student completing the course will be able to write programs that use numerical Methods for finding roots, differentiation, and integration." : 2013/14
The outcome exceeds the measurement criteria and no other action is required.
### Plan for topic "Program at least two methods to find the zeros of functions": 2018/19

The outcome exceeds the measurement criteria. Two students failed to meet the threshold grade due to their own personal challenges this semester. We will watch such students early in the course to provide any academic and/or support services that campus offers that may help in managing their own personal life better and perform better.

### Plan for topic "Students completing this course will be able to develop MATLAB programs for solution of systems of equations.": 2018/19

The outcome exceeds the measurement criteria. However, one student that did not meet the criteria due to his own personal challenges need to be considered. In the next assessment, as mentioned in the previous item, we will pay close attention to such cases to provide sufficient support by using the available campus resources.

### Plan for topic "Students completing this course will be able to program function files; incorporate built-in functions in script files.": 2018/19

The outcome exceeds the measurement criteria and no other action is required. Two students that did not meet the criteria had their own personal challenges.

### Plan for topic "Program at least two methods to find the zeros of functions": 2014/15

Instruction is adequate for this SLO item and no improvements are planned for this cycle.

### Plan for topic "Students completing this course will be able to use Ohm's law and Kirchhoff's network theorems to derive systems of equations for network analysis.": 2009/10

Reduce the time dedicated to this part of the course.

### Plan for topic "Students completing the course will be able to develop suitable programming and numerical analysis techniques to solve typical engineering/science problems": 2009/10

Reduce the time dedicated to this part of the course.

### Plan for topic "Students completing the course will be able to design and analyze the operation of simple operational amplifier circuits.": 2009/10

Increase the amount of time for this part of the course. Introduce drop quizzes.

### Plan for topic "Students completing the course will be able to use sinusoids and phasors in AC network analysis.": 2009/10

The lab is at 92% and the test at 64. More examples during lecture and more quizzes.

### Plan for topic "Students completing the course will be able to develop suitable programming and numerical analysis techniques to solve typical engineering/science problems": 2009/10

The outcome exceeds the measurement criteria. No other action required.
Plan for topic "Students completing the course will be able to use Ohm's law and Kirchhoff's network theorems to derive systems of
equations for network analysis.": 2008/9

<p>| The outcome exceeds the measurement criteria. No other action required |</p>
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2017/18</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to identify principles of surveying.&quot;</td>
<td>The Construction Program feels that the students understand this topic and that other topics are more essential for Const 116. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to employ principles of good engineering practice, including calculations, record keeping, and measurements.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>&quot;Students will be able to maintain and care for surveying instruments.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
</tbody>
</table>
599. Topics in Engineering [ENGIN-150] belonging to Architecture/Engineering [ENGIN]
DVC Instructional Course SLO Action Plans

600. Thermodynamics [ENGIN-210] belonging to Architecture/Engineering [ENGIN]

Plan for topic "Students completing this course will be able to develop fundamental background of thermodynamics principles": 2018/19

The course exceeds the stated criteria. The future assessments will focus on raising the limit in the criteria from 70% to 75%.

Plan for topic "Students completing this course will be able to develop analytic ability in real-world engineering applications using thermodynamics principles": 2018/19

The course exceeds the stated criteria. The future assessments will focus on raising the limit in the criteria from 70% to 75%.

Plan for topic "Students completing this course will be able to perform basic analysis of performances of energy systems": 2018/19

The course exceeds the stated criteria. The future assessments will focus on raising the limit in the criteria from 70% to 75%.

Plan for topic "Students completing this course will be able to develop fundamental background of thermodynamics principles": 2015/16

Confirmation and enhancement of current methods along with more discussion on chemical reaction (combustion process) and problem solving on calculation of thermal properties of the mixtures. In order to do that, it would be more efficient to allocate more time to this course if possible.

Plan for topic "Students completing this course will be able to develop analytic ability in real-world engineering applications using thermodynamics principles": 2015/16

Confirmation and enhancement of current methods along with more practice on vapor and combined power cycles.

Plan for topic "Students completing this course will be able to perform basic analysis of performances of energy systems": 2015/16

Confirmation and enhancement of current methods along with more practice on exergy loss and irreversibility of the system.
DVC Instructional Course SLO Action Plans

601. Introduction to Circuits and Devices [ENGIN-230] belonging to Architecture/Engineering [ENGIN]

Plan for topic "Students completing this course will be able to apply Boolean logic to analyze digital circuits.": 2017/18

The sample problem relies on the students to be able to Boolean logic expression and determine the function of the circuit. It shows the students have mastered the basics and more time can be spent on Kanaugh map technique for solving more complex problems.

Plan for topic "Students completing this course will be able to derive and solve the network differential equations for transient analysis.": 2017/18

Students who have taken or concurrently taking Diff Equations class did not quite know how to apply the math to engineering problems. More time needs to be spent on reviewing the math.

In general, weekly hourly problem solving session outside of regular lecture would be needed for a typical comparable class that has such a comprehensive syllabus.

Students had a hard time with this type of problem during class mid-term. Students were asked to turn in corrections and point out their own mistakes for this particular type of second order problem. In the final exam, a similar (not identical) problem was given and many meet the success criteria, showing that learning from the mistakes worked.

Plan for topic "Students completing the course will be able to use Ohm's law and Kirchhoff's network theorems to derive systems of equations for network analysis.": 2014/15

The early part of the course is critical for student success

1. More problems related to the topic solved during lecture
2. Students build and analyze more circuit examples in the lab
3. Students made aware of pass-fail statistics on first day and week instruction

#### Plan for topic "Students completing the course will be able to calculate the theoretical density of a metal based on its crystal structure."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>The success rate of the learning outcome for this topic is very good. However doing more sample problems and extending the application of this method from metal to ceramics will be very beneficial to students. This could be achieved during the lecture hours and/or during the lab time.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to use the stress-strain curve of a ductile material to estimate its yield stress, its ultimate tensile strength and its modulus of elasticity."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>The success rate of the learning outcome for this topic is very good. However doing more sample problems and extending the application of this method from metal to ceramics will be very beneficial to students. This could be achieved during the lecture hours and/or during the lab time.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Affirmation and reinforcement of current methods along with showing more stress-strain curves for various ductile materials.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to describe the difference between intrinsic and extrinsic semiconductors."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>The success rate of the learning outcome for this topic is very good. However doing more sample problems and extending the application of this method from metal to ceramics will be very beneficial to students. This could be achieved during the lecture hours and/or during the lab time.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Affirmation and reinforcement of current methods along with showing more stress-strain curves for various ductile materials.</td>
</tr>
<tr>
<td>2011/12</td>
<td>New example problems related to semiconductors will be discussed in the class. Application of both intrinsic and extrinsic semiconductors in the manufacturing of integrated chips will be presented.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to use the stress-strain curve of a ductile material to estimate its yield stress, its ultimate tensile strength and its modulus of elasticity."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>The same activities in the lecture and lab will be followed and some homework related to this question will be assigned.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to describe the difference between intrinsic and extrinsic semiconductors."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>The same activities in the lecture and lab will be followed and some homework related to this question will be assigned.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to calculate the theoretical density of a metal based on its crystal structure."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>The same activities in the lecture and lab will be followed and some homework related to this question will be assigned.</td>
</tr>
<tr>
<td>2009/10</td>
<td>Basically the same activities will be continued and similar engineering problems will be discussed during the lecture.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to describe the difference between intrinsic and extrinsic semiconductors."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>Basically the same activities will be continued and similar engineering discussions will be conducted during the lecture.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to calculate the theoretical density of a metal based on its crystal structure."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>Basically the same activities will be continued and similar engineering problems will be discussed during the lecture.</td>
</tr>
<tr>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Basically the same activities will be continued and similar engineering problems will be discussed during the lecture</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Course Action Plans</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>&quot;Develop free body diagrams of trusses, use method of sections, calculate forces in truss elements&quot;</td>
<td>To improve a higher success rate for the learning outcome for this course more sample designs and analysis of various truss structures used in different bridges and commercial buildings will be helpful. Adding an extra hour to this course as a lab or as a design and problem solving session will be helpful.</td>
</tr>
<tr>
<td>&quot;Students completing engin-255 will be able to Students completing the course will be able to analyze a determinate structure either by a joint method or a section method.&quot;</td>
<td>Affirmation and reinforcement of current methods along with solving more similar problems during the lecture.</td>
</tr>
<tr>
<td>Students completing engin-255 will be able to Students completing the course will be able to analyze the forces in a determinate structure.</td>
<td>Affirmation and reinforcement of current methods along with solving more similar problems during the lecture.</td>
</tr>
<tr>
<td>Students completing the course will be able to resolve force vectors; rotate vectors and coordinate systems; calculate moments; calculate resultants.</td>
<td>Affirmation and reinforcement of current methods along with solving more similar problems during the lecture.</td>
</tr>
<tr>
<td>Students completing ENGIN-255 will be able to Students completing this course will be able to analyze the forces in a determinate structure.</td>
<td>Affirmation and reinforcement of current methods along with solving more similar problems during the lecture.</td>
</tr>
<tr>
<td>Students completing ENGIN-255 will be able to Students completing this course will be able to analyze the centroid of various sections.</td>
<td>Affirmation and reinforcement of current methods along with solving more problems related to finding the centroid location of 2D and 3D geometries.</td>
</tr>
<tr>
<td>Students completing ENGIN-255 will be able to Students completing this course will be able to analyze the centroid of various 2D or 3D geometries.</td>
<td>Affirmation and reinforcement of current methods along with solving more problems related to finding the centroid location of 2D and 3D geometries.</td>
</tr>
<tr>
<td>Students completing engin-255 will be able to Students completing the course will be able to calculate the shear forces and bending moments in beams and will be able to draw their diagrams.</td>
<td>Affirmation and reinforcement of current methods along with solving more problems related to finding the shear and bending moments in beams.</td>
</tr>
<tr>
<td>Students completing ENGIN-255 will be able to Students completing this course will be able to calculate and draw the shear forces and the bending moments in statically determinate beams.</td>
<td>Affirmation and reinforcement of current methods along with solving more problems related to finding the shear and bending moments in beams.</td>
</tr>
<tr>
<td>Students completing the course will be able to resolve force vectors; rotate vectors and coordinate systems; calculate moments; calculate resultants.</td>
<td>The plan is to work more example problem in the class and assign a variety of related problems to be done as homework and to be discussed in the classroom.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing engin-255 will be able to Students completing the course will be able to analyze a determinate structure either by a joint method or a section method.": 2011/12
The plan is to work more example problem in the class and assign a variety of related problems to be done as homework and to be discussed in the classroom.

Plan for topic "Students completing ENGIN-255 will be able to Students completing this course will be able to analyze the forces in a determinate structure.": 2011/12
The plan is to work more example problem in the class and assign a variety of related problems to be done as homework and to be discussed in the classroom.

Plan for topic "Students completing ENGIN-255 will be able to Students completing this course will be able to calculate the centroid of various 2D or 3D geometries.": 2011/12
Continue to work example problems in the lectures and assign various problems as homework to be discussed in the classroom.

Plan for topic "Students completing ENGIN-255 will be able to Students completing this course will be able to calculate the centroid of various sections.": 2011/12
Continue to work example problems in the lectures and assign various problems as homework to be discussed in the classroom.

Plan for topic "Students completing ENGIN-255 will be able to Students completing this course will be able to calculate and draw the shear forces and the bending moments in statically determinate beams.": 2011/12
Do more example problems in the lectures and assign various problems as homework to be discussed in the classroom.

Plan for topic "Students completing ENGIN-255 will be able to Students completing the course will be able to calculate shear forces and bending moments in beams and will be able to draw their diagrams.": 2011/12
Do more example problems in the lectures and assign various problems as homework to be discussed in the classroom.

Plan for topic "Students completing ENGIN-255 will be able to Students completing this course will be able to analyze the forces in a determinate structure.": 2010/11
No modifications required

Plan for topic "Students completing engin-255 will be able to Students completing the course will be able to analyze a determinate structure either by a joint method or a section method.": 2010/11
No modifications required

Plan for topic "Students completing the course will be able to resolve force vectors; rotate vectors and coordinate systems; calculate moments; calculate resultants.": 2010/11
No modifications required

Plan for topic "Calculate the Centroid coordinates of simple and composite bodies, evaluate external and internal effects on beams

Course Action Plans
Outcome Assessment History
Page 1128 of 2394
### DVC Instructional Course SLO Action Plans

subject to concentrated and distributed forces, apply hydrostatic principles to calculate forces on submerged and floating objects": 2010/11

<table>
<thead>
<tr>
<th>Students have improved performance as the course progresses. However, only a small population see the need to perform well in the course. A 70% or less performance does not affect the transfer status of a student</th>
</tr>
</thead>
</table>

**Plan for topic "Develop free body diagrams of trusses, use method of sections, calculate forces in truss elements": 2010/11**

| No modification to course content is possible due to articulation agreement |
### Plan for topic "Students completing this course will be able to use stress and strain transformation to calculate the principal stresses for 2D systems."

- **2018/19**
  - Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. There used to be one hour of problem solving session for this course that unfortunately was deleted, as a part of Title V rewrite, by the department vote during my sabbatical leave 3 years ago. Recently that one hour of problem solving was brought back to the course outline. That will help the students to have more discussions and sample problems on this topic.

### Plan for topic "Students completing the course will be able to analyze the bending stresses in a beam with various support conditions."

- **2015/16**
  - Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom. There used to be one hour of problem solving session for this course that unfortunately was deleted, as a part of Title V rewrite, by the department vote during my sabbatical leave. I will work on bringing it back to the course outline. That will help the students to have more discussions on this topic.

### Plan for topic "Students completing the course will be able to analyze the internal forces of a truss structure."

- **2012/13**
  - Do more example problems in the lectures and assign various problems as homework for truss analysis and discuss it in the classroom.

### Plan for topic "Students completing the course will be able to analyze the bending stresses in a beam with various support conditions."

- **2012/13**
  - Continue solving example problems in the lectures and assign various problems as homework for this subject to be discussed in the classroom.

### Plan for topic "Students completing the course will be able to calculate the critical load for buckling of a column."

- **2012/13**
  - Do more example problems in the lectures and assign various problems as homework for buckling analysis and discuss it in the classroom.
DVC Instructional Course SLO Action Plans

605. Independent Study [ENGIN-298] belonging to Architecture/Engineering [ENGIN]
Plan for topic "Students completing this course will be able to increase learning through involvement as a teacher's aide, lab assistant or research assistant.": 2018/19

On an as needed basis students will work with an instructor on a particular subject.
### 607. Bridge to College Writing [ENGL-090] belonging to English [ENGL]

**Plan for topic "Students completing this course will be able to compose a clearly focused, controlling idea (e.g. thesis and topic sentence).": 2018/19**

> The instructor mentions that English 90 is not an appropriate course for high school students to make up credits.

**Plan for topic "Students completing the course will be able to write multiple paragraph assignments free from basic punctuation and usage errors." : 2015/16**

> Students are part of a summer learning community that integrates recruitment, registration, counseling, advising, and awards ceremony with instruction. Since results have been consistently good, perhaps we will assess a different outcome next time.

**Plan for topic "Students completing the course will be able to revise and self-edit an essay." : 2015/16**

> Students are part of a summer learning community that integrates recruitment, registration, counseling, advising, and awards ceremony with instruction. Since results have been consistently good, perhaps we will assess a different outcome next time.

**Plan for topic "Students completing the course will be able to integrate ideas about discovery of self and life experiences generated in art workshop into personal narrative essay.": 2015/16**

> Students are part of a summer learning community that integrates recruitment, registration, counseling, advising, and awards ceremony with instruction. Since results have been consistently good, perhaps we will assess a different outcome next time.

**Plan for topic "Students completing the course will be able to write multiple paragraph assignments free from basic punctuation and usage errors." : 2012/13**

> Students are part of a summer learning community that integrates recruitment, registration, counseling, advising, and awards ceremony with instruction. Since results have been consistently good, perhaps we will assess a different outcome next time.

**Plan for topic "Students completing the course will be able to revise and self-edit an essay." : 2012/13**

> The integrated nature of this learning community seems to support strong success rates, and as a department we are working through FCS on integrating this approach more into our usual classes.

**Plan for topic "Students completing the course will be able to integrate ideas about discovery of self and life experiences generated in art workshop into personal narrative essay.": 2012/13**

> We will continue to integrate self-discovery and life experiences generated in art workshop into the personal narrative, and consider extending this effective pedagogy to other courses.

**Plan for topic "Students completing the course will be able to write multiple paragraph assignments free from basic punctuation and usage errors." : 2010/11**

>
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plan is to continue to teach the course as it has been offered; though perhaps a new assessment technique will be piloted the next time it is assessed.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to revise and self-edit an essay.&quot;</strong>: 2010/11</td>
<td></td>
</tr>
<tr>
<td>The plan is to continue the current pedagogy though perhaps the assessment methods will be revised.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to integrate ideas about discovery of self and life experiences generated in art workshop into personal narrative essay.&quot;</strong>: 2010/11</td>
<td></td>
</tr>
<tr>
<td>The plans are to continue to emphasize the success of this particular outcome as it is, for many students, the real highlight of the course, and an excellent opportunity for profound learning about creation, revision, audience awareness, voice, and teamwork.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to write multiple paragraph assignments free from basic punctuation and usage errors.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>The plan is to continue to teach the course as it has been offered; though perhaps a new assessment technique will be piloted the next time it is assessed.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to revise and self-edit an essay.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>The plan is to continue the current pedagogy though perhaps the assessment methods will be revised.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to integrate ideas about discovery of self and life experiences generated in art workshop into personal narrative essay.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>The plans are to continue to emphasize the success of this particular outcome as it is, for many students, the real highlight of the course, and an excellent opportunity for profound learning about creation, revision, audience awareness, voice, and teamwork.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to write multiple paragraph assignments free from basic punctuation and usage errors.&quot;</strong>: 2008/9</td>
<td></td>
</tr>
<tr>
<td>This is a targeted student audience as part of a summer learning community. This is part of an integrated program from recruitment to registration, counseling to advising, and instruction to recognition ceremony.</td>
<td></td>
</tr>
</tbody>
</table>
608. Studies in Reading and Writing [ENGL-095] belonging to English [ENGL]
### 609. Introduction to College Reading and Study Skills [ENGL-096] belonging to English [ENGL]

#### Plan for topic "Students completing this course will be able to use written strategies, such as annotating and quoting, to accurately identify an author's main and supporting points."

- **Plan for topic "Students completing this course will be able to use written strategies, such as annotating and quoting, to accurately identify an author's main and supporting points."**: 2017/18

  One challenge of this course is students' apathy and resistance. These characteristics lead to students often doing poorly in English 116. Instructors recommend more integration of student success workshops in the class.

#### Plan for topic "Students completing the course will be able to demonstrate accurate literal comprehension by correctly answering comprehension questions about a short text."

- **Plan for topic "Students completing the course will be able to demonstrate accurate literal comprehension by correctly answering comprehension questions about a short text."**: 2014/15

  This data suggests that we should continue the current mode of instruction. However, this data also suggests that we need to continue working with the DSS liaison to ensure students have access to appropriate services to support their learning.

#### Plan for topic "Students completing ENGL-096 will be able to Demonstrate an understanding of a text's main points through such forms as a simple outline or summary."

- **Plan for topic "Students completing ENGL-096 will be able to Demonstrate an understanding of a text's main points through such forms as a simple outline or summary."**: 2014/15

  This data suggests that we should continue the current mode of instruction. However, this data also suggests that we need to continue working with the DSS liaison to ensure students have access to appropriate services to support their learning.

#### Plan for topic "Students completing the course will be able to identify the main idea versus supporting points of texts."

- **Plan for topic "Students completing the course will be able to identify the main idea versus supporting points of texts."**: 2014/15

  This data suggests that we should continue the current mode of instruction. However, this data also suggests that we need to continue working with the DSS liaison to ensure students have access to appropriate services to support their learning.

#### Plan for topic "Students completing ENGL-096 will be able to Use basic text marking skills to identify main points in reading."

- **Plan for topic "Students completing ENGL-096 will be able to Use basic text marking skills to identify main points in reading."**: 2014/15

  This data suggests that we should continue the current mode of instruction. However, this data also suggests that we need to continue working with the DSS liaison to ensure students have access to appropriate services to support their learning.

#### Plan for topic "Students completing the course will be able to write a basic summary of an essay, article or chapter of a longer text."

- **Plan for topic "Students completing the course will be able to write a basic summary of an essay, article or chapter of a longer text."**: 2014/15

  This data suggests that we should continue the current mode of instruction. However, this data also suggests that we need to continue working with the DSS liaison to ensure students have access to appropriate services to support their learning.

#### Plan for topic "Students completing ENGL-096 will be able to Paraphrase basic texts."

- **Plan for topic "Students completing ENGL-096 will be able to Paraphrase basic texts."**: 2014/15

  This data suggests that we should continue the current mode of instruction. However, this data also suggests that we need to continue working with the DSS liaison to ensure students have access to appropriate services to support their learning.

#### Plan for topic "Students completing ENGL-096 will be able to Demonstrate an understanding of a text's main points through such forms as a simple outline or summary."

- **Plan for topic "Students completing ENGL-096 will be able to Demonstrate an understanding of a text's main points through such forms as a simple outline or summary."**: 2011/12
Although we are satisfied with the results, we will change both the outcome and methods of assessment to better reflect our practice. The revised outcome will read as follows:

“Students will be able to apply in writing basic critical thinking strategies (eg. inferring, drawing conclusions, making connections with other texts, analyzing.) The method of assessment will be "correctly answering in writing comprehension questions about a short text." The department may choose to agree to use the same text.

Plan for topic "Students completing the course will be able to demonstrate accurate literal comprehension by correctly answering comprehension questions about a short text.\): 2011/12

Although we are satisfied with the results, we will change both the outcome and methods of assessment to better reflect our practice. The revised outcome will read as follows:

“Students will be able to apply in writing basic critical thinking strategies (eg. inferring, drawing conclusions, making connections with other texts, analyzing.) The method of assessment will be "correctly answering in writing comprehension questions about a short text." The department may choose to agree to use the same text.

Plan for topic "Students completing the course will be able to identify the main idea versus supporting points of texts.\): 2011/12

We are satisfied with the results, but we will change the methods of assessment to require written responses demonstrating both comprehension and critical thinking.

Plan for topic "Students completing ENGL-096 will be able to Use basic text marking skills to identify main points in reading.\): 2011/12

Based on the data, no changes necessarily need to be made, though a higher percentage would be better, given that this task is so fundamental to reading.

Plan for topic "Students completing ENGL-096 will be able to Demonstrate an understanding of a text's main points through such forms as a simple outline or summary.\): 2008/9

Based on the data, no changes necessarily need to be made, though a higher percentage would be better, given that this task is so fundamental to reading.

Plan for topic "Students completing the course will be able to identify the main idea versus supporting points of texts.\): 2008/9

Based on this result, the instructors will give students more instruction and practice with main ideas versus supporting points.

Plan for topic "Students completing ENGL-096 will be able to Use basic text marking skills to identify main points in reading.\): 2008/9
Based on this result, the instructors will give students more instruction and practice with main ideas versus supporting points.

**Plan for topic "Students completing the course will be able to write a basic summary of an essay, article or chapter of a longer text."**: 2008/9

No changes need to be made. The next time this course is revised, a new SLO will be chosen.

**Plan for topic "Students completing ENGL-096 will be able to Paraphrase basic texts."**: 2008/9

No changes need to be made. The next time this course is revised, a new SLO will be chosen.
DVC Instructional Course SLO Action Plans

610. Introduction to College Reading and Writing [ENGL-097] belonging to English [ENGL]
Plan for topic "Students completing this course will be able to write a basic academic essay (introduction, body and conclusion) with a thesis that controls the rest of the essay." : 2018/19

Instructors felt that this was a good SLO to assess for English 97.
### 611. Introduction to College Writing [ENGL-098] belonging to English [ENGL]

<table>
<thead>
<tr>
<th>Topic</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing this course will be able to integrate examples, evidence and quotations in their paragraphs to support a main idea.</td>
<td>2017/18 One instructor commented that this is an appropriate SLO for this course.</td>
</tr>
<tr>
<td>Students completing the course will be able to compose a short essay with a clear thesis.</td>
<td>2014/15 This data suggests that we should continue the current mode of thesis instruction in English 98. However, we plan to also provide professional development with a focus on thesis statements, to better explore how we define an effective thesis at this level, and evaluate its quality.</td>
</tr>
<tr>
<td>Students completing ENGL-098 will be able to Write essays which contain a thesis and include relevant support for the thesis.</td>
<td>2014/15 This data suggests that we should continue the current mode of thesis instruction in English 98. However, we plan to also provide professional development with a focus on thesis statements, to better explore how we define an effective thesis at this level, and evaluate its quality.</td>
</tr>
<tr>
<td>Students completing ENGL-098 will be able to Identify and use basic sentence structure; create sentences with varied beginnings and varied lengths.</td>
<td>2014/15 This outcome should be changed for clarity and to reflect current practice. In specific, the outcome should be revised to reflect the use of coordination and subordination, which is more accurate to current practice.</td>
</tr>
<tr>
<td>Students completing the course will be able to gain a clear understanding of and greater comfort with the writing process.</td>
<td>2014/15 This outcome should be changed for clarity and to reflect current practice. In specific, the outcome should be revised to reflect the use of coordination and subordination, which is more accurate to current practice.</td>
</tr>
<tr>
<td>Students completing ENGL-098 will be able to Use concrete details to develop ideas within paragraphs.</td>
<td>2014/15 Based on these findings, we should revise the course outline to reflect current practice, including quoting as a form of concrete detail to be used. Further, we plan to explore a programmatic level shift to reflect the pedagogic shift we see here: as instructors are already integrating reading and writing, we will look at the feasibility and impact of creating an integrated reading and writing course at this level. At the transfer level, reading and writing instruction are integrated; at the developmental level, it is an option for students; we will explore extending this option to basic skills.</td>
</tr>
<tr>
<td>Students completing ENGL-098 will be able to Write essays which contain a thesis and include relevant support for the thesis.</td>
<td>2011/12 Currently, we ask that students compose a &quot;short&quot; essay. Although we are satisfied with the results, we need to agree as a department to a definition (word count) of &quot;short&quot; before we reassess.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to compose a short essay with a clear thesis."

Currently, we ask that students compose a "short" essay. Although we are satisfied with the results, we need to agree as a department to a definition (word count) of "short" before we reassess.

Plan for topic "Students completing the course will be able to identify and correct run-on errors in exercises."

Although we are satisfied with this outcome, we would like to experiment with a new outcome: "Students will be able to create sentences with varied beginnings and endings."

Plan for topic "Students completing the course will be able to gain a clear understanding of and greater comfort with the writing process."

Although data are satisfactory, we will use a pre- and post-survey next time we assess. Specifically, we will ask students at the beginning of the semester to identify the writing techniques they use and to rate their comfort with their writing process. At the end, after a semester focused on learning skills, we will ask students to re-evaluate their comfort levels.

Plan for topic "Students completing ENGL-098 will be able to Identify and use basic sentence structure; create sentences with varied beginnings and varied lengths."

Although data are satisfactory, we will use a pre- and post-survey next time we assess. Specifically, we will ask students at the beginning of the semester to identify the writing techniques they use and to rate their comfort with their writing process. At the end, after a semester focused on learning skills, we will ask students to re-evaluate their comfort levels.

Plan for topic "Students completing the course will be able to compose a short essay with a clear thesis."

Based on these results, students may be encouraged to revise essays to enhance their skills at writing and supporting theses.

Plan for topic "Students completing ENGL-098 will be able to Write essays which contain a thesis and include relevant support for the thesis."

Based on these results, students may be encouraged to revise essays to enhance their skills at writing and supporting theses.

Plan for topic "Students completing the course will be able to identify and correct run-on errors in exercises."

Based on these results, no changes will be made. The next time the course is revised, a different SLO will be assessed.

Plan for topic "Students completing the course will be able to gain a clear understanding of and greater comfort with the writing process."

Based on these results, no changes will be made. The next time this course is revised, a different SLO will be assessed.

Plan for topic "Students completing ENGL-098 will be able to Identify and use basic sentence structure; create sentences with varied beginnings and varied lengths."

Based on these results, no changes will be made. The next time this course is revised, a different SLO will be assessed.
### Plan for topic "Students completing this course will be able to compose logical connections through subordination and coordination."

2017/18

<table>
<thead>
<tr>
<th>The instructor felt that this SLO was important but some students who did poorly in the class were often unmotivated. The 2 students who didn't meet the SLO didn't write the paper.</th>
</tr>
</thead>
</table>

### Plan for topic "Students completing the course will be able to recognize parts of speech."

2014/15

<table>
<thead>
<tr>
<th>Given the data and outcome of the assessments for this course, it is generally felt that a workbook approach is not sufficient students at this level. It is felt that specific, particular assessment topics on writing skills comprise a more accurate test of students learning by demonstrating their skills in the appropriate application of the rules. In the future, it is felt that students should be assessed upon their application of the rules of grammar and syntax to their writing.</th>
</tr>
</thead>
</table>

### Plan for topic "Students completing ENGL-099 will be able to recognize parts of speech."

2014/15

<table>
<thead>
<tr>
<th>Given the data and outcome of the assessments for this course, it is generally felt that a workbook approach is not sufficient students at this level. It is felt that specific, particular assessment topics on writing skills comprise a more accurate test of students learning by demonstrating their skills in the appropriate application of the rules. In the future, it is felt that students should be assessed upon their application of the rules of grammar and syntax to their writing.</th>
</tr>
</thead>
</table>

### Plan for topic "Students completing the course will be able to identify and correct subject-verb agreement errors."

2014/15

<table>
<thead>
<tr>
<th>Given the data and outcome of the assessments for this course, it is generally felt that a workbook approach is not sufficient students at this level. It is felt that specific, particular assessment topics on writing skills comprise a more accurate test of students learning by demonstrating their skills in the appropriate application of the rules. In the future, it is felt that students should be assessed upon their application of the rules of grammar and syntax to their writing.</th>
</tr>
</thead>
</table>

### Plan for topic "Students completing the course will be able to recognize and correct sentence boundary errors."

2014/15

<table>
<thead>
<tr>
<th>Given the data and outcome of the assessments for this course, it is generally felt that a workbook approach is not sufficient students at this level. It is felt that specific, particular assessment topics on writing skills comprise a more accurate test of students learning by demonstrating their skills in the appropriate application of the rules. In the future, it is felt that students should be assessed upon their application of the rules of grammar and syntax to their writing.</th>
</tr>
</thead>
</table>

### Plan for topic "Students completing ENGL-099 will be able to recognize parts of speech."

2012/13

<table>
<thead>
<tr>
<th>While the success rate was lower than 2008-2009, which was 90%, the small sample size of two classes makes it difficult to interpret statistical data. instructors seemed to have a good grasp of this objective.</th>
</tr>
</thead>
</table>

### Plan for topic "Students completing the course will be able to recognize parts of speech."

2012/13

<table>
<thead>
<tr>
<th>While the success rate was lower than 2008-2009, which was 90%, the small sample size of two classes makes it difficult to interpret statistical data. instructors seemed to have a good grasp of this objective.</th>
</tr>
</thead>
</table>

### Plan for topic "Students completing the course will be able to identify and correct subject-verb agreement errors."

2012/13

<table>
<thead>
<tr>
<th>While the success rate was lower than 2008-2009, which was 90%, the small sample size of two classes makes it difficult to interpret statistical data. instructors seemed to have a good grasp of this objective.</th>
</tr>
</thead>
</table>
The success rate was high in this area, and we might consider assessing a different objective in the future.

**Plan for topic "Students completing the course will be able to recognize and correct sentence boundary errors."**: 2012/13

As one instructor suggested, we might consider assessing writing skills more holistically in one of our assessment topics, rather than focusing on specific types of error in all three.

**Plan for topic "Students completing the course will be able to recognize parts of speech."**: 2008/9  
No modifications needed.

**Plan for topic "Students completing ENGL-099 will be able to recognize parts of speech."**: 2008/9  
No modifications needed.

**Plan for topic "Students completing the course will be able to identify and correct subject-verb agreement errors."**: 2008/9  
No modifications needed.

**Plan for topic "Students completing the course will be able to recognize and correct sentence boundary errors."**: 2008/9  
No modifications needed.
Plan for topic "Students completing the course will be able to use mapping, comma, outlining, annotating and paraphrasing strategies in order to write an accurate summary of an author's thesis and key support": 2016/17

Overwhelmingly, students who did not meet the SLO were either absent on the day of the assessment and/or did not do the assignment, or stopped coming to class shortly after the withdraw deadline. The rest, for the most part, faced cultural, language and personal problems that kept them from meeting the SLO. We don't have an overwhelming recommendation at this time but some instructors suggest that we have short class time for evening classes.

Plan for topic "Students completing the course will be able to use mapping, comma, outlining, annotating and paraphrasing strategies in order to write an accurate summary of an author's thesis and key support": 2015/16

The Department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed Fa 17 and reported by 12/31/18.

Plan for topic "Students completing ENGL-116 will be able to Students completing the course will be able to demonstrate effective study skills and learning strategies.".: 2013/14

These results confirm our decision to continue offering the course in its current format as well as to move ahead with plans to integrate this course with a writing course, creating a new course, English 117. This is a new assessment topic the department determined should be analyzed to further assist us with linked IRW courses.

Plan for topic "Students completing this course will be able to incorporate structure and organization in their own writing.".: 2013/14

These results confirm our decision to continue offering the course in its current format as well as to move ahead with plans to integrate this course with a writing course, creating a new course, English 117. This is a new assessment topic the department determined should be analyzed to further assist us with linked IRW courses.

Plan for topic "Students completing the course will be able to determine overall direction and structure of a text.".: 2011/12

We are satisfied with the results we were able to capture, though the analysis clearly reveals problems with the methods of assessment. We will address this challenge in two ways. First, we will train instructors to use an approach called SPQ2R, and second, we will modify the assessment method to reflect this approach.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>SLO Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to define and use a variety of college-level vocabulary words.&quot;</td>
<td>No suggested changes to the Title 5 rewrite or instructional methods. The next time this course is revised, a different SLO criterion will be evaluated.</td>
<td>2008/9</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use previewing and prediction skills in order to ask logical questions and to determine overall direction and structure of a text.&quot;</td>
<td>No suggested changes to the Title 5 rewrite or instructional methods. The next time this course is revised, a different SLO criterion will be evaluated.</td>
<td>2008/9</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

614. Integrated College Reading and Writing Development [ENGL-117] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to write well-structured essays that have a focused thesis and developed and well-supported paragraphs with appropriate transitional elements."

Other instructors note that because of the condensed semester, we may need more models of what we want students to do and remote access to practice. One instructor noted about wishing to notify counselors about failing students (the adoption of starfish will take care of this problem).

Plan for topic "Students completing this course will be able to write well-structured essays that have a focused thesis." 2015/16

The data suggests that we may need to focus more directly on thesis statements at this level, via discussions in the English Developmental Ed Committee and perhaps via the English 117 workshop offered each summer. It's possible that since this is a relatively new course, teachers are trying to find the balance between reading and writing practices. The data also suggests that the challenges we face are due to the fact that there are no prereqs for 117, so students often self-place into this accelerated course even if they are not ready.

Plan for topic "Students completing this course will be able to write a well-structured essay that contains developed paragraphs." 2015/16

Based on the data, English 117 teachers should consider doing more focused work on paragraph coherence. The English Developmental Ed Committee will discuss these results and encourage more work along these lines.

Plan for topic "Students completing this course will be able to write a well-structured essay that contains paragraphs with sufficient support for their ideas." 2015/16

English 117 instructors should continue teaching students to support their claims with adequate evidence. The English Developmental Ed Committee will discuss these results.

Plan for topic "Students completing this course will be able to write essays using transitional elements within and between paragraphs." 2015/16

The data suggests that we need to focus more directly on transitions at this level, via discussions in the English Developmental Ed Committee and perhaps in the English 117 workshop offered each summer. It's possible that since this is a relatively new course, teachers are trying to find the balance between reading and writing practices. The data also suggests that the challenges we face are due to the fact that there are no prereqs for 117, so students often self-place into this accelerated course even if they are not ready.

Plan for topic "Students completing this course will be able to write well-structured essays that have a focused thesis and developed, well-supported paragraphs with appropriate transitional elements." 2015/16

The data suggests that we need to focus more directly on transitions at this level, via discussions in the English Developmental Ed Committee and perhaps in the English 117 workshop offered each summer. It's possible that since this is a relatively new course, teachers are trying to find the balance between reading and writing practices. The data also suggests that the challenges we face are due to the fact that there are no prereqs for 117, so students often self-place into this accelerated course even if they are not ready.
DVC Instructional Course SLO Action Plans

615. College Writing Development [ENGL-118] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to develop paragraphs through a variety of methods."

- 2018/19
  Instructors felt that this was a good SLO to assess. For the next round of SLOs, we will look at a different SLO for 118.

Plan for topic "Students completing the course will be able to write essays and paragraphs using simple and effective transitional elements."

- 2015/16
  Based on our survey of instructors' views (as per the previous Action Plan), we decided to focus on one element of effective essay writing: Transitions between and within paragraphs. The data suggests that we may need to have a discussion at the developmental committee and department levels about incorporating the teaching of transitions into our practice.

Plan for topic "Students completing this course will be able to write well-structured essays that have a focused thesis."

- 2015/16
  Based on our survey of instructors' views (as per the previous Action Plan), we decided to focus on a specific element of effective essay writing: Thesis statements. The data suggests that we are doing well in teaching thesis statements, but since this is fundamental to effective writing, we will most likely assess this topic again.

Plan for topic "Students completing the course will be able to write an essay with coherent, well-supported paragraphs."

- 2015/16
  Based on our survey of instructors' views (as per the previous Action Plan), we decided to focus on a specific element of effective essay writing: Supporting a central idea with evidence. The data suggests that we are doing well in this area, but since this is fundamental to effective writing, we will most likely assess this topic again.

Plan for topic "Students completing the course will be able to write an effective essay of more than 500 words that is well-structured and relatively free of error."

- 2012/13
  Student performance on this outcome was slightly lower than in the last assessment, and than for the other outcomes. Our department has been working on both developmental courses 118 and 116, and we are still intending to carry out a survey of instructors' views next time this course is assessed.

Plan for topic "Students completing the course will be able to write essays and paragraphs using simple and effective transitional elements."

- 2012/13
  Students did better on this outcome than last reported in Fall 2011 (78%). Perhaps our work in 2012-2013 discussing as a department 118's diverse population, fostering paragraph development, and useful lesson plans has resulted in improved pedagogy, awareness of the special issues with this course, and greater student success.

Plan for topic "Students completing the course will be able to identify and write complete sentences."

- 2012/13
  We are satisfied with student performance. For our next assessment of 118, we hope to collect writing from selected sections for study and evaluation.

Plan for topic "Students completing this course will be able to incorporate structure and organization in their own writing."

- 2012/13
  We are satisfied with student performance. For our next assessment of 118, we hope to collect writing from selected sections for study and evaluation.

Plan for topic "Students completing the course will be able to write an effective essay of more than 500 words that is well-structured and relatively free of error."

- 2011/12
  We are satisfied with student performance. For our next assessment of 118, we hope to collect writing from selected sections for study and evaluation.
We are satisfied with students' ability to write a well-structured essay that is relatively free of error. However, given the challenges of teaching students of diverse levels in ENGL 118, we plan to assess this course again in spring 2013, using a survey of instructors' views to get a better sense of what we should evaluate and measure in 118 writing.

**Plan for topic "Students completing the course will be able to write essays and paragraphs using simple and effective transitional elements."**: 2011/12

Although we are satisfied with the results of our assessment, we plan as a department to improve our strategies for teaching 118, which is one of the most diverse classes because it lacks a prerequisite. We have already met as a department to discuss the student population and our concerns, and we have conducted a series of follow up Best Practices workshops focusing on what makes an effective paragraph, strategies for fostering paragraph development, and useful lesson plans. To further our research, we collected sample 118 essays and analyzed these at our flex day meeting in order to get a clearer sense of 118 writing, its strengths, and its weaknesses. Our plan to further this study for the spring 2013 assessment of ENGL 118 involves collecting writing from selected sections for study and evaluation.

**Plan for topic "Students completing the course will be able to identify and write complete sentences."**: 2011/12

We are satisfied with students' ability to write complete sentences. For our current action plan, we are focusing more upon the paragraph level (assessment topic #2).

**Plan for topic "Students completing this course will be able to incorporate structure and organization in their own writing."**: 2011/12

We are satisfied with students' ability to write complete sentences. For our current action plan, we are focusing more upon the paragraph level (assessment topic #2).
616. First-Year College Composition and Reading Support [ENGL-120] belonging to English [ENGL]
**Grammar journals are effective but not perfect. It's important to give teachers opportunities to talk about other effective pedagogy that would foster better grammar learning experiences for students.**
DVC Instructional Course SLO Action Plans

618. First-Year College Composition and Reading [ENGL-122] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence."

2016/17

The methods and results were discussed and analyzed with the Comp Committee in our department. We also held a department-wide best practices session on this SLO. Our last assessment looked at thesis statements and our action plan stated we were satisfied with the results. Since thesis statements are so important to 122, we were considering assessing the same SLO next time. However, because the state mandated, in the interim, a new timed-essay requirement that led to a new SLO (G) in our course, we thought it prudent to assess the new SLO. We were fairly happy with the results. From the best practices session, we shared handouts on strategies for timed essays as well as ideas on how to do timed writing in online classes. Next assessment cycle, we will probably focus on an SLO that elucidates specific reading and/or writing strategies, such as assessing whether an author has successfully supported a claim [A2] or using rhetorical strategies in one's own writing [D].

Plan for topic "Students completing the course will be able to read a complex text, paraphrase its thesis and evaluate the support for the thesis."

2015/16

The Department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed Fa 17 and reported by 12/31/18.

Plan for topic "Students completing ENGL-122 will be able to identify and restate the thesis (of a reading) in their own words."

2015/16

We are satisfied with this result, especially given that students did not receive credit for taking the 80-minute assessment and therefore could easily have not taken it seriously or not taken it at all. As a department, we feel our teaching strategies with respect to this outcome at this level are appropriate and therefore will continue our efforts, probably duplicating the same test to achieve a comparison or assessing a different outcome.

Plan for topic "Students completing ENGL-122 will be able to synthesize ideas from two or more essays."

2013/14

We have scheduled a flex workshop for fall 2014 with a follow-up spring 2015 to norm our department with respect to this skill and to develop best practices around synthesis.

Plan for topic "Students completing the course will be able to develop an essay using multiple rhetorical strategies."

2013/14

Course Action Plans

Outcome Assessment History

Page 1152 of 2394
DVC Instructional Course SLO Action Plans

We have scheduled a flex workshop for fall 2014 with a follow-up spring 2015 to norm our department with respect to this skill and to develop best practices around synthesis.

Plan for topic "Students completing the course will be able to write paragraphs which meaningfully incorporate outside texts according to MLA conventions.": 2013/14

Part A: In addition to the lengthy discussion that immediately followed the department’s realization of the results, we have determined that we will encourage faculty to increase the amount of time spent on reading and writing in-class. This encouragement will start in fall 2014 with a flex workshop on 122 best practices. Further, because this assessment was so time-intensive for the department, we will look toward having instructors volunteer to participate, so that students will have an incentive to do their best work. Finally, as a result of the C-ID, we may be forced to change our course outline for 122 which would mandate a new outcome related to in-class timed writing. If this change occurs, this will be the outcome we assess next. Part B: Because students are generally successful with the skill of writing an introduction, we may in the future create an assessment which focuses more directly just on the ability to write a thesis.

Plan for topic “Students completing ENGL-122 will be able to write an essay which contains an introduction and thesis. (Please note that we treated this outcome as having 2 distinct parts: a) students can write a satisfactory essay and b) students can write an essay with an intro and a thesis. There is obviously a lot of overlap, but we wanted the opportunity both to holistically assess the essay and to evaluate the intro/thesis; hence the two part approach.)": 2013/14

Part A: In addition to the lengthy discussion that immediately followed the department’s realization of the results, we have determined that we will encourage faculty to increase the amount of time spent on reading and writing in-class. This encouragement will start in fall 2014 with a flex workshop on 122 best practices. Further, because this assessment was so time-intensive for the department, we will look toward having instructors volunteer to participate, so that students will have an incentive to do their best work. Finally, as a result of the C-ID, we may be forced to change our course outline for 122 which would mandate a new outcome related to in-class timed writing. If this change occurs, this will be the outcome we assess next. Part B: Because students are generally successful with the skill of writing an introduction, we may in the future create an assessment which focuses more directly just on the ability to write a thesis.

Plan for topic ”Students completing the course will be able to read a complex text, paraphrase its thesis and evaluate the support for the thesis.”: 2010/11

We are satisfied with our results and the methods we used to achieve and collect these results, so with respect to this outcome, we plan to continue with current pedagogy and assessment strategies.

Plan for topic ”Students completing ENGL-122 will be able to identify and restate the thesis (of a reading) in their own words.”: 2010/11

We are satisfied with our results and the methods we used to achieve and collect these results, so with respect to this outcome, we plan to continue with current pedagogy and assessment strategies.

Plan for topic ”Students completing ENGL-122 will be able to synthesize ideas from two or more essays.”: 2010/11

We are satisfied with our results and the methods we used to achieve and collect these results, so with respect to this outcome, we plan to continue with current pedagogy and assessment strategies.

Course Action Plans

Outcome Assessment History

Page 1153 of 2394
Plan for topic "Students completing the course will be able to develop an essay using multiple rhetorical strategies."": 2010/11
We are satisfied with our results and the methods we used to achieve and collect these results, so with respect to this outcome, we plan to continue with current pedagogy and assessment strategies.

Plan for topic "Students completing ENGL-122 will be able to write an essay which contains an introduction and thesis. (Please note that we treated this outcome as having 2 distinct parts: a) students can write a satisfactory essay and b) students can write an essay with an intro and a thesis. There is obviously a lot of overlap, but we wanted the opportunity both to holistically assess the essay and to evaluate the intro/thesis; hence the two part approach.)": 2010/11
Twenty-five English 122 instructors met off-campus for a three-hour discussion of the results of these SLOs. While, students successfully demonstrated the first two outcomes, we determined that there was a measurement problem with this third outcome, perhaps because we were assessing two different skills: the mechanical skill of using MLA conventions and the critical thinking skill of effectively and meaningfully using another writer's ideas to build an argument. We have determined that we will revise the outcome (to make it one or the other of the two identified skills or to make two separate outcomes), and that our future assessment efforts will address either one or both of these.

Plan for topic "Students completing the course will be able to write paragraphs which meaningfully incorporate outside texts according to MLA conventions."": 2010/11
Twenty-five English 122 instructors met off-campus for a three-hour discussion of the results of these SLOs. While, students successfully demonstrated the first two outcomes, we determined that there was a measurement problem with this third outcome, perhaps because we were assessing two different skills: the mechanical skill of using MLA conventions and the critical thinking skill of effectively and meaningfully using another writer's ideas to build an argument. We have determined that we will revise the outcome (to make it one or the other of the two identified skills or to make two separate outcomes), and that our future assessment efforts will address either one or both of these.
The instructor is finding that plagiarism is fairly common. To address this, she suggests more focus on plagiarism (e.g. explaining what it is and on ways to avoid last minute stress before turning in assignments). Also, developing a common rewrite policy across all 122As would be important since it would allow students succeed without lowering standards.
620. First-Year College English Intensive for Multilingual Students [ENGL-122AL] belonging to English [ENGL]
621. First-Year College English with Support for Multilingual Students [ENGL-122AM] belonging to English [ENGL]
DVC Instructional Course SLO Action Plans

622. First Year College Composition and Reading with Additional Support [ENGL-122L] belonging to English [ENGL]
DVC Instructional Course SLO Action Plans

623. First Year College Composition and Reading with Support [ENGL-122M] belonging to English [ENGL]
624. Critical Thinking: Composition and Literature [ENGL-123] belonging to English [ENGL]
Plan for topic "Students completing this course will be able to develop credible inferences about a literary work on the basis of literary elements."

": 2018/19
Per our last assessment, we reassessed this topic on inferences. We discussed our findings with the Composition Committee. We had a high success for this topic, which didn’t surprise us since it’s so central to literary analysis and is taught throughout the semester. Since this is the second assessment cycle, we don’t plan to reassess this topic. We will see how AB705 may change our students’ preparation and plan our next assessment with this in mind.

Plan for topic "Students completing this course will be able to analyze literary works using a variety of critical approaches."

": 2018/19
As stated in our previous action plan, assessing essay writing is too broad. Therefore, we focused in on critical approaches, central to critical thinking. The assessment was discussed with the Composition Committee. While instructors reported high success, we found only 60% of instructors offered a clear definition of critical approaches. Their activities also revealed confusion between stylistic analysis and critical approaches. We could revise the term critical approach to critical theory; plan Best Practices; and perhaps reassess this SLO. We will also see how AB705 may change our students’ preparation and plan our next assessment with this in mind.

Plan for topic "Students completing the course will be able draw and justify sound inferences about a work via the literary elements such as image, metaphor, tone, author intention, point of view, setting, theme, irony, etc."

": 2015/16
As part of our continuous improvement process, the Composition Committee and the entire English department is going to re-assess and evaluate the SLO from which this outcome is taken. The statement that "Students will write essays that effectively employ such writing strategies as analysis, interpretation, explication, synthesis, summary, persuasion, evaluation, and definition," is impractical, unwieldy and difficult to assess.

Plan for topic "Students completing the course will be able to write an analysis of a literary work."

": 2015/16
The department will hold to a best practices session on the definition of synthesis, how that definition impacts our teaching of English 123, and to what extent we should have a shared definition of this term, especially given its lofty perch in Bloom's taxonomy.

Plan for topic "Students completing the course will be able to analyze the meanings of symbols, symbol systems, metaphors, images, motifs in literary works."

": 2015/16
The department will hold to a best practices session on the definition of synthesis, how that definition impacts our teaching of English 123, and to what extent we should have a
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able draw and justify sound inferences about a work via the literary elements such as image, metaphor, tone, author intention, point of view, setting, theme, irony, etc.&quot;</td>
<td>2011/12</td>
<td>We plan to revise the outcome statement.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to write an analysis of a literary work.&quot;</td>
<td>2011/12</td>
<td>We plan to revise the topic statement.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to analyze the meanings of symbols, symbol systems, metaphors, images, motifs in literary works.&quot;</td>
<td>2011/12</td>
<td>We plan to revise the topic statement before we assess the SLOs again.</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### 625. The Nature of Language: An Introduction to Linguistics [ENGL-124] belonging to English [ENGL]

**Plan for topic "Students completing the course will be able to know the major linguistic scholars and their contributions to the field."**: 2016/17

The assessment and results were discussed with members of the SLO and Literature Committee. Although the success rate is reasonably high, the department should review the impact reading comprehension--especially for English language learners--might have on students' ability to attain this SLO, and thus on related course curriculum and pedagogy.

**Plan for topic "Students completing the course will be able to define what language is and explain how it works."**: 2015/16

The Department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed Fa 17 and reported by 12/31/18.

**Plan for topic "Students completing the course will be able to distinguish between formal, socio-, and psycho-linguistics."**: 2015/16

The Department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed Fa 17 and reported by 12/31/18.

**Plan for topic "Students completing the course will be able to define what language is and explain how it works."**: 2013/14

The blue-book exam was successful so at this time we plan to continue using the in-class blue book exam.

**Plan for topic "Students completing the course will be able to distinguish between formal, socio-, and psycho-linguistics."**: 2013/14

The blue-book exam was successful so at this time we plan to continue using the in-class blue book exam.

**Plan for topic "Students completing the course will be able to know the major linguistic scholars and their contributions to the field."**: 2013/14

The formal essay to assess for understanding James Murray's contribution to lexicography was successful and we plan to continue using it.

**Plan for topic "Students completing the course will be able to analyze the linguistic aspects of spoken discourse."**: 2013/14

We felt the blue book exam was successful and plan to continue using it.

**Plan for topic "Students completing the course will be able to perform linguistic analysis."**: 2013/14

We felt the blue book exam was successful and plan to continue using it.

**Plan for topic "Students completing the course will be able to distinguish between formal, socio-, and psycho-linguistics."**: 2011/12

Although we are satisfied with these results, we will revise the language of the outcome to create a more narrow assessment of students' knowledge.

**Plan for topic "Students completing the course will be able to define what language is and explain how it works."**: 2011/12

Although we are satisfied with these results, we will revise the language of the outcome to create a more narrow assessment of students' knowledge.

**Plan for topic "Students completing the course will be able to know the major linguistic scholars and their contributions to the field."**: 2011/12

Although we are satisfied with these results, we will revise the language of the outcome to create a more narrow assessment of students' knowledge.
We are satisfied with these results, the question and the method of assessment and will continue to deliver this course material in the same way; perhaps we will assess a different outcome in the future.

**Plan for topic "Students completing the course will be able to perform linguistic analysis."**: 2011/12

The outcome and the assessment tools are too vague to be as useful as they could be, so in the future we will assess with a reworked outcome (from the revised course outline) and a more narrow question.

**Plan for topic "Students completing the course will be able to analyze the linguistic aspects of spoken discourse."**: 2011/12

The outcome and the assessment tools are too vague to be as useful as they could be, so in the future we will assess with a reworked outcome (from the revised course outline) and a more narrow question.

**Plan for topic "Students completing the course will be able to define what language is and explain how it works."**: 2008/9

No SLO-related changes are recommended for the Title 5 course outline or instructional practice.

**Plan for topic "Students completing the course will be able to distinguish between formal, socio-, and psycho-linguistics."**: 2008/9

No SLO-related changes are recommended for the Title 5 course outline or instructional practice.

**Plan for topic "Students completing the course will be able to know the major linguistic scholars and their contributions to the field."**: 2008/9

No SLO-related changes are recommended for the Title 5 course outline or instructional practice.

**Plan for topic "Students completing the course will be able to analyze the linguistic aspects of spoken discourse."**: 2008/9

No SLO-related changes are recommended for the Title 5 course outline or instructional practice.

**Plan for topic "Students completing the course will be able to perform linguistic analysis."**: 2008/9

No SLO-related changes are recommended for the Title 5 course outline or instructional practice.
626. Critical Thinking: The Shaping of Meaning in Language [ENGL-126] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to identify and analyze the structure of arguments underlying the texts read."

: 2018/19

As per our last action plan, we have revised the course SLOs. While our previous action plan suggested we do this assessment more communally, we allowed instructors to assess this topic in the manner that corresponds to their teaching of the course.

The assessment was discussed with the department Composition Committee. We're pleased with the results: our assessment shows that instructors are making this reading skill integral to the course. That said, we are mindful of how the implementation of AB 705 may change our students' preparation for this course. We will plan our next assessment with this in mind.

Plan for topic "Students completing this course will be able to read and critically evaluate college-level material from a variety of sources."

: 2015/16

The assessment plan was analyzed and evaluated by the 126 sub-committee within the Dept's Composition Committee, which is responsible for 122, 123, and 126. In our last assessment, we felt we did not need to reassess topic 1 because of prior success, but we did so to ensure we see ongoing student success in this topic. The 126 sub-committee then discussed its findings with the Comp Committee. We were generally happy with the high number of successful students. The committee decided that next time SLO assessments are due for 126, we will discuss ways in which we can do the assessment more communally so that the independent sections are assessing at similar times and discussing their respective methodologies. We will revisit and discuss all our assessment topics as the English 126 sub-committee recommends revising Assessment topic # 3 in particular (see below).

Plan for topic "Students completing this course will be able to write essays using strategies that employ analysis, synthesis, and summary."

: 2015/16

The assessment plan was analyzed and evaluated by the 126 sub-committee within the Dept's Composition Committee, which is responsible for 122, 123, and 126. As per our last assessment, topic 2 needed further exploration, so we reassessed it this cycle. The 126 sub-committee then discussed its findings with the Comp Committee. We were generally happy with the high number of successful students. The committee decided that next time SLO assessments are due for 126, we will discuss ways in which we can do the assessment more communally so that the independent sections are assessing at similar times and discussing their respective methodologies. We will revisit and discuss all our assessment topics as the English 126 sub-committee recommends revising Assessment topic # 3 in particular (see below).
Plan for topic "Students completing ENGL-126 will be able to discover and evaluate outside sources in the development of writing."": 2015/16

The assessment plan was analyzed and evaluated by the 126 sub-committee within the Deptâ€™s Composition Committee, which is responsible for 122, 123, and 126. As per our last assessment, topic 2 needed further exploration, so we reassessed it this cycle. The 126 sub-committee then discussed its findings with the Comp Committee. We were generally happy with the high number of successful students. The committee decided that next time SLO assessments are due for 126, we will discuss ways in which we can do the assessment more communally so that the independent sections are assessing at similar times and discussing their respective methodologies. We will revisit and discuss all our assessment topics as the English 126 sub-committee recommends revising Assessment topic # 3 in particular (see below).

Plan for topic "Students completing ENGL-126 will be able to discover and evaluate outside sources in the development of writing."": 2015/16

The assessment plan was analyzed and evaluated by the 126 sub-committee within the Deptâ€™s Composition Committee, which is responsible for 122, 123, and 126. As per our last assessment, topic 2 needed further exploration, so we reassessed it this cycle. The 126 sub-committee then discussed its findings with the Comp Committee. We were generally happy with the high number of successful students. The committee decided that next time SLO assessments are due for 126, we will discuss ways in which we can do the assessment more communally so that the independent sections are assessing at similar times and discussing their respective methodologies. We will revisit and discuss all our assessment topics as the English 126 sub-committee recommends revising Assessment topic # 3 in particular (see below).
our last assessment, topic 2 needed further exploration, so we reassessed it this cycle. The 126 sub-committee then discussed its findings with the Comp Committee. We were generally happy with the high number of successful students. The committee decided that next time SLO assessments are due for 126, we will discuss ways in which we can do the assessment more communally so that the independent sections are assessing at similar times and discussing their respective methodologies. We will revisit and discuss all our assessment topics as the English 126 sub-committee recommends revising Assessment topic # 3 in particular (see below).

Plan for topic "Students completing the course will be able to recognize bias in written and visual text." : 2015/16

The assessment plan was analyzed and evaluated by the 126 sub-committee within the Deptâ€™s Composition Committee, which is responsible for 122, 123, and 126. As per our last assessment, topic 3 needed further exploration, so we reassessed it this cycle. The 126 sub-committee then discussed its findings with the Comp Committee. We were generally happy with the high number of successful students. The committee decided that next time SLO assessments are due for 126, we will discuss ways in which we can do the assessment more communally so that the independent sections are assessing at similar times and discussing their respective methodologies. We will revisit and discuss this assessment as the English 126 sub-committee recommends revising Assessment topic # 3 to read:Â Understand the major fallacies of logic and apply them to texts or their own writing.Â

Plan for topic "Students completing ENGL-126 will be able to identify common fallacies of logic and thought." : 2015/16

The assessment plan was analyzed and evaluated by the 126 sub-committee within the Deptâ€™s Composition Committee, which is responsible for 122, 123, and 126. As per our last assessment, topic 3 needed further exploration, so we reassessed it this cycle. The 126 sub-committee then discussed its findings with the Comp Committee. We were generally happy with the high number of successful students. The committee decided that next time SLO assessments are due for 126, we will discuss ways in which we can do the assessment more communally so that the independent sections are assessing at similar times and discussing their respective methodologies. We will revisit and discuss
this assessment as the English 126 sub-committee recommends revising Assessment topic # 3 to read: Understand the major fallacies of logic and apply them to texts or their own writing.

Plan for topic "Students completing this course will be able to read and critically evaluate college-level material from a variety of sources."

Our department has been consistently successful with this assessment topic, and at this level of instruction. We will consider assessing a different topic next time.

Plan for topic "Students completing this course will be able to discover and evaluate outside sources in the development of writing."

This was a new assessment topic, and the results were slightly lower (3%) than for assessment topic one. We might consider working more as a department on helping students on this high level skill.

Plan for topic "Students completing this course will be able to write essays using strategies that employ analysis, synthesis, and summary."

This was a new assessment topic, and the results were slightly lower (3%) than for assessment topic one. We might consider working more as a department on helping students on this high level skill.

Plan for topic "Students completing ENGL-126 will be able to discover and evaluate outside sources in the development of writing."

This was a new assessment topic, and the results were slightly lower (3%) than for assessment topic one. We might consider working more as a department on helping students on this high level skill.

Plan for topic "Students completing ENGL-126 will be able to identify common fallacies of logic and thought."

This was also a new assessment topic, and the success rate is lower than for topics 1 and 2. The department may further consider ways to effectively teach this more specific aspect of critical thinking.

Plan for topic "Students completing the course will be able to recognize bias in written and visual text."

This was also a new assessment topic, and the success rate is lower than for topics 1 and 2. The department may further consider ways to effectively teach this more specific aspect of critical thinking.

Plan for topic "Students completing this course will be able to read and critically evaluate college-level material from a variety of sources."

Course Action Plans  Outcome Assessment History
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to write essays using strategies that employ analysis, synthesis, and summary.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing ENGL-126 will be able to discover and evaluate outside sources in the development of writing.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing ENGL-126 will be able to identify common fallacies of logic and thought.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize bias in written and visual text.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to read and critically evaluate college-level material from a variety of sources.&quot;</td>
<td>2009/10</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

We are very satisfied with the student achievement of this outcome, but we wonder if perhaps instructors might be more discerning if they had not had that option. The plan is to continue teaching the course the same way, and to continue to evaluate essentially the same way, with a change from a five-point scale to a yes/no evaluation.

Plan for topic "Students completing this course will be able to write essays using strategies that employ analysis, synthesis, and summary.": 2009/10

We are very satisfied with the student achievement of this outcome, but we wonder if perhaps instructors might be more discerning if they had not had that options. The plan is to continue teaching the course the same way, and to continue to evaluate essentially the same way, with a change from a five-point scale to a yes/no evaluation.

Plan for topic "Students completing ENGL-126 will be able to discover and evaluate outside sources in the development of writing.": 2009/10

We are very satisfied with the student achievement of this outcome, but we wonder if perhaps instructors might be more discerning if they had not had that options. The plan is to continue teaching the course the same way, and to continue to evaluate essentially the same way, with a change from a five-point scale to a yes/no evaluation.

Plan for topic "Students completing ENGL-126 will be able to recognize bias in written and visual text.": 2009/10

We are very satisfied with the student achievement of this outcome, but we wonder if perhaps instructors might be more discerning if they had not had that options. The plan is to continue teaching the course the same way, and to continue to evaluate essentially the same way, with a change from a five-point scale to a yes/no evaluation.

Plan for topic "Students completing ENGL-126 will be able to identify common fallacies of logic and thought.": 2009/10

We are very satisfied with the student achievement of this outcome, but we wonder if perhaps instructors might be more discerning if they had not had that options. The plan is to continue teaching the course the same way, and to continue to evaluate essentially the same way, with a change from a five-point scale to a yes/no evaluation.
627. Tutor Training [ENGL-140] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to demonstrate understanding of basic learning and the ability to apply those principles to tutoring." : 2017/18

The instructor felt that this was an appropriate SLO.

Plan for topic "e": 2017/18

The instructor felt that this was an appropriate SLO.

Plan for topic "Students completing the course will be able to use the tutoring sequence effectively." : 2014/15

The next time we assess this outcome, we might consider if students can achieve the same outcome in an online environment.

Plan for topic "Students completing the course will be able to demonstrate understanding of basic learning theory and the ability to apply those principles to tutoring." : 2014/15

The next time we assess this outcome, we might select a particular question on the midterm to assess (for example, a question that asks how tutors work with ESL students in a tutoring session). This would allow us to drill down and get specific information, rather than relying the scores for the assignment.

Plan for topic "Students completing the course will be able to use open-ended and probing questions." : 2014/15

The next time we assess this outcome, we might give students a particular in-class assignment to assess their ability to use questioning strategies. This will help the instructor assess their ability to use questions during writing, reading, and other types of tutoring situations.

Plan for topic "Students completing the course will be able to use the tutoring sequence effectively." : 2011/12

Based on these results, no changes will be made. The next time this course is assessed, a different SLO will be assessed.

Plan for topic "Students completing the course will be able to demonstrate understanding of basic learning theory and the ability to apply those principles to tutoring." : 2011/12

Based on these results, no changes will be made. The next time this course is assessed, a different SLO will be assessed.

Plan for topic "Students completing the course will be able to use open-ended and probing questions." : 2011/12

Based on these results, no changes will be made. The next time this course is assessed, a different SLO will be assessed.

Plan for topic "Students completing the course will be able to use the tutoring sequence effectively." : 2008/9

Based on these results, no changes will be made. The next time this course revised, a different SLO will be chosen.

Plan for topic "Students completing the course will be able to demonstrate understanding of basic learning theory and the ability to apply those principles to tutoring." : 2008/9

Based on these results, no changes will be made. The next time this course is revised, a different SLO will be assessed.

Plan for topic "Students completing the course will be able to use open-ended and probing questions." : 2008/9
Based on these results, no changes will be made. The next time this course revised, a different SLO will be chosen.
Plan for topic "Students completing the course will be able to analyze literature with attention to theme, tone and style, character, plot, narrative, image, and evocative language."

The assessment and results were discussed with the current course instructor and members of the SLO and Literature Committee. We will continue to look for assessment moments that “push the envelope” of the “interpret literary works” SLO, and as we arrive at texts and assignments that seem to work, share them with the department and look for ways to articulate to students how those critical thinking skills they practice in literature transfer to other courses and beyond.

Plan for topic "Students completing the course will be able to apply one type of literary criticism (i.e. historical, biographical, feminist) to a selected reading."

The Department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed Fa 17 or Sp 18 and reported by 12/31/18.

Plan for topic "Students completing the course will be able to compare and contrast two pieces of imaginative literature which explore a similar theme selected from two different literary genres."

Most students were able to use criticism as a lens to analyze literature and to expand their knowledge of the value of literature in life. For the next assessment, we will make sure to request the total number assessed, not just the number on the final roster. We will continue to selectively present literary criticism and models for incorporating it.

Plan for topic "Students completing the course will be able to apply one type of literary criticism (i.e. historical, biographical, feminist) to a selected reading."

Most students were able to manipulate, define, and apply literary terms. For the next assessment, we will make sure to request the number of students assessed, which may differ from the number on the final grading roster. We will continue to emphasize the importance of literary terms and elements in this introductory course.

Plan for topic "Students completing the course will be able to define literary terms including theme, tone and style, character, plot, narrative, image, figurative and evocative language."

Students did well on this task. They were best at utilizing different works to debate the importance and primacy of genre. We will continue to think about creating specific assessment topics and tailored assignments which seem to work well, like this one did, in directing student focus and learning.

Plan for topic "Students completing the course will be able to compare and contrast two pieces of imaginative literature which explore a similar theme selected from two different literary genres."

The faculty have determined that the SLOs were met by the majority of students. In the next SLO cycle we will keep some of the current assessment topics but will modify one to better determine if students can comprehend the historical development of the major genres and apply the relevant knowledge to model works of literature.

Plan for topic "Students completing the course will be able to define literary terms including theme, tone and style, character, plot, narrative, image, figurative and evocative language."
The faculty have determined that the SLOs were met by the majority of students. In the next SLO cycle we will keep some of the current assessment topics but will modify one to better determine if students can comprehend the historical development of the major genres and apply the relevant knowledge to model works of literature.

**Plan for topic "Students completing the course will be able to compare and contrast two pieces of imaginative literature which explore a similar theme selected from two different literary genres.": 2011/12**

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to compare and contrast two pieces of imaginative literature which explore a similar theme selected from two different literary genres.&quot;</strong>: 2011/12</td>
</tr>
</tbody>
</table>

- Based on these results, no modifications are necessary.

**Plan for topic "Students completing the course will be able to analyze literature with attention to theme, tone and style, character, plot, narrative, image, and evocative language."**: 2011/12

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to analyze literature with attention to theme, tone and style, character, plot, narrative, image, and evocative language.&quot;</strong>: 2011/12</td>
</tr>
</tbody>
</table>

- Based on the data, no changes will be made.

**Plan for topic "Students completing the course will be able to apply one type of literary criticism (i.e. historical, biographical, feminist) to a selected reading."**: 2008/9

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to apply one type of literary criticism (i.e. historical, biographical, feminist) to a selected reading.&quot;</strong>: 2008/9</td>
</tr>
</tbody>
</table>

- No changes to Title 5 outline or instruction are recommended. The next time this course is revised instructor will evaluate another SLO.
629. The Short Story [ENGL-151] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to compose written textual analyses of short stories that focus on the significance of elements in individual works, groups of works, or the genre as a whole."

"" 2018/19

Addressing this SLO through a group project that places student work side by side allowed me to assess students’ abilities in direct relationship with one another. It is clear the majority of these online students possess mastery of basic college writing and literary analysis skills, as well as collaborative practices; based on this experience, we should continue to foreground both writing and synthesizing skills in our English 122 instruction. We should assess a different SLO next time, probably B, E, or F.

Plan for topic "Students completing the course will be able to evaluate the author's use of plot, character, setting, point of view, and writing style to communicate a theme in assigned short stories."

2015/16

The assessment was discussed with the Literature Committee in our department. As per the prior assessment, we chose to assess a different outcome this time. A majority of students were able to identify literary elements in short stories. This outcome is essential to all our literature courses, but we will want to assess another assessment topic in the future that presupposes this skill but also targets a more complex understanding of the literature.

Plan for topic "Students completing the course will be able to distinguish different types of short fiction: Parable, novella, tale; short story."

2013/14

Students did well; perhaps we can assess a different outcome next time. We will continue to make use of the anthology and call attention to the various types of short stories.

Plan for topic "Students completing the course will be able to evaluate the author's use of plot, character, setting, point of view, and writing style to communicate a theme in assigned short stories."

2013/14

The anthology does a good job introducing literary devices and we will continue to focus on author's use of literary elements to convey a theme. It works well that we have instructors well-versed in the study of literature and creative writing.

Plan for topic "Students completing the course will be able to analyze a short story with reference to the biography and culture of the author."

2013/14

We plan to modify this outcome because biographical study is not central to all approaches to literary analysis.

Plan for topic "Students completing the course will be able to distinguish different types of short fiction: Parable, novella, tale; short story."

2011/12

We might consider whether a different SLO would be more useful in gauging student learning.

Plan for topic "Students completing the course will be able to evaluate the author's use of plot, character, setting, point of view, and writing style to communicate a theme in assigned short stories."

2011/12
Change the outcome to replace "evaluate" with "analyze."

Plan for topic "Students completing the course will be able to analyze a short story with reference to the biography and culture of the author.": 2011/12

Since this SLO is so specific, instructors need to be informed early enough so that they can design a specific assignment addressing the author's biography and culture.

Plan for topic "Students completing the course will be able to distinguish different types of short fiction: Parable, novella, tale; short story.": 2008/9

No modifications needed.

Plan for topic "Students completing the course will be able to evaluate the author's use of plot, character, setting, point of view, and writing style to communicate a theme in assigned short stories.": 2008/9

No modifications needed.

Plan for topic "Students completing the course will be able to analyze a short story with reference to the biography and culture of the author.": 2008/9

No modifications needed.
Plan for topic "Students completing the course will be able to compare and contrast literature and film, learning how each medium deals with theme and structure.":: 2017/18

The future of this course is undetermined. The Literature Committee is in the process of reviewing a new course rotation. Once it is offered, we will assess it according to our usual process and practices.

Plan for topic "Students completing the course will be able to compare and contrast literature and film, learning how each medium deals with theme and structure.":: 2014/15

At this time it is felt that a greater emphasis should be put on getting all students enrolled to complete all assigned tasks. Even students who were failing the course passed all assessment topics, but neglected to complete ALL assigned tasks. In the future, more emphasis might be placed on getting students to improve upon their written analysis in the final paper.

Plan for topic “Students completing the course will be able to analyze film as a series of parts: frame, shot, sequence, sound, and other elements.”:: 2014/15

At this time it is felt that a greater emphasis should be put on getting all students enrolled to complete all assigned tasks. Even students who were failing the course passed all assessment topics, but neglected to complete ALL assigned tasks. In the future, more emphasis might be placed on getting students to improve upon their written analysis in the final paper.

Plan for topic "Students completing the course will be able to analyze three short-film styles: narrative, documentary, and experimental.":: 2014/15

At this time it is felt that a greater emphasis should be put on getting all students enrolled to complete all assigned tasks. Even students who were failing the course passed all assessment topics, but neglected to complete ALL assigned tasks. In the future, more emphasis might be placed on getting students to improve upon their written analysis in the final paper.

Plan for topic "Students completing the course will be able to compare and contrast literature and film, learning how each medium deals with theme and structure.":: 2012/13

Students unfamiliar with literary techniques and criticism struggled with this comparative analysis. More basics of literary analysis may need to be presented in this course.

Plan for topic "Students completing the course will be able to analyze film as a series of parts: frame, shot, sequence, sound, and other elements.":: 2012/13

The instructor noticed that students are surprised that writing is required for a film class. It may be helpful to emphasize writing across the curriculum and that the film analysis will be done through writing.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to compare and contrast literature and film, learning how each medium deals with theme and structure.": 2008/9
No modification needed.

Plan for topic "Students completing the course will be able to analyze film as a series of parts: frame, shot, sequence, sound, and other elements.": 2008/9
No modification needed.

Plan for topic "Students completing the course will be able to analyze three short-film styles: narrative, documentary, and experimental." 2008/9
No modification needed.

Plan for topic "Students completing the course will be able to analyze film as a series of parts: frame, shot, sequence, sound, and other elements." 2008/9
No modification needed.
The assessment and results were discussed with members of the SLO and Literature Committee. Our previous assessment looked at SLO 3 and examined historical and cultural context of literary works. This cycle, we wanted to look at the aesthetic awareness and appreciation of poetry SLO, since we are living in a great age of poetry, with diverse and interesting poets, which offers a great opportunity for students to explore this flourishing artform, particularly in the Bay Area. An assignment like this can open up the class and allow students to have a say in what they are reading. Such investment seemed to lead to a richer discussion as the class progressed, many students seeming to take ownership of their poet. Such choices in this class (contemporary poetry) could help us make decisions for other lit courses and campus events such as Literature Week, and potentially tie in the events of literature week to the readings that English 153 students are doing.

The department is additionally developing Creative Writing and Literature Certificates, and once this is off the ground, assignments such as this offer flexibility, possibility for student engagement, and many opportunities for connection to other parts of campus and student life.

We are lucky to have prominent writers teaching our literature classes. We will consider offering such courses in person, as well as online.

For the next assessment, we will make sure to ask about the total number of students assessed, not just the number on the final grading roster.

The class is working well, which is nice to see, as we hadn't offered this class in a long time. We will consider assessing a different topic next time.
### DVC Instructional Course SLO Action Plans

#### 632. Shakespeare and His World [ENGL-154] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to demonstrate their understanding of Shakespeare's works as literature with complex aesthetic qualities, and familiarity with some of the many critical approaches used to interpret them."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>Last year's assessment involved different SLOs (mostly the &quot;write analysis&quot; SLO; this year we were particularly interested in assessing the &quot;understanding complex aesthetic qualities&quot; SLO, as it is a little more specific to the course content.</td>
</tr>
</tbody>
</table>

The assessment and results were discussed with the current course instructor and members of the SLO and Literature Committee. In spite of the general success shown here, in the future, for similar complex and challenging essay assignments working toward SLOs like this, we should consider ways to get students--especially those who were unsuccessful in this assessment--better engaged in all parts of the writing process. We will continue to discuss and share strategies for engaging students in the writing process in our department.

Plan for topic "Students completing the course will be able to interpret the language and poetry of a scene of one of Shakespeare's plays."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>The Department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed Fa 17 or Sp 18 and reported by 12/31/18.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to interpret the language and poetry of a scene of one of Shakespeare's plays."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>The final essay was successful in that 87% of those enrolled met the requirement. We intend to use it again.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to interpret the language and poetry of a scene of one of Shakespeare's plays."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>It is difficult to reach meaningful conclusions on the basis of scant data. Because only two sections of the course are taught, we need to push for more participation in submitting the data. At this point, no changes to either curriculum methodology or assessment methods seems necessary.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to demonstrate an understanding of the historical, social and artistic forces which helped to shape Shakespeare's works."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>At this time, 83% of those enrolled were successful at the in-class log entries, and we will continue to try this again and see if students improve.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to write an analysis of the themes in one of Shakespeare's plays."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>We were very satisfied with the outcome to the first essay as an assessment method and plan to continue using it.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to interpret the language and poetry of a scene of one of Shakespeare's plays."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>It is difficult to reach meaningful conclusions on the basis of scant data. Because only two sections of the course are taught, we need to push for more participation in submitting the data. At this point, no changes to either curriculum methodology or assessment methods seems necessary.</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### Plan for topic "Students completing the course will be able to demonstrate an understanding of the historical, social and artistic forces which helped to shape Shakespeare's works."

**2010/11**

The plan is to continue to teach the course the same way, but perhaps to modify the assessment technique.

### Plan for topic "Students completing the course will be able to write an analysis of the themes in one of Shakespeare's plays."

**2010/11**

Because the shift from a five-point scale to a two-point scale does not seem to have elicited data that are more revealing, we plan to continue to teach the course in the same way and to consider new assessment strategies.

### Plan for topic "Students completing the course will be able to interpret the language and poetry of a scene of one of Shakespeare's plays."

**2009/10**

Satisfied with the student achievement of this outcome, but we wonder if perhaps instructors might be more discerning if they had not had that option. The plan is to continue teaching the course the same way, and to continue to evaluate essentially the same way, with a change from a five-point scale to a yes/no evaluation.

### Plan for topic "Students completing the course will be able to demonstrate an understanding of the historical, social and artistic forces which helped to shape Shakespeare's works."

**2009/10**

We are satisfied with the student achievement of this outcome, but we wonder if perhaps instructors might be more discerning if they had not had that C option. The plan is to continue teaching the course the same way, and to continue to evaluate essentially the same way, with a change from a five-point scale to a yes/no evaluation.

### Plan for topic "Students completing the course will be able to write an analysis of the themes in one of Shakespeare's plays."

**2009/10**

We are somewhat concerned not by the final results, which indicate success according to our criteria, but by the gap between this SLO and the first two. Instructors of the course are aware of the gap and will be asked to pay more attention to written (as oppose to oral) analysis of theme in future classes.

### Plan for topic "Students completing the course will be able to write an analysis of the themes in one of Shakespeare's plays."

**2008/9**

No changes necessary. The next time this course is revised, SLO's should be evaluated with a larger group of classes or with a different objective.
633. Topics in English [ENGL-155] belonging to English [ENGL]

Plan for topic "Students completing the course will be able to develop their writing skills, focusing on interpretation and analysis of written work." : 2018/19

This course hasn't been successfully offered since fall 2015. We will assess it as soon as it's offered again.

Plan for topic "Students completing this course will be able to annotate a text in order to identify main and supporting details." : 2015/16

The previous Action Plan is not directly pertinent since this is a topics course, so different outcomes apply with each iteration of the course. In this iteration (155E), the "application" the students were expected to demonstrate was annotation, since this version of the course was "Developmental Reading Across the Curriculum" (DRWAC). The instructor shared her discoveries with the coordinator of the DRWAC project and with development ed-level colleagues.

-The level of learning demonstrated for this SLO is quite high and needs no remediation.

-This is the first cycle of assessment for English 155E (Developmental Reading Across the Curriculum).

The goal is to make sure that English 155E becomes a regularly offered part of the curriculum with sections focused not only on Social Science, but also Business, the Sciences, and the Humanities. The amount of learning and appreciation demonstrated by students and faculty suggests that the course should be offered every semester in multiple sections.

-Since English 155E is designed to help students succeed in other courses, its very existence supports student success across the campus. All the students taking English 155E passed their Social Science class, an indication of the success of the class.

-The main goal is to institutionalize this class by getting approval from the English department, the curriculum committee, and affected curricular areas other than English.

Plan for topic "Students completing the course will be able to develop their writing skills, focusing on interpretation and analysis of written work." : 2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.

Plan for topic "Students completing the course will be able to through discussion and essays, work on and refine their abilities to read and interpret written work for ideological, emotional, personal, and aesthetic values." : 2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.
Plan for topic "Students completing the course will be able to through discussion and essays, work on and refine their abilities to read and interpret written work for ideological, emotional, personal, and aesthetic values."

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.
DVC Instructional Course SLO Action Plans

634. Language, Literature, and Culture [ENGL-162] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to recognize the fallacies and potential for destructiveness that attend racism, sexism, homophobia, jingoism and xenophobia."

Because the previous action plan found that small group work was effective in achieving SLO 1, we decided to assess a different SLO. In-class discussions that examined multiple perspectives regarding the novel proved effective. This assessment of SLO 4 also proved effective, and we recommend moving on to another outcome the next time this course is assessed.

Plan for topic "Students completing the course will be able to appraise and recognize the validity and worth of cultural and sub-cultural perspectives other than one's own."

It is felt that the essay analysis and small group work on various aspects of African American/Hispanic literature and culture has been effective in keeping students in the class and helping them discover their unique voice fulfill the criteria.

Plan for topic "Students completing the course will be able to identify the contributions made by traditional minority groups, assimilated 19th and 20th century immigrants, and post-WW II arrivals to language, the arts and other social and cultural development in the United States."

It is felt that the essay analysis and small group work on various aspects of African American/Hispanic literature and culture has been effective in keeping students in the class and helping them discover their unique voice fulfill the criteria.

Plan for topic "Students completing ENGL-162 will be able to assess and compare the diverse cultural perspectives embodied in the imaginative and informative literature of American and foreign writers."

It is felt that the essay analysis and small group work on various aspects of African American/Hispanic literature and culture has been effective in keeping students in the class and helping them discover their unique voice fulfill the criteria.

Plan for topic "Students completing the course will be able to identify the contributions made by traditional minority groups, assimilated 19th and 20th century immigrants, and post-WW II arrivals to language, the arts and other social and cultural development in the United States."

It is felt that the essay analysis and small group work on various aspects of African American/Hispanic literature and culture has been effective in keeping students in the class and helping them discover their unique voice fulfill the criteria.

Plan for topic "Students completing the course will be able to identify and explain how different registers or "levels" of the language in which they are fluent are used to create a social identity."

It is felt that the essay analysis and small group work on various aspects of African American/Hispanic literature and culture has been effective in keeping students in the class and helping them discover their unique voice fulfill the criteria.
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to appraise and recognize the validity and worth of cultural and sub-cultural perspectives other than one's own."**: 2012/13

A large cohort of students for spring and summer bridge session were highly successful, attesting to the strength of the integrated program.

**Plan for topic "Students completing the course will be able to identify the contributions made by traditional minority groups, assimilated 19th and 20th century immigrants, and post-WW II arrivals to language, the arts and other social and cultural development in the United States."**: 2012/13

To assess this new outcome, the methods and criteria were envisioned in a highly creative way. The use of journals and a book club could be considered for other courses as well.

**Plan for topic "Students completing ENGL-162 will be able to assess and compare the diverse cultural perspectives embodied in the imaginative and informative literature of American and foreign writers."**: 2012/13

To assess this new outcome, the methods and criteria were envisioned in a highly creative way. The use of journals and a book club could be considered for other courses as well.

**Plan for topic "Students completing the course will be able to identify the contributions made by traditional minority groups, assimilated 19th and 20th century immigrants, and post-WW II arrivals to language, the arts and other social and cultural development in the United States."**: 2012/13

Students in the summer bridge program tend to be international students with a high level of motivation and support, and are atypical of the general DVC population. Failure on the outcomes is more often the result of not doing the work rather than lack of ability, so we should reflect further on our assessment methods.

**Plan for topic "Students completing the course will be able to identify and explain how different registers or "levels" of the language in which they are fluent are used to create a social identity."**: 2012/13

Students in the summer bridge program tend to be international students with a high level of motivation and support, and are atypical of the general DVC population. Failure on the outcomes is more often the result of not doing the work rather than lack of ability, so we should reflect further on our assessment methods.

**Plan for topic "Students completing the course will be able to appraise and recognize the validity and worth of cultural and sub-cultural perspectives other than one's own."**: 2008/9

Based on these results along with general observations about the class and a reassessment of the course objectives, the focus was shifted to more literature-based assignments.

**Plan for topic "Students completing the course will be able to identify the contributions made by traditional minority groups, assimilated 19th and 20th century immigrants, and post-WW II arrivals to language, the arts and other social and cultural development in the United States."**: 2008/9

---

Course Action Plans | Outcome Assessment History
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ENGL-162 will be able to assess and compare the diverse cultural perspectives embodied in the imaginative and informative literature of American and foreign writers.&quot;</td>
<td>2008/9</td>
</tr>
<tr>
<td>Based on these results, this was a successful assessment of this learning outcome. No recommended changes. The next time this course is revised, a different learning outcome will be evaluated.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify and explain how different registers or &quot;levels&quot; of the language in which they are fluent are used to create a social identity.&quot;</td>
<td>2008/9</td>
</tr>
<tr>
<td>Based on these results, this was a successful assessment of this learning outcome. No recommended changes. The next time this course is revised, a different learning outcome will be evaluated.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify the contributions made by traditional minority groups, assimilated 19th and 20th century immigrants, and post-WW II arrivals to language, the arts and other social and cultural development in the United States.&quot;</td>
<td>2008/9</td>
</tr>
<tr>
<td>Based on these results, this was a successful assessment of this learning outcome. No recommended changes. The next time this course is revised, a different learning outcome will be evaluated.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to analyze literary elements of selected literature including but not limited to plot, characterization, narration/voice, setting, tone, and theme.": 2018/19

The assessment and results were discussed with members of the Literature and Creative Writing Committee of the English Department. These results can be slightly misleading when using them to assess how many students are learning and growing in the course as a whole because the assessment method occurred toward the beginning of the semester when these concepts were still fairly new and being practiced (rather than repeatedly exercised or mastered). What also makes the results ambiguous is the range of majors represented in my class - as fewer than half are English majors who already had prior experience with literary elements and working with literature as we typically do in the discipline.

In the future when considering SLOs for our literature courses, we might want to think of whether there are ways to also have these outcomes reflect skills that are not only important for English majors but for all students and how they can think critically about literature in ways that are practical for their future endeavors as well as the world in which we live.

Plan for topic "Students completing the course will be able to apply critical thinking skills as they analyze, synthesize, and evaluate literature from the Asian American culture and learn to appreciate and understand it.": 2016/17

This course was canceled due to low enrollment. We will assess it next time it is offered.

Plan for topic "Students completing the course will be able to apply critical thinking skills as they analyze, synthesize, and evaluate literature from the Asian American culture and learn to appreciate and understand it.": 2013/14

We are pleased with the success of the online writing journal and plan to keep it the same.

Plan for topic "Students completing the course will be able to differentiate the similarities and differences of various Asian American cultures, their issues and their people such as: Chinese American, Japanese American, Korean American, Filipino American, and Indian American.": 2013/14

We are pleased with the results of the midterm essay and plan to continue using it.

Plan for topic "Students completing the course will be able to trace, through the literature, the points of view of different cultural groups and present their findings.": 2013/14

We are very satisfied with the success of the online group presentation and expect to continue using it.
Plan for topic "Students completing the course will be able to apply critical thinking skills as they analyze, synthesize, and evaluate literature from the Asian American culture and learn to appreciate and understand it.": 2009/10

No changes necessary. The next time this course is revised, SLO should be evaluated with a different sample or with a larger group of classes.

Plan for topic "Students completing the course will be able to differentiate the similarities and differences of various Asian American cultures, their issues and their people such as: Chinese American, Japanese American, Korean American, Filipino American, and Indian American.": 2009/10

No changes necessary. The next time this course is revised, SLO should be evaluated with a different sample or with a larger group of classes.

Plan for topic "Students completing the course will be able to trace, through the literature, the points of view of different cultural groups and present their findings.": 2009/10

No changes necessary. The next time this course is revised, SLO should be evaluated with a different sample or with a larger group of classes.

Plan for topic "Students completing the course will be able to recognize various issues important to Asian Americans such as: heritage, family identity, gender roles, and immigration." 2009/10

No changes necessary. The next time this course is revised, SLO should be evaluated with a different sample or with a larger group of classes.

Plan for topic "Students completing the course will be able to express the historical contexts within which works were composed." 2009/10

No changes necessary. The next time this course is revised, SLO should be evaluated with a different sample or with a larger group of classes.
636. Native American Literatures [ENGL-164] belonging to English [ENGL]

Plan for topic "Students completing the course will be able to analyze, synthesize and evaluate literature from Native American cultures."

: 2016/17

The last time this course was offered, it was canceled due to low enrollment. We will assess it next time it is offered. The literature committee is currently exploring a new rotation cycle for its courses.
Plan for topic "Students completing the course will be able to identify the social and cultural forces which created the literature, music, visual arts and dance of particular periods of African American experience." 2018/19

The assignment asked students to conduct outside research using the databases provided by the DVC Library, which resulted in the majority of students gaining a solid understanding of the social and cultural forces that led to the literature. Students had shared the results of their research in class and the instructor incorporated brief lectures on the historical and social context. While this was largely effective, three students failed to submit research essays for various reasons. Thus, this would be a good outcome to continue to assess to determine whether our success is consistent.

Plan for topic "Students completing the course will be able to apply literary analysis, specifically an understanding of symbolism, to African American literature." 2015/16

This assessment was discussed with the literature committee. While virtually all students succeeded, many earned only a 3. These students did not participate in the Peer Review process, which would have helped them more fully analyze symbolism. This raises the issue of motivating students to participate in this process to develop their ideas and writing. We will discuss this issue in Best Practices sessions and/or Literature Committee meetings.

Plan for topic "Students completing the course will be able to identify literary elements characteristic of each of the major periods in African American literature." 2015/16

This assessment was discussed with the literature committee. There is no prior assessment of this course. While a large majority of the students earned a 3 or higher, many earned only a 3. These students did not participate in the Peer Review process, which would have helped them more fully analyze the symbol. This raises the issue of motivating students to participate in this process to develop their ideas and writing. We will discuss this issue in Best Practices sessions and/or Literature Committee meetings.
638. Latin American Literature [ENGL-167] belonging to English [ENGL]
Plan for topic "Students completing this course will be able to identify historical, sociological, political and psychological issues of concern that shape the various genres of Latin American literature.": 2016/17

While it is concerning that six students (28.5% of the class) failed to submit essays for this assignment, the nature of online classes is often different from face-to-face courses, and success rates tend to be lower in this format. Fifteen students submitted essays, and all 15 were deemed to have met the SLO; therefore, the problem appears to be with the rate of completion of work, rather than the quality of the work or students’ ability to meet the SLO. Our objective is to increase the rate of students who submit assignments, and to keep the rate of submitted assignments that fulfill the above SLO. Note: this course has never been assessed, and thus there is no prior Action Plan.
Plan for topic "Students completing English 168 will be able to express an understanding of the historical context of literature, including how perceptions of living in America have affected the content and style of the represented works and including a study of how this literature reflects the values and issues of their times.": 2016/17

This data suggests that most students in the class were able to read two novels and write a critical analysis of them, including an understanding of the historical context of literature, including how perceptions of living in America have affected the content and style of the represented works. Writing on the theme of "home" in particular, with a focus on the Spokane Reservation and an African American ghetto community, in addition to including secondary research really seemed to bring this SLO to fruition for students.

The Literature Committee might consider deleting the last third of this very long SLO: a study of how this literature reflects the values and issues of their times because the earlier phrase understanding the historical context of literature takes care of it.

Otherwise, the data suggests that the majority of students, with assignments that lend themselves to this Student Learning Outcome, will successful meet it. So the action plan for future instructors of this class: Keep creating assignments that lend themselves to students successfully meeting the objectives of the course. Perhaps the small handful of teachers who teach this course can get together and compare assignments.

Plan for topic "Students completing ENGL-168 will be able to analyze literary qualities of the selected works and apply methods of literary analysis to these works.": 2013/14

All but two took the midterm, and all who did demonstrated proficiency in this objective in that they wrote an essay that analyzed the literature by drawing on characterization, imagery, plot, setting, and/or other literary devices.

Plan for topic "Students completing ENGL-168 will be able to demonstrate an understanding of the historical context of literature.": 2013/14

All who took the midterm earned an A or B because they explored the historical context of the literature. Students were asked to identify the cultural and historical context of each literary work they addressed.
Plan for topic "Students completing ENGL-168 will be able to assess how critics, reviewers, and educators assess and evaluate literature." : 2013/14

While students were not required to incorporate secondary sources into their midterm, some did. In addition, they were asked to write substantive discussions posts and participate in chats that bounced off the weekly lectures and readings. These lectures and readings incorporated primary and secondary literature but the secondary sources as well. In doing so, they were able to assess if those sources deepened, challenged, and/or contradicted their own close readings of the texts. In short, students read outside sources and commented on them in terms of explaining whether or not they agreed with the outside sources. In this sense, the instructor thinks they were able to "assess how critics, reviewers, and educators assess and evaluate literature."

Plan for topic "Students completing ENGL-168 will be able to analyze literary qualities of the selected works and apply methods of literary analysis to these works." : 2012/13

Students performed well, though perhaps not as highly as in face to face courses. As a department, we might further investigate making online teaching more effective.

Plan for topic "Students completing ENGL-168 will be able to demonstrate an understanding of the historical context of literature." : 2012/13

The department could further explore effective ways to integrate teaching historical context with literary analysis.

Plan for topic "Students completing ENGL-168 will be able to assess how critics, reviewers, and educators assess and evaluate literature." : 2012/13

Students performed well on this outcome, through specific response to a piece of criticism. We may well considered the effectiveness of such well-defined assignments.

Plan for topic "Students completing this course will be able to assess, through the study of the literatures, various cultural similarities and differences and the interrelationship of culture and literature." : 2009/10

No changes necessary. The next time this course is revised, SLO should be evaluated with a different objective.

Plan for topic "Students completing this course will be able to identify characteristics and themes of selected writers of different ethnic backgrounds." : 2009/10

No changes necessary. The next time this course is revised, SLO should be evaluated with a different objective.

Plan for topic "Students completing this course will be able to demonstrate ability to read literature critically and research selected authors and works and explore cultural and social attitudes reflected in various literary works." : 2009/10

No changes necessary. The next time this course is revised, SLO should be evaluated with a different objective.

Plan for topic "Students completing this course will be able to assess the expanded American literary canon, including selections from three of the following groups: African American, Native American, Asian American, Chicano, Latino, and European American literatures." : 2009/10
No changes necessary. The next time this course is revised, SLO should be evaluated with a different objective.
Plan for topic "Students completing the course will be able to recognize specific myths of representative cultures from the Americas, Asia, Africa, the Middle East, the Pacific Islands and Europe; and specific allusions to myth in literature and the arts.": 2017/18

Based on the SLO reports filed thus far, we are taking a well-rounded look at ENGL-170 through the lenses of four different SLOs. We will look to continue this trend, as well as look at how what is being assessed in ENGL-170 speaks to what is being assessed in other lit courses and look for trends. Overall we are happy with the student learning taking place in this class.

Plan for topic "Students completing the course will be able to write a paragraph describing the primary attitude or belief reflected in a myth.": 2014/15

At this time it is felt that the emphasis placed upon students writing and connecting their skills to world mythology appears to be working. Retention is high and so is student success, and yet we would like to consider how to better differentiate between proficiency and competency in the methods. We plan to continue using the combination of writing and oral presentation assignments to achieve this.

Plan for topic "Students completing ENGL-170 will be able to identify the cultural norms reflected in myths from around the world.": 2014/15

At this time it is felt that the emphasis placed upon students writing and connecting their skills to world mythology appears to be working. Retention is high and so is student success, and yet we would like to consider how to better differentiate between proficiency and competency in the methods. We plan to continue using the combination of writing and oral presentation assignments to achieve this.

Plan for topic "Students completing the course will be able to write a paragraph summarizing what the myth is describing to the people about their life or culture.": 2014/15

At this time it is felt that the emphasis placed upon students writing and connecting their skills to world mythology appears to be working. Retention is high and so is student success, and yet we would like to consider how to better differentiate between proficiency and competency in the methods. We plan to continue using the combination of writing and oral presentation assignments to achieve this.

Plan for topic "Students completing ENGL-170 will be able to recognize traditional and evolving myths in contemporary American life as they appear in urban legends, rituals, holidays, formal and informal rites of passage, and our choices of perspectives regarding heroes.": 2014/15

At this time it is felt that the emphasis placed upon students writing and connecting their skills to world mythology appears to be working. Retention is high and so is student success, and yet we would like to consider how to better differentiate between proficiency and competency in the methods. We plan to continue using the combination of writing and oral presentation assignments to achieve this.

Plan for topic "Students completing the course will be able to write a paragraph explaining whether a given story is primarily a myth,
At this time it is felt that the emphasis placed upon students writing and connecting their skills to world mythology appears to be working. Retention is high and so is student success, and yet we would like to consider how to better differentiate between proficiency and competency in the methods. We plan to continue using the combination of writing and oral presentation assignments to achieve this.

### Plan for topic "Students completing ENGL-170 will be able to identify the cultural norms reflected in myths from around the world."

2010/11

We continue to be satisfied with respect to student success vis-a-vis this outcome. At this time, it does not seem necessary to modify teaching methodologies. In the future, however, we will consider assessing different outcomes or developing a different assessment methodology.

2014/15

Instructors commented on designing the assessment with a stricter time line or a way of taking into account students who did not complete the assignment.

#### Plan for topic "Students completing the course will be able to write a paragraph describing the primary attitude or belief reflected in a myth."

2012/13

Instructors commented on designing the assessment with a stricter time line or a way of taking into account students who did not complete the assignment.

#### Plan for topic "Students completing the course will be able to write a paragraph summarizing what the myth is describing to the people about their life or culture."

2012/13

Most students who did not meet this outcome were absent or did not complete the assignment, so we should consider better ways to control for this.

#### Plan for topic "Students completing the course will be able to write a paragraph explaining whether a given story is primarily a myth, legend, or folktale."

2012/13

For this rather specific outcome, it is important to consider a common assessment to be completed by as many students as possible.

#### Plan for topic "Students completing ENGL-170 will be able to recognize traditional and evolving myths in contemporary American life as they appear in urban legends, rituals, holidays, formal and informal rites of passage, and our choices of perspectives regarding heroes."

2012/13

For this rather specific outcome, it is important to consider a common assessment to be completed by as many students as possible.

#### Plan for topic "Students completing the course will be able to write a paragraph describing the primary attitude or belief reflected in a myth."

2010/11

We continue to be satisfied with respect to student success vis-a-vis this outcome. At this time, it does not seem necessary to modify teaching methodologies. In the future, however, we will consider assessing different outcomes or developing a different assessment methodology.
Plan for topic "Students completing the course will be able to write a paragraph summarizing what the myth is describing to the people about their life or culture.": 2010/11

We continue to be satisfied with respect to student success vis-a-vis this outcome and see no reason to modify teaching methodologies. In the future, however, we will consider assessing different outcomes or developing a different assessment methodology.

Plan for topic "Students completing ENGL-170 will be able to recognize traditional and evolving myths in contemporary American life as they appear in urban legends, rituals, holidays, formal and informal rites of passage, and our choices of perspectives regarding heroes.": 2010/11

We continue to be satisfied with respect to student success vis-a-vis this outcome and see no reason to modify teaching methodologies. In the future, however, we will consider assessing different outcomes or developing a different assessment methodology.

Plan for topic "Students completing the course will be able to write a paragraph explaining whether a given story is primarily a myth, legend, or folktale.": 2010/11

We continue to be satisfied with respect to student success vis-a-vis this outcome and see no reason to modify teaching methodologies. In the future, however, we will consider assessing different outcomes or developing a different assessment methodology.

Plan for topic "Students completing ENGL-170 will be able to identify the cultural norms reflected in myths from around the world.": 2009/10

Affirmation and reinforcement of current methods and curriculum.

Plan for topic "Students completing the course will be able to write a paragraph describing the primary attitude or belief reflected in a myth.": 2009/10

Affirmation and reinforcement of current methods and curriculum.

Plan for topic "Students completing the course will be able to write a paragraph summarizing what the myth is describing to the people about their life or culture.": 2009/10

Affirmation and reinforcement of current methods and curriculum.

Plan for topic "Students completing the course will be able to write a paragraph explaining whether a given story is primarily a myth, legend, or folktale.": 2009/10

Affirmation and reinforcement of current methods and curriculum.

Plan for topic "Students completing ENGL-170 will be able to recognize traditional and evolving myths in contemporary American life as they appear in urban legends, rituals, holidays, formal and informal rites of passage, and our choices of perspectives regarding heroes.": 2009/10
<table>
<thead>
<tr>
<th>Affirmation and reinforcement of current methods and curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to write a paragraph describing the primary attitude or belief reflected in a myth.&quot;: 2008/9</td>
</tr>
<tr>
<td>No modifications necessary.</td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing ENGL-170 will be able to identify the cultural norms reflected in myths from around the world.&quot;: 2008/9</td>
</tr>
<tr>
<td>No modifications necessary.</td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to write a paragraph summarizing what the myth is describing to the people about their life or culture.&quot;: 2008/9</td>
</tr>
<tr>
<td>No modifications needed.</td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to write a paragraph explaining whether a given story is primarily a myth, legend, or folktale.&quot;: 2008/9</td>
</tr>
<tr>
<td>No modifications needed.</td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing ENGL-170 will be able to recognize traditional and evolving myths in contemporary American life as they appear in urban legends, rituals, holidays, formal and informal rites of passage, and our choices of perspectives regarding heroes.&quot;: 2008/9</td>
</tr>
<tr>
<td>No modifications needed.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**641. The Bible as Literature [ENGL-172] belonging to English [ENGL]**

**Plan for topic "Students completing the course will be able to analyze assigned biblical texts for character and theme."**: 2017/18

There was no concrete action plan last time because the last plan stated, “The future of this course is undetermined. The Literature Committee is working on a new rotation of courses... We will assess it the next time it is offered.” SRC English decided to offer it this semester. The results were shared with the SLO English rep and standing member of the Lit Committee. We were fairly happy with the success rate. Still, we plan on assessing the same SLO in the future because of its emphasis on literary analysis and critical thinking. We plan on assessing the same SLO with variable measures and focus on in-class multiple choice exams that integrate short essay responses.

**Plan for topic "Students completing the course will be able to analyze assigned biblical texts for character and theme."**: 2015/16

The future of this course is undetermined. The Literature Committee is working on a new rotation of courses. If this course is offered again in the future, we will assess it according to our usual SLO process and practices.

**Plan for topic "Students completing the course will be able to analyze assigned biblical texts for character and theme."**: 2008/9

Based on these results, no changes will be made. The next time the course is revised, a different SLO will be assessed.

**Plan for topic "Students completing the course will be able to explain the influence of the intellectual, political, and spiritual environments of the biblical writers on their content and style."**: 2008/9

Based on these results, no changes will be made. The next time the course is revised, a different SLO will be assessed.

**Plan for topic "Students completing the course will be able to compare literary themes and devices in the Bible with similar themes and devices in other world literatures."**: 2008/9

Based on these results, no changes will be made. The next time the course is revised, a different SLO will be assessed.
DVC Instructional Course SLO Action Plans

642. Queer Literature Across Cultures [ENGL-173] belonging to English [ENGL]
Plan for topic "Students completing this course will be able to Compose written textual analyses of the above features and their significance to individual works or queer literature in general. [E]": 2018/19

Students demonstrated a high level of learning and critical thinking through this assignment. The data suggest that while most students are succeeding, teachers of English 173 should continue to monitor this SLO. As with other literature courses, the co-requisite is 122. Because of this, many students are new to college writing and literary analysis, and it is important to include the basics of literary analysis in their instruction and to scaffold writing assignments.

In the last assessment plan, we discussed retention of online classes. This was an in-person class, and retention was not a significant issue this semester.

Plan for topic "Students completing the course will be able to define and identify literary terms and devices including plot, characterization, narration, setting and theme and apply them to an assigned reading.": 2015/16

As per our last assessment plan, we have discussed retention of online classes in several dept meetings. Some strategies, such as early outreach and various contact methods, have been discussed. We also reviewed Outcomes 1 & 2 and rewrote the course outline.

This assignment asked students to think critically in an "outside the box" way by asking them to interact from their own point of view with a fictional character or adopt a point of view of a writer other than themselves. Students demonstrated a high level of learning and critical thinking through this assignment.

This data suggests that there is no need for changes with respect to curriculum, pedagogy, or assessment methodology; however, teachers of English 173 and other lit courses should continue to monitor and develop assignments that differently assess SLOs regarding literary elements (this is an SLO common to every literature course).
Plan for topic "Students completing this course will be able to Discuss historical, philosophical, social, political, socioeconomic, or aesthetic contexts and concerns represented in selected literature."

In Essay 1, students demonstrated a high level of proficiency articulating an understanding of homosexual identity in a historical context gained from class discussions and the novel.

It is worth noting that this is a new outcome since the course was recently revised. In response to the previous assessment (Fall 2012), course SLOs were edited to conflate two outcomes to this one. This newly worded outcome reflects a crucial aspect of the course curriculum. We are happy thus far with the new course outline. This data suggests that there is no need for changes with respect to curriculum, pedagogy, or assessment methodology; however, teachers will continue to monitor and develop assessments for this kind of SLO in literature courses.

Plan for topic "Students completing the course will be able to define and identify literary terms and devices including plot, characterization, narration, setting and theme and apply them to an assigned reading."

Students remaining in the class all demonstrated understanding of poets use of literary devices. As a department, we should further discussion retention strategies, especially for online courses.

Plan for topic "Students completing the course will be able to articulate in an essay how race, culture, and ethnicity are reflected in the theme of an assigned piece of literature."

Either outcome 1 or 2 should be changed because they are similar.

Plan for topic "Students completing the course will be able to make a connection between the theme of an assigned reading by a gay or lesbian author and the social, cultural or historical context in which it was written."

These numbers do not suggest the need for changes with respect to curriculum, pedagogy or assessment methodology. Accordingly, the plan is to affirm current practice.

Plan for topic "Students completing the course will be able to define and identify literary terms and devices including plot, characterization, narration, setting and theme and apply them to an assigned reading."
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students completing the course will be able to articulate in an essay how race, culture, and ethnicity are reflected in the theme of an assigned piece of literature.</em></td>
<td>2010/11</td>
</tr>
<tr>
<td><em>Students completing the course will be able to define and identify literary terms and devices including plot, characterization, narration, setting and theme and apply them to an assigned reading.</em></td>
<td>2008/9</td>
</tr>
</tbody>
</table>

No changes to Title 5 outline or instruction are recommended.
DVC Instructional Course SLO Action Plans

643. Science Fiction and Fantasy Literature [ENGL-175] belonging to English [ENGL]

Plan for topic "Students completing the course will be able to identify and analyze the social/cultural relevance of a work of Science Fiction and/or Fantasy literature.": 2017/18

The previous assessment noted that it was a particularly effective teaching technique to ask students to apply a specific critical lens to a text or visual work; such a requirement all but ensures critical thinking is taking place on some level. This assessment is based on the same foundation as the last successful SLO report and had similar findings: this "apply" and "analyze" language in the assignment helps students move up the Bloom's taxonomy pyramid.

Since this course, and literature courses in general seem to be doing well in this area of the rubric, English will look at other SLOs to assess in this and other lit courses, as well as how to better reach those students who do not submit assignments.

Plan for topic "Students completing the course will be able to apply methods of literary analysis to selected works of Science Fiction and Fantasy literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme, to demonstrate their understanding of the work.": 2014/15

We are satisfied with the success of the methods at this time. In the future we are considering assessing ENGL 170 in some different areas, beyond those already examined, including specific themes, different genres, etc.

Plan for topic "Students completing the course will be able to read an unfamiliar work of Science Fiction and/or Fantasy literature, identify its literary elements and explain the attributes which make this work representative of the genre.": 2014/15

We are satisfied with the success of the methods at this time. In the future we are considering assessing ENGL 170 in some different areas, beyond those already examined, including specific themes, different genres, etc.

Plan for topic "Students completing the course will be able to identify and analyze the social/cultural relevance of a work of Science Fiction and/or Fantasy literature.": 2014/15

We are satisfied with the success of the methods at this time. In the future we are considering assessing ENGL 170 in some different areas, beyond those already examined, including specific themes, different genres, etc.

Plan for topic "Students completing the course will be able to apply methods of literary analysis to selected works of Science Fiction and Fantasy literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme, to demonstrate their understanding of the work.": 2012/13

This success rate was higher than in 2011 (82%) and the enrollment overall was higher this time, demonstrating we are making progress on teaching strategies and student
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to read an unfamiliar work of Science Fiction and/or Fantasy literature, identify its literary elements and explain the attributes which make this work representative of the genre.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scored well, particularly when given an assignment tailored to this outcome.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify and analyze the social/cultural relevance of a work of Science Fiction and/or Fantasy literature.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-focused assignments such as applying a single critical idea to a work of literature garnered high success rates, so as a department we should think about sharpening the focus of our assignments in other classes as well.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply methods of literary analysis to selected works of Science Fiction and Fantasy literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme, to demonstrate their understanding of the work.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to implement the course as is.</td>
<td></td>
</tr>
</tbody>
</table>
644. The Graphic Novel as Literature [ENGL-176] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to apply literary and/or visual criticism to graphic novels.": 2018/19

1. Successful result: We chose this SLO as it was assessed last time, and it was concluded that "We will continue to assess this topic since literary criticism is so essential to this course and all our lit courses." The previous assessor was happy with the results in this area. I’m very happy with the success here, as the entire course demonstrated the ability to take theory and use it as a tool to analyze a graphic novel. In particular, most of the students 9/15 demonstrated excellence with applying theory to the graphic novel. This is especially impressive, as in the first commentary, early in the course, the success rate was lower, and only 3/15 demonstrated excellence in this area. Finally, this is particularly important as this is a first college literature course for a number of the students.

a. Small class: The small class size did have the potential advantage that might explain this result. We were able to build a tight community, and I was able to work one-on-one with many students, providing a level of support and scaffolding which is difficult to achieve in literature courses with 45 students.

b. Recursive model/revision: Students composed three short essay commentaries across the course, each asking them to analyze the text in terms of visual and/or literary theory. In between each essay response, students completed practice paragraphs. Students could also revise the first and second commentaries if they did not pass this main SLO. This process-based methodology allowed students to develop this challenging analytical skill.

2. Next steps:

a) Continue growth model approach: This result confirms that the course is helping students to learn how to apply academic criticism to a graphic literature, a key skill for all literature courses. In order to maintain this level of success, it will be critical to continue the process-based methodology, one in which students are guided via a growth-mindset based model. As many of the students are new to college literary analysis, it’s critical that we find intentional ways to help students have considerable practice, with opportunity for revision, to develop.

b) Future Assessment: We have assessed this SLO for two cycles. For the next cycle, we should dig into another component, such as F) Identify and appraise the historical and contemporary implications of the graphic novel form, including its influence from (and on) other art forms, such as film, visual art, and textual literature. This will allow us to see how well students are seeing graphic literature in the greater cultural and historical context.

Plan for topic "Students completing this course will be able to apply literary and/or visual criticism to graphic novels.": 2015/16

The assessment plan was discussed with the Literature Committee in our department. Based on the previous assessment, we decided to assess a different assessment topic.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to recognize and analyze the unique artistic and literary features of the graphic novel." 2013/14

It was determined after assessment that SLO #1 and SLO #2 were too similar for future assessment. It has been suggested we swap out #2 with another of the objectives from the course outline. Also, The Watchmen is a very complex text and as many of the students in the course were relatively new to writing literary analysis, this was an impressive result. For some it is their first college writing course.

Plan for topic "Students completing the course will be able to critically analyze a range of graphic novels/novellas, their texts and visual component(s)." 2013/14

As noted for SLO #1, we have determined that SLO #1 and SLO #2 are too similar and need to be swapped out.

Plan for topic "Students completing the course will be able to identify and appraise the historical and contemporary implications of the graphic novel art form." 2013/14

Generally satisfied with the results. About 5 students wrote thoughtful reflections on process that did not include a discussion of historical context. Though their responses revealed an implied knowledge of how to write and discuss comics, they did not explicitly point to historical precedents.

Plan for topic "Students completing the course will be able to recognize and analyze the unique artistic and literary features of the graphic novel." 2011/12

We are satisfied by the results and the quality of the final essays in general, in which students demonstrated the ability to interpret Watchmen using visual and literary elements.

Plan for topic "Students completing the course will be able to critically analyze a range of graphic novels/novellas, their texts and visual component(s)." 2011/12

Students struggled with this assignment, more than the final essay, likely because they needed to look for textual/visual features shared across texts. We are satisfied with the results as the assignment provided practice and feedback that allowed students to be more successful in the final essay.

Plan for topic "Students completing the course will be able to identify and appraise the historical and contemporary implications of the graphic novel art form." 2011/12

We would like to find a more inventive or challenging way to reach this outcome.
Plan for topic "Students completing the course will be able to apply methods of literary analysis to selected works of children's literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme, to demonstrate their understanding of the work." : 2017/18

The assessment and results were discussed with the Literature Committee in our department. The previous action plan suggested that we focus on the specific aspects of this SLO, which we did. This year's data suggests that the current mode of instruction on literary elements in English 177 is effective. The data from this year, along with the previous assessment, show that we do a good job teaching toward SLO B. Therefore, the next time we assess 177, it would be good to look at one of the other SLOs, such as SLO E because it focuses on multicultural groups and SLO G because it encompasses traditional and contemporary works.

Plan for topic "Students completing the course will be able to apply methods of literary analysis to selected works of children's literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme, to demonstrate their understanding of the work." : 2014/15

It is felt that students were successful in the methods utilized for this course and next time there could be more focus on specific aspects of theme, picture books, character, and plot.

Plan for topic "Students completing the course will be able to read an unfamiliar work of children's literature and identify and explain the attributes which make this work representative of the genre." : 2014/15

It is felt that students were successful in the methods utilized for this course and next time there could be more focus on specific aspects of theme, picture books, character, and plot.

Plan for topic "Students completing the course will be able to identify and analyze in a picture book the visual, spatial, and textual elements which support the theme of the text." : 2014/15

It is felt that students were successful in the methods utilized for this course and next time there could be more focus on specific aspects of theme, picture books, character, and plot.
## DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to apply methods of literary analysis to selected works of children's literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme, to demonstrate their understanding of the work."**: 2012/13

Although this is a successful result, I think the next time the class is taught more attention needs to be paid to informing students that their ability to follow the conventions of writing about literature will impact their grades.

**Plan for topic "Students completing the course will be able to read an unfamiliar work of children's literature and identify and explain the attributes which make this work representative of the genre."**: 2012/13

Student responses to an unfamiliar text were generally first rate. This was a wonderful exercise and a good test of what they had learned. I suggested other instructors try a similar approach in the future.

**Plan for topic "Students completing the course will be able to identify and analyze in a picture book the visual, spatial, and textual elements which support the theme of the text."**: 2012/13

Each week, students were asked to present on picture books informally as part of class discussion. In the future, I would suggest an activity like this be added to the curriculum as a graded activity.

**Plan for topic "Students completing the course will be able to apply methods of literary analysis to selected works of children's literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme, to demonstrate their understanding of the work."**: 2010/11

These very successful results do not suggest the need for changes with respect to curriculum, pedagogy, or assessment methodology. Accordingly, the plan is to affirm current practice with one change which has already been implemented. That is, we are hopeful that the new method of distributing course assessments will contribute to instructor awareness of SLOs; we further plan to implement strategies for teachers who are new to the course to access previous best practices.

**Plan for topic "Students completing the course will be able to read an unfamiliar work of children's literature and identify and explain the attributes which make this work representative of the genre."**: 2010/11

These very successful results do not suggest the need for changes with respect to curriculum, pedagogy, or assessment methodology. Accordingly, the plan is to affirm current practice.

**Plan for topic "Students completing the course will be able to apply methods of literary analysis to selected works of children's literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme, to demonstrate their understanding of the work."**: 2009/10

Affirmation and reinforcement of current methods and curriculum.

**Plan for topic "Students completing the course will be able to read an unfamiliar work of children's literature and identify and explain the attributes which make this work representative of the genre."**: 2009/10

Affirmation and reinforcement of current methods and curriculum.
attributes which make this work representative of the genre.”: 2009/10

Affirmation and reinforcement of current methods and curriculum.

Plan for topic "Students completing the course will be able to identify and analyze in a picture book the visual, spatial, and textual elements which support the theme of the text.”: 2009/10

Affirmation and reinforcement of current methods and curriculum.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to analyze selected works of YA [Young Adult] Literature.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary analysis is the common thread of all DVC English courses, and thus was a good choice for the first time ENGL-178 is assessed through the SLO assessment process. For future processes, it would be interesting to look at different SLOs: for example, SLO E, &quot;Apply literary theory and criticism to YA literature,&quot; or SLO F, &quot;Apply theories of adolescent psychological, emotional, and cognitive development as represented in YA literature.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to distinguish Young Adult (YA) literature from adult and children's literature.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>The last time this course was offered, it was canceled due to low enrollment. We will assess it next time it is offered. The literature committee is currently working on a new rotations cycle for its lit courses.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to discuss historical, philosophical, social, political, or aesthetic context and concerns to selected literature.": 2017/18

The assessment and results were discussed with the Literature Committee in our department.

This course has not been offered in several years so there is no relevant previous assessment plan. The data suggests that current methods of instruction for SLO E are working well; curriculum for the course should continue to include dramatic literature that is representative of various social and/or political settings, and continue to present this material in the context of those settings. This reviewer recommends that this SLO be assessed next cycle as well because it is central to the intent of the course. New instructors are at liberty to select a different set of readings to be studied; therefore student progress on this SLO should be assessed in the context of new materials.

Plan for topic "D. Students completing this course will be able to examine and interpret ways form and delivery influence content and theme in literature of the drama.": 2017/18

The data suggests that current methods of instruction for SLO E are working well; the course should continue to include attendance of a variety of live performances of dramatic literature. These performances should represent a variety of performance practices so that students can observe various ways dramatic literature can be interpreted from page to stage.

This reviewer recommends that this SLO be assessed next cycle as well since it is central to the intent of the course. New instructors are at liberty to select a different set of performances to be observed; therefore student progress on this SLO should be looked at in the context of new performances.

Plan for topic "Students completing the course will be able to read stage and lighting directions in an assigned play and analyze how these directions serve to direct the audience to the theme of the scene and the play.": 2015/16

The Department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed Fa 17 and reported by 12/31/18.

Plan for topic "Students completing the course will be able to read stage and lighting directions in an assigned play and analyze how these directions serve to direct the audience to the theme of the scene and the play.": 2015/16
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare and contrast the written version of a play assigned for class and a live performance or cinematic interpretation of it.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are satisfied with the results and plan to continue using this assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to define major literary elements of drama: plot, character, theme, setting, language, stage business.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some students used examples from the dialogue of the play rather than stage directions to support the theme and we will work on ways to help students understand the distinction. Overall, though, 21 out of 26 being successful in this objective is very good.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to define major literary elements of drama: plot, character, theme, setting, language, stage business.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assignment for writing reviews needs to be rewritten so that students are graded on their correct usage of these literary terms.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

648. Multicultural Literature by American Women [ENGL-190] belonging to English [ENGL]
Plan for topic "Students completing the course will demonstrate their abilities to interpret women's literature for ideological and aesthetic values."

Because we assessed topics 2 and 3 last time, we decided to assess Topic 1. It was suggested that this cycle we add models of strong literary analysis, which we did. This lesson worked because students had the opportunity to see literary models of aesthetic devices, discuss themes, and then craft a thesis from which they then wrote an essay. Next assessment cycle we will focus on Topic 2 so we can explore students' understanding of the intersection of race, class, and culture with gender.

Plan for topic "Students completing the course will demonstrate their abilities to interpret women's literature for ideological and aesthetic values." 2017/18

The department feels that the assessment tool is appropriate for gathering the data. To possibly improve performance on this learning outcome, the instructor could provide models of literary analysis by professional writers, successful students, and from their own work. The department will then compare results after the next assessment cycle to see if this approach improves student performance on this learning outcome.

Plan for topic "Students completing the course will read women's literature and analyze how race, culture, ethnicity, and class have affected women's lives." 2014/15

The department feels that the assessment tool is appropriate for gathering the data. The choice of poems illustrated ways race, culture, ethnicity and class impact women's lives. The pairing of these two poems helped students succeed at understanding this learning outcome. In future assessments, instructors will evaluate whether this pairing continues to have these results.

Plan for topic "Students completing the course will be able to analyze women's literature and identify the differences and similarities in fiction, prose, drama, and poetry." 2014/15

The department feels that the assessment tool is appropriate for gathering the data. The comparison and contrast of ways a literary device was used in two literary genres demonstrated the learning outcome to the students. In future, this assessment could be applied to additional literary genres to elicit a more global understanding of the outcome.

Plan for topic "Students completing the course will demonstrate their abilities to interpret women's literature for ideological and aesthetic values." 2010/11

Although the students are successful according to the identified criteria, instructor will work on this outcome to move future students into the top (very well) category with respect to this outcome. This involves working more closely with students on their individual projects so they are focused on exploring the issues that lead to the outcome. Moreover, the instructors on the two campuses will meet to share strategies for success and to discuss the criteria.

Plan for topic "Students completing the course will read women's literature and analyze how race, culture, ethnicity, and class have affected women's lives." 2010/11

Although the students are successful according to the identified criteria, instructor will work on this outcome to move future students into the top (very well) category with respect
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to analyze women's literature and identify the differences and similarities in fiction, prose, drama, and poetry.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Although the students are successful according to the identified criteria, instructor will work on this outcome to move future students into the top (very well and extremely well) categories.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will demonstrate their abilities to interpret women's literature for ideological and aesthetic values.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Although the students are successful according to the identified criteria, instructor will work on this outcome to move future students into the top (very well) category with respect to this outcome.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will read women's literature and analyze how race, culture, ethnicity, and class have affected women's lives.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Although the students are successful according to the identified criteria, instructor will work on this outcome to move future students into the top (very well) category with respect to this outcome.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to analyze women's literature and identify the differences and similarities in fiction, prose, drama, and poetry.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Although the students are successful according to the identified criteria, instructor will work on this outcome to move future students into the top (very well) category with respect to this outcome.</td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to demonstrate receptivity to responses by classmates and instructor."

The assessment and results were discussed with members of the Creative Writing Committee in our department. Our last action plan suggested that "some of the assessment topics seem[ed] rather broad and very vague" and "suggested that more specific aspects of student work, perhaps specific components of a piece of fiction and the creative writing process, be analyzed." We followed this directive and focused on certain aspects of fiction writing. This methodology worked well because students were able to understand what model writers were achieving and therefore were mostly successful. Next time, we plan to address the same SLO (E), but we will focus on poetic or dramatic elements.

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>The assessment and results were discussed with members of the Creative Writing Committee in our department. Our last action plan suggested that &quot;some of the assessment topics seem[ed] rather broad and very vague&quot; and &quot;suggested that more specific aspects of student work, perhaps specific components of a piece of fiction and the creative writing process, be analyzed.&quot; We followed this directive and focused on certain aspects of fiction writing. This methodology worked well because students were able to understand what model writers were achieving and therefore were mostly successful. Next time, we plan to address the same SLO (E), but we will focus on poetic or dramatic elements.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing this course will be able to construct prose and/or poetry pieces that demonstrate knowledge of the aspects of fiction, creative nonfiction, and/or poetry including, but not limited to, narrative perspective, character, plot, time, setting, and language."

The assessment and results were discussed with members of the Creative Writing Committee in our department. Our last action plan suggested that "some of the assessment topics seem[ed] rather broad and very vague" and "suggested that more specific aspects of student work, perhaps specific components of a piece of fiction and the creative writing process, be analyzed." We followed this directive and focused on certain aspects of fiction writing. This methodology worked well because students were able to understand what model writers were achieving and therefore were mostly successful. Next time, we plan to address the same SLO (E), but we will focus on poetic or dramatic elements.

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>The assessment and results were discussed with members of the Creative Writing Committee in our department. Our last action plan suggested that &quot;some of the assessment topics seem[ed] rather broad and very vague&quot; and &quot;suggested that more specific aspects of student work, perhaps specific components of a piece of fiction and the creative writing process, be analyzed.&quot; We followed this directive and focused on certain aspects of fiction writing. This methodology worked well because students were able to understand what model writers were achieving and therefore were mostly successful. Next time, we plan to address the same SLO (E), but we will focus on poetic or dramatic elements.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to identify strengths in their own and others' writing, as well as offer helpful commentary and constructive criticism."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>The assessment and results were discussed with members of the Creative Writing Committee in our department. Our last action plan suggested that &quot;some of the assessment topics seem[ed] rather broad and very vague&quot; and &quot;suggested that more specific aspects of student work, perhaps specific components of a piece of fiction and the creative writing process, be analyzed.&quot; We followed this directive and focused on certain aspects of fiction writing. This methodology worked well because students were able to understand what model writers were achieving and therefore were mostly successful. Next time, we plan to address the same SLO (E), but we will focus on poetic or dramatic elements.</td>
</tr>
</tbody>
</table>

---

Course Action Plans | Outcome Assessment History | Page 1214 of 2394
<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to demonstrate receptivity to responses by classmates and instructor.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Some of the assessment topics seems rather broad and very vague. It is suggested that more specific aspects of student work, perhaps specific components of a piece of fiction and the creative writing process, be analyzed. Some of the criteria also seem hazy and could be more specific.</td>
<td></td>
</tr>
<tr>
<td>Students completing this course will be able to construct prose and/or poetry pieces that demonstrate knowledge of the aspects of fiction, creative nonfiction, and/or poetry including, but not limited to, narrative perspective, character, plot, time, setting, and language.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to apply relevant constructive criticism made by peers and teacher to the revision of creative pieces, thus demonstrating receptivity to readers' responses.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to identify strengths in their own and others' writing, as well as offer helpful commentary and constructive criticism.</td>
<td>2012/13</td>
</tr>
<tr>
<td>Students' performance on this assessment improved over the previous assessment in 2010 (90%), reflecting well on our students' and instructor's performance.</td>
<td></td>
</tr>
<tr>
<td>This outcome also has a higher score than in 2010 (85%). Keeping in mind the goal (having students use forms and styles discussed in class) has helped them to improve in a focused way.</td>
<td></td>
</tr>
<tr>
<td>Students completing this course will be able to construct prose and/or poetry pieces that demonstrate knowledge of the aspects of fiction, creative nonfiction, and/or poetry including, but not limited to, narrative perspective, character, plot, time, setting, and language.</td>
<td>2014/15</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to demonstrate receptivity to responses by classmates and instructor.": 2012/13

This outcome also has a higher score than in 2010 (85%). Keeping in mind the goal (having students use forms and styles discussed in class) has helped them to improve in a focused way.

On this outcome, significant progress was made since 2010 (70%). The process essay seems like a particularly good way to gauge the effectiveness of peer review and instructor feedback, suggesting the importance of such metacognitive assignments.

Plan for topic "Students completing this course will be able to apply relevant constructive criticism made by peers and teacher to the revision of creative pieces, thus demonstrating receptivity to readers' responses.": 2012/13

On this outcome, significant progress was made since 2010 (70%). The process essay seems like a particularly good way to gauge the effectiveness of peer review and instructor feedback, suggesting the importance of such metacognitive assignments.

Plan for topic "Students completing the course will be able to demonstrate receptivity to responses by classmates and instructor.": 2010/11

This outcome is the "least achieved" of the four assessed, possibly indicating that more energy could be spent either on instruction of the vocabulary or on identification of the terms. In general, the plan is to continue current instruction, with this slight modification.

Plan for topic "Students completing this course will be able to construct prose and/or poetry pieces that demonstrate knowledge of the aspects of fiction, creative nonfiction, and/or poetry including, but not limited to, narrative perspective, character, plot, time, setting, and language.": 2010/11

This outcome is the "least achieved" of the four assessed, possibly indicating that more energy could be spent either on instruction of the vocabulary or on identification of the terms. In general, the plan is to continue current instruction, with this slight modification.

Plan for topic "Students completing this course will be able to apply relevant constructive criticism made by peers and teacher to the revision of creative pieces, thus demonstrating receptivity to readers' responses.": 2010/11

The plan is to continue the current methodology, pedagogy and assessment methods.

Plan for topic "Students completing the course will be able to demonstrate receptivity to responses by classmates and instructor.": 2010/11

In general, the plan is to continue current instruction, with this slight modification.
Plan for topic "Students completing the course will be able to demonstrate receptivity to responses by classmates and instructor."
2010/11

There was confusion with respect to how to evaluate this outcome; columns two an three should be rewritten.

Plan for topic "Students completing this course will be able to demonstrate precision in the use of language with attention to word choice, internal and external rhyme, line breaks (in poetry), and by effectively managing metaphor, descriptive image, dialogue, and narrative voice."
2010/11

There was confusion with respect to how to evaluate this outcome; columns two an three should be rewritten.

Plan for topic "Students completing the course will be able to demonstrate precision in the use of language with attention to word choice, internal and external rhyme, line breaks (in poetry), and by effectively managing metaphor, descriptive image, dialogue, and narrative voice."
2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.

Plan for topic "Students completing the course will be able to construct prose and/or poetry pieces that demonstrate knowledge of the aspects of fiction, creative nonfiction, and/or poetry including, but not limited to, narrative perspective, character, plot, time, setting, and language."
2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.

Plan for topic "Students completing the course will be able to apply relevant constructive criticism made by peers and teacher to the revision of creative pieces, thus demonstrating receptivity to readers' responses."
2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.

Plan for topic "Students completing the course will be able to demonstrate receptivity to responses by classmates and instructor."
2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to demonstrate receptivity to responses by classmates and instructor."

2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.

Plan for topic "Students completing the course will be able to demonstrate precision in the use of language with attention to word choice, internal and external rhyme, line breaks (in poetry), and by effectively managing metaphor, descriptive image, dialogue, and narrative voice."

2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.
DVC Instructional Course SLO Action Plans

650. Short Story Writing [ENGL-223] belonging to English [ENGL]
Plan for topic "Students completing this course will be able to identify and employ a variety of fictional/narrative techniques including those modeled in professional writing."

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to identify and employ a variety of fictional/narrative techniques including those modeled in professional writing.</td>
<td>The previous Action Plan suggested we find a more detailed and complex assessment topic. Therefore, we chose to assess SLO C through assessment topic 4, which encompasses multiple strategies for fiction writing. Since this assessment covered drafts, next time we may consider examining revisions through examining assessment topic 3 in order to have a more complete understanding of our offerings of English 223. The assessment and results were discussed with members of the Creative Writing Committee in our department.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to analyze literature with attention to theme, tone, style, character, plot, narrative, image, and language and be able to offer helpful commentary and constructive criticism.</td>
<td>The methods used to assessment were fine, but next time more detailed and (potentially) complex topic could be selected to gather information and findings of more depth.</td>
</tr>
<tr>
<td>Students completing the course will be able to appropriately construct and develop their own short stories, which include attention to plot, theme, and character.</td>
<td>The methods used to assessment were fine, but next time more detailed and (potentially) complex topic could be selected to gather information and findings of more depth.</td>
</tr>
<tr>
<td>Students completing the course will be able to revise, edit, and proofread a final draft of a short story, focusing on theme, plot, language, tone, and style.</td>
<td>The methods used to assessment were fine, but next time more detailed and (potentially) complex topic could be selected to gather information and findings of more depth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to analyze literature with attention to theme, tone, style, character, plot, narrative, image, and language and be able to offer helpful commentary and constructive criticism.</td>
<td>We are satisfied with these results and will continue to teach the class in the same manner.</td>
</tr>
<tr>
<td>Students completing the course will be able to appropriately construct and develop their own short stories, which include attention to plot, theme, and character.</td>
<td>Because we are satisfied with these results, we will continue to teach the class in the same manner.</td>
</tr>
<tr>
<td>Students completing the course will be able to revise, edit, and proofread a final draft of a short story, focusing on theme, plot, language, tone, and style.</td>
<td>Because we are satisfied with these results, we will not change the teaching methodology at this time.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to analyze literature with attention to theme, tone, style, character, plot, narrative, image, and language and be able to offer helpful commentary and constructive criticism.": 2011/12

The instructors have determined that this SLO was met by the majority of students (83%). In the next SLO cycle, we can modify this assessment topic to be more focused, since the current assessment topic seems to cover two different sets of skills.

Plan for topic "Students completing the course will be able to appropriately construct and develop their own short stories, which include attention to plot, theme, and character.": 2011/12

The instructors have determined that this SLO was met by the majority of students (78%). As a department, we should continue to foster diverse, professional faculty members capable of teaching fiction writing as well as analysis, experts who are published authors themselves.

Plan for topic "Students completing the course will be able to revise, edit, and proofread a final draft of a short story, focusing on theme, plot, language, tone, and style.": 2011/12

The instructors have determined that this SLO was met by the majority of students (78%). We suggest that a different outcome or method should be used in the next assessment cycle for one of the three assessment topics.

Plan for topic "Students completing the course will be able to analyze literature with attention to theme, tone, style, character, plot, narrative, image, and language and be able to offer helpful commentary and constructive criticism.": 2008/9

No changes necessary. The next time this course is revised, SLOs should be evaluated with a different sample or with a different outcome.

Plan for topic "Students completing the course will be able to appropriately construct and develop their own short stories, which include attention to plot, theme, and character.": 2008/9

No changes necessary. The next time this course is revised, SLOs should be evaluated with a different sample or with a different outcome.

Plan for topic "Students completing the course will be able to revise, edit, and proofread a final draft of a short story, focusing on theme, plot, language, tone, and style.": 2008/9

No changes necessary. The next time this course is revised, SLOs should be evaluated with a different sample or with a different outcome.
Plan for topic "Students completing this course will be able to demonstrate and practice the creative process.":: 2016/17

In the last assessment cycle, we assessed various elements of poetry. This semester we wanted to focus on the creative process since it is the most necessary and immediate element of this class. The generative aspect of this course is key. This assessment was discussed with the department's literature and SLO committees, which will encourage instructors to continue to devise prompts that allow students to tap into their own experiences to produce their own creative work.

Plan for topic "Students completing the course will be able to demonstrate an aesthetic awareness and appreciation of the art of poetry.":: 2015/16

The department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed in FA17 or SP18 and reported by 12/31/18.

Plan for topic "Students completing ENGL-224 will be able to demonstrate and practice the creative process.":: 2015/16

The department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed in FA17 or SP18 and reported by 12/31/18.

Plan for topic "Students completing ENGL-224 will be able to demonstrate and practice the creative process.":: 2013/14

The outcome seems a bit general--we plan to assess a different outcome next time.

Plan for topic "Students completing the course will be able to demonstrate an aesthetic awareness and appreciation of the art of poetry.":: 2013/14

The outcome seems a bit general--we plan to assess a different outcome next time.

Plan for topic "Students completing the course will be able to demonstrate a critical awareness of the elements of poetry.":: 2013/14

As the success rate on this outcome is a bit lower than for the others, we plan to put more emphasis on analyzing the elements of poetry (which may take more effort if this is not included in the textbook).

Plan for topic "Students completing ENGL-224 will be able to distinguish and discuss the elements of poetry.":: 2013/14

As the success rate on this outcome is a bit lower than for the others, we plan to put more emphasis on analyzing the elements of poetry (which may take more effort if this is not included in the textbook).

Plan for topic "Students completing the course will be able to engage in intensive practice in dealing with those elements.":: 2013/14

Next time, we will make sure to ask about the number of students assessed, not just the number on the final grading roster.

Plan for topic "Students completing ENGL-224 will be able to evaluate and critique the student’s own work as well as the work of peers.":: 2013/14

Next time, we will make sure to ask about the number of students assessed, not just the number on the final grading roster.
Plan for topic "Students completing the course will be able to demonstrate an aesthetic awareness and appreciation of the art of poetry.": 2010/11
While the results fall approximately within the 75% success rate, this is not as successful as we would like. The next time this course is evaluated, instructors will meet to discuss the outcome and to design a strategy for emphasizing the skill over the course of the entire semester.

Plan for topic "Students completing ENGL-224 will be able to demonstrate and practice the creative process.": 2010/11
While the results fall approximately within the 75% success rate, this is not as successful as we would like. The next time this course is evaluated, instructors will meet to discuss the outcome and to design a strategy for emphasizing the skill over the course of the entire semester.

Plan for topic "Students completing the course will be able to demonstrate a critical awareness of the elements of poetry.": 2010/11
Again, the results are surprising in that they represent a decline from the success previously reported. In all likelihood, the decline is attributable to an increased rigor with respect to evaluation. But it is necessary for the instructors of this class to meet and define more clearly the methods and the criteria for success. An immediate focus on assessment methodology seems more appropriate than a change to the curriculum.

Plan for topic "Students completing ENGL-224 will be able to distinguish and discuss the elements of poetry.": 2010/11
Again, the results are surprising in that they represent a decline from the success previously reported. In all likelihood, the decline is attributable to an increased rigor with respect to evaluation. But it is necessary for the instructors of this class to meet and define more clearly the methods and the criteria for success. An immediate focus on assessment methodology seems more appropriate than a change to the curriculum.

Plan for topic "Students completing the course will be able to engage in intensive practice in dealing with those elements.": 2010/11
We are satisfied with respect to this outcome and will continue with the same pedagogy. It is likely, however, that the shifts to assessment methods that take place with respect to the first two outcomes will have an impact on this outcome as well.

Plan for topic "Students completing ENGL-224 will be able to evaluate and critique the student's own work as well as the work of peers.": 2010/11
We are satisfied with respect to this outcome and will continue with the same pedagogy. It is likely, however, that the shifts to assessment methods that take place with respect to the first two outcomes will have an impact on this outcome as well.

Plan for topic "Students completing ENGL-224 will be able to distinguish and discuss the elements of poetry.": 2008/9
No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.

Plan for topic "Students completing the course will be able to demonstrate a critical awareness of the elements of poetry.": 2008/9
No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.

Plan for topic "Students completing the course will be able to engage in intensive practice in dealing with those elements.": 2008/9
No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.
Plan for topic "Students completing ENGL-224 will be able to evaluate and critique the student's own work as well as the work of peers.": 2008/9
No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.

Plan for topic "Students completing the course will be able to engage in intensive practice in dealing with those elements.": 2008/9
No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.

Plan for topic "Students completing the course will be able to understand the nature of the creative process.": 2008/9
No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.
### DVC Instructional Course SLO Action Plans

#### 652. Creative Nonfiction Writing [ENGL-225] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to compose, shape and organize creative non-fiction works, appropriately employing strategies of successful narrative expression;": 2017/18

This course has not been assessed since 2008, and in 2014 the future of this course was undetermined, so basically we're starting anew with this action plan. For this assessment, this activity worked well for students to achieve success with this SLO. Since we've recently reintegrated this course into the Creative Writing course rotation, it would be beneficial for the department to assess this SLO again the next time it's assessed to compare findings. Beyond this, and for future SLO assessment, we should consider assessing a different SLO, perhaps B, F, or H because they have not ever been assessed.

Plan for topic "Students completing the course will be able to analyze and evaluate professional authors from at least two cultural perspectives found in the United States other than that of Euro-American culture.": 2015/16

The future of this course is undetermined. The Literature Committee is in the process of reviewing a new course rotation. Once it is offered, we will assess it according to our usual process and practices.

Plan for topic "Students completing the course will be able to analyze and evaluate professional authors from at least two cultural perspectives found in the United States other than that of Euro-American culture.": 2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.

Plan for topic "Students completing the course will be able to analyze and evaluate professional authors from at least two cultural perspectives found in the United States other than that of Euro-American culture.": 2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a different sample or with a different objective.
DVC Instructional Course SLO Action Plans

653. Early English Literature [ENGL-252] belonging to English [ENGL]

Plan for topic "Students completing the course will be able to compare, contrast and evaluate characteristics of significant authors and styles in early English literature." : 2017/18

<table>
<thead>
<tr>
<th>The assessment and results were discussed with members of the Literature Committee in our department. The previous assessment report, conducted in 2014/2015, noted the lack of clarity in SLO C. The department has submitted a new course description with revised SLOs that provide greater clarity.</th>
</tr>
</thead>
</table>

Although the majority of students successfully completed the assessment of current SLO A, students would benefit from more practice identifying the stylistic features of short passages separated from their broader textual context. In particular, students need practice applying literary terms to identify and distinguish between texts. This reviewer recommends providing student with additional opportunities earlier in the semester (e.g. practice quizzes, small group activities, class discussions) to use specific literary terminology to identify and compare the styles used in different texts.

Plan for topic "Students completing the course will be able to identify and describe evidence of evolution of style and manner in the written form of the language." : 2014/15

<table>
<thead>
<tr>
<th>Assessment two seems vague and something about literary history and, in particular, the way it is influenced by cultural and social history might be a better way of analyzing student success.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to identify and describe evidence of the influence of cultural heritage upon native art forms, ideas and institutions." : 2014/15

<table>
<thead>
<tr>
<th>Assessment two seems vague and something about literary history and, in particular, the way it is influenced by cultural and social history might be a better way of analyzing student success.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to compare, contrast and evaluate characteristics of significant authors and styles in early English literature." : 2014/15

<table>
<thead>
<tr>
<th>Assessment two seems vague and something about literary history and, in particular, the way it is influenced by cultural and social history might be a better way of analyzing student success.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing the course will be able to identify and describe evidence of evolution of style and manner in the written form of the language." : 2011/12

| Students complained of "test anxiety" on this part of the exam, so perhaps this outcome could be tested in a format that students could work on at home. |
## DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to identify and describe evidence of the influence of cultural heritage upon native art forms, ideas and institutions.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remind instructors that peer review sessions and professional examples of close readings can help students to learn this skill.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to compare, contrast and evaluate characteristics of significant authors and styles in early English literature.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>We were satisfied with student learning retention, independent thinking, and critical and comparative analysis with respect to this outcome.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to identify and describe evidence of evolution of style and manner in the written form of the language.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>No suggested changes to the Title 5 rewrite or instructional methods. The next time this course is revised, a different SLO criteria will be evaluated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to identify and describe evidence of the influence of cultural heritage upon native art forms, ideas and institutions.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>No suggested changes to the Title 5 rewrite or instructional methods. The next time this course is revised, a different SLO criteria will be evaluated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to compare, contrast and evaluate characteristics of significant authors and styles in early English literature.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>No suggested changes to the Title 5 rewrite or instructional methods. The next time this course is revised, a different SLO criteria will be evaluated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome Assessment History</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize the historical and cultural contexts of the literary works under examination.&quot;</td>
<td>2016/17</td>
<td></td>
</tr>
<tr>
<td>While our last assessment cycle said we would incorporate identifying characteristics of the genre (SLO 3) into this cycle, we decided it was more important to focus on students' understanding of historical and cultural contexts of literature (SLO 4) since that SLO is central to literature program and our English PLO. The assessment and results were discussed with the Literature Committee in our department. The literature committee will discuss ways, for example through best practices sessions, to help students who struggle to use historical and cultural contexts to get at larger interpretive points that treat the work as representative of important concerns of the period.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to identify characteristics of the genres.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>As the performance on this ungraded task was a bit lower, we will incorporate this assessment as part of a graded assignment in the future.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will gain sufficient knowledge of the literary period and authors to examine the question of authorial intention.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>As the performance on this ungraded task was a bit lower, we will incorporate this assessment as part of a graded assignment in the future.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to trace the evolution in the literature (style, theme, genre, or subject) of the major periods of the 19th and 20th centuries.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>We are very satisfied with the success rates demonstrated for this class, which have remained consistent through three cycles of evaluation. In the future, we may choose to assess with respect to more narrow criteria.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will gain sufficient knowledge of the literary period and authors to examine the question of authorial intention.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>We are very satisfied with the success rates demonstrated for this class, which have remained consistent through three cycles of evaluation. In the future, we may choose to assess with respect to more narrow criteria.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to identify characteristics of the genres.&quot;</td>
<td>2010/11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVC Instructional Course SLO Action Plans</td>
<td></td>
</tr>
<tr>
<td><strong>We are very satisfied with the success rates demonstrated for this class, which have remained consistent through three cycles of evaluation. In the future, we may choose to assess with respect to more narrow criteria.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to recognize the historical and cultural contexts of the literary works under examination.&quot;</strong>: 2010/11</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to trace the evolution in the literature (style, theme, genre, or subject) of the major periods of the 19th and 20th centuries.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td><strong>Affirmation and reinforcement of current methods and curriculum.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will gain sufficient knowledge of the literary period and authors to examine the question of authorial intention.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to identify characteristics of the genres.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to recognize the historical and cultural contexts of the literary works under examination.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td><strong>Affirmation and reinforcement of current methods and curriculum.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to trace the evolution in the literature (style, theme, genre, or subject) of the major periods of the 19th and 20th centuries.&quot;</strong>: 2008/9</td>
<td></td>
</tr>
<tr>
<td><strong>No changes to the Title 5 rewrite or instructional method are needed. The next time this course is revised, a different SLO criterion will be evaluated.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will gain sufficient knowledge of the literary period and authors to examine the question of authorial intention.&quot;</strong>: 2008/9</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to identify characteristics of the genres.&quot;</strong>: 2008/9</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to trace the evolution in the literature (style, theme, genre, or subject) of the major periods of the 19th and 20th centuries.&quot;</strong>: 2008/9</td>
<td></td>
</tr>
<tr>
<td><strong>No changes to the Title 5 rewrite or instructional method are needed. The next time this course is revised, a different SLO criterion will be evaluated.</strong></td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

655. Survey of Early American Literature [ENGL-262] belonging to English [ENGL]
Plan for topic "Students completing ENGL-262 will be able to read and interpret literature on a figurative as well as literal level, identifying literary elements such as theme, setting, etc.": 2018/19

Assessment results were shared with others who recently taught this course. Most students did well. It's illuminating to look at the few who didn't due to lack of explication or detail, or clarity of expression or analysis. This relates to previous action plans in 2015/2016, which noted concerns about developing students' writing skills. In that assessment, as well as the prior one in 2013/2014, another action plan included developing specific learning outcomes that would be more useful for teaching this. This year's results reinforce the relevance of those goals, pointing towards more reinforcement of particular literary analysis skills, and of how students should apply these in given contexts.

Plan for topic "Students completing ENGL-262 will be able to compare, contrast, and evaluate characteristics of significant authors and styles in early American literature.": 2015/16

The assessment and results were discussed with the Literature Committee in our department. The midterm showed that virtually all students were proficient in distinguishing among authors’ voices and styles as well as finding common threads as students were asked to explore Puritan thought, Native American worldviews, or the intersection of indigenous and European world views. We found that students could identify similarities and differences, but some could not write critically about them because of lack of writing skills. The literature committee will discuss viable options for addressing writing concerns (e.g., holding best practices sessions, compiling a packet on writing about literature, and so on).

Plan for topic "Students completing ENGL-262 will be able to compare and contrast the complementary and competing world views as they are expressed in and shaped the literature of this period.": 2015/16

The assessment and results were discussed with the Literature Committee in our department. The reading response showed that students were able to discern certain values key to the Native groups discussed (Haudenosaunee and Lakota), such as reciprocity, responsibility, and self-purpose, and then compare and contrast these with European/Christian views of individuality and ownership. In our previous assessment cycle, we stated we would continue to work on crafting specific learning outcomes which can help enhance the discussion and learning process. While we have not done so, we plan to do so the next time Title V rewrites are due.

Plan for topic "Students completing ENGL-262 will be able to read and interpret literature on a figurative as well as literal level, identifying literary elements such as theme, setting, etc.": 2015/16

The assessment and results were discussed with the Literature Committee in our department. The reading response showed that students were able to discern certain values key to the Native groups discussed (Haudenosaunee and Lakota), such as reciprocity, responsibility, and self-purpose, and then compare and contrast these with European/Christian views of individuality and ownership. In our previous assessment cycle, we stated we would continue to work on crafting specific learning outcomes which can help enhance the discussion and learning process. While we have not done so, we plan to do so the next time Title V rewrites are due.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ENGL-262 will be able to compare, contrast, and evaluate characteristics of significant authors and styles in early American literature.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>A few students had difficulty with the in-class exam. We will put more emphasis on how to approach writing a coherent essay on specified topics impromptu.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ENGL-262 will be able to compare and contrast the complementary and competing world views as they are expressed in and shaped the literature of this period.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was an interesting assessment topic and led to a new level of synthesis. We will continue to work on crafting specific learning outcomes which can help enhance the discussion and learning process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ENGL-262 will be able to read and interpret literature on a figurative as well as literal level, identifying literary elements such as theme, setting, etc.&quot;*: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The specific learning outcome was well-focused. In the future, we should try to incorporate such assessments earlier in the semester.</td>
</tr>
</tbody>
</table>
656. Survey of Late American Literature [ENGL-263] belonging to English [ENGL]

Plan for topic "Students completing this course will be able to analyze complex works of literature on a figurative as well as literal level."

The assessment and results were discussed with the current course instructor and members of the SLO and Literature Committee. Overall, the results show successful completion of the SLO; however, we should consider revising the language of literal versus figurative reading to better reflect the process of close reading and critical analysis that is actually taking place around these texts. Example of language that might work better: "Students completing this course will be able to move from summary of the surface level (or observational level) of a text to a more comprehensive analysis or argument about that text (including reading multiple layers of meaning or symbolism, etc.)."

Plan for topic "Students completing the course will be able to trace the evolution in American literature (style, form, subject, and genre) of the major periods from 1865 to the present."

For our next assessment, we should work on extending this assessment across time periods.

Plan for topic "Students completing the course will be able to identify, describe and analyze the historical and cultural contexts of the literary works under examination."

Students did very well on this assessment. We will continue to use such focused topics to guide our development of effective and thought-provoking assessment tools.

Plan for topic "Students completing the course will be able to analyze how American authors address the cultural construct of what it means to be American."

Instructional methods appear to be successful; perhaps we will need to modify the assessment technique to achieve more meaningful results.

Plan for topic "Students completing the course will be able to identify, describe and analyze the historical and cultural contexts of the literary works under examination."

Instructional methods appear to be successful; perhaps we will need to modify the assessment technique to achieve more meaningful results.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to read the literature with an understanding of the relationship between culture and literary form and idea.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course hasn't been successfully offered since fall 2017. We will assess it as soon as it's offered again.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to compare and contrast characteristics of selected authors and styles. [C]&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think this course would benefit from a pre-requisite requirement. Students come to the class with widely varying levels of preparation, with some who can write quite sophisticated literary analyses and others who are interested in literature but have very rudimentary reading and writing skills. For future assessments, we should look at B. Analyze various aspects of literature in selected works; E. Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works; or G. Compose written textual analyses that discuss the features of early world literature and their significance to individual works or early world literature in general.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the similarities and differences in subject, theme, literary form, and/or style in works from various cultures (including Middle East, Europe, Africa, Asia, and the Americas).&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessment and results were discussed with the Literature Committee in our department. Though per our last assessment we planned to assess another topic this time, we decided to reassess this topic since (a) the course has not been assessed recently, and (b) it's a particularly rich and apt topic. The log entries and class discussion growing out of them showed that a large majority of students could not only identify a theme, question or issue across the three traditions but also could begin to articulate in writing and class discussion the implications of their similarities and differences. For example, a theme students were keen to explore in their writing and discussion was the treatment of women in Genesis, the Christian Gospels, Augustine's Confessions and the Qur'an. They probed the characters of Eve and other women in the Hebrew Bible, the Virgin Mary in the Christian Gospels, Augustine's mom and lover in the Confessions and Muhammad's first wife Khadija in the Qur'an. We found that students could identify similarities and differences, but needed class discussion to more deeply probe the differences and what they suggest about the culture and religion. The literature committee will discuss ways to improve students' abilities to do this deeper analysis on their own (e.g., holding best practices sessions, discussing further scaffolding, linking this assignment to a midterm or essay option, and so on).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to read the literature with an understanding of the relationship between culture and literary form and idea.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on these results, no changes will be made. The next time the course is revised, a different SLO will be assessed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the similarities and differences in subject, theme, literary form, and/or style in works from various cultures (including Middle East, Europe, Africa, Asia, and the Americas).&quot;</th>
<th>2008/9</th>
</tr>
</thead>
</table>
Plan for topic "Students completing the course will be able to analyze the evolution of the literature as it developed in civilizations around the world from the beginnings of literature to 1650.": 2008/9

Based on these results, no changes will be made. The next time the course is revised, a different SLO will be assessed.
Plan for topic "Students completing the course will be able to analyze the similarities and differences in subject, theme, literary form, and/or style in works from various cultures (including the Middle East, Europe, Africa, Asia, and the Americas).": 2018/19

Students did not do as well on this assessment as they have in the past due to the small sample size at this late date in the semester and the fact that they only had 20 minutes to complete this ungraded comparison and did not have their textbooks because we were working from a handout that day. This assessment topic, among others, was assessed on the final exam during the previous assessment in 2013/2014, and 89% (8/9) of students succeeded. The 2013/2014 action plan suggested the topic was too broad and that students needed more guidance to organize their thoughts. Looking at the 3 out of 11 students who received 3 on their assessment this time, I would agree with the 2013/2014 action plan that the breadth of the topic posed a challenge for students. Students may have forgotten details about an earlier author, failed to give enough specifics on 3 authors, confused details about specific authors, or gone on a tangent to an earlier author that was unclear. To assist students in keeping the range of authors clear in their minds, I could engage in more review and synthesis activities, and ask students to complete more responses on the readings. I could also assist students more in pre-writing strategies in order to get clear in their minds the comparisons and contrasts they wanted to make among 3 authors with respect to at least two of the literary elements. We could also address strategies for how to organize an analysis of 3 authors and two literary elements. The assessment and results will be discussed with members of the Literature Committee in the English Department.

Plan for topic "Students completing the course will be able to analyze the similarities and differences in subject, theme, literary form, and/or style in works from various cultures (including the Middle East, Europe, Africa, Asia, and the Americas).": 2016/17

This course was reported on 7-21-2014. It is currently not offered. We will assess it next time it is offered.

Plan for topic "Students completing the course will be able to analyze the similarities and differences in subject, theme, literary form, and/or style in works from various cultures (including the Middle East, Europe, Africa, Asia, and the Americas).": 2013/14

This assessment topic seems too broad and failed to provide students much guidance for their final exam essay. In light of such open-ended questions students require training to organize their thoughts more systematically, rather than providing a too general comparison.

Plan for topic "Students completing the course will be able to read literature with critical skill, and an understanding of the relationship between culture and literary form and idea": 2013/14

This assessment topic is a bit broad and ambiguous, and should be rewritten to clarify what kind of "idea" is referred to. The instructor should emphasize historical context and the use of literary examples more in relation to the major essays.

Plan for topic "Students completing the course will be able to analyze the evolution of literature as it developed in civilizations around
Plan for topic "Students completing the course will be able to analyze the similarities and differences in subject, theme, literary form, and/or style in works from various cultures (including the Middle East, Europe, Africa, Asia, and the Americas).": 2008/9

Based on these results, no changes will be made. The next time the course is revised, another SLO will be assessed.

Plan for topic "Students completing the course will be able to read literature with critical skill, and an understanding of the relationship between culture and literary form and idea": 2008/9

Based on these outcomes, no changes will be made. The next time the course is revised, another SLO will be assessed.

Plan for topic "Students completing the course will be able to analyze the evolution of literature as it developed in civilizations around the world from the seventeenth century through modern times.": 2008/9

Based on these results, no changes will be made. The next time the course is revised, a different SLO will be assessed.
659. Independent Study [ENGL-298] belonging to English [ENGL]

Plan for topic "Research and create a unit of study involving several science fiction/fantasy short stories appropriate for the high school/community college level. [N/A]": 2018/19

This course hasn't been successfully offered since fall 2017. We will assess it as soon as it's offered again.

Plan for topic "Research and create a unit of study involving several science fiction/fantasy short stories appropriate for the high school/community college level. [N/A]": 2015/16

This section of ENGL-298 was a success in terms of student learning and their application of a host of critical thinking skills. It is worth noting that due to the nature of the Independent Study, the students each talked with me multiple times during the constructions of the large, flexible, open-ended assignment covered in this report, and made many revisions along the way. It was a recursive, instructive process, and not a traditional assessment moment. By the time they submitted final drafts, I knew their projects well, and we both were satisfied with the final product.

Assessing the SLOs of English 298 in a consistent way is an interesting proposition. It seems like ENGL-298 is not offered very often, but perhaps if offerings increase, and it begins to conform to one of a few archetypes (e.g., this one, the future teacher of English version, or another further study in literature version), it might be useful to consider making the SLOs consistent. For now, this version of ENGL-298 satisfied its SLOs, and this report and course outline will perhaps be useful to future ENGL-298 professors and students.
Plan for topic "Students completing this course will be able to solve a system of equations and find the values of each variables and roots of quadratic equations." : 2017/18

This course is part of a new program and has been included in a three year assessment plan that has been developed with the SLO committee. ENGTC-111 has yet to be taught and will be formally assessed in the FA20 semester.

Plan for topic "Students completing this course will be able to calculate the required material based on volume, perimeters and surface areas of needed parts and then use trigonometry and algebra to locate linear points on an object for manual and CNC machining applications." : 2017/18

This course is part of a new program and has been included in a three year assessment plan that has been developed with the SLO committee. ENGTC-111 has yet to be taught and will be formally assessed in the FA20 semester.

Plan for topic "Students completing this course will be able to create numerical equations based on measurements taken from three dimensional manufactured objects and convert fractions into decimal numbers for manual or machine input" : 2017/18

This course is part of a new program and has been included in a three year assessment plan that has been developed with the SLO committee. ENGTC-111 has yet to be taught and will be formally assessed in the FA20 semester.
661. Introduction to Technical Drawing [ENGTC-119] belonging to Architecture/Engineering [ENGTC]

Plan for topic "Students completing this course will be able to identify the six standard and three primary views of a basic multi-view drawing.": 2017/18

| This topic is being instructed throughout the semester. Students who successfully completed the course demonstrate competence in this learning outcome. No action is needed at this time. |

Plan for topic "Students completing this course will be able to identify auxiliary and sectional views of an engineering multi-view drawing.": 2017/18

| This topic is being instructed throughout the semester. Students who successfully completed the course demonstrate competence in this learning outcome. No action is needed at this time. |
662. Principles of Civil Drafting [ENGTC-123] belonging to Architecture/Engineering [ENGTC]

Plan for topic "Students completing this course will be able to identify classifications of topographic maps and interpret also apply map scales.": 2017/18

This course is part of a new program and has been included in a three year assessment plan that has been developed with the SLO committee. ENGTC-123 will be formally assessed during the FA19 semester.

Plan for topic "Students completing this course will be able to use terms and symbols found within topographic maps to describe key features": 2017/18

This course is part of a new program and has been included in a three year assessment plan that has been developed with the SLO committee. ENGTC-111 has yet to be taught and will be formally assessed in the FA20 semester.

Plan for topic "Students completing this course will be able to develop and reproduce topographic drawings created manually and from computer aided drafting.": 2017/18

This course is part of a new program and has been included in a three year assessment plan that has been developed with the SLO committee. ENGTC-111 has yet to be taught and will be formally assessed in the FA20 semester.
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DVC Instructional Course SLO Action Plans</strong></td>
<td></td>
</tr>
<tr>
<td><strong>663. Computer Aided Design and Drafting - AutoCAD [ENGTC-126]</strong></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to successfully draw objects in the model space of AutoCAD.&quot; : 2017/18</td>
<td></td>
</tr>
<tr>
<td>No action is needed at this time</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ARCHI-126 will be able to use all the draw and modify functions to create a CAD drawing.&quot; : 2017/18</td>
<td></td>
</tr>
<tr>
<td>No action is needed at this time</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to use layout to configure a drawing to print. Students completing this course will be able to&quot; : 2017/18</td>
<td></td>
</tr>
<tr>
<td>No action is needed at this time</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;e&quot; : 2017/18</strong></td>
<td></td>
</tr>
<tr>
<td>No action is needed at this time</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to create simple solid CAD models through the extrusion, rotation, sweep, rotation and shell cutting operations.": 2017/18

| No action is needed at this time |

Plan for topic "Students completing this course will be able to draw two dimensional lines on planes and use modeling operations to create a solid part including extrusions, sweeps, shell, and loft commands.": 2017/18

| No action is needed at this time |

Plan for topic "Students completing this course will be able to plot out a technical, two-dimensional drawing from the solid model file, providing dimensions and specifications of the components.": 2017/18

| No action is needed at this time |
### 665. Introduction to Industrial and Manufacturing Engineering [ENGTC-160] belonging to Architecture/Engineering [ENGTC]

**Plan for topic "Students completing this course will be able to discuss the physical properties of materials such as metals, alloys, and non metals."": 2017/18**

<table>
<thead>
<tr>
<th>No action is needed at this time</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to analyze manufactured objects and describe the entire process used to fabricate and manufacture the finished object."": 2017/18**

<table>
<thead>
<tr>
<th>No action is needed at this time</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to review technical drawings and finished parts to ensure industry standards and specifications are being followed."": 2017/18**

| No action is needed at this time |
### DVC Instructional Course SLO Action Plans

**Course**: 666. Geometric Dimensioning and Tolerancing [ENGTC-162] belonging to Architecture/Engineering [ENGTC]

**Plan for topic** "Students completing this course will be able to identify datum planes for machining and measurement applications"  
2017/18  
No action is needed at this time

**Plan for topic** "Students completing this course will be able to analyze detailed drawings and explain the meaning of GD&T symbols as they relate to fabricated parts."  
2017/18  
No action is needed at this time

**Plan for topic** "Students completing this course will be able to locate references coordinates from surfaces and verify measurement tolerances."  
2017/18  
No action is needed at this time
### DVC Instructional Course SLO Action Plans

**667. Machining and Manufacturing I [ENGTC-165] belonging to Architecture/Engineering [ENGTC]**

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to perform basic set-ups and operations on drill presses, band saws, and lathes.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action is needed at this time</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to determine the appropriate material needed for machining and determine the required set-ups and cutting tool speed rates required to fabricate the parts.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action is needed at this time</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to analyze technical drawings and blueprints and develop an determine the machines needed to fabricate the parts.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action is needed at this time</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to demonstrate safe practices for the setups and operation so lathes and vertical milling machines."

No action is needed at this time.

Plan for topic "Students completing this course will be able to select the appropriate tools bits needed for advanced machining operations and determine what advanced set-ups are required to fabricate the parts."

No action is needed at this time.

Plan for topic "Students completing this course will be able to perform advanced milling and lathe operations for precise part inspections."

No action is needed at this time.
| Plan for topic "Students completing this course will be able to generate G-Code from Computer Aided Manufacturing (CAM) software."
| 2017/18 | No action is needed at this time. |
| Plan for topic "Students completing this course will be able to review and verify G-Code needed to generate tools paths and CNC machining operations."
| 2017/18 | No action is needed at this time. |
| Plan for topic "Students completing this course will be able to perform basic operations to create a part on a CNC machine."
| 2017/18 | No action is needed at this time. |

Plan for topic "Students completing this course will be able to interpret and draw schematics for both electrical and the hydraulics and pneumatic systems" : 2017/18

No action is needed at this time.

Plan for topic "Students completing this course will be able to trouble shoot problems and determine the best course of action to operate hydraulic and pneumatic equipment." : 2017/18

No action is needed at this time.

Plan for topic "Students completing this course will be able to analyze open and closed center hydraulic systems and determine the best way to improve performance and efficiency." : 2017/18

No action is needed at this time.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Action Plan</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>671. Mechanical Systems and Components [ENGTC-176]</td>
<td><strong>Plan for topic</strong> &quot;Students completing this course will be able to identify bearing types and apply concepts in maintenance and repair to bearing failures&quot;: 2017/18</td>
<td>No action is needed at this time.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic</strong> &quot;Students completing this course will be able to identify, assemble, and disassemble mechanical systems&quot;: 2017/18</td>
<td>No action is needed at this time.</td>
</tr>
<tr>
<td></td>
<td><strong>Plan for topic</strong> &quot;Students completing this course will be able to identify equipment vibrations and provide alignment procedures to properly repair equipment.&quot;: 2017/18</td>
<td>No action is needed at this time.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to develop 3-dimensional drawings for product design and development": 2018/19

No further steps need to be taken

Plan for topic "Students completing the course will be able to develop a drawing database to be used for project management, including bill of materials and estimation": 2018/19

No further plan is required

Plan for topic "Students completing this course will be able to develop an advanced three dimensional CAD model for presentation": 2018/19

Right now the assignment is focused primarily on architecture. Next step is to incorporate both architecture and product design assignments.

Plan for topic "Students completing this course will be able to develop three-dimensional digital models for design and presentation": 2018/19

Right now the assignment is focused primarily on architecture. Next step is to incorporate both architecture and product design assignments.

Plan for topic "Students completing the course will be able to create custom menus and macros": 2018/19

No action plan is needed at this time.

Plan for topic "Students completing the course will be able to develop 3-dimensional drawings for product design and development": 2017/18

No action is needed at this time

Plan for topic "Students completing the course will be able to develop a drawing database to be used for project management, including bill of materials and estimation": 2017/18

No action is needed at this time

Plan for topic "Students completing this course will be able to develop an advanced three dimensional CAD model for presentation": 2017/18

No action is needed at this time

Plan for topic "Students completing this course will be able to develop three-dimensional digital models for design and presentation": 2017/18

No action is needed at this time

Course Action Plans

Outcome Assessment History
### DVC Instructional Course SLO Action Plans

**673. Introduction to Energy Systems [ENSYS-120] belonging to Electronics/Electricity/Energy Systems [ENSYS]**

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ENSYS-120 will be able to Measure the electrical and gas energy requirements of each energy using device in their home, compile and analyze the data, and make base recommendations for improvement.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess in 2020/21 and report by 12/31/21</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-120 will be able to Measure the electrical and gas energy requirements of each energy using device in their home, compile and analyze the data, and make base recommendations for improvement.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-120 will be able to design a very basic solar water thermal and/or solar photovoltaic system.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>Results are satisfactory. Will continue to monitor for opportunities for improvement.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-120 will be able to design a very basic solar water thermal and/or solar photovoltaic system.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>2014-05-29: Results are satisfactory. Will continue to monitor for opportunities for improvement.</td>
<td></td>
</tr>
<tr>
<td>2014-12-13: Results are satisfactory. Have added a lab component to this class which enables instructor to more fully show students how equipment works and help them with data analysis.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-120 will be able to design a very basic solar water thermal and/or solar photovoltaic system.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>This course has been revised from two units to three, with additional hours added for more hands-on learning. The course will be offered in the new format Fall 2014.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-120 will be able to build components of small solar thermal or solar photovoltaic systems, based on plans they develop.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>Results are satisfactory. Modifying student assignments to reflect materials that we currently have in the lab.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-120 will be able to build components of small solar thermal or solar photovoltaic systems, based on plans they develop.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>Results are satisfactory. Have modified the assignment for the future so that students work in teams to complete an entire small system rather than stand-alone components.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-120 will be able to install a very basic solar photovoltaic and/or solar thermal system.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>This course has been revised from two units to three, with additional hours added for more hands-on learning. The new format will be offered Fall 2014.</td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing this course will be able to identify and quantify the major energy uses in a building."

**2019/20**

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. Chair will assess SP20 sections and submit by 6/1/20 - posted by SLO Chair</td>
<td></td>
</tr>
</tbody>
</table>

**2015/16**

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are positive. Based on current feedback and observations, as well as notes from earlier assessments, this SLO is appropriately presented and measured. Instructor will be updating, expanding, and documenting lab exercises to clearly target skills objective.</td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing this course will be able to describe and distinguish the elements of the building envelope, including roof, walls, and glazing."

**2015/16**

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are positive. Need to increase enrollment in the future by targeted outreach. Instructor will be revising and documenting the lab exercises to clearly target skills objective.</td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing this course will be able to use standard building performance tools to quantify the state of a building and identify major envelope problems."

**2015/16**

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are positive. Need to increase enrollment in the future by targeted outreach. Instructor will be (improving) and documenting the lab exercises to clearly target skills objective.</td>
<td></td>
</tr>
<tr>
<td>Plan</td>
<td>Outcome Assessment History</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to conduct a solar site evaluation.&quot;: 2017/18</td>
<td>Assess in 2019/20 and report by 12/31/20</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to conduct a solar site evaluation.&quot;: 2014/15</td>
<td>Results are satisfactory. No changes recommended at this time.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to design a solar photovoltaic system.&quot;: 2014/15</td>
<td>Results are satisfactory. No changes recommended at this time.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-130 will be able to design a medium size and complexity photovoltaic system.&quot;: 2014/15</td>
<td>Results are satisfactory. No changes recommended at this time.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to install solar photovoltaic systems.&quot;: 2014/15</td>
<td>Results are satisfactory. No changes recommended at this time.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-130 will be able to install a medium size and complexity solar photovoltaic system.&quot;: 2014/15</td>
<td>Results are satisfactory. No changes recommended at this time.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to conduct a solar site evaluation.&quot;: 2013/14</td>
<td>Based on feedback and observations noted in earlier sections and assessments, the solar site evaluation process was simplified and participation made mandatory. Additional</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to design a solar photovoltaic system.&quot;: 2013/14</td>
<td>Results are satisfactory and will be monitored on an ongoing basis for improvement opportunities.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to install solar photovoltaic systems.&quot;: 2013/14</td>
<td>Results are satisfactory and will continue to be monitored for improvement opportunities.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-130 will be able to design a medium size and complexity photovoltaic system.&quot;: 2013/14</td>
<td>Results are satisfactory and will continue to be monitored for improvement opportunities.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to install solar photovoltaic systems.&quot;: 2013/14</td>
<td>Results are satisfactory and will be monitored on an ongoing basis to identify opportunities for improvement.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing ENSYS-130 will be able to install a medium size and complexity solar photovoltaic system.&quot;: 2013/14</td>
<td>Results are satisfactory and will be monitored on an ongoing basis to identify opportunities for improvement.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Tools were employed and this SLO seems adequate for this time. Programs and services incorporating Mapping, GIS systems, and satellite photographs continue to be integrated into the solar site evaluation as they develop and become more user friendly. The program needs to continue to stay up to date with tools and technologies.

Plan for topic "Students completing the course will be able to design a solar photovoltaic system.": 2012/13

Based on feedback and observations noted in earlier sections and assessments, the process of designing a solar photovoltaic system was simplified and participation made mandatory. Additional changes are not necessary at this point.

Plan for topic "Students completing ENSYS-130 will be able to design a medium size and complexity photovoltaic system.": 2012/13

Based on feedback and observations noted in earlier sections and assessments, the process of designing a solar photovoltaic system was simplified and participation made mandatory. Additional changes are not necessary at this point.

Plan for topic "Students completing the course will be able to install solar photovoltaic systems.": 2012/13

Based on current feedback and observations as well as notes from earlier assessments, this SLO where students install solar photovoltaic systems is appropriate at this time. The biggest wildcard in this area is suitable weather to allow students to work outdoors and have adequate sun for the systems to actually operate. There are several newer systems on the market, and the program will need to make sure it stays current with industry.

Plan for topic "Students completing ENSYS-130 will be able to install a medium size and complexity solar photovoltaic system.": 2012/13

Based on current feedback and observations as well as notes from earlier assessments, this SLO where students install solar photovoltaic systems is appropriate at this time. The biggest wildcard in this area is suitable weather to allow students to work outdoors and have adequate sun for the systems to actually operate. There are several newer systems on the market, and the program will need to make sure it stays current with industry.

Plan for topic "Students completing the course will be able to conduct a solar site evaluation.": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to design a solar photovoltaic system.": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing ENSYS-130 will be able to design a medium size and complexity photovoltaic system.": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing ENSYS-130 will be able to install a medium size and complexity solar photovoltaic system.": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to install solar photovoltaic systems.": 2010/11

No SLO related changes are recommended for this course.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to conduct a solar site evaluation.&quot;</td>
<td>2009/10 Need to rethink the project for next cycle -- what was asked was too complicated and involved and too many students decided not to participate.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to design a solar photovoltaic system.&quot;</td>
<td>2009/10 Need to rethink the project for next cycle -- what was asked was too complicated and involved and too many students decided not to participate.</td>
</tr>
<tr>
<td>&quot;Students completing ENSYS-130 will be able to design a medium size and complexity photovoltaic system.&quot;</td>
<td>2009/10 Need to rethink the project for next cycle -- what was asked was too complicated and involved and too many students decided not to participate.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to install solar photovoltaic systems.&quot;</td>
<td>2009/10 Continue to teach actual installations of various types, and evaluate students based on their ability to perform all such installations properly.</td>
</tr>
<tr>
<td>&quot;Students completing ENSYS-130 will be able to install a medium size and complexity solar photovoltaic system.&quot;</td>
<td>2009/10 Continue to teach actual installations of various types, and evaluate students based on their ability to perform all such installations properly.</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### 676. Topics in Energy Systems [ENSYS-150] belonging to Electronics/Electricity/Energy Systems [ENSYS]

#### Plan for topic "Students completing this course will be able to identify and quantify the major energy uses in a building": 2019/20

*This is an Experimental Topics Course Number and will be assessed next time it is utilized.*

#### Plan for topic "Students completing this course will be able to identify and quantify the major energy uses in a building": 2015/16

*Modified the data sheet to make it clearer for the next cohort. Measure effectively accomplished objective. This pilot course was revised and republished as ENSYS 125.*

#### Plan for topic "Students completing this course will be able to use standard building performance tools to quantify the state of a building and identify major envelope problems": 2015/16

*Results are satisfactory. In the future, we will attempt to use the equipment at off-campus locations, pending management approval. This pilot course was revised and republished as ENSYS 125.*

#### Plan for topic "Students completing this course will be able to describe and distinguish the elements of the building envelope, including roof, walls, and glazing.": 2015/16

*This exercise accomplished the objective. In the future, it may be beneficial to develop a set of photographs of various building envelopes and assemblies to add to the mix. This pilot course was revised and republished as ENSYS 125.*
Plan for topic "Students completing the course will be able to locate information in the National Electrical Code related to photovoltaic systems.":: 2017/18

Assess in 2020/21 and report by 12/31/21

Plan for topic "Students completing the course will be able to locate information in the National Electrical Code related to photovoltaic systems.":: 2014/15

Given course cancellation and feedback from advisory committee, several changes were made to the course to reflect market conditions and student/employer expectations. Additional hands-on activities and use of diagnostic equipment to analyze installed systems will be incorporated. The course is scheduled again for SP 2016, after which time it will be re-evaluated. Further, the entire ENSYS program has been revised and with the new offering in the FA 2015 college catalog and some targeted advertising, we are planning for an increase in enrollment.

Plan for topic "Students completing the course will be able to work safely with high voltage and high electrical current systems.":: 2014/15

Given course cancellation and feedback from advisory committee, several changes were made to the course to reflect market conditions and student/employer expectations. Additional hands-on activities and use of diagnostic equipment to analyze installed systems will be incorporated. The course is scheduled again for SP 2016, after which time it will be re-evaluated. Further, the entire ENSYS program has been revised and with the new offering in the FA 2015 college catalog and some targeted advertising, we are planning for an increase in enrollment.

Plan for topic "Students completing ENSYS-230 will be able to design small to medium size photovoltaic systems.":: 2014/15

Given course cancellation and feedback from advisory committee, several changes were made to the course to reflect market conditions and student/employer expectations. Additional hands-on activities and use of diagnostic equipment to analyze installed systems will be incorporated. The course is scheduled again for SP 2016, after which time it will be re-evaluated. Further, the entire ENSYS program has been revised and with the new offering in the FA 2015 college catalog and some targeted advertising, we are planning for an increase in enrollment.

Plan for topic "Students completing ENSYS-230 will be able to design larger and complex photovoltaic systems like those seen on small to medium size commercial buildings.":: 2014/15

Given course cancellation and feedback from advisory committee, several changes were made to the course to reflect market conditions and student/employer expectations. Additional hands-on activities and use of diagnostic equipment to analyze installed systems will be incorporated. The course is scheduled again for SP 2016, after which time it will be re-evaluated. Further, the entire ENSYS program has been revised and with the new offering in the FA 2015 college catalog and some targeted advertising, we are planning for an increase in enrollment.

Plan for topic "Students completing the course will be able to locate information in the National Electrical Code related to photovoltaic systems.":: 2014/15

Given course cancellation and feedback from advisory committee, several changes were made to the course to reflect market conditions and student/employer expectations. Additional hands-on activities and use of diagnostic equipment to analyze installed systems will be incorporated. The course is scheduled again for SP 2016, after which time it will be re-evaluated. Further, the entire ENSYS program has been revised and with the new offering in the FA 2015 college catalog and some targeted advertising, we are planning for an increase in enrollment.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan</th>
<th>Outcome</th>
<th>Planned Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to work safely with high voltage and high electrical current systems.</td>
<td>Results are satisfactory. Will continue to incorporate this element in the course.</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to design small to medium size photovoltaic systems.</td>
<td>No SLO related changes are recommended for this course.</td>
<td>2011/12</td>
<td></td>
</tr>
<tr>
<td>Students completing ENSYS-230 will be able to design larger and complex photovoltaic systems like those seen on small to medium size commercial buildings.</td>
<td>No SLO related changes are recommended for this course.</td>
<td>2011/12</td>
<td></td>
</tr>
<tr>
<td>Students completing ENSYS-230 will be able to locate information in the National Electrical Code related to photovoltaic systems.</td>
<td>No SLO related changes are recommended for this course.</td>
<td>2011/12</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to design small to medium size photovoltaic systems.</td>
<td>Instructor has written additional exercises and instruction material which will be introduced the next time the course is taught.</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>Students completing ENSYS-230 will be able to design larger and complex photovoltaic systems like those seen on small to medium size commercial buildings.</td>
<td>Instructor has written additional exercises and instruction material, including a new book, which will be introduced the next time the course is taught.</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to locate information in the National Electrical Code related to photovoltaic systems.</td>
<td>Instructor has written additional exercises and instruction material, including a new book, which will be introduced the next time the course is taught.</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2017/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to do performance testing of installed solar systems.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess next time course offered. Evaluate for possible deletion.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to use proper safety equipment and techniques to use for solar installations.&quot;</td>
<td></td>
</tr>
<tr>
<td>Assess next time offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to locate information from OSHA and other agencies related to safety.&quot;</td>
<td></td>
</tr>
<tr>
<td>The class was last taught in Fall 2012. Based on information available, the SLO and its measurement are appropriate. This class will need to be evaluated to determine student and market interest, at which time it can be scheduled and further assessment done.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to use proper safety equipment and techniques to use for solar installations.&quot;</td>
<td></td>
</tr>
<tr>
<td>The class was last taught in Fall 2012. Based on information available, the SLO and its measurement are appropriate. This class will need to be evaluated to determine student and market interest, at which time it can be scheduled and further assessment done.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to do performance testing of installed solar systems.&quot;</td>
<td></td>
</tr>
<tr>
<td>The class was last taught in Fall 2012. Based on information available, the SLO and its measurement are appropriate. This class will need to be evaluated to determine student and market interest, at which time it can be scheduled and further assessment done.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

679. Student Instructional Assistant [ENSYS-299] belonging to Electronics/Electricity/Energy Systems [ENSYS]
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
<th>Page 1260 of 2394</th>
</tr>
</thead>
</table>

**DVC Instructional Course SLO Action Plans**


Plan for topic "Discuss causes and consequences of global climate change.": 2018/19

This type of SLO assessment is now what we would like to do in the future. We would like to be more thoughtful in creating a better assessment and will try to implement it in the Summer 2020 course.
DVC Instructional Course SLO Action Plans

## 682. Low-Intermediate College English Skills [ESL-067] belonging to English [ESL]

### Plan for topic "Students completing this course will be able to compose and punctuate simple sentences": 2018/19

This is a good SLO to assess to see how ESL students are learning. Currently, the ESL program is revising this level to make it beginning/high-beginning focused in order to better serve our students.

### Plan for topic "Students completing this course will be able to read and demonstrate comprehension of a 100 word passages of basic academic prose.": 2015/16

The previous Action Plan indicated no need for changes to the way the course is taught. The results of this assessment indicate that instructors are successfully teaching students comprehension of short academic passages. Another topic will probably be assessed in the next cycle.

### Plan for topic "Students completing this course will be able to compose and punctuate simple sentences": 2015/16

The previous Action Plan indicated no need for changes to the way the course is taught. The results of this assessment indicate that instructors are successfully teaching students basic punctuation. Because this is so central to this course, it will most likely be assessed again in the future.

### Plan for topic "Students completing the course will be able to put five words in alphabetical order.": 2012/13

At this time we are satisfied with these results and believe we can continue to teach the class in its current form.

### Plan for topic "Students completing the course will be able to use an English dictionary.": 2012/13

Although we are satisfied with these results, we would like to make this a more contextualized assessment in which students actually write sentences using the dictionary definition correctly.

### Plan for topic "Students completing the course will be able to ask and respond to simple questions.": 2012/13

Although we are satisfied with these results, this activity was exceedingly difficult for a few students owing to the fact that they have exceedingly little experience speaking English. In the future, instructors might want to choose an easier task.

### Plan for topic "Students completing the course will be able to put five words in alphabetical order.": 2008/9

No SLO-related changes at this time.

### Plan for topic "Students completing the course will be able to use an English dictionary.": 2008/9

No SLO-related changes at this time.

### Plan for topic "Students completing the course will be able to ask and respond to simple questions.": 2008/9

No changes necessary. The next time this course is revised, SLO's should be evaluated with a larger group of classes or with a different objective.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to demonstrate proficiency in short oral presentations."
None. Keep the SLO as it is.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to demonstrate comprehension of sentences, paragraphs and simple essays at the intermediate level." : 2017/18
Both instructors don't have recommendations for this SLO. They feel that this SLO is appropriate for this level.

Plan for topic "Students completing the course will be able to comprehend texts at the intermediate ESL level." : 2014/15
The next time we assess this course, we should also assess ESL 78 and 86 in order to analyze the effectiveness of the programmatic sequence.

Plan for topic "Students completing ESL-076 will be able to use vocabulary-building skills to increase vocabulary." : 2014/15
The next time we assess this course, we should also assess ESL 78 and 86 in order to analyze the effectiveness of the programmatic sequence.

Plan for topic "Students completing the course will be able to use vocabulary skills within a variety of contexts." : 2014/15
The next time we assess this course, we should also assess ESL 78 and 86 in order to analyze the effectiveness of the programmatic sequence.

Plan for topic "Students completing ESL-076 will be able to Demonstrate increased comprehension of sentences, paragraphs, and simple essays." : 2014/15
The next time we assess this course, we should also assess ESL 78 and 86 in order to analyze the effectiveness of the programmatic sequence.

Plan for topic "Students completing the course will be able to identify main ideas in a short paragraph." : 2014/15
The next time we assess this course, we should also assess ESL 78 and 86 in order to analyze the effectiveness of the programmatic sequence.

Plan for topic "Students completing ESL-076 will be able to Write short summaries and responses to readings." : 2014/15
The next time we assess this course, we should also assess ESL 78 and 86 in order to analyze the effectiveness of the programmatic sequence.

Plan for topic "Students completing ESL-076 will be able to Use vocabulary-building skills to increase vocabulary." : 2012/13
We should continue to focus on training students how to write about texts, which is necessary for higher levels, and which many students find very challenging.

Plan for topic "Students completing the course will be able to comprehend texts at the intermediate ESL level." : 2012/13
We should continue to focus on training students how to write about texts, which is necessary for higher levels, and which many students find very challenging.

Plan for topic "Students completing the course will be able to use vocabulary skills within a variety of contexts." : 2012/13
It's key to focus on being able to write about texts, so we should continue to emphasize this.

Plan for topic "Students completing ESL-076 will be able to Demonstrate increased comprehension of sentences, paragraphs, and simple essays." : 2012/13
It's key to focus on being able to write about texts, so we should continue to emphasize this.

Plan for topic "Students completing the course will be able to identify main ideas in a short paragraph." : 2012/13
Considering the lower performance on this outcome, we should focus more on reading comprehension. We should also examine the ESL placement process, as many of the
students in this class, noted one instructor, were below the class level.

**Plan for topic "Students completing ESL-076 will be able to Write short summaries and responses to readings."**: 2012/13

Considering the lower performance on this outcome, we should focus more on reading comprehension. We should also examine the ESL placement process, as many of the students in this class, noted one instructor, were below the class level.

**Plan for topic "Students completing the course will be able to comprehend texts at the intermediate ESL level."**: 2008/9

No SLO related changes are recommended for the Title 5 course outline or instructional practice.

**Plan for topic "Students completing ESL-076 will be able to Use vocabulary-building skills to increase vocabulary."**: 2008/9

No SLO related changes are recommended for the Title 5 course outline or instructional practice.

**Plan for topic "Students completing the course will be able to use vocabulary skills within a variety of contexts."**: 2008/9

No SLO-related changes are recommended for the Title 5 course outline or instructional practice.

**Plan for topic "Students completing ESL-076 will be able to Demonstrate increased comprehension of sentences, paragraphs, and simple essays."**: 2008/9

No SLO-related changes are recommended for the Title 5 course outline or instructional practice.

**Plan for topic "Students completing the course will be able to identify main ideas in a short paragraph."**: 2008/9

No SLO-related changes are recommended for the Title 5 course outline or instructional practice.

**Plan for topic "Students completing ESL-076 will be able to Write short summaries and responses to readings."**: 2008/9

No SLO-related changes are recommended for the Title 5 course outline or instructional practice.
**685. Intermediate Academic Writing Skills [ESL-078] belonging to English [ESL]**

| Plan for topic: "Students completing this course will be able to write a narrative of several paragraphs conveying a clear theme."
<table>
<thead>
<tr>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 of the students who did not meet the learning objective simply didn't turn in the assignment. Instructors noted that the rest of the students who didn't pass faced significant language barriers or had insufficient academic skills. The suggestion would be for the college to develop more support for non-English speaking students who are entering the academic realm for the first time.</td>
</tr>
</tbody>
</table>

| Plan for topic: "Students completing the course will be able to construct clear, coherent sentences with correct grammatical structure." |
| 2013/14 |
| The next time we assess this outcome we will devise a shared assessment instrument that will allow us to analyze specific and discrete skills. We should continue to assess the sequence in tandem (either all ESL writing courses or courses at the same level). |

| Plan for topic: "Students completing ESL-078 will be able to recognize grammatical errors in writing." |
| 2013/14 |
| The next time we assess this outcome we will devise a shared assessment instrument that will allow us to analyze specific and discrete skills. We should continue to assess the sequence in tandem (either all ESL writing courses or courses at the same level). |

| Plan for topic: "Students completing ESL-078 will be able to write a simple paragraph with a sense of a beginning, middle and end." |
| 2013/14 |
| The next time we assess this outcome we will devise a shared assessment instrument that will allow us to analyze specific and discrete skills. We should continue to assess the sequence in tandem (either all ESL writing courses or courses at the same level). |

| Plan for topic: "Students completing the course will be able to construct clear, coherent sentences with correct grammatical structure." |
| 2008/9 |
| No SLO-related changes are recommended for the Title 5 course outline or instructional practice. |

| Plan for topic: "Students will be able to form and use the simple present tense correctly in short sentences." |
| 2008/9 |
| No SLO-related changes are recommended for the Title 5 course outline or instructional practice. |

<p>| Plan for topic: &quot;Students completing the course will be able to recognize the parts of a sentence.&quot; |
| 2008/9 |
| No SLO-related changes are recommended for the Title 5 course outline or instructional practice. |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Plan</th>
<th>Outcome Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing ESL-080 will be able to apply the rules of punctuation to various types of sentences including simple sentences with one or more subjects and/or verbs, compound sentences, and complex sentences with adverb clauses.</td>
<td>2017/18 Instructors commented that this SLO is very important and that they want to keep it.</td>
<td>This data suggests that we should continue the current mode of instruction. The next time we assess this, we should assess more than one assignment to ensure all students are represented in the data.</td>
</tr>
<tr>
<td>Students completing ESL-080 will be able to apply the rules of grammar to compose and identify and correct errors in simple sentences that use various sentence patterns.</td>
<td>2014/15 This data suggests that we should continue the current mode of instruction. Further, to ensure all student data is collected, we should collect data across a series of quizzes, rather than a single one (which students could miss).</td>
<td></td>
</tr>
<tr>
<td>Students completing ESL-080 will be able to apply the rules of grammar to identify and correct errors in the present and past continuous tenses and compose sentences that use these tenses correctly.</td>
<td>2014/15 This data suggests that we should continue the current mode of instruction. The next time we assess this, we should assess more than one assignment to ensure all students are represented in the data.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to demonstrate oral proficiency by using delivery strategies during academic formal and informal presentations." : 2017/18

The instructors seem to value this SLO.
DVC Instructional Course SLO Action Plans

688. High-Intermediate Academic Reading Skills [ESL-086] belonging to English [ESL]
Plan for topic "Students completing this course will be able to demonstrate in writing literal comprehension of high-intermediate readings by identifying main ideas, major points, and supporting details": 2018/19

One instructor noted that other 86 professors should use a range of fiction and non-fiction texts in their classes.

Plan for topic "Students completing this course will be able to formulate and write brief summaries of reading selections.": 2015/16

The next time we assess this outcome we will devise a shared assessment instrument that will allow us to analyze how students summarize a shared text. This mirrors the action plan from 96A and 98A in Fall 2013. We should continue to assess the sequence in tandem (either all ESL writing courses or courses at the same level).

Plan for topic "Students completing this course will be able to demonstrate in writing literal comprehension of high-intermediate readings by identifying main ideas, major points, and supporting details": 2015/16

The next time we assess this outcome we will devise a shared assessment instrument that will allow us to analyze students’ understanding of the main idea of a shared text. This mirrors the action plan from 96A and 98A in Fall 2013. We should continue to assess the sequence in tandem (either all ESL writing courses or courses at the same level).

Plan for topic "Students completing the course will be able to comprehend a variety of texts at the high intermediate ESL level.": 2011/12

As a result of this shared assessment, the ESL program met to revise its course outlines and approach. The next time we assess this course, we will use newly generated outcomes.

Plan for topic "Students completing the course will be able to comprehend a variety of texts at the high intermediate ESL level.": 2008/9

No changes necessary. The next time this course is assessed, SLO's should be evaluated with a different skill.

Plan for topic "Students completing the course will be able to use new vocabulary skills within a variety of contexts.": 2008/9

No SLO-related changes at this time.

Plan for topic "Students completing the course will be able to identify the main idea in a passage.": 2008/9

No SLO-related changes at this time.
Plan for topic "Students completing this course will be able to write short essays that develop and support a thesis.": 2018/19

One instructor noted that we should take out the word "short" in the SLO because it undermines what students can actually do. Another instructor mentioned that it would be helpful if the program identified what modes of essays we want to teach in ESL.

Plan for topic "Students completing this course will be able to identify and name component parts of clauses and sentences": 2015/16

The next time we assess this outcome we will devise a shared assessment instrument that will allow us to analyze specific types of clause and sentences. This mirrors the action plan from 96A and 98A in Fall 2013. We should continue to assess the sequence in tandem (either all ESL writing courses or courses at the same level).

Plan for topic "Students completing this course will be able to write short essays that develop and support a thesis.": 2015/16

The next time we assess this outcome we will devise a shared assessment instrument that will allow us to analyze student essays and compare the success of their theses. This mirrors the action plan from 96A and 98A in Fall 2013. We should continue to assess the sequence in tandem (either all ESL writing courses or courses at the same level).

Plan for topic "The Title V Course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:"

Students completing the course will be able to write a three-page, thesis-driven essay.": 2011/12

As a result, the ESL department has changed the course outlines for this level and will assess next time with respect both to length and thesis.

Plan for topic "Students completing the course will be able to write five related sentences that are correctly structured.": 2011/12

As a result of the discussion, instructors in the ESL department met to revise the course sequence to insure that the grammar expectations developed meaningfully over the course sequence (i.e., from ESL 78 to ESL 88 to ESL 98A). The importance of these results cannot be overstated for the coherence of the program. Next time, the course will be evaluated with respect to new outcomes.

Plan for topic "Students completing the course will be able to identify and name component parts of clauses and sentences": 2009/10

No SLO-related changes at this time.

Plan for topic "The Title V Course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:

Students completing the course will be able to write a three-page, thesis-driven essay."": 2008/9

No SLO-related changes are recommended for the Title V course outline or instructional practice.

At the time of a curriculum update for this course, no later than once every five years, the measurement criteria for one of the stated student learning outcomes will be identified, implemented and analyzed. Any recommended changes in the curriculum outline or in instructional practice will be noted on this e-SLO site.
DVC Instructional Course SLO Action Plans

690. Grammar for Advanced ESL Students [ESL-090] belonging to English [ESL]
Plan for topic "Students completing this course will be able to apply the rules of grammar to identify and correct errors in compound-complex sentences."

One instructor feels that homework is a better way to evaluate students' competence compared to quizzes and tests. Another instructor feels that we should add another SLO about generating compound-complex and/or compound sentences.

Plan for topic "Students completing ESL-090 will be able to Apply the rules of grammar to identify and correct errors in compound sentences."

This was the first time we have assessed the SLOs for this course. Instructors noted that this outcome is narrow, and difficult to measure in a particular assignment. Thus, we will plan professional development on the course, with a focus on fine-tuning the course outline for best practices.

Plan for topic "Students completing ESL-090 will be able to Apply the rules of grammar to identify and correct errors in complex sentences."

This was the first time we have assessed the SLOs for this course. Thus, we will plan professional development on the course, with a focus on fine-tuning the course outline for best practices.

Plan for topic "Students completing ESL-090 will be able to Employ sentence combining strategies to write more effective sentences and to vary the type of sentences students use in their writing."

This was the first time we have assessed the SLOs for this course. Thus, we will plan professional development on the course, with a focus on fine-tuning the course outline for best practices.
## DVC Instructional Course SLO Action Plans

### 691. Topics in Vocational English Skills [ESL-091] belonging to English [ESL]

Plan for topic "Students completing this course will be able to demonstrate the writing skills necessary to study a given discipline in depth." : 2017/18

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ESL-091 will be able to demonstrate the writing skills necessary to study a given discipline in depth.&quot;</td>
<td>2017/18</td>
</tr>
</tbody>
</table>

The instructor (there is only one section of this class) notes that peer-review plays a significant role in students' high success rate (for this SLO). She comments that peer review, "makes a tremendous difference in the quality of the students' final drafts."

Plan for topic "Students completing ESL-091 will be able to Demonstrate comprehension of reading assignments typical of a given discipline." : 2014/15

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ESL-091 will be able to Demonstrate comprehension of reading assignments typical of a given discipline.&quot;</td>
<td>2014/15</td>
</tr>
</tbody>
</table>

No change needed at this time.

Plan for topic "Students completing ESL-091 will be able to Demonstrate the writing skills necessary to study a given discipline in depth." : 2014/15

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ESL-091 will be able to Demonstrate the writing skills necessary to study a given discipline in depth.&quot;</td>
<td>2014/15</td>
</tr>
</tbody>
</table>

Nothing needs be changed at this time.

Plan for topic "Students completing ESL-091 will be able to Use critical thinking skills": 2014/15

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ESL-091 will be able to Use critical thinking skills&quot;</td>
<td>2014/15</td>
</tr>
</tbody>
</table>

No change needed at this time.

Plan for topic "Students completing ESL-091 will be able to demonstrate comprehension by reading a passage and sharing the main points with the class." : 2013/14

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ESL-091 will be able to demonstrate comprehension by reading a passage and sharing the main points with the class.&quot;</td>
<td>2013/14</td>
</tr>
</tbody>
</table>

We are satisfied with the outcome of this objective and will continue to assess students using the in-class presentation.

Plan for topic "Students completing ESL-091 will be able to Students completing ESL-91 will be able to write several essays and correct their grammar mistakes." : 2013/14

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ESL-091 will be able to Students completing ESL-91 will be able to write several essays and correct their grammar mistakes.&quot;</td>
<td>2013/14</td>
</tr>
</tbody>
</table>

We are pleased with the results of this objective and will continue to use the essay as a means of assessing for this objective.

Plan for topic "Students completing ESL-091 will be able to Students completing ESL 91 will be able to write a paragraph detailing their reasons for pursuing a degree." : 2013/14

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing ESL-091 will be able to Students completing ESL 91 will be able to write a paragraph detailing their reasons for pursuing a degree.&quot;</td>
<td>2013/14</td>
</tr>
</tbody>
</table>

We are extremely pleased with the results of this objective and will continue to use it.
It might be helpful to explain or elaborate what critical thinking skills are specifically. The instructor notes that the SLO don't address career and business even though students are looking for something that address these two contexts. The instructor also notes that the timing of the course doesn't work for a lot of parents with children.
DVC Instructional Course SLO Action Plans

693. Advanced Academic Reading Skills [ESL-096A] belonging to English [ESL]

Plan for topic "Students completing the course will be able to demonstrate orally and in writing accurate comprehension an recall of texts at the advanced level.":: 2016/17

One instructor notes that some of the weaker students skipped one level of ESL and that others had been absent on an important class day. The course itself seems to be meeting the goal but as a department we might emphasize the importance of taking the proper sequence of courses and attending class.

Plan for topic "Students completing the course will be able to demonstrate orally and in writing accurate comprehension an recall of texts at the advanced level.":: 2015/16

The department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed in FA17 and reported by 12/31/18.

Plan for topic "Students completing ESL-096A will be able to demonstrate orally and in writing accurate literal comprehension and recall.":: 2013/14

The next time we assess this outcome we will devise a shared assessment instrument that will allow us to analyze specific and discrete summary skills. We should continue to assess the sequence in tandem (either all ESL writing courses or courses at the same level).

Plan for topic "Students completing ESL-096A will be able to demonstrate basic text marking skills.":: 2013/14

The next time we assess this outcome we will devise a shared assessment instrument that will allow us to analyze specific and discrete annotation skills. We should continue to assess the sequence in tandem (either all ESL writing courses or courses at the same level).

Plan for topic "Students completing the course will be able to demonstrate orally and in writing accurate comprehension an recall of texts at the advanced level.":: 2011/12

2012-09-06: What we realized was that to assess 96A we need to develop a common assessment tool for this class and we will do that for future evaluations. In addition we plan to revise the SLO itself.

2013-09-13: In addition to inspiring changes to the course sequence, these results suggest that in the future, instructors should give a shared assignment for purposes of SLO evaluations.

Plan for topic "Students completing the course will be able to summarize a passage of printed text.":: 2011/12
What we realized was that to assess 96A we need to develop a common assessment tool for this class and we will do that for future evaluations. In addition we plan to revise the SLO itself.

**Plan for topic "Students completing the course will be able to use vocabulary skills within a variety of contexts."**: 2011/12

In addition to inspiring changes to the course sequence, these results suggest that in the future, instructors should give a shared assignment for purposes of SLO evaluations.

**Plan for topic "Students completing the course will be able to demonstrate orally and in writing accurate comprehension an recall of texts at the advanced level."**: 2008/9

No SLO-related changes at this time.

**Plan for topic "Students completing the course will be able to summarize a passage of printed text."**: 2008/9

No SLO-related changes at this time.

**Plan for topic "Students completing the course will be able to use vocabulary skills within a variety of contexts."**: 2008/9

No SLO-related changes at this time.
694. Advanced Integrated Reading, Writing, and Study Skills [ESL-097A] belonging to English [ESL]
### DVC Instructional Course SLO Action Plans

**695. Advanced ESL Writing [ESL-098A] belonging to English [ESL]**

#### Plan for topic "Students completing the course will be able to write a coherent essay with a thesis and an introduction, body, and conclusion."

- **2016/17**
  
  From our assessment seems to show that students are learning the basic structure of an academic essay. No recommendations at this time.

- **2015/16**
  
  The department is reordering the sequence of course SLO assessments so the distribution of course assessments occurs more evenly. This course will be assessed in FA17 and reported by 12/31/18.

- **2013/14**
  
  The next time we assess this outcome we will devise a shared assessment instrument that will allow us to analyze more detail how students are writing thesis-driven essays and where they are struggling. We should continue to assess the sequence in tandem (either all ESL writing courses or courses at the same level).

- **2011/12**
  
  2012-09-06: Instructors want to reassess this outcome after holding a best practices session devoted to the thesis.

  2013-09-13: As a result, the department reworked the course outlines to emphasize that the thesis at this level should be a true thesis. In the future, we will reevaluate based on this new emphasis.

### Outcome Assessment History
Plan for topic "Students completing the course will be able to write a multi-paragraph theme which contains a thesis and related paragraphs.": 2011/12
Next time, we will change this outcome after we change and reassess Outcome #1. This will give us a better idea of how best to evaluate essay development.

Plan for topic "Students completing the course will be able to use some means of development within paragraphs, including the use of concrete details.": 2011/12
Hold a Best Practices Workshop of SLOs for ESL 98A, focusing on revising Outcome #1 and then revising Outcomes #2 and #3 accordingly.

Plan for topic "Students completing the course will be able to write a coherent essay with a thesis and an introduction, body, and conclusion.": 2008/9
No SLO-related changes at this time.

Plan for topic "Students completing the course will be able to write a multi-paragraph theme which contains a thesis and related paragraphs.": 2008/9
No SLO-related changes at this time.

Plan for topic "Students completing the course will be able to use some means of development within paragraphs, including the use of concrete details.": 2008/9
No SLO-related changes at this time.
The instructor recommends that ESL-110 incorporate flexible seating (e.g. various classroom set ups) and assignments based on oral skill telling.
697. Reading and Writing Skills for ECE-123 [ESL-111] belonging to English [ESL]
Plan for topic "Students completing this course will be able to use writing strategies to learn ECE-123 concepts.": 2018/19

The instructor thinks this is a good SLO to assess as it shows the connection between DVC Project Access students and Mt. Diablo Adult Ed.
DVC Instructional Course SLO Action Plans

698. Reading and Writing Skills for ECE-125 [ESL-112] belonging to English [ESL]
In the end of semester survey, students frequently noted the importance of having time in the computer lab to develop their technology skills. I hope that Project ACCESS will continue to service students and provide access to technology.
Plan for topic "Students completing this course will be able to write well-structured essays that have a focused thesis and developed, well-supported paragraphs with appropriate transitional elements.": 2017/18

One instructor worries about students being misplaced in ESL117A. Everyone else seems to think students are well placed.

Plan for topic "Students completing this course will be able to incorporate structure and organization in their own writing.": 2015/16

Overall, for multilingual learners at this pre-collegiate level, the final portfolio assessment seems to be a fair way of determining whether or not students are able to incorporate structure and organization in their own writing, write well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements, and analyze college-level readings and integrate them meaningfully into formal essays.

One recommendation: Our department could certainly decide to work toward a blind reading of our ESL 117A students' portfolios as a way of ensuring that we are evaluating students' work and preparedness for English 122 similarly. Because English 122 is such a key course for every student at DVC, and because ESL 117A is the gatekeeper course for our multilingual students, doing an ESL program-wide portfolio reading seems imperative and shouldn't be too cumbersome, given that there are only five sections offered each semester.

Plan for topic "Students completing this course will be able to write well-structured essays that have a focused thesis.": 2015/16

Overall, for multilingual learners at this pre-collegiate level, the final portfolio assessment seems to be a fair way of determining whether or not students are able to incorporate structure and organization in their own writing, write well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements, and analyze college-level readings and integrate them meaningfully into formal essays.

One recommendation: Our department could certainly decide to work toward a blind reading of our ESL 117A students' portfolios as a way of ensuring that we are evaluating students' work and preparedness for English 122 similarly. Because English 122 is such a key course for every student at DVC, and because ESL 117A is the gatekeeper course for our multilingual students, doing an ESL program-wide portfolio reading seems imperative and shouldn't be too cumbersome, given that there are only five sections offered each semester.

Plan for topic "Students completing this course will be able to analyze college-level readings and integrate them meaningfully into formal essays.": 2015/16

Overall, for multilingual learners at this pre-collegiate level, the final portfolio assessment seems to be a fair way of determining whether or not students are able to incorporate structure and organization in their own writing, write well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements, and analyze college-level readings and integrate them meaningfully into formal essays.

One recommendation: Our department could certainly decide to work toward a blind reading of our ESL 117A students' portfolios as a way of ensuring that we are evaluating students' work and preparedness for English 122 similarly. Because English 122 is such a key course for every student at DVC, and because ESL 117A is the gatekeeper course for our multilingual students, doing an ESL program-wide portfolio reading seems imperative and shouldn't be too cumbersome, given that there are only five sections offered each semester.
Overall, for multilingual learners at this pre-collegiate level, the final portfolio assessment seems to be a fair way of determining whether or not students are able to incorporate structure and organization in their own writing, write well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements, and analyze college-level readings and integrate them meaningfully into formal essays.

One recommendation: Our department could certainly decide to work toward a blind reading of our ESL 117A students' portfolios as a way of ensuring that we are evaluating students' work and preparedness for English 122 similarly. Because English 122 is such a key course for every student at DVC, and because ESL 117A is the gatekeeper course for our multilingual students, doing an ESL program-wide portfolio reading seems imperative and shouldn't be too cumbersome, given that there are only five sections offered each semester.
701. First Term French [FRNCH-120] belonging to Foreign Language [FRNCH]

Plan for topic "Students completing this course will be able to comprehend basic conversation and basic texts.": 2018/19

We are satisfied with the results, but would like to increase the success rate. We would continue to expand and diversify the types of in-class and at-home activities to give students a greater opportunity to improve their reading comprehension skills. Examples include but are not limited to:

- More frequent reading comprehension passages including dialogues and cultural passages to be followed up by a variety of comprehension questions.
- More opportunities for paired activities that encourage students to think, speak, and write in French.

The above would be in addition to the exercises and texts provided in the textbook.

Plan for topic "Students completing this course will be able to comprehend basic conversation and basic texts.": 2015/16

We are very satisfied with the results. We will continue to expand and diversify the types of in-class and at-home activities to give students an even greater opportunity to improve their oral comprehension and encourage conversational skills. Examples include but are not limited to:

1. More frequent oral readings by instructor and students of dialogues and cultural passages to be followed up by a variety of listening comprehension questions.
2. More frequent use of videos or television programs that emphasize oral and listening
comprehension.

3. More opportunities for creativity through role-playing that encourage students to think, speak, and write in French.

The above would be in addition to the exercises and texts provided in the textbook.

Plan for topic "Students completing the course will be able to orally communicate in a daily situation." : 2012/13

In general, it is important to give students enough confidence to feel comfortable speaking and answering in class, no matter how many mistakes they make, and to correct them after finishing.

Plan for topic "Students completing the course will be able to write a basic daily life situation in the present, near future, and preterite tenses." : 2012/13

Students need to practice more how to use their knowledge of the grammar studied, and also need to become more creative in order to express their ideas in French. More class practice and writing assignments may help in accomplishing this goal.

Plan for topic "Students completing the course will be able to comprehend short passages in the present, near future, and preterite tenses." : 2010/11

Very satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to orally communicate in a daily situation." : 2010/11

Satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. For this outcome the direct method of assessment would be preferable. We will encourage the instructors to create an oral presentation to measure this outcome.

Plan for topic "Students completing the course will be able to write a basic daily life situation in the present, near future, and preterite tenses." : 2010/11

Very satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to comprehend short passages in the present, near future, and preterite tenses." : 2009/10
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to orally communicate in a daily situation.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied with results. Three out of four sections currently assessed. Plan to expand assessment to all sections to achieve similar result. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write a basic daily life situation in the present, near future, and preterite tenses.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied with results. Three out of four sections currently assessed. Plan to expand assessment to all sections to achieve similar result. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

702. Second Term French [FRNCH-121] belonging to Foreign Language [FRNCH]
Plan for topic "Students completing the course will be able to recognize French verb tenses in the present, preterit, imperfect, imperative, future, conditional, and present subjunctive." : 2019/20
WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

Plan for topic "Students completing this course will be able to Demonstrate oral comprehension of texts rated level two in difficulty (i.e., extensive use

of past and future tenses, and, in later selections, conditional and subjunctive": 2015/16

We are satisfied with the results, but would prefer to have more students in the A and B
categories. (It should be noted that the student who failed this part of the exam had
stopped attending class on a regular basis.) We will continue to expand and diversify
the types of in-class and at-home activities to give students an even greater opportunity
to improve their oral comprehension and encourage conversational skills. Examples

include but are not limited to:

1. More frequent oral readings by instructor and students of dialogues and cultural

passages to be followed up by a variety of listening comprehension questions.

2. More frequent use of videos or television programs that emphasize oral and listening

comprehension.
3. More opportunities for creativity through role-playing that encourage students to think, speak, and write in French.

The above would be in addition to the exercises and texts provided in the textbook.

Plan for topic "Students completing the course will be able to recognize French verb tenses in the present, preterit, imperfect, imperative, future, conditional, and present subjunctive.": 2012/13

We will continue to provide students with authentic reading material to practice recognition and understanding of the different verb tenses and modes.

Plan for topic "Students completing the course will be able to describe common aspects of contemporary Francophone (French-speaking) cultures": 2012/13

We will continue to explore different methods of assessing cultural knowledge. We will explore the possibility of including test questions on the in-class oral reports by students.

Plan for topic "Students completing the course will be able to recognize French verb tenses in the present, preterit, imperfect, imperative, future, conditional, and present subjunctive.": 2010/11

Very Satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to communicate in French both verbally and in writing at a high-beginning level.": 2010/11

Very Satisfied with results, but the direct method of assessment for this outcome would be preferable. We will encourage the instructor to create an essay assignment or oral presentation to measure this outcome.

Plan for topic "Students completing the course will be able to describe common aspects of contemporary Francophone (French-speaking) cultures": 2010/11

Very Satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to recognize French verb tenses in the present, preterit, imperfect, imperative, future, conditional, and present subjunctive.": 2009/10

Very Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to communicate in French both verbally and in writing at a high-beginning level.": 2009/10

Very Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction.
### Very Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

### Plan for topic "Students completing the course will be able to describe common aspects of contemporary Francophone (French-speaking) cultures": 2009/10

<table>
<thead>
<tr>
<th>Topic</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to describe common aspects of contemporary Francophone (French-speaking) cultures</td>
<td>Very Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

703. Topics in French [FRNCH-150] belonging to Foreign Language [FRNCH]
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend basic grammatical structures that will enable students to carry out simple conversations.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course was last offered in Summer 2014. It is currently not being offered but we will assess it next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend basic grammatical structures that will enable students to carry out simple conversations.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even though students reading, writing and comprehension are a good level, they need more practice in class and out of class, to improve the use of correct grammar.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend basic grammatical structures that will enable students to carry out simple conversations.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are satisfied with the results. We will continue with giving similar homework and oral compositions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to construct accurate sentences using the present and past tenses, adjectives, adverbs, pronouns, comparatives, and negatives.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are very satisfied with the final exam results where the lowest grade was 87%. Midterm results were well above the 70% (81.25%). We will seek to make that even higher. Overall course grade: very satisfied: 13 out of 14 passed the course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate knowledge of various aspects of French culture.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied. We will continue with this and expand on it by requiring all students giving the presentation to have pertinent handouts for the class.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

705. Second Term Conversational French [FRNCH-156] belonging to Foreign Language [FRNCH]
DVC Instructional Course SLO Action Plans

706. Third Term Conversational French [FRNCH-157] belonging to Foreign Language [FRNCH]
## Plan for topic "Students completing the course will be able to demonstrate reading comprehension of intermediate level cultural reading."

2016/17

We are very satisfied with the results. We will continue to expand in class and at home activities to give students greater opportunity to improve and encourage comprehension and conversational skills.

## Plan for topic "Students completing the course will be able to write a paragraph using present, imperfect and passé composé tenses."

2013/14

Students generally did much better on the portion of the exam that distinguished between passe compose and imparfait. This suggests that the students need more practice with plus que parfait and with more open ended exercises.

## Plan for topic "Students completing FRNCH-220 will be able to use basic grammar and syntax to describe events using indicative, present, past and future tenses in written and verbal forms."

2013/14

Students generally did much better on the portion of the exam that distinguished between passe compose and imparfait. This suggests that the students need more practice with plus que parfait and with more open ended exercises.

## Plan for topic "Students completing the course will be able to write a paragraph using present, imperfect and passé composé tenses."

2012/13

We will continue to assign longer writing assignments, and offer students the chance to re-write essays as a way of improving their writing skills and learning from mistakes.

## Plan for topic "Students completing FRNCH-220 will be able to use basic grammar and syntax to describe events using indicative, present, past and future tenses in written and verbal forms."

2012/13

We will continue to assign longer writing assignments, and offer students the chance to re-write essays as a way of improving their writing skills and learning from mistakes.

## Plan for topic "Students completing the course will be able to understand intermediate level conversation."

2009/10

Very Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

## Plan for topic "Students completing the course will be able to demonstrate reading comprehension of intermediate level cultural reading."

2009/10

Very Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct
### Plan for topic "Students completing the course will be able to write a paragraph using present, imperfect and passé composé tenses."

2009/10

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing FRNCH-220 will be able to use basic grammar and syntax to describe events using indicative, present, past and future tenses in written and verbal forms."

2009/10

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
</tbody>
</table>
708. Fourth Term French [FRNCH-221] belonging to Foreign Language [FRNCH]

Plan for topic "Students completing the course will be able to demonstrate reading comprehension of intermediate level literary selection."

We are very satisfied with the results. We will continue to expand in class and at home activities to give students greater opportunity to improve and encourage comprehension and conversational skills.

Plan for topic "Students completing the course will be able to use the future, conditional, and subjunctive in writing."

Based on the results, students could benefit from additional practice with conditional sentences as well as using the subjunctive mood correctly. The instructor plans to increase practice with these difficult concepts through additional exercises in class, for homework and as part of exam review.

Plan for topic "Students completing the course will be able to prepare short oral presentation on an area of the Francophone world."

Very satisfied. We will continue to provide students with authentic cultural materials, including literary texts and films.

Plan for topic "Interpret contemporary French society and francophone societies through reading and videos."

Very satisfied. We will continue to provide students with authentic cultural materials, including literary texts and films.

Plan for topic "Students completing FRNCH-221 will be able to "Interpret contemporary French society and francophone societies through reading and videos.""

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to demonstrate reading comprehension of intermediate level literary selection."

Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to prepare short oral presentation on an area of the Francophone world."

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Interpret contemporary French society and francophone societies through reading and videos."

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction.
**709. Fifth Term French [FRNCH-230] belonging to Foreign Language [FRNCH]**

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to prepare a written report on an assigned topic.&quot;: 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are very satisfied with the results. We will continue to expand in class and at home activities to give students greater opportunity to improve and encourage comprehension, writing and conversational skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate reading comprehension of advanced cultural text.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the results, the students will continue to be exposed to a variety of French-speaking regions. In addition, students will be encouraged to explore aspects of these cultures further through their oral presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing FRNCH-230 will be able to Demonstrate knowledge of francophone culture and literature through study and discussions.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the results, the students will continue to be exposed to a variety of French-speaking regions. In addition, students will be encouraged to explore aspects of these cultures further through their oral presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing FRNCH-230 will be able to Demonstrate knowledge of francophone culture and literature through study and discussions.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the results, the students will continue to be exposed to a variety of French-speaking regions. In addition, students will be encouraged to explore aspects of these cultures further through their oral presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate reading comprehension of advanced cultural text.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are satisfactory. We plan to change the method of assessment from self to active in future assessments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate reading comprehension of advanced cultural text.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are satisfactory. We plan to change the method of assessment from self to active in future assessments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to prepare a written report on an assigned topic.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are satisfactory. We plan to change the method of assessment from self to active.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use present and past tenses in speaking and writing.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are satisfactory. We plan to change the method of assessment from self to active in the future.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to prepare a written report on a French film.": 2016/17
We are very satisfied with the results. We will continue to expand in class and at home activities to give students greater opportunity to improve and encourage comprehension, writing and conversational skills.

Plan for topic "Students completing FRNCH-231 will be able to write comfortably at an advanced level.": 2016/17
We are very satisfied with the results. We will continue to expand in class and at home activities to give students greater opportunity to improve and encourage comprehension, writing and conversational skills.

Plan for topic "Students completing the course will be able to prepare a written report on a French film.": 2013/14
The plan is to continue to offer the students the opportunity to practice their writing through the assignment of compositions.

Plan for topic "Students completing FRNCH-231 will be able to write comfortably at an advanced level.": 2013/14
The plan is to continue to offer the students the opportunity to practice their writing through the assignment of compositions.

Plan for topic "Students completing the course will be able to demonstrate reading comprehension of literary works.": 2010/11
Results are satisfactory. We plan to change the method of assessment from self to active in the future.

Plan for topic "Students completing the course will be able to prepare a written report on a French film.": 2010/11
Results are satisfactory. We plan to change the method of assessment from self to active in the future.

Plan for topic "Students completing FRNCH-231 will be able to write comfortably at an advanced level.": 2010/11
Results are satisfactory. We plan to change the method of assessment from self to active in the future.

Plan for topic "Students completing the course will be able to use subjunctive and conditional tenses in speaking and writing.": 2010/11
Results are satisfactory. We plan to change the method of assessment from self to active in future assessments.
711. Independent Study [FRNCH-298] belonging to Foreign Language [FRNCH]
712. Student Instructional Assistant [FRNCH-299] belonging to Foreign Language [FRNCH]
713. Introduction to TV Studio Production [FTVE-120] belonging to Media Studies [FTVE]

Plan for topic "Students completing the course will be able to utilize the principals of blocking, mise-en-scene, lens, camera angles, and lighting, composition in their projects": 2017/18

This is the first semester for this instructor and the results have been impressive.

Plan for topic "Students completing the course will be able to utilize the principals of blocking, mise-en-scene, lens, camera angles, and lighting, composition in their projects": 2013/14

It is still a small percentage of students from the classes evaluated and does not take into account the absenteeism of students who don't do as well as those who do show up. We will try to assess over a week to get higher numbers.

Plan for topic "Students completing the course will be able to recognize and demonstrate proper framing for studio camera techniques.": 2013/14

We will try to assess over a week to get higher numbers.

Plan for topic "Students completing the course will be able to demonstrate a knowledge and understanding of a digital switchers.": 2013/14

While we did achieve 80% positive assessment, this number was lower compared to our other SLOs. We will ask students to explain more in the next assessment and try to address the deficit in classroom instruction.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.": 2013/14

While we did achieve 80% positive assessment, this number was lower compared to our other SLOs. We will ask students to explain more in the next assessment and try to address the deficit in classroom instruction.

Plan for topic "Students completing the course will be able to utilize the principals of blocking, mise-en-scene, lens, camera angles, and lighting, composition in their projects": 2010/11

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance (possibly a correlating factor)

Plan for topic "Students completing the course will be able to recognize and demonstrate proper framing for studio camera techniques.": 2010/11

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who
Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.": 2010/11

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. In addition, the switcher equipment was updated that semester and the AV tech, students and the instructor were just becoming familiar with the new switcher. Those in charge will have a better grasp of functionality next semester.

Plan for topic "Students completing the course will be able to demonstrate a knowledge and understanding of a digital switchers.": 2010/11

Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. In addition, the switcher equipment was updated that semester and the AV tech, students and the instructor were just becoming familiar with the new switcher. Those in charge will have a better grasp of functionality next semester.
714. Intermediate TV Studio Production [FTVE-130] belonging to Media Studies [FTVE]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the principles of production.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intermediate class is a self selecting class of students who are committed to succeeding in this industry. They are committed, focused, and generally do very well.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate technical post-production competence.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Fall instructor for both sections of this course left under strained circumstances and did not provide requested data. We have two new instructors who should be able to fulfill our need for solid data by this June 2018.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate technical post-production competence.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is still a small percentage of students who are taking the class as intermediate students so the data may be less statistically accurate than desirable. We will continue to assess in this same way with a close eye on the responses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the principles of production.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a small percentage of students who are taking the class as intermediate students so the data may be less statistically accurate than desirable. We will continue to assess in this same way with a close eye on the responses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate technical production competence.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is still a small percentage of students who are taking the class as intermediate students so the data may be less statistically accurate than desirable. We will continue to assess in this same way with a close eye on the responses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate technical post-production competence.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough data available.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the principles of production.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough data available</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate technical production competence.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough data available</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

715. Advanced TV Studio Production [FTVE-132] belonging to Media Studies [FTVE]
Plan for topic "Students completing the course will be able to operate studio and remote television equipment to professional standards competently and capably.": 2017/18

The Fall instructor for both sections of this course left under strained circumstances and did not provide requested data. We have two new instructors who should be able to fulfill our need for solid data by this June.

Plan for topic "Develop television programs, commercials, documentaries and promotional spots."": 2017/18

Usually advanced students are self motivated and successful, almost by definition.

Plan for topic "Students completing the course will be able to operate studio and remote television equipment to professional standards competently and capably.": 2013/14

It is a small percentage of students who take the class as advanced students so the data may be less statistically accurate than desirable. We will continue to assess in this same way with a close eye on the responses.

Plan for topic "Develop television programs, commercials, documentaries and promotional spots."": 2013/14

It is a small percentage of students who take the class as advanced students so the data may be less statistically accurate than desirable. We will continue to assess in this same way with a close eye on the responses.

Plan for topic "Function effectively as producer or director of a production team."": 2013/14

It is a small percentage of students who take the class as advanced students so the data may be less statistically accurate than desirable. We will continue to assess in this same way with a close eye on the responses.

Plan for topic "Students completing the course will be able to operate studio and remote television equipment to professional standards competently and capably.": 2010/11

Because of the small sample, not enough data is available.

Plan for topic "Develop television programs, commercials, documentaries and promotional spots."": 2010/11

With such a small sample, not enough data is available.

Plan for topic "Function effectively as producer or director of a production team."": 2010/11

With such a small sample, not enough data was available.
716. Introduction to Film and Media Scriptwriting [FTVE-140] belonging to Media Studies [FTVE]
Plan for topic "Students completing the course will be able to examine storytelling through story structure, character, and composition.": 2017/18
Since the number of students in this class is low, it will take a number of years to determine a clear pattern but this is a good start and we will continue to monitor.

Plan for topic "Students completing the course will be able to examine storytelling through story structure, character, and composition.": 2014/15
This is the students' first attempt at actually formatting a screenplay. The successful students used celtx (free software available on the internet). Students who didn't do the assignment said they didn't have any access to a program. Students need to have a demonstration of how to download the software before they are shown how to use celtx.

Plan for topic "Students completing the course will be able to write scenes in a feature screenplay format.": 2011/12
Retention rate was lower than desired. Because the numbers are so small, it is difficult to gauge significant trends.
### Plan for topic "Students completing the course will be able to examine storytelling through story structure, character, and composition."

**: 2017/18**

This is a small section where one student can significantly lower the success rate. The FTVE 141 students were introduced to the concept of The Hero’s Journey in FTVE 140 and were able to successfully apply the concept to their specific genre of choice.

### Plan for topic "Students completing the course will be able to analyze and effectively use storytelling tools and techniques as it relates to different genres."

**: 2014/15**

This is a small section where one student can significantly lower the success rate. To increase the success of this assignment, students should be given an example of a The Hero's Journey template to know how much specific content they should include. The lower scoring student simply wrote a sentence as compared to the more successful students who wrote an entire paragraph to describe each step of the journey.

### Plan for topic "Students completing the course will be able to write scenes in a feature screenplay format."

**: 2011/12**

Because there was only one student enrolled, it is difficult to gauge significant trends.
### 718. Advanced Film and Media Scriptwriting [FTVE-142] belonging to Media Studies [FTVE]

Plan for topic "Students completing the course will be able to design the structure and setting of a scene to convey character and conflict."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019/20</td>
<td>Will assess this course next time it has enrollment.</td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>There was zero enrollment for spring 17.</td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>No students were enrolled in this advanced course this semester.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

719. Topics in Film, Television, and Electronic Media [FTVE-150] belonging to Media Studies [FTVE]
### DVC Instructional Course SLO Action Plans

#### 720. Introduction to Film Production [FTVE-160] belonging to Media Studies [FTVE]

**Plan for topic "Students completing the course will be able to operate film and video camera, editing, lighting and sound equipment.":** 2017/18

Current methods seem to be working. Different instructors are having different success rates. The reasons for the variations need to be investigated.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the principles of pre-production.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current methods seem to be working. Different instructors are having different success rates. The reasons for the variations need to be investigated.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to operate film and video camera, editing, lighting and sound equipment.":** 2013/14

Since only 23 students from two sections responded to the survey, this data may be less statistically accurate than desirable. We will try to get better data next semester and may go back to paper evaluations.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the principles of pre-production.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since only 23 students from two sections responded to the survey, this data may be less statistically accurate than desirable. We will try to get better data next semester and may go back to paper evaluations.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate a practical understanding of editing, blocking, mise-en-scene, lens, camera angles, lighting, composition, pacing, and story structure.":** 2013/14

Since only 23 students from two sections responded to the survey, this data may be less statistically accurate than desirable. We will try to get better data next semester and may go back to paper evaluations.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the principles of production.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since only 23 students from two sections responded to the survey, this data may be less statistically accurate than desirable. We will try to get better data next semester and may go back to paper evaluations.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to prepare shooting scripts and story boards.":** 2013/14

Since only 23 students from two sections responded to the survey, this data may be less statistically accurate than desirable. We will try to get better data next semester and may go back to paper evaluations. However, this was the only category where students did have some neutral responses. Clearly, we can spend more time on editing.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the principles of post-production.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since only 23 students from two sections responded to the survey, this data may be less statistically accurate than desirable. We will try to get better data next semester and may go back to paper evaluations. However, this was the only category where students did have some neutral responses. Clearly, we can spend more time on editing.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to operate film and video camera, editing, lighting and sound equipment.":** 2012/13

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the principles of post-production.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since only 23 students from two sections responded to the survey, this data may be less statistically accurate than desirable. We will try to get better data next semester and may go back to paper evaluations. However, this was the only category where students did have some neutral responses. Clearly, we can spend more time on editing.</td>
<td></td>
</tr>
</tbody>
</table>
Since only 12 students from two sections turned in the assignment, the data may be less statistically accurate than desirable. In addition, the assignment is turned in at the midway point in the semester and may also possibly be another factor in the positive response rate. I will reassess using a different criteria next time.

Plan for topic "Students completing the course will be able to apply the principles of pre-production.": 2012/13

Since only 12 students from two sections turned in the assignment, the data may be less statistically accurate than desirable. In addition, the assignment is turned in at the midway point in the semester and may also possibly be another factor in the positive response rate. I will reassess using a different criteria next time.
Plan for topic "Students completing the course will be able to apply principles of pre-production.": 2017/18
The intermediate students seem to be doing very well.

Plan for topic "Students completing the course will be able to apply the principles of pre-production.": 2013/14
Since only 8 students from two sections responded to the survey, this data may be less statistically accurate than desirable. We will try to get better data next semester and may go back to paper evaluations.

Plan for topic "Students completing the course will be able to apply the principles of pre-production.": 2013/14
Since only 8 students from two sections responded to the survey, this data may be less statistically accurate than desirable. We will try to get better data next semester and may go back to paper evaluations.

Plan for topic "Students completing the course will be able to apply the principles of production.": 2011/12
Since only 12 students from two sections turned in the assignment, the data may be less statistically accurate than desirable. In addition, the assignment is turned in at the end of the semester and may also possibly be another factor in the positive response rate (only measures those who made it through to the end of the course). I will reassess using a different criteria next time.
Since only 12 students from two sections turned in the assignment, the data may be less statistically accurate than desirable. In addition, the assignment is turned in at the end of the semester and may also possibly be another factor in the positive response rate (only measures those who made it through to the end of the course). I will reassess using a different criteria next time.

**Plan for topic "Students completing the course will be able to apply the principles of production.": 2011/12**

Since only 12 students from two sections turned in the assignment, the data may be less statistically accurate than desirable. In addition, the assignment is turned in at the end of the semester and may also possibly be another factor in the positive response rate (only measures those who made it through to the end of the course). I will reassess using a different criteria next time.

**Plan for topic "Students completing the course will be able to apply the principles of post production." : 2011/12**

Since only 12 students from two sections turned in the assignment, the data may be less statistically accurate than desirable. In addition, the assignment is turned in at the end of the semester and may also possibly be another factor in the positive response rate (only measures those who made it through to the end of the course). I will reassess using a different criteria next time.

**Plan for topic "Students completing the course will be able to apply the principles of post-production." : 2011/12**

Since only 12 students from two sections turned in the assignment, the data may be less statistically accurate than desirable. In addition, the assignment is turned in at the end of the semester and may also possibly be another factor in the positive response rate (only measures those who made it through to the end of the course). I will reassess using a different criteria next time.

**Plan for topic "Students completing the course will be able to apply the principles of production." : 2011/12**

Since only 12 students from two sections turned in the assignment, the data may be less statistically accurate than desirable. In addition, the assignment is turned in at the end of the semester and may also possibly be another factor in the positive response rate (only measures those who made it through to the end of the course). I will reassess using a different criteria next time.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to determine appropriate edit points." : 2017/18
Because the class is small and instructors have varied it will take several years to collect meaningful data. The initial trends are promising.

Plan for topic "Students completing the course will be able to determine appropriate edit points." : 2012/13
Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance. We will continue to look at the data collected.

Plan for topic "Students completing the course will be able to Compare the difference between online and offline editing." : 2012/13
Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. In addition, the language of the assessment should change as the technology doesn't differentiate as much between online and offline editing anymore.

Plan for topic "Demonstrate competency in the various aspects of digitizing, importing and exporting images" : 2012/13
Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance.

Plan for topic "e" : 2012/13
Since only one section was offered and evaluated, this data may be less statistically accurate than desirable. Surveys and percentages were only gathered from students who were present that week, possibly another factor in the positive response rate as the students who did not meet the criteria often have poor attendance.

Plan for topic "Students completing the course will be able to determine appropriate edit points." : 2011/12
Our action plan for Film 165, since it had high success rates, is to create a more challenging assessment to better determine what and how students are learning in the class.

Plan for topic "Demonstrate competency in the various aspects of digitizing, importing and exporting images" : 2011/12
Our action plan for Film 165, since it had high success rates, is to create a more challenging assessment to better determine what and how students are learning in the class.

Plan for topic "e" : 2011/12
Our action plan for Film 165, since it had high success rates, is to create a more challenging assessment to better determine what and how students are learning in the class.
According to the data submitted by the instructor, advanced students are doing exceptionally well in the class.
### 724. American Cinema/American Culture [FTVE-200] belonging to Media Studies [FTVE]

#### Plan for topic "Students completing Film 140 will be able to Critically evaluate film, separating story from theme and assess the impact of each.": 2017/18

As planned students are submitting their essays to an online tutor before submitting for a grade.

#### Plan for topic "Students completing the course will be able to define genres, styles, and story-structure and recognize their importance in film.": 2017/18

2 sections of the online classes were assessed. In general completing assignments determines success. Increasing completion of assignments is an issue for all classes but seems particularly problematic for online courses.

#### Plan for topic "Students completing Film 140 will be able to Critically evaluate film, separating story from theme and assess the impact of each.": 2014/15

The plan is to have students submit their essay to Pearson Mylab before submitting and quantifying the results.

#### Plan for topic "Students completing Film 140 will be able to Critically evaluate film, separating story from theme and assess the impact of each.": 2012/13

2012-12-06: We will continue to monitor the results of the students’ performance on essay assignments. Even though the current results of student performance on essays has been at acceptable levels we will continue tinkering with in class instruction along with modest tweaks to the essay rubrics themselves in an attempt to improve overall class performance.

2013-05-29: No adjustments necessary.
725. Introduction to Film and Media Arts [FTVE-205] belonging to Media Studies [FTVE]

Plan for topic "Students completing the course will be able to demonstrate an understanding of the language and syntax of film."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>Since the students have done so well on this assignment, it will be useful to assess different elements of the SLOs in the future.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Various essay questions will be tested for effectiveness.</td>
</tr>
<tr>
<td>2011/12</td>
<td>In future semesters, we will put more emphasis on areas where the students seem to have difficulty.</td>
</tr>
</tbody>
</table>
### American Ethnic Cultures in Film [FTVE-210] belonging to Media Studies [FTVE]

#### Plan for topic "Students completing the course will be able to critically analyze films portraying various ethnicities represented in American culture."

The assignment described above falls within the first half of the course. Several additional assignments in this course ask students to further develop their abilities to assess cultural and social differences presented in films, as outlined by this SLO. The discussion board works well for an initial entry into the conversation with a larger project following later in the term, which allows the students to generate ideas solely for review by the instructor, which is very helpful given the challenging nature of some of the topics in this class.

#### Plan for topic "Students completing the course will be able to compare and contrast the themes and concerns of selected writers and directors of various American ethnic backgrounds."

The exercise worked as planned. In the future students will be require to send their essays to a live tutor before submitting to see if that improves success rates and overall achievement.

#### Plan for topic "Students completing the course will be able to identify produced feature films as examples of "realism", "classicism" or expressionism as defined in the text."

The plan is to have students submit their essay to Pearson Mylab before submitting and quantifying the results.

#### Plan for topic "Students completing the course will be able to critically analyze films portraying various ethnicities represented in American culture."

No changes necessary.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to critically evaluate the various types of broadcast programs.": 2017/18
After much turnover, we have found an instructor who has increased student success rates.

Plan for topic "Students completing the course will be able to critically evaluate the various types of broadcast programs.": 2015/16
The same class will be assessed in the Fall.

Plan for topic "Students completing the course will be able to identify important milestones in the development of radio and television in America.": 2014/15
Since this is the first assessment for this topic, it will be assessed for the next few semesters.

Plan for topic "Students completing the course will be able to identify important milestones in the development of radio and television in America.": 2012/13
2014-01-30: The instructions for the assignments will be further clarified to see if that alters success rates.
2014-01-30: We are beginning to offer this class as a hybrid. We will use the data from the F2F classes as a benchmark for comparing results between the two versions of the class.

Plan for topic "Students completing the course will be able to identify important milestones in the development of radio and television in America.": 2011/12
Will repeat the collection of data for Spring 2014.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to Critically analyze television programming.&quot;</td>
<td>2017/18</td>
</tr>
<tr>
<td>This class is only offer once a year and it will take some time to have meaningful data.</td>
<td></td>
</tr>
<tr>
<td>&quot;Analyze how economic structure influences ethnic representations in various media including television, novels, plays, and film.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>Since this is the first time will continue with the same assessment for the next few semesters.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to compare and contrast various films for content as well as style."
- 2016/17
  In the future students will be required to submit their essays to a live tutor before submitting for a grade. Hopefully this will increase the success rate.

Plan for topic "Students completing the course will be able to compare and contrast various films for content as well as style."
- 2013/14
  The plan is to continue collecting data and comparing the success rate and face to face with online courses for the same assignments.

Plan for topic "Students completing the course will be able to compare and contrast various films for content as well as style."
- 2012/13
  Will continue to monitor face-to-face class. The issue seems to be that a number of the low scores was the result of being late.

Plan for topic "Students completing the course will be able to demonstrate knowledge and understanding of important trends in American Cinema from 1900 to 1950."
- 2010/11
  The plan is to complete all 3 SLOs before acting on the results; otherwise, substantial changes will invalidate previous results. In addition, we are comfortable with the outcome for this SLO.

Plan for topic "Students completing the course will be able to demonstrate knowledge and understanding of important trends in American Cinema from 1900 to 1950."
- 2009/10
  What the data show is that concepts and information emphasized was clearly absorbed with retention rates over 70%. Other course content that was not stressed in either the reading or the lectures was not well absorbed.

For next year we will increase the emphasis on targeted topics and see if there is increase in performance.

Plan for topic "Students completing the course will be able to compare and contrast various films for content as well as style."
- 2009/10
  What the data show is that concepts and information emphasized was clearly absorbed with retention rates over 70%. Other course content that was not stressed in either the reading or the lectures was not well absorbed.

For next year we will increase the emphasis on targeted topics and see if there is increase in performance.

Plan for topic "Students completing the course will be able to assess the importance of historical events on films produced in that era."
- 2009/10
  What the data show is that concepts and information emphasized was clearly absorbed with retention rates over 70%. Other course content that was not stressed in either the reading or the lectures was not well absorbed.

For next year we will increase the emphasis on targeted topics and see if there is increase in performance.
### Plan for topic "Students completing the course will be able to demonstrate knowledge and understanding of important trends in World Cinema from 1900 to 1960."

**2017/18**

Since this is a higher success rate for similar assignments in similar classes it will be interesting to monitor future assessments to see whether this is a statistical fluke or something particular that this instructor is adding towards student success.

**2015/16**

Analyze a different outcome in fall 16 when the course is offered again.

**2010/11**

The plan is to complete all 3 SLOs before acting on the results; otherwise, substantial changes will invalidate previous results. In addition, we are comfortable with the outcome for this SLO.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to analyze underline themes in films.": 2017/18

The success rate was so high, next time a different area will be assessed.

Plan for topic "Students completing the course will be able to demonstrate knowledge and understanding of important trends in American Cinema from 1950 to present.": 2013/14

2014-04-02: The goal is to continue compiling data and comparing online and face to face models to see if there are significant differences.

2014-04-09: The plan is to continue collecting data and comparing the success rate and face to face with online courses for the same assignments.

Plan for topic "Students completing the course will be able to demonstrate knowledge and understanding of important trends in American Cinema from 1950 to present.": 2010/11

There are 3 SLOs. The plan is to assess each before acting on the results.

Plan for topic "Students completing the course will be able to demonstrate knowledge and understanding of important trends in American Cinema from 1950 to present.": 2009/10

For next year we will increase the emphasis on topics that were not well retained and see if there is increase in performance.
## DVC Instructional Course SLO Action Plans

### 732. World Cinema 1960 to the Present [FTVE-283] belonging to Media Studies [FTVE]

**Plan for topic "Students completing the course will be able to demonstrate knowledge and understanding of important trends in World Cinema since 1960."**: 2019/20

| Students who did not achieve the criteria did not complete the assignments. Out of those who did complete the assignments, 100% achieved the SLO. Therefore, no action plan is necessary. |

**Plan for topic "Students completing the course will be able to compare and contrast various films for content as well as style."**: 2016/17

| Since this is a higher success rate for similar assignments in similar classes it will be interesting to monitor future assessments to see whether this is a statistical fluke or something particular that this instructor is adding towards student success. |

**Plan for topic "Students completing the course will be able to compare and contrast various films for content as well as style."**: 2013/14

| The results were positive but since the data sample is small it will be confirmed next spring when the class is offered again. |

**Plan for topic "Students completing the course will be able to identify the basic components of film language."**: 2010/11

| The plan is to complete all 3 SLOs before acting on the results; otherwise, substantial changes will invalidate previous results. In addition, we are comfortable with the outcome for this SLO. |
DVC Instructional Course SLO Action Plans

733. Occupational Work Experience Education in FTVE [FTVE-295] belonging to Media Studies [FTVE]
### 734. Internship in Occupational Work Experience Education in FTVE [FTVE-296] belonging to Media Studies [FTVE]

#### Plan for topic "Students completing this course will be able to develop strategies to secure employment.": 2018/19

In Fall 2018 there were 11 ***-296 students self-assessed PRE term and 7 students self-assessed POST term. The sections are all facilitated by a variety of faculty and executed in field as internships/co operative instruction (employer led).

In Spring 2019 there were 9 students self-assessed PRE term and there were 5 students self-assessed POST term. The sections are all facilitated by a variety of faculty and executed in field as internships/co operative instruction (employer led).

#### Plan for topic "Students completing this course will be able to identify and improve selected professional work habits and employability skills such as time management, communication, and teamwork.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

#### Plan for topic "Students completing this course will be able to link academic coursework to work-based learning.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

#### Plan for topic "Students completing this course will be able to develop strategies to secure employment.": 2017/18

From SLOAC Chair: The data submitted was not a viable assessment of this course. The discipline faculty need to meet with the SLO Chairs for instruction on how to correctly assess these courses.
735. Independent Study [FTVE-298] belonging to Media Studies [FTVE]
736. Student Instructional Assistant [FTVE-299] belonging to Media Studies [FTVE]
Plan for topic "Students completing this course will be able to increase their skills in a narrow, focused aspect of film or TV.": 2017/18

From SLOAC Chair: The data submitted was not a viable assessment of this course. The discipline faculty need to meet with the SLO Chairs for instruction on how to correctly assess these courses.
DVC Instructional Course SLO Action Plans

737. Physical Geography [GEOG-120] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]

Plan for topic "Students completing GEOG-120 will be able to Critically assess, analyze and explain basic Earth-Sun relationships and their relevance to location, time, seasons, weather, and climate.": 2020/21

As a plan of action the (sub) department will continue to encourage instructors to reinforce the concept of solar altitude and its effects (seasonality) is reinforced through discussions, presenting supporting diagrams, reading and homework assignments. In the Fall 2021 sub-department Flex activity, the topic of seasonality (Earth's axial tilt) will be emphasized as foundational to other Earth/Sun concepts that include daylength hours, weather, and climate.

Plan for topic "Students completing the course will be able to describe how the movement of tectonic plates is associated with volcanic activities, mountain building and earthquakes.": 2020/21

As a plan of action the (sub) department will continue to encourage instructors to include local geologic features (Mt. Lassen, for example), in addition to discussions, diagrams, and reading assignments, to emphasize the dynamic margins between lithospheric plates.

Plan for topic "Students completing GEOG-120 will be able to explain the difference between rotation and revolution movements of the earth and explain the effects of each on the geosystems.": 2017/18

Discuss and emphasize the terms rotation and revolution with regard to Earth's planetary motions; Include hands-on activity (time calculator) that illustrates Earth's rotation and the concept of 24 time zones on Earth's surface.

Plan for topic "Students completing GEOG-120 will be able to Assess the results of human activities on the environment and consider what can and cannot be done without them.": 2017/18

Discuss and emphasize the terms rotation and revolution with regard to Earth's planetary motions; Include hands-on activity (time calculator) that illustrates Earth's rotation and the concept of 24 time zones on Earth's surface.
DVC Instructional Course SLO Action Plans

motions; Include hands-on activity

(time calculator) that illustrates Earth's rotation and the

concept of 24 time zones on Earth's surface.

Plan for topic "Students completing the course will be able to calculate the time-difference based on longitude." : 2017/18

Discuss and emphasize the terms rotation and

revolution with regard to Earth's planetary

motions; Include hands-on activity

(time calculator) that illustrates Earth's rotation and the

concept of 24 time zones on Earth's surface.

Plan for topic "Students completing GEOG-120 will be able to Critically assess, analyze and explain basic Earth-Sun relationships and their relevance to location, time, seasons, weather, and climate." : 2017/18

Successful methods included emphasis of the concept of

solar angle, sub solar point, and use of an analemma to

identify the location of the direct solar ray during lecture.

Plan for topic "Students completing the course will be able to describe how the movement of tectonic plates is associated with volcanic activities, mountain building and earthquakes." : 2017/18

Successful methods of instruction include class activity in which students identify the major plates, specific type of plate margin, and relative direction of plates as well as a discussion regarding the specific tectonic setting
Plan for topic "Students completing GEOG-120 will be able to explain the difference between rotation and revolution movements of the earth and explain the effects of each on the geosystems.": 2016/17

Discuss and emphasize the terms rotation and revolution with regard to Earth's planetary motions and measuring time per Unit 4: Earth-Sun Relationships of the Mason text. Include hands-on activity (time calculator) that illustrates Earth's rotation and the concept of 24 time zones on Earth's surface.

Plan for topic "Students completing GEOG-120 will be able to Assess the results of human activities on the environment and consider what can and cannot be done without them.": 2016/17

Discuss and emphasize the terms rotation and revolution with regard to Earth's planetary motions and measuring time per Unit 4: Earth-Sun Relationships of the Mason text. Include hands-on activity (time calculator) that illustrates Earth's rotation and the concept of 24 time zones on Earth's surface.

Plan for topic "Students completing the course will be able to calculate the time-difference based on longitude.": 2016/17

Discuss and emphasize the terms rotation and revolution with regard to Earth's planetary motions and measuring time per Unit 4: Earth-Sun Relationships of the Mason text. Include hands-on activity (time calculator) that illustrates Earth's rotation and the concept of 24 time zones on Earth's surface.

Plan for topic "Students completing GEOG-120 will be able to Critically assess, analyze and explain basic Earth-Sun relationships and their relevance to location, time, seasons, weather, and climate.": 2016/17

Successful methods included emphasis of the concept of solar angle, sub solar point, and use of an analemma to identify the location of the direct solar ray during lecture.

Plan for topic "Students completing the course will be able to describe how the movement of tectonic plates is associated with volcanic activities, mountain building and earthquakes.": 2016/17

Successful methods of instruction include class activity in which students identify the major plates, specific type of plate margin, and relative direction of plates as well as a discussion regarding "our" specific tectonic setting (transform margin). It is interesting to note that today's students generally embrace plate tectonic theory (which was, until the 60's, not fully accepted) while students commonly challenge concepts of climate change and global warming.

Plan for topic "Students completing GEOG-120 will be able to explain the meaning of positive and negative feedback on the environment with reference to natural processes and human activities.": 2015/16

In future semesters the goal is to increase the success rate by providing more examples and discussion on environmental process of positive and negative feedback.

Plan for topic "Students completing the course will be able to calculate the time-difference based on longitude.": 2015/16

Continue to instruct using the same methods.

Plan for topic "Students completing GEOG-120 will be able to Assess the results of human activities on the environment and consider what can and cannot be done without them.": 2015/16

Continue to instruct using the same methods.
Plan for topic "Students completing GEOG-120 will be able to explain the difference between rotation and revolution movements of the earth and explain the effects of each on the geosystems.": 2015/16
Continue to instruct using the same methods.

Plan for topic "Students completing GEOG-120 will be able to explain how world patterns of climate, soil and vegetation have developed and interrelate.": 2015/16
Beginning in SP16, clearly identify the possible changes in distribution of climate on Earth; emphasize that the changes in climate will also effect distribution of natural vegetation and soils on Earth.

Plan for topic "Students completing the course will be able to describe how the movement of tectonic plates is associated with volcanic activities, mountain building and earthquakes.": 2015/16
continue to use the same method of instruction regarding plate tectonics and earthquakes.

Plan for topic "Students completing GEOG-120 will be able to explain the difference between rotation and revolution movements of the earth and explain the effects of each on the geosystems.": 2014/15
The assessment result was less than desirable. In the following semester more online resources and animation will be provided to help students understand the effects of earth's rotation and revolution and how rotation impacts the origin of tides.

Plan for topic "Students completing GEOG-120 will be able to Assess the results of human activities on the environment and consider what can and cannot be done without them.".: 2014/15
The assessment result was less than desirable. In the following semester more online resources and animation will be provided to help students understand the effects of earth's rotation and revolution and how rotation impacts the origin of tides.

Plan for topic "Students completing the course will be able to calculate the time-difference based on longitude.".: 2014/15
The assessment result was less than desirable. In the following semester more online resources and animation will be provided to help students understand the effects of earth's rotation and revolution and how rotation impacts the origin of tides.

Plan for topic "Students completing GEOG-120 will be able to explain the purpose of GIS, GPS, and Remote Sensing technologies.": 2014/15
The topic will be assessed in the next cycle with a different set of questions to evaluate the analytical capability of students as regards geospatial technologies.

Plan for topic "Students completing GEOG-120 will be able to explain the meaning of positive and negative feedback on the enviroment with reference to natural processes and human activities.".: 2013/14
The plan is to included an elaborate discussion on environmental feedback and human interaction with the environment. Add more examples in the discussion, about positive and negative feedback.
Plan for topic "Students completing the course will be able to calculate the time-difference based on longitude.": 2013/14
In next semester, the plan is to include a short home-work assignment and a discussion on rotation and revolution movements of the earth.

Plan for topic "Students completing GEOG-120 will be able to Assess the results of human activities on the environment and consider what can and cannot be done without them." 2013/14
In next semester, the plan is to include a short home-work assignment and a discussion on rotation and revolution movements of the earth.

Plan for topic "Students completing GEOG-120 will be able to explain the difference between rotation and revolution movements of the earth and explain the effects of each on the geosystems." 2013/14
In next semester, the plan is to include a short home-work assignment and a discussion on rotation and revolution movements of the earth.

Plan for topic "Students completing GEOG-120 will be able to explain the purpose of GIS, GPS, and Remote Sensing technologies." 2013/14
The outcome did not meet expected criteria, therefore, the plan is to include more examples, video and a self-test question on geospatial technology. The topic will be assessed in the future.

Plan for topic "Students completing GEOG-120 will be able to explain the difference between rotation and revolution movements of the earth and explain the effects of each on the geosystems." 2012/13
Beginning in FA13, faculty will emphasize the relationship of course material to current events related to human activities on the environment including possible actions that humans could take.

Plan for topic "Students completing GEOG-120 will be able to Assess the results of human activities on the environment and consider what can and cannot be done without them." 2012/13
Beginning in FA13, faculty will emphasize the relationship of course material to current events related to human activities on the environment including possible actions that humans could take.

Plan for topic "Students completing the course will be able to calculate the time-difference based on longitude." 2012/13
Beginning in FA13, faculty will emphasize the relationship of course material to current events related to human activities on the environment including possible actions that humans could take.

Plan for topic "Students completing GEOG-120 will be able to Critically assess, analyze and explain basic Earth-Sun relationships and their relevance to location, time, seasons, weather, and climate." 2012/13
Implement recently purchased software called 'Seasons' from Riverside Scientific. Students will use computer-based software to explore and reinforce concepts related to Earth-Sun relations as they relate to location, time, seasons, weather and climate.

Plan for topic "Students completing GEOG-120 will be able to Explain how world patterns of climate, soil and vegetation have developed..."
Faculty will develop and implement a complex table demonstrating the interrelationships between climate, soil and natural vegetation. The importance of this concept will be emphasized when covering the course material on climate.

Plan for topic "Students completing GEOG-120 will be able to explain the difference between rotation and revolution movements of the earth and explain the effects of each on the geosystems.": 2011/12
Continue to instruct using the same methods.

Plan for topic "Students completing the course will be able to calculate the time-difference based on longitude.": 2011/12
Continue to instruct using the same methods.

Plan for topic "Students completing GEOG-120 will be able to Assess the results of human activities on the environment and consider what can and cannot be done without them." : 2011/12
Continue to instruct using the same methods.

Plan for topic "Students completing the course will be able to calculate the time-difference based on longitude.": 2010/11
Reduce the pace of the lecture, particularly during the time/longitude portion. Explain the calculation more thoroughly, and assess student understanding via (non-graded) quiz.

Plan for topic "Students completing the course will be able to Assess the results of human activities on the environment and consider what can and cannot be done without them." : 2010/11
Reduce the pace of the lecture, particularly during the time/longitude portion. Explain the calculation more thoroughly, and assess student understanding via (non-graded) quiz.

Plan for topic "Students completing the course will be able to explain the difference between rotation and revolution movements of the earth and explain the effects of each on the geosystems." : 2010/11
Reduce the pace of the lecture, particularly during the time/longitude portion. Explain the calculation more thoroughly, and assess student understanding via (non-graded) quiz.

Plan for topic "Students completing the course will be able to describe how the movement of tectonic plates is associated with volcanic activities, mountain building and earthquakes." : 2010/11
Proceed with current lesson plan, continue to evaluate via SLO
Plan for topic "Students completing the course will be able to explain the Earth-Sun relation and describe why during summer the length of daylight increases towards the pole.": 2010/11

Proceed with current curriculum and continue to evaluate via SLO.
Plan for topic "Students completing the course will be able to draw and label geographic coordinates and calculate corresponding antipodes.": 2020/21

As a plan of action the (sub) department will continue to encourage instructors to emphasize the concept of scale and the correct procedures for measuring distances on a map using representative fractions. Methods to reinforce the concept include presentations (with supporting diagrams), working through examples, and homework assignments.

Scale is an important topic with regard to map interpretation and measurements.

Plan for topic "Students completing GEOG-121 will be able to Analyze a map; critically assess the use of a particular map scale and projection for displaying the mapped information and recommend alternate combinations of scale and projection for better representation.": 2020/21

As a plan of action the (sub) department will continue to encourage instructors to emphasize the concept of scale and the correct procedures for measuring distances on a map using representative fractions. Methods to reinforce the concept include presentations (with supporting diagrams), working through examples, and homework assignments.

Scale is an important topic with regard to map interpretation and measurements.

Plan for topic "Students completing GEOG-121 will be able to determine the map scale, identification of map projections, i.e. (UTM and PLSS), magnetic declination, locate place names using the correct coordinates, and topography identification.": 2020/21

As a plan of action the (sub) department will continue to encourage instructors to emphasize the concept of scale and the correct procedures for measuring distances on a map using representative fractions. Methods to reinforce the concept include presentations (with supporting diagrams), working through examples, and homework assignments.

Scale is an important topic with regard to map interpretation and measurements.

Plan for topic "Students completing GEOG-121 will be able to Identify types of plate boundaries and the resulting landform features.": 2020/21

As a plan of action the (sub) department will continue to encourage instructors to include local geologic features (the San Andreas fault system, for example), in addition to discussions, diagrams, and reading assignments, to emphasize the dynamic margins between lithospheric plates.

Plan for topic "Students completing GEOG-121 will be able to determine the map scale, identification of map projections, i.e. (UTM and PLSS), magnetic declination, locate place names using the correct coordinates, and topography identification.": 2017/18

While the outcome met success, it is recommended that the UTM projection system is sufficiently explained and the procedure for determining UTM coordinate values are emphasized.

Plan for topic "Students completing GEOG-121 will be able to Analyze a map; critically assess the use of a particular map scale and projection for displaying the mapped information and recommend alternate combinations of scale and projection for better representation.": 2020/21
DVC Instructional Course SLO Action Plans

projection for displaying the mapped information and recommend alternate combinations of scale and projection for better representation.": 2017/18

While the outcome met success, it is recommended that the UTM projection system is sufficiently explained and the procedure for determining UTM coordinate values are emphasized.

Plan for topic "Students completing the course will be able to draw and label geographic coordinates and calculate corresponding antipodes.": 2017/18

While the outcome met success, it is recommended that the UTM projection system is sufficiently explained and the procedure for determining UTM coordinate values are emphasized.

Plan for topic "Students completing the course will be able to find the altitude of the noon sun on a given date at a given location. For example, what is the altitude of the noon Sun at Pleasant Hill (37ºNorth latitude), for December 20."": 2017/18

Constructing isolines via interpolation can be a significant challenge for students. It is recommended that basic interpolation techniques are reinforced and additional resources are provided in an effort to improve student success with this topic. One method is to introduce the concept of interpolation using very simple spot elevation diagrams then introduce more complex problems, such as the examples that are used in the current lab manual, only after students are successful with the basic problems.

Plan for topic "Students completing GEOG-121 will be able to exhibit proficiency in constructing topographic profiles and contour maps both by hand and on a personal computer and will be able to analyze and describe the topography using the profiles and contour maps."": 2017/18

Constructing isolines via interpolation can be a significant challenge for students. It is recommended that basic interpolation techniques are reinforced and additional resources are provided in an effort to improve student success with this topic. One method is to introduce the concept of interpolation using very simple spot elevation diagrams then introduce more complex problems, such as the examples that are used in the current lab manual, only after students are successful with the basic problems.

Plan for topic "Students completing GEOG-121 will be able to exhibit proficiency in constructing contour maps by hand and describe the topography using the profiles and contour maps."": 2017/18

Constructing isolines via interpolation can be a significant challenge for students. It is recommended that basic interpolation techniques are reinforced and additional resources are provided in an effort to improve student success with this topic. One method is to introduce the concept of interpolation using very simple spot elevation diagrams then introduce more complex problems, such as the examples that are used in the current lab manual, only after students are successful with the basic problems.

Plan for topic "Students completing this course will be able to demonstrate proficiency in identifying common rock types."": 2017/18

It is recommended that additional time and effort is applied to the rock and mineral portion of the lab, emphasizing the characteristics of each of the three basic rock types and techniques at identifying each type.

Plan for topic "Students completing GEOG-121 will be able to determine the map scale, identification of map projections, i.e. (UTM and
### DVC Instructional Course SLO Action Plans

#### PLSS), magnetic declination, locate place names using the correct coordinates, and topography identification.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing the course will be able to draw and label geographic coordinates and calculate corresponding antipodes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>While the analysis suggests the outcome met success (barely) it is recommended that lab procedures regarding scale and calculating scales (via verbal scales, bar scales, and representative fractions) are emphasized and reinforced.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing GEOG-121 will be able to Analyze a map; critically assess the use of a particular map scale and projection for displaying the mapped information and recommend alternate combinations of scale and projection for better representation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>While the analysis suggests the outcome met success (barely) it is recommended that lab procedures regarding scale and calculating scales (via verbal scales, bar scales, and representative fractions) are emphasized and reinforced.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing the course will be able to find the altitude of the noon sun on a given date at a given location. For example, what is the altitude of the noon Sun at Pleasant Hill (37º North latitude), for December 20.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The concept of interpolation was emphasized during lab discussion and several examples were demonstrated via powerpoint presentation. The successful results suggests the instruction for the procedure/concept of constructing contours via interpolation is adequate and to continue instructing using these methods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing GEOG-121 will be able to exhibit proficiency in constructing contour maps by hand and describe the topography using the profiles and contour maps.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The concept of interpolation was emphasized during lab discussion and several examples were demonstrated via powerpoint presentation. The successful results suggests the instruction for the procedure/concept of constructing contours via interpolation is adequate and to continue instructing using these methods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing GEOG-121 will be able to Exhibit proficiency in constructing topographic profiles and contour maps both by hand and on a personal computer and will be able to analyze and describe the topography using the profiles and contour maps.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The concept of interpolation was emphasized during lab discussion and several examples were demonstrated via powerpoint presentation. The successful results suggests the instruction for the procedure/concept of constructing contours via interpolation is adequate and to continue instructing using these methods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Students completing GEOG-121 will be able to Identify types of plate boundaries and the resulting landform features.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>While the various plate margins were discussed during lab, our local tectonic setting (i.e. the transform plate boundary between the Pacific and North American plates) was</td>
</tr>
</tbody>
</table>
emphasized using diagrams and graphics via powerpoint presentation. Because the outcome for this topic was adequately successful, it is recommended that the instructional methods used to demonstrate the specific concept should be continued.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing GEOG-121 will be able to identify types of plate boundaries and the resulting landform features.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessment will be done again in future semesters.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to demonstrate proficiency in identifying common rock types.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>More practice lab should be given to reinforce the concept.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to analyze and explain the characteristics of the Earth's biogeographical regions.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>The same assignment and assessment will be conducted in future semesters to evaluate if the result is consistent.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing GEOG-121 will be able to determine the map scale, identification of map projections, i.e. (UTM and PLSS), magnetic declination, locate place names using the correct coordinates, and topography identification.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try to introduce new examples and demonstration to achieve a higher success rate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing GEOG-121 will be able to Analyze a map; critically assess the use of a particular map scale and projection for displaying the mapped information and recommend alternate combinations of scale and projection for better representation.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try to introduce new examples and demonstration to achieve a higher success rate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to draw and label geographic coordinates and calculate corresponding antipodes.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try to introduce new examples and demonstration to achieve a higher success rate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to find the altitude of the noon sun on a given date at a given location. For example, what is the altitude of the noon Sun at Pleasant Hill (37° North latitude), for December 20.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>57% of students answered all questions correctly. In order to achieve a higher success rate with the next cohort of students, the instructional tools and methods need to be revisited.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing GEOG-121 will be able to Exhibit proficiency in constructing topographic profiles and contour maps both by hand and on a personal computer and will be able to analyze and describe the topography using the profiles and contour maps.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
</table>
| 57% of students answered all questions correctly. In order to achieve a higher success rate with the next cohort of students, the instructional tools and methods need to be
Plan for topic "Students completing GEOG-121 will be able to exhibit proficiency in constructing contour maps by hand and describe the topography using the profiles and contour maps.": 2014/15

57% of students answered all questions correctly. In order to achieve a higher success rate with the next cohort of students, the instructional tools and methods need to be revisited.

Plan for topic "Students completing GEOG-121 will be able to identify types of plate boundaries and the resulting landform features.": 2014/15

The criteria was met with the current cohort of students. The topic will be taught with similar method of instruction.

Plan for topic "Students completing GEOG-121 will be able to exhibit proficiency in constructing contour maps by hand and describe the topography using the profiles and contour maps.": 2013/14

Assess this topic again and include a hands-on exercise on construction of topographic profiles.

Plan for topic "Students completing the course will be able to find the altitude of the noon sun on a given date at a given location. For example, what is the altitude of the noon Sun at Pleasant Hill (37º North latitude), for December 20.": 2013/14

Assess this topic again and include a hands-on exercise on construction of topographic profiles.

Plan for topic "Students completing GEOG-121 will be able to exhibit proficiency in constructing topographic profiles and contour maps both by hand and on a personal computer and will be able to analyze and describe the topography using the profiles and contour maps.": 2013/14

Assess this topic again and include a hands-on exercise on construction of topographic profiles.

Plan for topic "Students completing the course will be able to find the distance between two locations on a topographic map using the given scale.": 2013/14

Assess this topic again and include a practice-lab on climate classification.

Plan for topic "Students completing GEOG-121 will be able to plot and analyzing weather data with the goal of classifying sites according to climate type.": 2013/14

Assess this topic again and include a practice-lab on climate classification.

Plan for topic "Students completing GEOG-121 will be able to demonstrate proficiency in displaying and analyzing weather data with the goal of classifying sites according to climate type.": 2013/14

Assess this topic again and include a practice-lab on climate classification.

Plan for topic "Students completing GEOG-121 will be able to determine the map scale, identification of map projections, i.e. (UTM and
DVC Instructional Course SLO Action Plans

PLSS), magnetic declination, locate place names using the correct coordinates, and topography identification.": 2012/13

Continue to use this lab every semester.

Plan for topic "Students completing the course will be able to draw and label geographic coordinates and calculate corresponding antipodes.".": 2012/13

Continue to use this lab every semester.

Plan for topic "Students completing GEOG-121 will be able to Analyze a map; critically assess the use of a particular map scale and projection for displaying the mapped information and recommend alternate combinations of scale and projection for better representation.".": 2012/13

Continue to use this lab every semester.

Plan for topic "Students completing GEOG-121 will be able to Analyze a map; critically assess the use of a particular map scale and projection for displaying the mapped information and recommend alternate combinations of scale and projection for better representation.".": 2012/13

Continue to use this lab every semester.

Plan for topic "Students completing GEOG-121 will be able to Analyze a map; critically assess the use of a particular map scale and projection for displaying the mapped information and recommend alternate combinations of scale and projection for better representation.".": 2012/13

Add another profile activity using a full-scale topographic map with considerable relief in AY 2013-14.

Plan for topic "Students completing GEOG-121 will be able to Exhibit proficiency in constructing topographic profiles and contour maps both by hand and on a personal computer and will be able to analyze and describe the topography using the profiles and contour maps.".": 2012/13

Add another profile activity using a full-scale topographic map with considerable relief in AY 2013-14.

Plan for topic "Students completing GEOG-121 will be able to Exhibit proficiency in constructing topographic profiles and contour maps both by hand and on a personal computer and will be able to analyze and describe the topography using the profiles and contour maps.".": 2012/13

Add another profile activity using a full-scale topographic map with considerable relief in AY 2013-14.

Plan for topic "Students completing GEOG-121 will be able to Exhibit proficiency in constructing topographic profiles and contour maps both by hand and on a personal computer and will be able to analyze and describe the topography using the profiles and contour maps.".": 2012/13

Add another profile activity using a full-scale topographic map with considerable relief in AY 2013-14.

Plan for topic "Students completing the course will be able to find the distance between two locations on a topographic map using the given scale.".": 2012/13

No change to the classification activity. Possibly integrate the interrelationship between climate, natural vegetation and soils to enhance student performance in GEOG 120.

Plan for topic "Students completing GEOG-121 will be able to Demonstrate proficiency in displaying and analyzing weather data with the goal of classifying sites according to climate type.".": 2012/13

No change to the classification activity. Possibly integrate the interrelationship between climate, natural vegetation and soils to enhance student performance in GEOG 120.

Plan for topic "Students completing GEOG-121 will be able to plot and analyzing weather data with the goal of classifying sites according to climate type.".": 2012/13

No change to the classification activity. Possibly integrate the interrelationship between climate, natural vegetation and soils to enhance student performance in GEOG 120.
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing GEOG-121 will be able to Analyze a map; critically assess the use of a particular map scale and projection for displaying the mapped information and recommend alternate combinations of scale and projection for better representation."**: 2011/12

More hands-on problem solving questions will be included in lecture demonstration and this outcome will be assessed in the following semester.

**Plan for topic "Students completing GEOG-121 will be able to determine the map scale, identification of map projections, i.e. (UTM and PLSS), magnetic declination, locate place names using the correct coordinates, and topography identification."**: 2011/12

More hands-on problem solving questions will be included in lecture demonstration and this outcome will be assessed in the following semester.

**Plan for topic "Students completing the course will be able to draw and label geographic coordinates and calculate corresponding antipodes."**: 2011/12

More hands-on problem solving questions will be included in lecture demonstration and this outcome will be assessed in the following semester.

**Plan for topic "Students completing GEOG-121 will be able to Exhibit proficiency in constructing topographic profiles and contour maps both by hand and on a personal computer and will be able to analyze and describe the topography using the profiles and contour maps."**: 2011/12

This outcome will be assessed again in the following semester.

**Plan for topic "Students completing the course will be able to find the altitude of the noon sun on a given date at a given location. For example, what is the altitude of the noon Sun at Pleasant Hill (37º North latitude), for December 20."**: 2011/12

This outcome will be assessed again in the following semester.

**Plan for topic "Students completing GEOG-121 will be able to exhibit proficiency in constructing contour maps by hand and describe the topography using the profiles and contour maps."**: 2011/12

This outcome will be assessed again in the following semester.

**Plan for topic "Students completing GEOG-121 will be able to Demonstrate proficiency in displaying and analyzing weather data with the goal of classifying sites according to climate type."**: 2011/12

This outcome will be assessed in the following semester.

**Plan for topic "Students completing the course will be able to find the distance between two locations on a topographic map using the given scale."**: 2011/12

This outcome will be assessed in the following semester.

**Plan for topic "Students completing GEOG-121 will be able to plot and analyzing weather data with the goal of classifying sites according to climate type."**: 2011/12
Plan for topic "Students completing the course will be able to draw and label geographic coordinates and calculate corresponding antipodes.":: 2010/11

The current method of instruction will be continued and more practice questions will be covered in the lab so that all students can answer it correctly.

Plan for topic "Students completing GEOG-121 will be able to Analyze a map; critically assess the use of a particular map scale and projection for displaying the mapped information and recommend alternate combinations of scale and projection for better representation.":: 2010/11

The current method of instruction will be continued and more practice questions will be covered in the lab so that all students can answer it correctly.

Plan for topic "Students completing GEOG-121 will be able to determine the map scale, identification of map projections, i.e. (UTM and PLSS), magnetic declination, locate place names using the correct coordinates, and topography identification.":: 2010/11

The current method of instruction will be continued and more practice questions will be covered in the lab so that all students can answer it correctly.

Plan for topic "Students completing the course will be able to find the altitude of the noon sun on a given date at a given location. For example, what is the altitude of the noon Sun at Pleasant Hill (37ºNorth latitude), for December 20.":: 2010/11

The result did not meet the required criteria. The instructional method need to be improvised and more exercise and examples need to be included in lecture demostration and hands-on lab.

Plan for topic "Students completing GEOG-121 will be able to Exhibit proficiency in constructing topographic profiles and contour maps both by hand and on a personal computer and will be able to analyze and describe the topography using the profiles and contour maps.":: 2010/11

The result did not meet the required criteria. The instructional method need to be improvised and more exercise and examples need to be included in lecture demostration and hands-on lab.

Plan for topic "Students completing GEOG-121 will be able to exhibit proficiency in constructing contour maps by hand and describe the topography using the profiles and contour maps.":: 2010/11

The result did not meet the required criteria. The instructional method need to be improvised and more exercise and examples need to be included in lecture demostration and hands-on lab.

Plan for topic "Students completing the course will be able to find the distance between two locations on a topographic map using the given scale.":: 2010/11

The minimum criteria was met. However, we need improve the achievement rate. More practice and assignments will be added on this topic in the hands-on lab.

Plan for topic "Students completing GEOG-121 will be able to Demonstrate proficiency in displaying and analyzing weather data with the
The minimum criteria was met. However, we need to improve the achievement rate. More practice and assignments will be added on this topic in the hands-on lab.

Plan for topic "Students completing GEOG-121 will be able to plot and analyzing weather data with the goal of classifying sites according to climate type."

The minimum criteria was met. However, we need to improve the achievement rate. More practice and assignments will be added on this topic in the hands-on lab.
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>739. Thinking and Communicating Geospatially [GEOG-124] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing GEOG-124 will be able to Recognize the elements of spatial location.&quot;</strong>: 2017/18</td>
<td>It was found during the assessment that the unsuccessful students thought of absolute location to be a synonym of topological description. This outcome indicates that the concept of topological association needs to be explained clearly in lecture and reading assignments.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing this course will be able to explain the fundamentals of different geospatial technologies and describe their applications.&quot;</strong>: 2017/18</td>
<td>The unsuccessful students on this assessment chose other non-natural sources of energy as a fundamental for remote sensing technique. In future semesters it would be helpful to use diagrams and animations to demonstrate the process data collection using the remote sensing technique.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing this course will be able to explain the fundamentals of different geospatial technologies and describe their applications.&quot;</strong>: 2015/16</td>
<td>The assessment indicates that lecture and online reading as well as self-test quizzes help students understand the key elements of different technologies. There should be greater emphasis on application areas with links to online resources.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing GEOG-124 will be able to Recognize the elements of spatial location.&quot;</strong>: 2014/15</td>
<td>There is need to reinforce the concept of absolute and relative location with multiple examples. Students are able to answer correctly if a reference document is available. While given a multiple options, 15 of the students did not choose the correct answer.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing GEOG-124 will be able to Interpret an aerial photograph.&quot;</strong>: 2014/15</td>
<td>It appears the more examples of aerial photographs should be presented in class with emphasis on interpretation of pattern and association of features.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing GEOG-124 will be able to List the elements of cartographic principles and map design.&quot;</strong>: 2014/15</td>
<td>This is an important concept and core of geospatial information representation, therefore, in next semester we will continue to assess it. The goal is that 100% students must achieve this outcome.</td>
</tr>
</tbody>
</table>
740. *Introduction to Geographic Information Systems (GIS) [GEOG-125] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]*

**Plan for topic "Students completing the course will be able to explain the components of a geographic information system."**: 2017/18

It is expected that all students should be able to list the components with 100% success rate. In order to achieve this goal it is important that this learning objective is revisited multiple times during a semester.

**Plan for topic "Students completing GEOG-125 will be able to Interpret the basic concepts of geodesy, map projection and cartography including ellipsoids, datum, spheroids and how these affect map preparation/presentation."**: 2015/16

More hands-on assignments and labs with managing projection for multiple datasets should be provided to increase the success rate.

**Plan for topic "Students completing GEOG-125 will be able to Use and demonstrate spatial information in terms of what, where, and why with the help of GIS."**: 2015/16

Since the current cohort had 15% failure or below acceptable result, the need is to capture at-risk students by the 2nd exam and provide them the required assistance.

**Plan for topic "Students completing GEOG-125 will be able to Represent spatial information, spatial data and spatial relations in digital forms as maps and graphs."**: 2013/14

Based on this result it appears that more emphasis needs to be places on data-display and cartographic tools, while presenting lecture and demonstration, so that greater percentage of students are able to successfully complete this objective.

**Plan for topic "Students completing GEOG-125 will be able to Interpret the basic concepts of geodesy, map projection and cartography including ellipsoids, datum, spheroids and how these affect map preparation/presentation."**: 2014/15

This objective represents the fundamental of data-integration, therefore, it needs to be measured next semester with a different cohort of students using similar assignments and questions on exams.

**Plan for topic "Students completing GEOG-125 will be able to Use and demonstrate spatial information in terms of what, where, and why with the help of GIS."**: 2014/15

The objective was not met by 50 of the students. The demonstration and hands-on exercise need to be revisited and revised to ensure the at least 85% of students meet this objective. After revision, the objective will be measured with the next cohort.

**Plan for topic "Students completing GEOG-125 will be able to Represent spatial information, spatial data and spatial relations in digital forms as maps and graphs."**: 2013/14
<table>
<thead>
<tr>
<th>Topic</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to explain the difference between a Raster and Vector data set.</td>
<td>Plan for topic “Students completing the course will be able to explain the difference between a Raster and Vector data set.&quot;: 2013/14</td>
</tr>
<tr>
<td>Students completing GEOG-125 will be able to Explain the application of GIS in observation, data collection, data input, analyses, manipulation, and hypothesis testing.</td>
<td>Plan for topic &quot;Students completing GEOG-125 will be able to Explain the application of GIS in observation, data collection, data input, analyses, manipulation, and hypothesis testing.&quot;: 2013/14</td>
</tr>
<tr>
<td>Students completing the course will be able to join tables and run a search query based on a given criteria to select features. For example- find the cities in the United States that have population above 100,000 and display the selected cities on a separate map.</td>
<td>Plan for topic &quot;Students completing the course will be able to join tables and run a search query based on a given criteria to select features. For example- find the cities in the United States that have population above 100,000 and display the selected cities on a separate map.&quot;: 2013/14</td>
</tr>
<tr>
<td>Students completing GEOG-125 will be able to Display the use of GIS techniques for storage, analyses, management and display of spatial information.</td>
<td>Plan for topic &quot;Students completing GEOG-125 will be able to Display the use of GIS techniques for storage, analyses, management and display of spatial information.&quot;: 2013/14</td>
</tr>
<tr>
<td>Students completing GEOG-125 will be able to Demonstrate the use of basic GIS techniques in more complex regional-spatial analyses such as environmental impact assessment, regional-city planning and resource management.</td>
<td>Plan for topic &quot;Students completing GEOG-125 will be able to Demonstrate the use of basic GIS techniques in more complex regional-spatial analyses such as environmental impact assessment, regional-city planning and resource management.&quot;: 2013/14</td>
</tr>
<tr>
<td>Students completing the course will be able to explain the components of a geographic information system.</td>
<td>Plan for topic &quot;Students completing the course will be able to explain the components of a geographic information system.&quot;: 2012/13</td>
</tr>
<tr>
<td>Students completing the course will be able to explain the difference between a Raster and Vector data set.</td>
<td>Plan for topic &quot;Students completing the course will be able to explain the difference between a Raster and Vector data set.&quot;: 2012/13</td>
</tr>
<tr>
<td>Students completing GEOG-125 will be able to Represent spatial information, spatial data and spatial relations in digital forms as maps and graphs.</td>
<td>Plan for topic &quot;Students completing GEOG-125 will be able to Represent spatial information, spatial data and spatial relations in digital forms as maps and graphs.&quot;: 2012/13</td>
</tr>
</tbody>
</table>
This objective to be assessed in the following semester. More emphasis will be given on analysis and query of data through lecture and demonstration to improve the achievement score of this objective.

Plan for topic "Students completing the course will be able to join tables and run a search query based on a given criteria to select features. For example- find the cities in the United States that have population above 100,000 and display the selected cities on a separate map.": 2012/13

This objective to be assessed in the following semester. More emphasis will be given on analysis and query of data through lecture and demonstration to improve the achievement score of this objective.

Plan for topic "Students completing the course will be able to explain the components of a geographic information system.": 2011/12

The target for this SLO was met. Since this is one of the fundamental concepts of GIS, this SLO will be measured again the next assessment cycle.

Plan for topic "Students completing the course will be able to explain the difference between a Raster and Vector data set.": 2011/12

This outcome will be measured again in the next assessment cycle.

Plan for topic "Students completing GEOG-125 will be able to explain the components of a geographic information system.": 2010/11

The current method and plan will be implemented again in the following semester.

Plan for topic "Students completing the course will be able to explain the difference between a Raster and Vector data set.": 2010/11

In the following semester more examples and hands-on assignment will focus on the properties of raster and vector data. Assessment will be repeated.

Plan for topic "Students completing GEOG-125 will be able to Represent spatial information, spatial data and spatial relations in digital forms as maps and graphs.": 2011/12

This outcome will be measured again in the next assessment cycle.

Plan for topic "Students completing the course will be able to explain the difference between a Raster and Vector data set.": 2011/12

Since the target was not met, in the next semester- more hands-on, problem-solving labs will be incorporated to focus on the tasks of joining-data and query-selection. This outcome will be measured again in the next cycle.

Plan for topic "Students completing GEOG-125 will be able to Explain the application of GIS in observation, data collection, data input, analyses, manipulation, and hypothesis testing.": 2011/12

Since the target was not met, in the next semester- more hands-on, problem-solving labs will be incorporated to focus on the tasks of joining-data and query-selection. This outcome will be measured again in the next cycle.
forms as maps and graphs." 2010/11

In the following semester more examples and hands-on assignment will focus on the properties of raster and vector data. Assessment will be repeated.

Plan for topic "Students completing the course will be able to join tables and run a search query based on a given criteria to select features. For example- find the cities in the United States that have population above 100,000 and display the selected cities on a separate map." 2010/11

Since the outcome was below the expected level, in the following semester more hands-on lab will be introduced to address the join and relate functions of attribute and feature data. this assessment will be repeated.

Plan for topic "Students completing GEOG-125 will be able to Explain the application of GIS in observation, data collection, data input, analyses, manipulation, and hypothesis testing." 2010/11

Since the outcome was below the expected level, in the following semester more hands-on lab will be introduced to address the join and relate functions of attribute and feature data. this assessment will be repeated.
Plan for topic "Students completing this course will be able to complete slope and aspect analyses using a digital elevation model.":: 2017/18
Will continue to teach the data download and slope aspect processing methods. It is recommended that more examples be given in lectures and labs focusing on total area calculation.

Plan for topic "Students completing the course will be able to use the given dataset for spatial analysis. Suggest suitable sites for regenerating oak plantation along the East Bay hills; or map the areas of potential soil erosion along the East-Bay hills and categorize them as high, medium, and low risks.":: 2015/16
The results were better than the previous cycle 2013-14. The assessment will be continued in future to ensure that a consistent high success rate for this outcome is maintained.

Plan for topic "Students completing GEOG-126 will be able to Use the given data and criteria for overlay analysis and suggest areas of high risk for fire.":: 2015/16
The results were better than the previous cycle 2013-14. The assessment will be continued in future to ensure that a consistent high success rate for this outcome is maintained.

Plan for topic "Students completing this course will be able to describe the different tools for customizing the GIS interface.":: 2015/16
The current lab and discussion will be followed and assessment will be given in future semesters to ensure that higher level of success is consistently maintained.

Plan for topic "Students completing this course will be able to build a network dataset and create a shortest route analysis.":: 2015/16
To maintain higher success rate, examples and more practice exercise should be provided in addition to the hands-on lab exercise.

Plan for topic "Students completing the course will be able to use the given dataset for spatial analysis. Suggest suitable sites for regenerating oak plantation along the East Bay hills; or map the areas of potential soil erosion along the East-Bay hills and categorize them as high, medium, and low risks.":: 2013/14
The assessment will be repeated in the next cycle with a plan to include a second lab exercise on raster overlay operation with less step-by-step instruction, followed by a feedback session.

Plan for topic "Students completing GEOG-126 will be able to Use the given data and criteria for overlay analysis and suggest areas of high risk for fire.":: 2013/14
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create a 3-dimensional topographic surface from the given DEM (digital elevation model).&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessment will be repeated in the next cycle with a plan to include a second lab exercise on raster overlay operation with less step-by-step instruction, followed by a feedback session.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write down ten addresses from the phonebook of your city. Go to <a href="http://www.census.gov">http://www.census.gov</a> and follow the directions to download the street map of your county. Perform a geocoding process to locate the restaurants.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the success rate of this task, the plan is to assess it next semester with the same sequence of exercise prior to the take-home exam and see if the success rate is consistent.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing GEOG-126 will be able to perform geocoding process to map a given list of addresses.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the success rate of this task, the plan is to assess it next semester with the same sequence of exercise prior to the take-home exam and see if the success rate is consistent.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing GEOG-126 will be able to Use the given data and criteria for overlay analysis and suggest areas of high risk for fire.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This outcome will be assessed in the next cycle. Since the outcome target was not met, more hands-on tasks will be added for students to help them understand the concept.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use the given dataset for spatial analysis. Suggest suitable sites for regenerating oak plantation along the East Bay hills; or map the areas of potential soil erosion along the East-Bay hills and categorize them as high, medium, and low risks.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This outcome will be assessed in the next cycle. Since the outcome target was not met, more hands-on tasks will be added for students to help them understand the concept.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create a 3-dimensional topographic surface from the given DEM (digital elevation model).&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This outcome is one of the fundamental concepts of Advanced GIS course. It will be measured again in the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write down ten addresses from the phonebook of your city. Go to <a href="http://www.census.gov">http://www.census.gov</a> and follow the directions to download the street map of your county. Perform a geocoding process to locate the restaurants.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>More geocoding exercises will be added. This outcome will be measured again in the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing GEOG-126 will be able to perform geocoding process to map a given list of addresses.": 2011/12

More geocoding exercises will be added. This outcome will be measured again in the next assessment cycle.

Plan for topic "Students completing the course will be able to use the given dataset for spatial analysis. Suggest suitable sites for regenerating oak plantation along the East Bay hills; or map the areas of potential soil erosion along the East-Bay hills and categorize them as high, medium, and low risks." : 2010/11

The assessment will be repeated in the next semester.

Plan for topic "Students completing GEOG-126 will be able to use the given data and criteria for overlay analysis and suggest areas of high risk for fire." : 2010/11

The assessment will be repeated in the next semester.

Plan for topic "Students completing the course will be able to create a 3-dimensional topographic surface from the given DEM (digital elevation model)." : 2010/11

Current method and labs addressing this topic will be continued and the assessment will be repeated in the following semester.

Plan for topic "Students completing GEOG-126 will be able to perform geocoding process to map a given list of addresses." : 2010/11

The assessment will be repeated in the following semester.

Plan for topic "Students completing the course will be able to write down ten addresses from the phonebook of your city. Go to http://www.census.gov and follow the directions to download the street map of your county. Perform a geocoding process to locate the restaurants." : 2010/11

The assessment will be repeated in the following semester.
### Plan for topic "Students completing GEOG-129 will be able to Describe GPS technology and its components by knowing the minimum number of satellite signals required for obtaining a 3-D position." 2017/18

Given the level of success that is demonstrated by students regarding this topic in the Fall 2018, 2016, and 2014 semesters, the Department will be asked to consider replacing the current assessment topic with a different measure of student success. To describe GPS technology and its components (SLO â€“ Bâ€™), for example, students could be asked to describe the three operational segments of the system, rather than the minimum number of satellite signals required for 3-D positions, on an exercise or exam.

### Plan for topic "Students completing GEOG-129 will be able to explain and identify acceptable values for dilution of precision (a measure of the geometrical uncertainty of a GPS position)." 2017/18

Given the level of success that is demonstrated by students regarding this topic in the Fall 2018, 2016, and 2014 semesters, the Department will be asked to consider revising the current assessment topic with a different measure of student success. Students could be asked, for example, to explain a different source of error, rather provide an acceptable dilution of precision value, on an exercise or exam that would be consistent with explaining the sources of error in field data collection using GPS (SLO â€“ Eâ€™).

### Plan for topic "Students completing GEOG-129 will be able to successfully quantify positional error of pre and post processed GPS field data." 2017/18

As a plan of action, the CEP50 discussion will be augmented to reinforce the procedure for calculating CEP50 error values, with particular attention to scaling the mapped (or plotted) error values to actual.

### Plan for topic "Students completing GEOG-129 will be able to Describe GPS technology and its components by knowing the minimum number of satellite signals required for obtaining a 3-D position." 2015/16

Continue to instruct the components of the GPS using the same methods.

### Plan for topic "Students completing GEOG-129 will be able to explain and identify acceptable values for dilution of precision (a measure of the geometrical uncertainty of a GPS position)." 2015/16

Continue to instruct the concept of dilution of precision using the same methods.

### Plan for topic "Students completing GEOG-129 will be able to successfully quantify positional error of pre and post processed GPS field data." 2015/16

Continue to instruct methods to quantify error using the same tools and methods.

### Plan for topic "Students completing GEOG-129 will be able to Describe GPS technology and its components by knowing the minimum number of satellite signals required for obtaining a 3-D position." 2014/15

This is a fundamental concept and will be continued to be assessed with the new cohort of students next semester using the same methods of instruction.
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing GEOG-129 will be able to can explain and identify acceptable values for dilution of precision (a measure of the geometrical uncertainty of a GPS position).&quot;: 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to instruct using the same method</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing GEOG-129 will be able to will successfully quantify positional error of pre and post processed GPS field data.&quot;: 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to instruct using the same method.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to demonstrate an understanding of the energy, resource, environmental, poverty, and population problems confronting the world today, especially an ability to analyze their often intimate interrelation and anticipate their future consequences." : 2018/19

The assignment was able to introduce the concept of how to compare and contrast and analyze the characteristics. However, assessment results shows that some students need a better understanding of statistics and more guidance with interpretation of data. Adding a short assignment on data interpretation will help more students to achieve this outcome.

Plan for topic "Students completing the course will be able to display a sense of the diversity of the world's cultures, including an ability to synthesize common themes and explain important distinctions." : 2015/16

This topic will be assessed in future using a different format such as an short answer question to measure the analytical skills.

Plan for topic "Students completing this course will be able to identify the characteristics of a nation-state." : 2015/16

Since 35% of the students assessed were unsuccessful, the plan is to create a short lecture-video explaining this concept. It is possible that the students are not able to grasp the concept just by trading the textbook and online reference.

Plan for topic "Students completing GEOG-130 will be able to How do geographers answer the "where" question? Be sure to consider location, maps and distribution." : 2013/14

Have students do more frequent, short essay type of writing assignments throughout the semester.

Plan for topic "Students completing the course will be able to display a sense of the diversity of the world's cultures, including an ability to synthesize common themes and explain important distinctions." : 2013/14

2013-12-23: Assign more regular written essays so students are held accountable for their study skills and get more practice writing essays.

2014-05-30: No modification of existing practice appears to be necessary.

Plan for topic "Students completing GEOG-130 will be able to describe and explain the interactive relationship between human beings and their environment." : 2013/14

It does not appear that any modification of existing practices is necessary.
Plan for topic "Students completing this course will be able to understand world place location and differentiate between a) latitudes and longitudes; b) absolute and relative location concepts.": 2018/19

The assessment result showed that some students were not able to distinguish between absolute and relative location. It might be helpful to emphasize on the concepts of geographic coordinates and site and situation concepts to help students distinguish between relative and absolute location descriptions.

Plan for topic "Students completing this course will be able to understand the population trend in different continents.": 2015/16

Use on population distribution map helps students understand the pattern on distribution and population concentration. The other demographic characteristics such as age, gender, birth and natural increase are discussed in descriptive texts. It will be helpful to use line graph, bar graph, and pyramid diagrams to convey the information visually.

Plan for topic "Students completing this course will be able to understand world place location and differentiate between a) latitudes and longitudes; b) absolute and relative location concepts.": 2015/16

Location concept is fundamental to geographic analyses. In the given sequence of topics the location concept is covered in the first two chapters. It is suggested that the concept be reviewed later into the semester so that more students can successfully achieve this learning objective.

Plan for topic "Students completing the course will be able to understand the concept of geographic regions based on physical, economic, political and cultural characteristics.": 2013/14

The plan is to include a self-test section and home-work on the concept of regions and realms to enhance the written and analytical capability so that students can achieve a higher success rate on a short-answer question.

Plan for topic "Students completing the course will be able to identify the locations of prominent physical landscapes of Europe": 2013/14

Plan is to include a mapwork of physiographic regions of Europe and a self-test section to enhance the understanding of the physical landscape of Europe.

Plan for topic "Students completing this course will be able to understand the population trend in different continents.": 2013/14

The plan is to add a self-test and a discussion on population trend comparing developed and less-developed countries. The topic will be assessed again in the future to evaluate if the above plan improves the outcome.

Plan for topic "Students completing this course will be able understand the current trends in world population and explain the disparity in population growth between developed and less-developed countries.": 2013/14

The plan is to include a self-test and home-work on population trend to enhance the understanding of trend between developed, developing and less-developed countries. The topic will be assessed again to see if the above plan improves the outcome.
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Topic</th>
<th>Plan</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to identify the locations of prominent physical landscapes of Europe</td>
<td>This SLO will be assessed in the next cycle again.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing the course will be able to understand the population trend in different continents.</td>
<td>The assessment of this outcome will continue in the following semester.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing the course will be able understand the current trends in world population and explain the disparity in population growth between developed and less-developed countries.</td>
<td>In the following semesters more discussion and examples from various regions will be incorporated into lecture and assignments. The assessment will continue to see if the above step improves the assessment result.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing the course will be able to understand the concept of geographic regions based on physical, economic, political and cultural characteristics.</td>
<td>Additional map-based approach will be incorporated to help students understand the concept of regions. This assessment will be repeated in the following semester.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Students completing the course will be able to identify the locations of prominent physical landscapes of Europe</td>
<td>More map-based approach will be incorporated to reinforce this concept. The assessment will be repeated in the following semester.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Students completing this course will be able to understand the population trend in different continents.</td>
<td>The assessment will be repeated in the following semester. Other parts of the world will be covered besides East Asia.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Students completing this course will be able understand the current trends in world population and explain the disparity in population growth between developed and less-developed countries.</td>
<td>The assessment will be repeated in the following semester. More discussion and maps will be incorporated during lecture/discussion.</td>
<td>2010/11</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to decode a standard weather station to retrieve air temperature, dew point temperature, air pressure, wind direction, wind speed, cloud cover and current weather condition.":: 2018/19

Continue to reinforce concepts relating to weather station models (including decoding temperature, relative humidity, barometric pressure, wind speed and direction, and cloud cover) with lecture discussions, and a homework assignment is specific to weather station model coding. Interestingly, while scores for correct barometric pressure decoding were adequate, students did not score as well with the overall weather station model questions on the exam which suggests that, in addition to barometric pressure decoding, other coded components of the model must be stressed.

Plan for topic "Students completing GEOG-140 will be able to Analyze, explain and graph data on the physical state of the atmosphere.":: 2018/19

Continue to reinforce concepts relating to weather station models (including decoding temperature, relative humidity, barometric pressure, wind speed and direction, and cloud cover) with lecture discussions, and a homework assignment is specific to weather station model coding. Interestingly, while scores for correct barometric pressure decoding were adequate, students did not score as well with the overall weather station model questions on the exam which suggests that, in addition to barometric pressure decoding, other coded components of the model must be stressed.

Plan for topic "Students completing the course will be able to generate a diagram showing the three-cell model showing general surface wind and pressure belts on Earth.":: 2018/19

Concepts regarding the physical components of the atmosphere must be addressed more thoroughly. Students seem to have a difficult time with the thought that three-quarters of every breadth that they take is nitrogen (rather than oxygen). More time will be devoted to learning the components of the atmosphere including a diagram (pie chart) illustrating the proportion of gasses, a homework assignment that is similar in nature to the pie chart, and reinforcement of the concept throughout the semester.

Plan for topic "Students completing GEOG-140 will be able to Summarize the physical components of Earth's atmosphere and how they interact to produce weather.":: 2018/19

Concepts regarding the physical components of the atmosphere must be addressed more thoroughly. Students seem to have a difficult time with the thought that three-quarters of every breadth that they take is nitrogen (rather than oxygen). More time will be devoted to learning the components of the atmosphere including a diagram (pie chart) illustrating the proportion of gasses, a homework assignment that is similar in nature to the pie chart, and reinforcement of the concept throughout the semester.

Plan for topic "Students completing the course will be able to use the concept of 'pressure blocks' to explain the vertical and horizontal relationship between temperature and air pressure.":: 2018/19

The success rate of at least 70% was achieved, the specific topic is cursory to understanding atmospheric circulation and continued emphasis regarding winds associated with high & low pressure systems that include diagrams (handouts), specific reading assignments in the text, and classroom activities, is recommended.
Plan for topic "Students completing GEOG-140 will be able to Examine the physical principles affecting Earth's atmospheric processes.": 2018/19

The success rate of at least 70% was achieved, the specific topic is cursory to understanding atmospheric circulation and continued emphasis regarding winds associated with high & low pressure systems that include diagrams (handouts), specific reading assignments in the text, and classroom activities, is recommended.

Plan for topic "Students completing GEOG-140 will be able to Analyze, explain and graph data on the physical state of the atmosphere.":: 2017/18

Lecture discussions, reinforcing the concepts, and a homework assignment (that was specific to weather station coding) were elements that contributed to objective success; continue to instruct the topic using these methods.

Plan for topic "Students completing the course will be able to decode a standard weather station to retrieve air temperature, dew point temperature, air pressure, wind direction, wind speed, cloud cover and current weather condition.":: 2017/18

Lecture discussions, reinforcing the concepts, and a homework assignment (that was specific to weather station coding) were elements that contributed to objective success; continue to instruct the topic using these methods.
Plan for topic "Students completing the course will be able to generate a diagram showing the three-cell model showing general surface wind and pressure belts on Earth.": 2017/18

Emphasize the components of the atmosphere (and their proportions) during lecture; have students complete a (pie chart) diagram that reinforces the proportions of atmospheric gasses either during lecture or as a homework activity.

Plan for topic "Students completing GEOG-140 will be able to Summarize the physical components of Earth’s atmosphere and how they interact to produce weather.": 2017/18

Emphasize the components of the atmosphere (and their proportions) during lecture; have students complete a (pie chart) diagram that reinforces the proportions of atmospheric gasses either during lecture or as a homework activity.

Plan for topic "Students completing the course will be able to use the concept of 'pressure blocks' to explain the vertical and horizontal relationship between temperature and air pressure.": 2017/18

The success rate of 70% was achieved, the specific topic material is cursory to understanding atmospheric circulation and should additional emphasis regarding winds associated with high & low pressure systems is recommended.
Plan for topic "Students completing GEOG-140 will be able to Examine the physical principles affecting Earth's atmospheric processes.": 2017/18

The success rate of 70% was achieved, the specific topic material is cursory to understanding atmospheric circulation and should additional emphasis regarding winds associated with high & low pressure systems is recommended.

Plan for topic "Students completing the course will be able to decode a standard weather station to retrieve air temperature, dew point temperature, air pressure, wind direction, wind speed, cloud cover and current weather condition.": 2016/17

Lecture discussions, reinforcing the concepts, and a homework assignment (that was specific to weather station coding) were elements that contributed to objective success; continue to instruct the topic using these methods.

Plan for topic "Students completing GEOG-140 will be able to Analyze, explain and graph data on the physical state of the atmosphere.": 2016/17

Lecture discussions, reinforcing the concepts, and a homework assignment (that was specific to weather station coding) were elements that contributed to objective success; continue to instruct the topic using these methods.

Plan for topic "Students completing GEOG-140 will be able to Summarize the physical components of Earth’s atmosphere and how they interact to produce weather.": 2016/17

Emphasize the components of the atmosphere (and their proportions) during lecture; have students complete a (pie chart) diagram that reinforces the proportions of atmospheric gasses either during lecture or as a homework activity.

Plan for topic "Students completing the course will be able to generate a diagram showing the three-cell model showing general surface wind and pressure belts on Earth.": 2016/17

Emphasize the components of the atmosphere (and their proportions) during lecture; have students complete a (pie chart) diagram that reinforces the proportions of atmospheric gasses either during lecture or as a homework activity.

Plan for topic "Students completing GEOG-140 will be able to Examine the physical principles affecting Earth's atmospheric processes.": 2016/17

While students were successful (barely) with this topic, additional emphasis during lecture discussions and reinforcement (by completing a diagram of pressure systems as a lecture activity) of the concepts regarding the wind directions of pressure systems is recommended.

Plan for topic "Students completing the course will be able to use the concept of 'pressure blocks' to explain the vertical and horizontal relationship between temperature and air pressure.": 2016/17

While students were successful (barely) with this topic, additional emphasis during lecture discussions and reinforcement (by completing a diagram of pressure systems as a lecture activity) of the concepts regarding the wind directions of pressure systems is recommended.
Plan for topic "Students completing GEOG-140 will be able to Analyze, explain and graph data on the physical state of the atmosphere."

2015/16

Plan for topic "Students completing the course will be able to decode a standard weather station to retrieve air temperature, dew point temperature, air pressure, wind direction, wind speed, cloud cover and current weather condition."

2015/16

Plan for topic "Students completing the course will be able to generate a diagram showing the three-cell model showing general surface wind and pressure belts on Earth."

2015/16

Plan for topic "Students completing GEOG-140 will be able to Summarize the physical components of Earth's atmosphere and how they interact to produce weather."

2015/16

Plan for topic "Students completing GEOG-140 will be able to Examine the physical principles affecting Earth's atmospheric processes."

2015/16

Plan for topic "Students completing the course will be able to decode a standard weather station to retrieve air temperature, dew point temperature, air pressure, wind direction, wind speed, cloud cover and current weather condition."

2014/15

Plan for topic "Students completing GEOG-140 will be able to Analyze, explain and graph data on the physical state of the atmosphere."

2014/15

Plan for topic "Students completing GEOG-140 will be able to Summarize the physical components of Earth's atmosphere and how they interact to produce weather."

2014/15

Plan for topic "Students completing the course will be able to generate a diagram showing the three-cell model showing general surface wind and pressure belts on Earth."
## DVC Instructional Course SLO Action Plans

### Plan for topic "Students completing the course will be able to use the concept of 'pressure blocks' to explain the vertical and horizontal relationship between temperature and air pressure.": 2014/15

- Continue to instruct using the same methods.
- 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.

### Plan for topic "Students completing GEOG-140 will be able to Examine the physical principles affecting Earth’s atmospheric processes.": 2014/15

- 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.

### Plan for topic "Students completing GEOG-140 will be able to Analyze, explain and graph data on the physical state of the atmosphere.": 2013/14

- Additional homework activities on decoding weather stations need to be added to the course. Will work with faculty beginning in SP 14 to implement changes.

### Plan for topic "Students completing the course will be able to decode a standard weather station to retrieve air temperature, dew point temperature, air pressure, wind direction, wind speed, cloud cover and current weather condition.": 2013/14

- Additional homework activities on decoding weather stations need to be added to the course. Will work with faculty beginning in SP 14 to implement changes.

### Plan for topic "Students completing GEOG-140 will be able to generate a diagram showing the three-cell model showing general surface wind and pressure belts on Earth.": 2013/14

- Additional class lecture time and additional homework is needed to emphasize the relationship between F=MA and the concept of air pressure. Given that this is a very quantitative concept, and that there is no math prerequisite for this course, we may need to consider non quantitative approaches to teach this concept. Additional work is needed on the relationship between air temperature and relative humidity (again an quantitative concept).

### Plan for topic "Students completing GEOG-140 will be able to Summarize the physical components of Earth's atmosphere and how they interact to produce weather.": 2013/14

- Additional class lecture time and additional homework is needed to emphasize the relationship between F=MA and the concept of air pressure. Given that this is a very quantitative concept, and that there is no math prerequisite for this course, we may need to consider non quantitative approaches to teach this concept. Additional work is needed on the relationship between air temperature and relative humidity (again an quantitative concept).

### Plan for topic "Students completing GEOG-140 will be able to Examine the physical principles affecting Earth's atmospheric processes.": 2013/14


## DVC Instructional Course SLO Action Plans

Additional lecture time and homework activities need to be developed to work on the relationship between altitude and temperature and pressure. The other two course-level SLOs are being met with over 80% success.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to use the concept of 'pressure blocks' to explain the vertical and horizontal relationship between temperature and air pressure.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
</table>

Additional lecture time and homework activities need to be developed to work on the relationship between altitude and temperature and pressure. The other two course-level SLOs are being met with over 80% success.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to decode a standard weather station to retrieve air temperature, dew point temperature, air pressure, wind direction, wind speed, cloud cover and current weather condition.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
</table>

Continue to have students code/decode weather station data. Implement computer-based questions for students to reinforce concepts of atmospheric lifting/stability.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing GEOG-140 will be able to Analyze, explain and graph data on the physical state of the atmosphere.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for topic</td>
<td>&quot;Students completing GEOG-140 will be able to Summarize the physical components of Earth’s atmosphere and how they interact to produce weather.&quot;</td>
<td>2012/13</td>
</tr>
</tbody>
</table>

Continue to have students code/decode weather station data. Implement computer-based questions for students to reinforce concepts of atmospheric lifting/stability.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing GEOG-140 will be able to Examine the physical principles affecting Earth’s atmospheric processes.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
</table>

Develop a mind-map of the various physical components of Earth's atmosphere and how they interact to produce weather. Integrate this mind-map into the curriculum and assess it in the FA13 term.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to generate a diagram showing the three-cell model showing general surface wind and pressure belts on Earth.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
</table>

Develop a mind-map of the various physical components of Earth's atmosphere and how they interact to produce weather. Integrate this mind-map into the curriculum and assess it in the FA13 term.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to use the concept of 'pressure blocks' to explain the vertical and horizontal relationship between temperature and air pressure.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
</table>

Develop a mind-map of the physical principles affecting Earth's atmospheric processes and incorporate it into the curriculum. Design quiz/exam questions based on this mind-map and assess in FA13.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing GEOG-140 will be able to Examine the physical principles affecting Earth’s atmospheric processes.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
</table>

Develop a mind-map of the physical principles affecting Earth's atmospheric processes and incorporate it into the curriculum. Design quiz/exam questions based on this mind-map and assess in FA13.
Plan for topic "Students completing GEOG-140 will be able to Analyze, explain and graph data on the physical state of the atmosphere.":

2011/12

Additional homework activities in this area, with emphasis on decoding weather stations will be added in the Spring of 2012.

Plan for topic "Students completing the course will be able to analyze, explain and graph data on the physical state of the atmosphere.":

2011/12

Additional homework activities in this area, with emphasis on decoding weather stations will be added in the Spring of 2012.

Plan for topic "Students completing GEOG-140 will be able to Examine the physical principles affecting Earth’s atmospheric processes."

2011/12

A separate set of homework questions will be developed and added in the Fall 2011 term to expand upon this concept.

Plan for topic "Students completing the course will be able to use the concept of 'pressure blocks' to explain the vertical and horizontal relationship between temperature and air pressure.":

2011/12

A separate set of homework questions will be developed and added in the Fall 2011 term to expand upon this concept.

Plan for topic "Students completing the course will be able to decode a standard weather station to retrieve air temperature, dew point temperature, air pressure, wind direction, wind speed, cloud cover and current weather condition."

2009/10

Effective Spring 2010, additional homework questions will be added to Chapter 2. These questions will require students to apply weather station decoding skills.

Plan for topic "Students completing GEOG-140 will be able to Analyze, explain and graph data on the physical state of the atmosphere.":

2009/10

Effective Spring 2010, additional homework questions will be added to Chapter 2. These questions will require students to apply weather station decoding skills.

Plan for topic "Students completing the course will be able to generate a diagram showing the three-cell model showing general surface wind and pressure belts on Earth.":

2009/10

Effective Spring 2010, additional homework activities will be added to Chapter 9. These questions will require that students develop a three-cell model of general surface wind and pressure belts and then use this diagram to respond to questions in Chapters 9, 10 and 11.

Plan for topic "Students completing GEOG-140 will be able to Summarize the physical components of Earth’s atmosphere and how they interact to produce weather."

2009/10

Effective Spring 2010, additional homework activities will be added to Chapter 9. These questions will require that students develop a three-cell model of general surface wind and pressure belts and then use this diagram to respond to questions in Chapters 9, 10 and 11.

Plan for topic "Students completing the course will be able to use the concept of 'pressure blocks' to explain the vertical and horizontal relationship between temperature and air pressure.":

2009/10
### Plan for topic "Students completing GEOG-140 will be able to Examine the physical principles affecting Earth's atmospheric processes."

<table>
<thead>
<tr>
<th>2009/10</th>
</tr>
</thead>
</table>

No modification required, however, effective Spring 2010, additional homework questions will be added to Chapters 5-12. These questions will continue to reinforce the relationships between temperature and pressure and show how these relationships are useful in explaining winds, ocean currents and storm systems.
Plan for topic "Students completing the course will be able to perform an isoline analysis on randomly scattered data such as air pressure, temperature and/or dew point temperatures": 2017/18

GEOG 141 has not been offered since the Spring 2016. The next offering of GEOG 141 has not been determined. GEOG 141 will be assessed and SLOs will be provided when the course is offered in the future.

Plan for topic "Students completing GEOG-141 will be able to Retrieve, plot, analyze and interpret weather data in the form of maps, charts and numerical data.": 2017/18

GEOG 141 has not been offered since the Spring 2016. The next offering of GEOG 141 has not been determined. GEOG 141 will be assessed and SLOs will be provided when the course is offered in the future.

Plan for topic "Students completing GEOG-141 will be able to perform an isoline analysis of randomly scattered data such as air pressure, temperature, and/or dew point temperatures.": 2017/18

GEOG 141 has not been offered since the Spring 2016. The next offering of GEOG 141 has not been determined. GEOG 141 will be assessed and SLOs will be provided when the course is offered in the future.

Plan for topic "Students completing the course will be able to determine the temperature and humidity of a rising and sinking parcel of air using a Thermodynamic Diagram.": 2017/18

GEOG 141 has not been offered since the Spring 2016. The next offering of GEOG 141 has not been determined. GEOG 141 will be assessed and SLOs will be provided when the course is offered in the future.

Plan for topic "Students completing GEOG-141 will be able to Relate adiabatic and pseudoadiabatic processes to clouds and weather stability.": 2017/18

GEOG 141 has not been offered since the Spring 2016. The next offering of GEOG 141 has not been determined. GEOG 141 will be assessed and SLOs will be provided when the course is offered in the future.

Plan for topic "Students completing GEOG-141 will be able to measure and calculate atmospheric humidity and relate the results to atmospheric stability.": 2017/18

GEOG 141 has not been offered since the Spring 2016. The next offering of GEOG 141 has not been determined. GEOG 141 will be assessed and SLOs will be provided when the course is offered in the future.

Plan for topic "Students completing the course will be able to use a sample weather station map to locate and correctly plot a cold front, a warm front and the center of low pressure associated with a mid-latitude cyclone.": 2017/18
GEOG 141 has not been offered since the Spring 2016. The next offering of GEOG 141 has not been determined. GEOG 141 will be assessed and SLOs will be provided when the course is offered in the future.

Plan for topic "Students completing GEOG-141 will be able to Predict mid-latitude weather using the concept of wave cyclones.": 2017/18

GEOG 141 has not been offered since the Spring 2016. The next offering of GEOG 141 has not been determined. GEOG 141 will be assessed and SLOs will be provided when the course is offered in the future.

Plan for topic "Students completing GEOG-141 will be able to locate and correctly plot a cold front, warm front and the center of low pressure associated with a mid-latitude cyclone.": 2017/18

GEOG 141 has not been offered since the Spring 2016. The next offering of GEOG 141 has not been determined. GEOG 141 will be assessed and SLOs will be provided when the course is offered in the future.

Plan for topic "Students completing GEOG-141 will be able to perform an isoline analysis of randomly scattered data such as air pressure, temperature, and/or dew point temperatures.": 2014/15

Continue to use the current method of instruction and assess the topic in the next semester to see if the same rate of success is maintained.

Plan for topic "Students completing GEOG-141 will be able to Retrieve, plot, analyze and interpret weather data in the form of maps, charts and numerical data.": 2014/15

Continue to use the current method of instruction and assess the topic in the next semester to see if the same rate of success is maintained.

Plan for topic "Students completing the course will be able to perform an isoline analysis on randomly scattered data such as air pressure, temperature and/or dew point temperatures": 2014/15

Continue to use the current method of instruction and assess the topic in the next semester to see if the same rate of success is maintained.

Plan for topic "Students completing GEOG-141 will be able to measure and calculate atmospheric humidity and relate the results to atmospheric stability." 2014/15

Continue to instruct this topic is similar manner and assess the next cohort of students.

Plan for topic "Students completing GEOG-141 will be able to Relate adiabatic and pseudoabiatic processes to clouds and weather stability.": 2014/15

Continue to instruct this topic is similar manner and assess the next cohort of students.

Plan for topic "Students completing the course will be able to determine the temperature and humidity of a rising and sinking parcel of air using a Thermodynamic Diagram.": 2014/15

Continue to instruct this topic is similar manner and assess the next cohort of students.
### DVC Instructional Course SLO Action Plans

#### Plan for topic "Students completing GEOG-141 will be able to locate and correctly plot a cold front, warm front and the center of low pressure associated with a mid-latitude cyclone."

- The objective was successfully completed by 78% of students and did not meet the target criteria. In the following semester the method of instruction for this topic needs to be revisited and modified.

#### Plan for topic "Students completing GEOG-141 will be able to Retrieve, plot, analyze and interpret weather data in the form of maps, charts and numerical data."

- Develop additional questions for existing lab activities.

#### Plan for topic "Students completing the course will be able to perform an isoline analysis on randomly scattered data such as air pressure, temperature and/or dew point temperatures"

- Develop additional questions for existing lab activities.

#### Plan for topic "Students completing GEOG-141 will be able to perform an isoline analysis of randomly scattered data such as air pressure, temperature, and/or dew point temperatures."

- Develop additional questions for existing lab activities.

#### Plan for topic "Students completing the course will be able to determine the temperature and humidity of a rising and sinking parcel of air using a Thermodynamic Diagram."

- Develop an enlarged version of the Thermodynamic Diagram used to plot data and determine stability.

#### Plan for topic "Students completing GEOG-141 will be able to Relate adiabatic and pseudoadiabatic processes to clouds and weather stability."

- Develop an enlarged version of the Thermodynamic Diagram used to plot data and determine stability.

#### Plan for topic "Students completing GEOG-141 will be able to measure and calculate atmospheric humidity and relate the results to atmospheric stability."

- Develop an enlarged version of the Thermodynamic Diagram used to plot data and determine stability.

#### Plan for topic "Students completing GEOG-141 will be able to Predict mid-latitude weather using the concept of wave cyclones."

- Incorporate computer based activities to supplement and reinforce the concept of mid-latitude cyclones.

#### Plan for topic "Students completing the course will be able to use a sample weather station map to locate and correctly plot a cold front, a warm front and the center of low pressure associated with a mid-latitude cyclone."

- Incorporate computer based activities to supplement and reinforce the concept of mid-latitude cyclones.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to perform an isoline analysis on randomly scattered data such as air pressure, temperature and/or dew point temperatures.&quot;</td>
<td></td>
</tr>
<tr>
<td>This lab activity will be expanded to include mapping Total-Total isoline values for the prediction of thunderstorm potential.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing GEOG-141 will be able to Retrieve, plot, analyze and interpret weather data in the form of maps, charts and numerical data.&quot;</td>
<td></td>
</tr>
<tr>
<td>This lab activity will be expanded to include mapping Total-Total isoline values for the prediction of thunderstorm potential.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing GEOG-141 will be able to perform an isoline analysis of randomly scattered data such as air pressure, temperature, and/or dew point temperatures.&quot;</td>
<td></td>
</tr>
<tr>
<td>This lab activity will be expanded to include mapping Total-Total isoline values for the prediction of thunderstorm potential.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing GEOG-141 will be able to Relate adiabatic and pseudoabiatic processes to clouds and weather stability.&quot;</td>
<td></td>
</tr>
<tr>
<td>This activity will be linked to the study of extra-tropical cyclones, in order to improve student learning outcomes in that portion of the course.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to determine the temperature and humidity of a rising and sinking parcel of air using a Thermodynamic Diagram.&quot;</td>
<td></td>
</tr>
<tr>
<td>This activity will be linked to the study of extra-tropical cyclones, in order to improve student learning outcomes in that portion of the course.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing GEOG-141 will be able to measure and calculate atmospheric humidity and relate the results to atmospheric stability.&quot;</td>
<td></td>
</tr>
<tr>
<td>This activity will be linked to the study of extra-tropical cyclones, in order to improve student learning outcomes in that portion of the course.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use a sample weather station map to locate and correctly plot a cold front, a warm front and the center of low pressure associated with a mid-latitude cyclone.&quot;</td>
<td></td>
</tr>
<tr>
<td>Isoline analysis will be added to this activity in order to provide students with one more data set to assist them as they work to locate fronts. This will strengthen the isoline analysis learning outcome and should improve outcomes on this learning outcome.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing GEOG-141 will be able to Predict mid-latitude weather using the concept of wave cyclones.&quot;</td>
<td></td>
</tr>
<tr>
<td>Isoline analysis will be added to this activity in order to provide students with one more data set to assist them as they work to locate fronts. This will strengthen the isoline analysis learning outcome and should improve outcomes on this learning outcome.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

747. Topics in Geography [GEOG-150] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]
Plan for topic "Students completing the course will be able to explain how to calculate the height of a feature (building, tree, etc.) from overlapping aerial photographs.": 2020/21

This is scheduled to be assessed in 2023. The updated SLO 4 Year Master Calendar was submitted in Sp. 2021.

Plan for topic "Students completing GEOG-160 will be able to define multispectral imagery and understand how it is different from aerial film photographs." : 2020/21

This is scheduled to be assessed in 2023. The updated SLO 4 Year Master Calendar was submitted in Sp. 2021.

Plan for topic "Students completing GEOG-160 will be able to define multispectral imagery and understand how it is different from aerial film photographs." : 2016/17

Successful methods of instruction include a discussion on the topic, supported by graphics (powerpoint slides) and assigned reading (within the course text book). Students were also asked to outline advantages and disadvantages of acquiring RS data using aerial cameras vs. multispectral systems during an exercise. Continue to use these methods of instruction during the next Geog160 section.

Plan for topic "Students completing the course will be able to explain how to calculate the height of a feature (building, tree, etc.) from overlapping aerial photographs." : 2016/17

Successful methods of instruction include a discussion on the topic, supported by graphics (powerpoint slides) and assigned reading (within the course text book). Students were also asked to outline advantages and disadvantages of acquiring RS data using aerial cameras vs. multispectral systems during an exercise. Continue to use these methods of instruction during the next Geog160 section.

Plan for topic "Students completing this course will be able to apply appropriate processing software to digitally extract and export (to GIS format) a specific classification using (multispectral data) during an exam." : 2016/17

Successful methods of instructing the concept of atmospheric windows include lecture discussion (supported by graphics via powerpoint) and assigning reading (that pertained to the topic). Students were also asked to identify the wavelengths of Landsat TM spectral bands and answer why the acquired bands were positioned at the specific wavelengths. The exercise reinforces the location of the non-absorbing wavelengths (i.e. atmospheric windows) within the spectrum. Continue using these methods of instruction during the next Geog160 section.
While a 75% success rate may seem adequate, image classification is an important component of the course and is consistent with SLOs A, B, E, and particularly F. A more thorough discussion and detailed explanation of classification techniques and procedures will be implemented in upcoming Geog160 section.

Plan for topic "Students completing the course will be able to explain how to calculate the height of a feature (building, tree, etc.) from overlapping aerial photographs.": 2013/14
- Review multispectral imagery concepts prior to the in-lab final

Plan for topic "Students completing GEOG-160 will be able to define multispectral imagery and understand how it is different from aerial film photographs.": 2013/14
- Review multispectral imagery concepts prior to the in-lab final

Plan for topic "Students completing the course will be able to describe how visible (blue, green, red) and near-infrard light interacts with healthy vegetation.": 2013/14
- Analysis: Fall 2013. 70% students met this outcome on the in-lab final exam as compared to 87% on the homework assignment. 86% finished the lab successfully.

Plan for topic "Students completing the course will be able to explain what atmospheric windows are and why understanding them is critical for designing remote sensing instruments.": 2013/14
- In the future semester of this course offering, this topic will be assessed again. If same high-level of outcome is achieved, then this assessment topic will be repalced by a new topic.

Plan for topic "Students completing GEOG-160 will be able to define multispectral imagery and understand how it is different from aerial film photographs.": 2011/12
- Change SLO #1. Technology has evolved and this height question will focus on LiDAR in the future.

Plan for topic "Students completing the course will be able to explain how to calculate the height of a feature (building, tree, etc.) from overlapping aerial photographs.": 2011/12
- Change SLO #1. Technology has evolved and this height question will focus on LiDAR in the future.

Plan for topic "Students completing the course will be able to describe how visible (blue, green, red) and near-infrard light interacts with healthy vegetation.": 2011/12
- Have time during the latter part of the semester to make-up labs in the 3-hr lab session

Plan for topic "Students completing the course will be able to explain what atmospheric windows are and why understanding them is critical for designing remote sensing instruments.": 2011/12
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to explain how to calculate the height of a feature (building, tree, etc.) from overlapping aerial photographs.":** 2009/10

Review photogrammetry concepts toward end of semester as a refresher.

**Plan for topic "Students completing GEOG-160 will be able to define multispectral imagery and understand how it is different from aerial film photographs.":** 2009/10

Review photogrammetry concepts toward end of semester as a refresher.

**Plan for topic "Students completing the course will be able to describe how visible (blue, green, red) and near-infragrd light interacts with healthy vegetation.":** 2009/10

Spend more time with those students who are not understanding this concept.

**Plan for topic "Students completing the course will be able to explain what atmospheric windows are and why understanding them is critical for designing remote sensing instruments.":** 2009/10

Keep the current plan and add one outcome for future.
Plan for topic "Students completing the course will be able to explain the basic elements of a map.": 2017/18

Map design element and ability to create webmaps are two fundamental concepts of this course that need to be assessed every time this course is offered. The plan is to continue the current instruction regarding the map design elements and update the webmap instruction as the technology changes in the future.

Plan for topic "Students completing the course will be able to choose an appropriate geographic referencing system such as datum, projection, or coordinate system for a given purpose.": 2017/18

Often students have difficulty with a two-dimensional representation of a three-dimensional earth. It seems using a virtual globe to demonstrate the concept would be helpful.

Plan for topic "Students completing the course will be able to explain the basic elements of a map.": 2013/14

The plan is to assess this topic again in the next semester and see if the success rate is consistent. The result is shared with the CTE advisory committee.

Plan for topic "Students completing the course will be able to compare and contrast the various techniques of map projection.": 2013/14

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing GEOG-162 will be able to explain the difference between the RGB color model and the CMYK color model, and when each is used.": 2013/14

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.

Plan for topic "Students completing the course will be able to classify and represent spatial information using the principles of cartographic design.": 2012/13

The plan is to continue with the same methodology and sequence of instruction in the future semester, assess the topic, and see if the assessment result is consistently high.
The assessment indicates that the criteria was met for this topic. The same methods of instruction and assignment will be used in the future semester and topic will be assessed again to see if the result is consistently high.

Plan for topic "Students completing GEOG-162 will be able to explain at least 3 different methods used to classify data in a map (methods use to generate classes from a data set).": 2012/13

The assessment indicates that the criteria was met for this topic. The same methods of instruction and assignment will be used in the future semester and topic will be assessed again to see if the result is consistently high.

Plan for topic "Students completing the course will be able to...

### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to explain the basic elements of a map."": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to...

#### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to...

#### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to...

#### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to...

#### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to...

#### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to...

#### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to...

#### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to...

#### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to...

#### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.

Plan for topic "Students completing the course will be able to...

#### Explain the basic elements of a map": 2011/12

- The practice of building a map manually with elements in homework assignment 1 will be continued.
### DVC Instructional Course SLO Action Plans

None, continue with current plan.

**Plan for topic "Students completing the course will be able to compare and contrast the various techniques of map projection."": 2010/11**

In future will formally ask question about State Plane (feet), UTM (meters), and Geographic (non-projected) differences in homework and in-lab final.

**Plan for topic "Students completing GEOG-162 will be able to explain the difference between the RGB color model and the CMYK color model, and when each is used."": 2010/11**

In future will formally ask question about State Plane (feet), UTM (meters), and Geographic (non-projected) differences in homework and in-lab final.

**Plan for topic "Students completing the course will be able to explain the basic elements of a map."": 2008/9**

The practice of using the map with elements in homework assignment 1 will be continued.
DVC Instructional Course SLO Action Plans

750. Drone Remote Sensing and Mapping [GEOG-165] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]
751. Occupational Work Experience Education in GEOG [GEOG-295] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]
752. Independent Study [GEOG-298] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]
Plan for topic "Students completing this course will be able to demonstrate the ability of data collection, compilation, and analysis."

<table>
<thead>
<tr>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of interactive maps worked well. It will be helpful to provide students with more detailed description and instruction about software and online map server.</td>
</tr>
</tbody>
</table>
753. Student Instructional Assistant [GEOG-299] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]
### Plan for topic "Students completing the course will be able to explain the basic aspects of plate tectonic theory."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>Those students that are attending and participating in the day's presentation are clearly receiving and learning the material. However, there appears to be a clear need to make the material approachable to all students. The GEOL area will hold area meetings during FLEX weeks to discuss various ways to involve more of the students in each day's discussion.</td>
</tr>
<tr>
<td>2014/15</td>
<td>The results are 8-10 percentage points higher than an the results of previous assessment cycles. However, more improvement is needed. A goal of 70% success is desired. More time with students working together in class should bring the numbers up.</td>
</tr>
<tr>
<td>2012/13</td>
<td>The instructor will take more time in class to have students at the board, drawing and/or describing the different plate boundaries and their features.</td>
</tr>
<tr>
<td>2011/12</td>
<td>No plan of action is needed.</td>
</tr>
<tr>
<td>2011/12</td>
<td>No plan of action is proposed</td>
</tr>
<tr>
<td>2011/12</td>
<td>Since the material for this SLO was taught early in the semester, and the SLO was assessed on the final exam, more review of early course material is required and will be performed.</td>
</tr>
<tr>
<td>SLO</td>
<td>Course Title</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
</tr>
<tr>
<td>755</td>
<td>Earth and Life Through Time [GEOL-121] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOL]</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to use commonly applied mineral properties to identify 10 common minerals." 2016/17

Based on the learning demonstrated here no actions are needed at the current time.

Plan for topic "Students completing the course will be able to use commonly applied mineral properties to identify 10 common minerals." 2013/14

No plan of action is needed. However, instructors may want to identify struggling students prior to assessment and work with them individually to improve their scores.

Plan for topic "Students completing the course will be able to use commonly applied mineral properties to identify 10 common minerals." 2012/13

A plan of action is not needed, because current teaching methods are ensuring mastery.

Plan for topic "Students completing the course will be able to accurately measure distances on a topographic map and convert scales between graphical, fractional and verbal forms" 2011/12

Clearly, students are not succeeding with this exercise. More time is needed to lead students through the steps to calculate and convert distances and scales. Other, additional methodologies are to be determined.
Plan for topic "Students completing the course will be able to analyze a geologic map and construct basic geologic history from the map." : 2016/17

The level of learning is slightly below the success rate that I would like for the class. Two actions are suggested: (1) take more time on this particular portion of the laboratory (students felt rushed and some of the unsuccessful student did not achieve the necessary points because they left questions blank in their haste to finish; (2) complete more preparatory material in construction of geologic history from less complex areas.

Plan for topic "Students completing GEOL-124 will be able to Determine the relative age of a sequence of rock strata and geologic structures based on common geologic dating principles." : 2013/14

The difference between the first and second assessment of this topic suggests that additional training is required for all students. During the first presentation of cross-section diagrams in the laboratory, increasingly complex diagrams will be presented until students can successfully complete a problem equal to the one that they will see on examination. This will take more time during lab and time used to present other materials may have to be trimmed to accommodate the change.

Plan for topic "Students completing the course will be able to identify and analyze the depositional environment of basic types of sedimentary rocks." : 2011/12

Clearly, more time needs to be spent teaching students how to observe and identify sedimentary rocks. I may devote additional hours to this subject in lab and spend less time covering material on depositional environment.

Plan for topic "Students completing the course will be able to identify and interpret the geologic age of common fossils of marine invertebrates." : 2011/12

No improvement plan is suggested by these data.

Plan for topic "Students completing the course will be able to identify and analyze the depositional environment of basic types of sedimentary rocks." : 2008/9

More time will be spent on identifying sedimentary rocks. This class, which is for majors, is open to all students. To assist the non-majors, it is recommended that more time be spent with those students to assist them in their rock identification skills.
Plan for topic "Students completing the course will be able to name the geomorphic provinces of CA and describe the general geologic features of each.": 2017/18

Data was collected for the section of California Geology this semester and will be entered within the next calendar year.

Plan for topic "Students completing the course will be able to predict which regions of CA are most prone to damage from future earthquakes": 2014/15

This is an outstanding success rate; much improved over previous semesters. This is due to a different approach to the topic taken by the instructor. In a class prior to the exam, students were given a province map. Together with the instructor (using an overhead projection of the map), students drew the location of the San Andreas and the Hayward faults on their maps. They then put the names of the geomorphic provinces on the map. They were then able to clearly see the correlation between the dangerous faults and the provinces through which they are found. They could then appropriately indicate the provinces at risk. This exercise in class facilitated their learning, which was then demonstrated on the final exam.

Plan for topic "Students completing the course will be able to identify which three geomorphic provinces of CA are most prone to earthquakes.": 2014/15

This is an outstanding success rate; much improved over previous semesters. This is due to a different approach to the topic taken by the instructor. In a class prior to the exam, students were given a province map. Together with the instructor (using an overhead projection of the map), students drew the location of the San Andreas and the Hayward faults on their maps. They then put the names of the geomorphic provinces on the map. They were then able to clearly see the correlation between the dangerous faults and the provinces through which they are found. They could then appropriately indicate the provinces at risk. This exercise in class facilitated their learning, which was then demonstrated on the final exam.

Plan for topic "Students completing the course will be able to identify which three geomorphic provinces of CA are most prone to earthquakes.": 2013/14

The level of learning by the current assessment method is considered too low. More specific guidance and instruction is needed, rather than expecting students to think through to the answer, based on lecture and discussion. The action plan involves handing out a province map to the students in class. The instructor will guide the students to locate the San Andreas Fault, the most important earthquake-producing fault in CA, using an overhead projection of the map as a guide. Once the fault is located by students drawing it on their maps, the instructor will ask the students to consider their map, and to indicate three provinces. The instructor will then be able to determine the number of students who completed the exercise correctly; the expected result is 100% since it is an instructor-guided exercise. The students will then be assessed again on the final exam. Significant improvement is expected with this action plan in place.

Plan for topic "Students completing the course will be able to predict which regions of CA are most prone to damage from future earthquakes": 2013/14
earthquakes": 2013/14

The level of learning by the current assessment method is considered too low. More specific guidance and instruction is needed, rather than expecting students to think through to the answer, based on lecture and discussion. The action plan involves handing out a province map to the students in class. The instructor will guide the students to locate the San Andreas Fault, the most important earthquake-producing fault in CA, using an overhead projection of the map as a guide. Once the fault is located by students drawing it on their maps, the instructor will ask the students to consider their map, and to indicate three provinces. The instructor will then be able to determine the number of students who completed the exercise correctly; the expected result is 100% since it is an instructor-guided exercise. The students will then be assessed again on the final exam. Significant improvement is expected with this action plan in place.

Plan for topic "Students completing the course will be able to describe the geologic processes and features associated with convergent and transform plate boundaries": 2010/11

Instruction methods are considered appropriate for this level of student success. Therefore, no changes are planned to current methods.

Plan for topic "Students completing the course will be able to name the geomorphic provinces of CA and describe the general geologic features of each.": 2010/11

This is considered a good success rate. However, I plan to administer an in-class exercise to further improve on this outcome.

Plan for topic "Students completing the course will be able to predict which regions of CA are most prone to damage from future earthquakes": 2010/11

The success rate is considered too low. More specific information needs to be given in lecture about this objective. Then the objective can be assessed in an in-class problem, which will allow for more discussion and critical thinking.

Plan for topic "Students completing the course will be able to identify which three geomorphic provinces of CA are most prone to earthquakes": 2010/11

The success rate is considered too low. More specific information needs to be given in lecture about this objective. Then the objective can be assessed in an in-class problem, which will allow for more discussion and critical thinking.

Plan for topic "Students completing the course will be able to describe the geologic processes and features associated with convergent and transform plate boundaries": 2009/10

The action plan includes articulating to students the importance of knowing this material.

Plan for topic "Students completing the course will be able to name the geomorphic provinces of CA and describe the general geologic features of each.": 2009/10

Action plan is to articulate to students the importance of knowing this information. Secondly, the acceptable success rate should be modified to be more realistic.

Plan for topic "Students completing the course will be able to predict which regions of CA are most prone to damage from future earthquakes": 2009/10
DVC Instructional Course SLO Action Plans

**earthquakes**: 2009/10

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify which three geomorphic provinces of CA are most prone to earthquakes.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>redefine the assessment method to include an exam question on the topic, which would more accurately determine students' level of understanding.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to define the properties of a mineral and contrast them with the properties of rock."

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
<td></td>
<td>I have already created a worksheet for students to fill in and learn about the five criteria that are required for a mineral. I plan to use this worksheet when the course is offered next. I believe that part of the challenge for the unsuccessful students is learning to be in a college level classroom and learning how to identify important information that is being presented to them. Hopefully, the worksheet that I have created will help struggling students identify and keep track of critical information during this module.</td>
</tr>
</tbody>
</table>

---

DVC Instructional Course SLO Action Plans

759. Earth Science [GEOL-130] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOL]
### Plan for topic "Students completing the course will be able to identify and follow geologic contacts in the field and depict those contacts on basic geologic maps.": 2017/18

This course is infrequently offered because the enrollment is typically limited to a couple handful of GEOL majors. At any given time, this may be anywhere from 5-15 students. If the GEOL area is successful in teaching a section of GEOL 135, we will assess the student's mapping skills following geologic contacts in the field and depicting that data on topographic maps.

The faculty believe that this success rate is acceptable. In addition, the project used for assessing this SLO was just the first of six where these skills are learned and reinforced. Two of the students who struggled on this first project went on to become more successful in later assignments.

### Plan for topic "Students completing the course will be able to accurately use the Brunton compass to locate both position and elevation on a topographic map.": 2014/15

The faculty have determined that the current SLO assessments are well developed and see no need to change the process. This class is a capstone course and will be reassessed during the next offering.

### Plan for topic "Students completing the course will be able to describe outcrops and measure attitudes of rock formations in the field.": 2011/12

The faculty have determined that the current SLO assessments are well developed and see no need to change the process. This class is a capstone course and will be reassessed during the next offering.
DVC Instructional Course SLO Action Plans

761. Independent Study [GEOL-298] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOL]
762. Student Instructional Assistant [GEOL-299] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOL]
763. First Term German [GRMAN-120] belonging to Foreign Language [GRMAN]

Plan for topic "Students completing this course will be able to understand familiar words and very basic phrases and sentences concerning themselves, their family and immediate surroundings as well as be able to read, recognize and understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues, and read very short, simple texts. By utilizing reading strategies, students can find specific, predictable information in simple everyday material such as advertisements."

WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

Plan for topic "Students completing GRMAN-120 will be able to read simple German prose."

WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

Plan for topic "Students completing this course will be able to demonstrate the ability to converse about self, family, friends, hobbies, leisure activities, and studies."

We are very satisfied with the result.

Oral comprehension without visual clues (like gestures, facial expressions) is one of the hardest tasks.

Our new German book provides lots of practice opportunities throughout the book and with the integrated online learning platform, allowing the students to practice in class and at home.

The German teachers will continue to use the new textbook and meet regularly to evaluate teaching methods and standards to improve student's listening skills.

Plan for topic "Students completing GRMAN-120 will be able to read simple German prose."

Keep teaching methods as they are, because the results are very satisfactory.
Plan for topic "Students completing the course will be able to understand familiar words and very basic phrases and sentences concerning themselves, their family and immediate surroundings as well as be able to read, recognize and understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues, and read very short, simple texts. By utilizing reading strategies, students can find specific, predictable information in simple everyday material such as advertisements.": 2012/13

Keep teaching methods as they are, because the results are very satisfactory.

Plan for topic "Students completing this course will be able to understand familiar words and very basic phrases and sentences concerning themselves, their family and immediate surroundings as well as be able to read, recognize and understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues, and read very short, simple texts. By utilizing reading strategies, students can find specific, predictable information in simple everyday material such as advertisements.": 2012/13

Keep teaching methods as they are, because the results are very satisfactory.

Plan for topic "Students will be able to write short, simple messages dealing with everyday issues especially when describing themselves, friends and family, their immediate surroundings, and daily routines. This includes a basic knowledge of some cultural aspects of German-speaking countries and how they are represented in the German language and its use.": 2012/13

Part 2 (present perfect section) was a bit rushed at the end of the semester, but a good way to see if students were understanding the basic concept. Part 1: it can be kept as is; Part 2: more time can be given to activity in class and similar activities can be assigned as homework.

Plan for topic "Students completing the course will be able to write short, simple messages dealing with everyday issues especially when describing themselves, friends and family, their immediate surroundings, and daily routines. This includes a basic knowledge of some cultural aspects of German speaking countries and how they are represented in the German language and its use.": 2012/13

Part 2 (present perfect section) was a bit rushed at the end of the semester, but a good way to see if students were understanding the basic concept. Part 1: it can be kept as is; Part 2: more time can be given to activity in class and similar activities can be assigned as homework.

Plan for topic "Students completing the course will be able to describe their daily routines briefly in writing.": 2012/13

Part 2 (present perfect section) was a bit rushed at the end of the semester, but a good way to see if students were understanding the basic concept. Part 1: it can be kept as is; Part 2: more time can be given to activity in class and similar activities can be assigned as homework.

Plan for topic "Students completing the course will be able to understand familiar words and very basic phrases and sentences concerning themselves, their family and immediate surroundings as well as be able to read, recognize and understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues, and read very short, simple texts. By utilizing reading strategies, students can find specific, predictable information in simple everyday material such as advertisements.": 2010/11

Very satisfied with results. We changed the assessment method from online to in-class survey and were able to collect more results. We will continue with the extensive use of...
Plan for topic "Students completing this course will be able to understand familiar words and very basic phrases and sentences
concerning themselves, their family and immediate surroundings as well as be able to read, recognize and understand familiar names,
words and very simple sentences, for example on notices and posters or in catalogues, and read very short, simple texts. By utilizing
reading strategies, students can find specific, predictable information in simple everyday material such as advertisements.": 2010/11

Very satisfied with results. We changed the assessment method from online to in-class survey and were able to collect more results. We will continue with the extensive use of
language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing GRMAN-120 will be able to read simple German prose.": 2010/11

Very satisfied with results. We changed the assessment method from online to in-class survey and were able to collect more results. We will continue with the extensive use of
language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing this course will be able to interact with others in a simple way as well as ask and answer simple
questions in areas of immediate need or on very familiar topics; especially to describe themselves, friends and family.": 2010/11

Very satisfied with results. We changed the assessment method from online to in-class survey and were able to collect more results. We will continue with the extensive use of
language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to interact with others in a simple way as well as ask and answer simple
questions in areas of immediate need or on very familiar topics; especially to describe themselves, friends and family.": 2010/11

Very satisfied with results. We changed the assessment method from online to in-class survey and were able to collect more results. We will continue with the extensive use of
language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to ask and answer questions about themselves and their families.".: 2010/11

Very satisfied with results. We changed the assessment method from online to in-class survey and were able to collect more results. We will continue with the extensive use of
language and tutorial labs to support our methods of instruction.

Plan for topic "Students will be able to write short, simple messages dealing with everyday issues especially when describing
themselves, friends and family, their immediate surroundings, and daily routines. This includes a basic knowledge of some cultural
aspects of German-speaking countries and how they are represented in the German language and its use.": 2010/11

Satisfied with results, but the direct method for this outcome would be preferable. We will encourage the instructor to create an essay assignment to measure this outcome.

Plan for topic "Students completing the course will be able to write short, simple messages dealing with everyday issues especially
when describing themselves, friends and family, their immediate surroundings, and daily routines. This includes a basic knowledge of
some cultural aspects of German speaking countries and how they are represented in the German language and its use.".: 2010/11
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Description</th>
<th>2010/11</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to describe their daily routines briefly in writing.&quot;</td>
<td>Satisfied with results, but the direct method for this outcome would be preferable. We will encourage the instructor to create an essay assignment to measure this outcome.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to understand familiar words and very basic phrases and sentences concerning themselves, their family and immediate surroundings as well as be able to read, recognize and understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues, and read very short, simple texts. By utilizing reading strategies, students can find specific, predictable information in simple everyday material such as advertisements.&quot;</td>
<td>Satisfied with results, but the direct method for this outcome would be preferable. We will encourage the instructor to create an essay assignment to measure this outcome.</td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing GRMAN-120 will be able to read simple German prose.&quot;</td>
<td></td>
<td></td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to ask and answer questions about themselves and their families.&quot;</td>
<td></td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to interact with others in a simple way as well as ask and answer simple questions in areas of immediate need or on very familiar topics; especially to describe themselves, friends and family.&quot;</td>
<td></td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to interact with others in a simple way as well as ask and answer simple questions in areas of immediate need or on very familiar topics; especially to describe themselves, friends and family.&quot;</td>
<td></td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students will be able to write short, simple messages dealing with everyday issues especially when describing themselves, friends and family, their immediate surroundings, and daily routines. This includes a basic knowledge of some cultural aspects of German-speaking countries and how they are represented in the German language and its use."

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

### Plan for topic "Students completing the course will be able to describe their daily routines briefly in writing."

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.
Plan for topic "Students completing this course will be able to recognize nominative case usage in writing samples.": 2019/20
WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

Plan for topic "Students completing this course will be able to demonstrate the ability to converse about self, present and past events.": 2015/16
We are satisfied with these numerical results, as well as with anecdotal results that the students very much enjoy the opportunity to put their knowledge to use in this way toward the end of the semester.

We will continue to use the same assessment method and remind students to turn in their homework in a timely manner.

Plan for topic "Students completing this course will be able to recognize nominative case usage in writing samples.": 2012/13
Continue to provide reading comprehension activities for the development of skills needed for the SLO.

Plan for topic "Students completing this course will be able to produce short sentences orally and in writing to describe themselves, their family, and their interests.": 2011/12
Doing oral presentations in beginning language classes is difficult and intimidating, but ultimately very productive and rewarding for the students. We will continue conducting oral presentations in beginning German classes.

Plan for topic "Students completing this course will be able to recognize nominative case usage in writing samples.": 2010/11
Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing this course will be able to produce short sentences orally and in writing to describe themselves, their family, and their interests.": 2010/11
Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will expand their knowledge of culture in German-speaking countries.": 2010/11
Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing this course will be able to recognize nominative case usage in writing samples.": 2009/10
Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing this course will be able to produce short sentences orally and in writing to describe themselves,
### Plan for topic "Students completing this course will expand their knowledge of culture in German-speaking countries."

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will expand their knowledge of culture in German-speaking countries."

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
</tbody>
</table>
765. Topics in German [GRMAN-150] belonging to Foreign Language [GRMAN]
DVC Instructional Course SLO Action Plans

766. Third Term German [GRMAN-220] belonging to Foreign Language [GRMAN]

Plan for topic "Students will be able to analyze and discuss a short story written in German.: 2019/20

- WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

Plan for topic "Students completing this course will be able to contextualize vocabulary and idioms.: 2015/16

- We are satisfied with the results, although the sample size was quite small. We will encourage students to get a certificate of achievement in German and spend more time to recruit students for the intermediate German courses.

Plan for topic "Students will be able to analyze and discuss a short story written in German.: 2012/13

- Continue teaching vocabulary, literature and reading analysis in German 220.

Plan for topic "Students will be able to recognize and begin to use relative pronouns in written German.: 2011/12

- We will continue teaching German grammar using our current methodologies to assure successful results.

Plan for topic "Students will be able to prepare and present a brief oral report in German about a topic in German culture.: 2011/12

- Continue working on encouraging students to prepare and conduct oral presentations in class. Even though they are difficult, they clearly help improve the fluency of the students, especially at an intermediate level.

Plan for topic "Students will be able to analyze and discuss a short story written in German.: 2010/11

- The results are satisfactory given the method used. In the future, we plan to use a different type of assessment of the outcomes.

Plan for topic "Students will be able to recognize and begin to use relative pronouns in written German.: 2010/11

- The results are satisfactory. We plan to change the assessment method in the future.

Plan for topic "Students will be able to prepare and present a brief oral report in German about a topic in German culture.: 2010/11

- The results are satisfactory. We plan to change the assessment method in the future, from self assessment to direct assessment.

Plan for topic "Students will be able to analyze and discuss a short story written in German.: 2009/10

- Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students will be able to recognize and begin to use relative pronouns in written German.: 2009/10

- Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students will be able to prepare and present a brief oral report in German about a topic in German culture.: 2009/10

- Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.
DVC Instructional Course SLO Action Plans

767. Fourth Term German [GRMAN-221] belonging to Foreign Language [GRMAN]

Plan for topic "Students will be able to recognize and begin to use present and past subjunctive in written German.": 2019/20

WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

Plan for topic "Students completing this course will be able to demonstrate greater command of the written and spoken language, both in comprehension and expression.": 2015/16

Great results but very small sample size. The Foreign Language Department is planning to create a AA degree in German and we are expecting that students will be more motivated to take the advanced German courses.

Plan for topic "Students will be able to recognize and begin to use present and past subjunctive in written German.": 2012/13

Continue to provide opportunities to read short stories and works of literature, and to encourage student discussion, analysis, and response.

Plan for topic "Students will be able to write a few sentences in German analyzing or responding to a short story written in German.": 2011/12

I think that this SLO was met successfully. Continue using proven teaching techniques.

Plan for topic "Students will be able to recognize and begin to use present and past subjunctive in written German.": 2010/11

The results are satisfactory. We plan to change the assessment method in the future.

Plan for topic "Students will be able to write a few sentences in German analyzing or responding to a short story written in German.": 2010/11

The results are satisfactory. We plan to change the assessment method in the future.

Plan for topic "Students will be able to research and discuss topics in German culture relying on sources written in German.": 2010/11

The results are satisfactory. We plan to change the assessment method from self assessment to active assessment in the future.

Plan for topic "Students will be able to recognize and begin to use present and past subjunctive in written German.": 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students will be able to write a few sentences in German analyzing or responding to a short story written in German.": 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students will be able to research and discuss topics in German culture relying on sources written in German.": 2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.
assessment in the next cycle.
### DVC Instructional Course SLO Action Plans

**768. Fifth Term German [GRMAN-230] belonging to Foreign Language [GRMAN]**

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to write a half page in German about a topic in German culture.&quot;</th>
<th>2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebSLOs had tech issue in regards to this class - SLO &amp; Dept. Chairs will create a SLO Submission schedule for next assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to demonstrate increased fluency and at the same time expand his/her knowledge of the culture.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great results but very small sample size. The Foreign Language department is planning to create an AA degree in German so that students will be more motivated to take the advanced German courses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing GRMAN-230 will be able to give a presentation about a region of the German speaking countries.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to provide the students in Grman-230 with opportunities to research and to present their findings to the class, and to continue to improve fluency while working on a topic in German culture that interests them.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to discuss German culture topics at least partly in German.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to provide the students in Grman-230 with opportunities to research and to present their findings to the class, and to continue to improve fluency while working on a topic in German culture that interests them.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to write a half page in German about a topic in German culture.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue working on encouraging and improving oral presentations on cultural topics in advanced German classes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing GRMAN-230 will be able to give a presentation about a region of the German speaking countries.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue teaching German culture, and continue encouraging oral discussions on cultural topics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to discuss German culture topics at least partly in German.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue teaching German culture, and continue encouraging oral discussions on cultural topics.</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

#### 769. Sixth Term German [GRMAN-231] belonging to Foreign Language [GRMAN]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to write a one page essay in German analyzing a work of German prose or poetry.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>No student took German 231 in the fall of 2016 and the spring of 2017. We will assess it next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to write a one page essay in German analyzing a work of German prose or poetry.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give students more authentic material to analyze through the semester so they have more chance to improve. Include different genres and time periods.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to give a well-developed oral presentation in German on a topic in German culture.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give students more opportunity to give presentations, varying topics (student vs. teacher chosen), lengths and preparation (some could be spontaneous, i.e., unprepared, others with various lengths of preparation time; also group presentations could be done)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to give a well-developed oral presentation in German on a topic in German culture.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>This SLO was met successfully.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to write a one page essay in German analyzing a work of German prose or poetry.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to give a well-developed oral presentation in German on a topic in German culture.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to read short stories or novellas written in German, and understand the importance of these works in the canon of German literature.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

770. Student Instructional Assistant [GRMAN-299] belonging to Foreign Language [GRMAN]
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the primary social, economic, and political issues and events in United States history through 1877.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessment plan for History 120:</td>
<td></td>
</tr>
<tr>
<td>1. Require more, short, low stake writing assignments</td>
<td></td>
</tr>
<tr>
<td>2. Role model expectations for writing assignments</td>
<td></td>
</tr>
<tr>
<td>3. Less telling students what to do; allow them to practice and learn from doing.</td>
<td></td>
</tr>
<tr>
<td>4. This would mean more short writing assignments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the primary social, economic, and political issues and events in United States history through 1877.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having only done one of these courses so far, I am not entirely sure what kind of action plan to take other than to have more extensive meetings with students who struggled in the first paper.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the primary social, economic, and political issues and events in United States history through 1877.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>More deliberate review of material before exams. More deliberate coaching on study/writing strategies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to evaluate the 19th century origins of US foreign policy and the development of relationships with foreign nations.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>While the grade distribution seems acceptable, deliberate reviewing for exam might be helpful in helping more students succeed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the origins of operation of political institutions and processes under the US constitution, including the rights and obligations of its citizens.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome was sufficiently met this cycle.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

772. History of the United States after 1865 [HIST-121] belonging to Social Science [HIST]
Plan for topic "Students completing the course will be able to analyze the primary social, economic, and political issues and events in United States history from 1865 to present."

": 2016/17

Build into my course more short, in-class assignments that allow students to draw on information communicated in a variety of ways. Consider doing both written and oral assignments this way.

Plan for topic "Students completing the course will be able to evaluate the 20th century US foreign policy and the development of relationships with foreign nations."

": 2016/17

Build into my course more short, in-class assignments that allow students to draw on information communicated in a variety of ways. Consider doing both written and oral assignments this way.

Plan for topic "Students completing the course will be able to analyze the primary social, economic, and political issues and events in United States history from 1865 to present."

": 2013/14

More frequent evaluations may help solve this problem, although I already have three exams (and the 1923 and 1965 Acts were on separate exams).

Plan for topic "Students will be able to describe the primary social, economic, and political issues facing diverse groups in the United States from 1865 to the present."

": 2013/14

This question may need to be reworded for later exams to make sure that students thoroughly discuss periods other than the 1950s-1970s.

Plan for topic "Students completing the course will be able to evaluate the 20th century US foreign policy and the development of relationships with foreign nations."

": 2013/14

However, a more specific discussion of the term in the course may help.

Plan for topic "Students completing history 121 will be able to Analyze and evaluate the primary social, economic, and political issues in United States history from 1877 to the present."

": 2012/13

Interpretation: This question required a fairly specific response and most students did quite well on it. Those students who did not receive a grade of B or higher did so because...
Plan for topic "Students completing history 121 will be able to Use an historical perspective in analysis and explanation of events and issues in the history of the United States from 1877 to the present." : 2012/13

Interpretation: Many students did quite well on this question. Those who did not usually failed for a single reason """" despite fairly clear instructions on the exam, they started their answer by addressing historical events that only occurred in the mid- to late- twentieth century. I gave students advance notice that a comprehensive essay question would be included on the final, and gave them tips on how to study for it. Perhaps next semester I will have students work in groups to prepare sample essay outlines that emphasize the nineteenth and early twentieth centuries as part of exam review.

Plan for topic "Students completing history 121 will be able to Describe the primary social, economic, and political issues facing diverse groups in the United States between 1877 and the present including African American, Asian American, Native American, Mexican American/Latinos/as, and Gay/Lesbian communities." : 2012/13

Interpretation: Many students did quite well on this question. Those who did not usually failed because their answer was fairly vague and lacked evidence, or because despite fairly clear instructions on the exam, they started their answer by addressing historical events that only occurred in the mid- to late- twentieth century. I gave students advance notice that a comprehensive essay question would be included on the final, and gave them tips on how to study for it. Perhaps next semester I will have students work in groups to prepare sample essay outlines that emphasize the nineteenth and early twentieth centuries as part of exam review.

Plan for topic "Students completing the course will be able to analyze the primary social, economic, and political issues and events in United States history from 1865 to present."

": 2011/12

For those that scored lower than a B mark, I try to meet with them after the papers are handed back, some go for writing tutoring, others require additional aid in developing both writing and research skills. I will be posting more materials online in WebCT for review purposes and begin breaking classes into groups to have discussion sessions prior to the due date of future assignments. My teaching assistants have been quite helpful with students in this type of activity when I have done this in the past.

Plan for topic "Students completing the course will be able to evaluate the 20th century US foreign policy and the development of relationships with foreign nations." : 2011/12

For those that scored lower than a B mark, I try to meet with them after the papers are handed back, some go for writing tutoring, others require additional aid in developing both writing and research skills. I will be posting more materials online in WebCT for review purposes and begin breaking classes into groups to have discussion sessions prior to the due date of future assignments. My teaching assistants have been quite helpful with students in this type of activity when I have done this in the past.

Plan for topic "Students completing the course will be able to analyze the origins and achievements of the modern civil rights movement." : 2011/12
The ratio on the final of students achieving the outcomes is higher than the other two assignments in this SLO assessment series, but the overall no. of students is lower, indicating some students may have dropped by the end of the term, or missed the final. Retention is important, and for some students, the reading and writing demands of history courses can be intimidating. That said, I encourage students to contact me, submit drafts before hand, and seek tutoring or contact one of my teaching assistants when needed and will continue to do so in the future.
I have taught this course for close to 15 years, and over that time I have adjusted the basic terms and skills assignment to try to allow flexibility and independence of thought in application. I try to have the first assignment be not only important in terms of a baseline of information, but also as a baseline for grading in the class. I like to really focus on students getting off to a good start. While most of the students succeed, I strive to find ways to help those struggling out of the gate by giving class plenty of time to review assignment materials and we cover them all in class. While I think this SLO is widely met, I will continue to try to reach out to those who may seem less engaged early on so that I might be able to better predict who may have trouble managing time or finding resources needed to pass the assignment.

Plan for topic "Students completing the course will be able to identify and analyze the structure of arguments.": 2016/17

For Critical Thinking in History, the integration of student learning activities in class must be employed for students to actually do history. It's not enough preparation for students to just write papers in a vacuum and have the professor read them. This particular assessment cycle and discussion about how to teach critical thinking really bore this out. Interactive group activity and additional learning skills need to be employed.

Plan for topic "Students completing history 122 will be able to Detect and avoid fallacious of thinking": 2012/13

The SLOs for this course are unrealistic.

Plan for topic "Students completing history 122 will be able to Identify and analyze structure of arguments": 2012/13

reassess SLOs

Plan for topic "Students completing history 122 will be able to Evaluate the validity and the soundness of arguments.": 2012/13

re-evaluate SLOs

Plan for topic "Students completing history 122 will be able to Detect and avoid fallacious thinking": 2012/13

The SLOs for this course are unrealistic.

Plan for topic "Students completing the course will be able to identify and analyze the structure of arguments.": 2011/12

I intend to make online tutorials available in WebCT and build in more in class time for review and discussion just prior to assignment due date as well as follow up after the assignment with those who had difficulty. The hope is that students who had difficulty at this stage will improve their likelihood of achieving additional desired outcomes in the future. That said, most students succeeded.

Plan for topic "Students completing the course will be able to evaluate the validity and soundness of arguments.": 2011/12

Students tend to respond positively to the group activity and the interaction they experience seems to contribute to overall positive results of this assessment. Students not demonstrating this often are ones who are absent for some of the time these assignments and happening.

Plan for topic "Students completing the course will be able to write essays that employ question-framing, analysis, and synthesis.": 2011/12
Given most students seem to achieve this SLO, that is a good sign in terms of how the course is conducted overall. However, I have attenuated the way I lay out course material, conduct certain assignments (like the groups assignment in SLO #2), such that I may improve student outcomes in the future.
Plan for topic "Students completing this course will be able to [C] Discuss differing perspectives of California History": 2017/18

In my California history class we take 3 compare / contrast essay exams throughout the semester. By the final exam, students feel very comfortable with compare contrast; they are able to form a pretty strong stance / opinion supported by information they have either read about or learned from lecture.

The results above show that students do well after a semester of exercising critical thinking skills writing and reasoning.

One disclaimer, however, is that students often by the final exam only need so many points to earn the grade they want. Therefore, these final exam grades may actually NOT show the full extent of student learning. For example, going into the exam students know they only need a 70 to get the grade they want so they underachieve... ugh! Yes. It’s true! This will be an interesting department discussion! Is this something we can avoid? Do we care?

Plan for topic "Students completing the course will be able to demonstrate an understanding of the basic history of California."": 2014/15

Next semester the full-time faculty history instructor at SRC will go over assessment methods with any adjunct who are teaching classes in which SLOs are being assessed in an effort to facilitate more detailed and authentic results.

Plan for topic "Students completing the course will be able to compare and contrast different periods in California history."": 2014/15

Next semester the full-time faculty history instructor at SRC will go over assessment methods with any adjunct who are teaching classes in which SLOs are being assessed in an effort to facilitate more detailed and authentic results. Another way to improve achievement levels for this SLO might be to think about how to present the Hispanic Age in a way that is easier for students to relate to and/or to dedicate more class-time to this period so that students come to feel more comfortable with it.

Plan for topic "Students completing HIST-124 will be able to explain the role of major ethnic groups that have contributed to California history and assess and analyze the nature of racism and nativism as they have appeared in California and the nation."": 2014/15
The results for this SLO indicate that HIST 124 instructors have done a particularly good job of helping students to learn about the state’s diverse ethnic history. In order to sustain these positive results, one course of action for HIST 124 instructors to take next semester might be to solicit feedback from students on why they felt especially comfortable discussing California ethnic history. Such an enquiry might point the way toward improving achievement percentages for other learning outcomes in the course.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the California Constitution.": 2014/15

The results for this SLO indicate that HIST 124 instructors have done a particularly good job of helping students to learn about the state’s diverse ethnic history. In order to sustain these positive results, one course of action for HIST 124 instructors to take next semester might be to solicit feedback from students on why they felt especially comfortable discussing California ethnic history. Such an enquiry might point the way toward improving achievement percentages for other learning outcomes in the course.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the basic history of California.": 2013/14

This SLO is overwhelmingly being fulfilled.

Plan for topic "Students completing the course will be able to compare and contrast different periods in California history.": 2013/14

In the future, students need to be graded on comparing and contrasting differing periods of California history.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the California Constitution.": 2013/14

It will be interesting to discuss this SLO with other instructors who teach California History and see how they teach the California Constitution.

Plan for topic "Students completing HIST-124 will be able to explain the role of major ethnic groups that have contributed to California history and assess and analyze the nature of racism and nativism as they have appeared in California and the nation.": 2013/14

It will be interesting to discuss this SLO with other instructors who teach California History and see how they teach the California Constitution.

Plan for topic "Students completing the course will be able to Feel comfortable comparing and contrasting the gold rush with WWII.": 2011/12

Continue as in the past.

Plan for topic "Students completing the course will be able to Determine whether California government has offered opportunity to all people, all the time.": 2011/12

In the future more emphasis should be placed on emphasizing that discrimination is not random but revolves around our government, laws and the California Constitution.
### Plan for topic "Students completing this course will be able to [F] Evaluate the role of immigration in the development of the United States": 2017/18

**What Worked** = Students enhanced their communication and editing skills through the interview process of the assignment. In addition, through the interviews, students were able to comprehend the immigrant’s experience in the United States from their journey and their triumphs and challenges in the country.

**Opportunities for Improvement** = Possibly change the assignment to compare and contrast the experience of a recent immigrant to older immigrant to the United States.

**Discussion** about ways to address those students who did not complete the assignment? Did they not manage time well to complete the various steps of the interview and write up process or, where they not interested because they were less interested in older immigrant’s experience (comment above).

### Plan for topic "Students completing the course will be able to demonstrate an understanding of the social, economic, and political contributions of the Mexican American community in the development of the United States of America.": 2014/15

I will encourage students to perform better by counting the quiz results as part of the regular course grade instead of counting for extra credit, as it has been up to now.

### Plan for topic "Students completing HIST-125 will be able to demonstrate an understanding of the social, economic, and political contributions of the Mexican American community to the development of the United States.": 2014/15

I will encourage students to perform better by counting the quiz results as part of the regular course grade instead of counting for extra credit, as it has been up to now.

### Plan for topic "Students completing the course will be able to demonstrate an understanding of the significant gender issues among Latinos.": 2014/15

I will make the quiz score a part of the student's regular course grade instead of extra credit, as it has been up to now.

### Plan for topic "Students completing the course will be able to demonstrate an understanding of the nature of racism as it relates to Latinos.": 2014/15

I plan to make the quiz part of the student's regular course grade, instead of extra credit, as it is now.

### Plan for topic "Students completing HIST-125 will be able to demonstrate an understanding of the social, economic, and political contributions of the Mexican American community to the development of the United States.": 2013/14

In reviewing the data, it is possible that the surprise quizzes might have effected a drop in success. During the next cycle we will use scheduled quizzes to gather SLO data. Besides using the data for the SLO assessment, we will compare it against the data gathered using pop quizzes.

### Plan for topic "Students completing the course will be able to demonstrate an understanding of the social, economic, and political contributions of the Mexican American community in the development of the United States of America.": 2013/14
## DVC Instructional Course SLO Action Plans

In reviewing the data, it is possible that the surprise quizzes might have effected a drop in success. During the next cycle we will use scheduled quizzes to gather SLO data. Besides using the data for the SLO assessment, we will compare it against the data gathered using pop quizzes.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students completing the course will be able to demonstrate an understanding of the significant gender issues among Latinos.</strong>: 2013/14</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate an understanding of the nature of racism as it relates to Latinos.</strong>: 2013/14</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate an understanding of the social, economic, and political contributions of the Mexican American community in the development of the United States of America.</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing HIST-125 will be able to demonstrate an understanding of the social, economic, and political contributions of the Mexican American community to the development of the United States.</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate an understanding of the significant gender issues among Latinos.</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td><strong>Students completing the course will be able to demonstrate an understanding of the nature of racism as it relates to Latinos.</strong>: 2012/13</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

776. The American West [HIST-126] belonging to Social Science [HIST]
Plan for topic "Students completing the course will be able to demonstrate an understanding of the significant social, economic, and political events associated with the Western Movement." : 2016/17
Students are learning the material well.

Plan for topic "Students completing the course will be able to identify the major ethnic and social groups that impacted the Western Movement." : 2016/17
Students are learning well.

Plan for topic "Students completing the course will be able to demonstrate an understanding of how the Western Movement has shaped American values." : 2016/17
Students learned well.

Plan for topic "Students completing history 126 will be able to Compare and contrast the various national frontiers (e.g., English, Spanish, French, etc.) of the American West." : 2016/17
Quiz results indicate that students are learning the material well. The only area that could improve significantly is SLO no. 4 (Analyze the role of the westward movement from the Atlantic seaboard in shaping American values). To address this issue, I plan on putting greater stress on Frederick Jackson Turner and his frontier thesis in the future.

Plan for topic "Students completing history 126 will be able to Understand the interactions between and the contributions of native Americans, European American, African American and Mexican American men and women in the American West?" : 2016/17
Students are learning well.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the significant social, economic, and political events associated with the Western Movement." : 2014/15
Professor A. Some of the other multiple choice questions did not fare as well as the ones selected. One question on President Polk's desire to annex all of Mexico, had 40 student missing it. It indicated that there were things that were thought to be covered, but did not seem to have been covered as well. Closer attention to the notes and delivery will be closely monitored and also provide a homework assignment that deals with the Treaty of Guadalupe Hidalgo.

Professor B. Create more thoughtful follow up questions as to why a student would or would not be able to elucidate more on a topic.
Plan for topic "Students completing the course will be able to identify the major ethnic and social groups that impacted the Western Movement." : 2014/15

Professor A. Overall, the questions seem to address the main concern, but the SLO itself can be a bit more specific since the Western Movement needs to be defined according to the period, and different groups were involved as the Western Frontier borders changed over time.

Professor B. Create more thoughtful follow up questions as to why a student would or would not be able to elucidate more on a topic.

Plan for topic "Students completing the course will be able to demonstrate an understanding of how the Western Movement has shaped American values." : 2014/15

Create more thoughtful follow up questions as to why a student would or would not be able to elucidate more on a topic.

Plan for topic "Students completing history 126 will be able to Compare and contrast the various national frontiers (e.g., English, Spanish, French, etc.) of the American West." : 2014/15

The can use more critical thinking aspect and in the future will deepen the approach to the subject and allow the students to develop and think deeper about the relationships between the various groups and the Native Americans.

Plan for topic "Students completing history 126 will be able to Compare and contrast the various national frontiers (e.g., English, Spanish, French, etc.) of the American West." : 2012/13

Most students felt comfortable with the idea of frontiers.

Plan for topic "Students completing history 126 will be able to : Assess the interaction between and the contributions of Native American, European American, African American, Asian American, and Mexican American/Latino men and women in the American West." : 2012/13

The use of maps and visuals are key teaching tools.

Plan for topic "Students completing history 126 will be able to Discuss the fundamental American beliefs and desires demonstrated by the nation's westward movement from the Atlantic seaboard to the Pacific Ocean." : 2012/13

By my calculations, then, 80% percent of students completing the exam demonstrated complete mastery, and 20% demonstrated partial mastery. Continue to work on quantifying words such as "beliefs and desires" for students to better understand the ideological underpinnings and justification of U.S. imperialism.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing history 126 will be able to Understand how westward movement and settlement affected the most significant social, economic and political events in the history of the U.S.": 2012/13

Clarification of the SLO would be beneficial.

Plan for topic "Students completing history 126 will be able to Understand the role of the major ethnic and social groups in the West in the most significant Western historical events.": 2012/13

Better clarification of SLOs would help students respond.

Plan for topic "Students completing history 126 will be able to Understand the interactions between and the contributions of native Americans, European American, African American and Mexican American men and women in the American West?": 2012/13

I think this SLO is pretty clear, so I'm surprised it would have the lower number of "absolutely” responses. It might be worth going over in class, in a quantitative way, the contributions of each group.
I recently divided this assignment into two parts—the first is a primary source analysis and the second is a more "traditional" research paper based on the first primary source paper. Splitting the assignment into two parts has helped with teaching students to analyze primary sources. More time could be spent on teaching students how to quote and cite sources and making historical arguments.

The quizzes proved an effective way to keep students engaged with the basic course information and as a gateway for higher-level thinking. This semester presented new challenges (switch to a 16-week schedule, campus closure) emphasizing the importance of regular and predictable assessments. Future course planning will take this into account.

While the quizzes are efficacious, in and of themselves, they are not an adequate tool for assessing this outcome. An assessment that provides more specificity regarding this outcome needs to be developed.

While the quizzes are efficacious, in and of themselves, they are not an adequate tool for assessing this outcome. An assessment that provides more specificity regarding this outcome needs to be developed.
the relationship of African Americans to U.S. legal and political institutions. 4. Articulate the relationship of African Americans to the California Constitution and to state and local governments. 5. Compare and contrast the relationship of African Americans to California and its constitution with their experience in other states, especially the southern United States.": 2017/18

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of the ante-bellum era.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will continue the chapter quizzes and augment and vary the format of the quizzes to add a degree of sophistication.</td>
<td></td>
</tr>
</tbody>
</table>

While the quizzes are efficacious, in and of themselves, they are not an adequate tool for assessing this outcome. An assessment that provides more specificity regarding this outcome needs to be developed.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an understanding of the significant events in African American history up to 1865.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will augment and vary the quizzes to created a more sophisticated assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing HIST - 127 will be able to Demonstrate the relationship between African American communities and national, state and local governments in the ante-bellum era.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will continue using chapter quizzes and augment and vary the format of the quizzes to create a more sophisticated assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing HIST - 127 will be able to 1. Demonstrate the relationship between African American communities and national, state and local governments in the ante-bellum era. 2. Articulate the political philosophies of the framers of the U.S. Constitution and African Americans' relationship to the U.S. Constitution. 3. Articulate the relationship of African Americans to U.S. legal and political institutions. 4. Articulate the relationship of African Americans to the California Constitution and to state and local governments. 5. Compare and contrast the relationship of African Americans to California and its constitution with their experience in other states, especially the southern United States. 6. Categorize the primary cultural characteristics of Africans, Native Americans and Europeans, and evaluate the relationship of each to the development of the nation during this time period. 7. Assess the relationship between African Americans and the British Colonial and Spanish Colonial governments.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will continue using chapter quizzes and augment and vary the format of the quizzes to create a more sophisticated assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing HIST-127 will be able to Students completing this course will be able to demonstrate the relationship between African American communities and national, state and local governments in the ante-bellum era. 2. Articulate the political philosophies of the framers of the U.S. Constitution and African Americans' relationship to the U.S. Constitution. 3. Articulate the relationship of African Americans to U.S. legal and political institutions. 4. Articulate the relationship of African Americans to the California Constitution and to state and local governments. 5. Compare and contrast the relationship of African Americans to California and its constitution with their experience in other states, especially the southern United States.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will continue using chapter quizzes and augment and vary the format of the quizzes to create a more sophisticated assessment.</td>
<td></td>
</tr>
</tbody>
</table>
I will continue using chapter quizzes and augment and vary the format of the quizzes to create a more sophisticated assessment.

Plan for topic "Students completing HIST - 127 will be able to Demonstrate the relationship between African American communities and national, state and local governments in the ante-bellum era.": 2012/13

Gather more data as new sections of this course are offered. Not enough data yet.

Plan for topic "Students completing HIST - 127 will be able to 1. Demonstrate the relationship between African American communities and national, state and local governments in the ante-bellum era. 2. Articulate the political philosophies of the framers of the U.S. Constitution and African Americans' relationship to the U.S. Constitution. 3. Articulate the relationship of African Americans to U.S. legal and political institutions. 4. Articulate the relationship of African Americans to the California Constitution and to state and local governments. 5. Compare and contrast the relationship of African Americans to California and its constitution with their experience in other states, especially the southern United States. 6. Categorize the primary cultural characteristics of Africans, Native Americans and Europeans, and evaluate the relationship of each to the development of the nation during this time period. 7. Assess the relationship between African Americans and the British Colonial and Spanish Colonial governments.": 2012/13

Class was conducted as an ongoing inquiry project. Purposeful lecture might be employed to address specific outcomes. SLOs should be revisited to address competencies that students might exhibit.

Plan for topic "Students completing HIST-127 will be able to Students completing this course will be able to demonstrate the relationship between African American communities and national, state and local governments in the ante-bellum era. 2. Articulate the political philosophies of the framers of the U.S. Constitution and African Americans' relationship to the U.S. Constitution. 3. Articulate the relationship of African Americans to U.S. legal and political institutions. 4. Articulate the relationship of African Americans to the California Constitution and to state and local governments. 5. Compare and contrast the relationship of African Americans to California and its constitution with their experience in other states, especially the southern United States.": 2012/13

Class was conducted as an ongoing inquiry project. Purposeful lecture might be employed to address specific outcomes. SLOs should be revisited to address competencies that students might exhibit.
Plan for topic "Students completing the course will be able to demonstrate an understanding of the relationship of African Americans to the Federal, state and local governments, since the end of the Civil War.": 2017/18

While the quizzes are efficacious, in and of themselves, they are not an adequate tool for assessing this outcome. An assessment that provides more specificity regarding this outcome needs to be developed.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the significant events in African American history since 1865.": 2017/18

The quizzes proved an effective way to keep students engaged with the basic course information and as a gateway for higher-level thinking. This semester presented new challenges (switch to a 16-week schedule, campus closure) emphasizing the importance of regular and predictable assessments. Future course planning will take this into account.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the relationship of African Americans to the Federal, state and local governments, since the end of the Civil War.": 2016/17

Opportunities for improvement:
DVC Instructional Course SLO Action Plans

1. Explore integrating library workshops
2. Deliberately prepare the steps of the writing process for students.
3. Consider having students turn in shorter essays or multiple steps to building up to a larger research paper.

| Plan for topic “Students completing the course will be able to demonstrate an understanding of the relationship of African Americans to the Federal, state and local governments, since the end of the Civil War.”: 2012/13 |
| Explore integrating library workshops on primary source research and assessment. More deliberately prepare throughout the writing process. |
| Plan for topic "Students completing the course will be able to demonstrate an understanding of the significant events in African American history since 1865." : 2012/13 |
| Deliberate review process. Spend class sessions prior to exam/paper on review. |
### DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to analyze nativism of the 1920s and its impact on citizenship and Asian immigration laws.": 2016/17

<table>
<thead>
<tr>
<th>Instructor recommends:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consider moving from an essay-only format to allow students with limited English skills the option of demonstrating their knowledge through multiple choice and short answer questions.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing history 129 will be able to Compare and contrast the historical progress of Asians and Pacific Islanders with that of mainstream society since 1965.": 2012/13

| With emphasis on essay exams, the professor may consider that the "essay only" exam may be complemented by short answer or multiple choice questions on at least the first exam. |

Plan for topic "Students completing history 129 will be able to Show that they understand the impact of two periods of immigration policy upon Chinese and Japanese Americans between 1800 to 1943 (1800-1882 and 1882-1943).": 2012/13

| Revise SLOs to better target course information |

Plan for topic "Students completing history 129 will be able to Examine the ideological and the institutional factors leading to the internment of Japanese Americans during WWII and compare their experiences with another Asian group during WWII. How did the war impact the two groups and their contribution to the war effort?": 2012/13

| Better fine tune the SLOs to better reflect class material. |

Plan for topic "Students completing the course will be able to compare the experiences of Japanese Americans on the mainland with one of the other four Asian American groups (Filipinos, Koreans, Asian Indians, or Chinese). They look at the movement that caused the internment of Japanese Americans and the experience of another group during the war.": 2011/12

| Encourage future students to prepare more effectively for the essay--suggest outcomes that the instructor seeks. |
Plan for topic "Students completing HIST-135 will be able to Construct an historical argument using primary and secondary sources.":: 2018/19

What Worked = Students enhanced their analytical skills when reading a primary sources. Provided in depth perspective regarding the document.

Opportunities for Improvement = As this is a Colonial Latin American course and the language of most primary sources of the 16th to 19th century are Spanish or Portuguese and have not been translated to the English language the number available is limited. I will continue to search for examples that have been translated and textbooks that provide translated examples of primary sources of Colonial Latin America.

Plan for topic "Students completing the course will be able to explain the methods by which the great pre-Columbian indigenous cultures were conquered.":: 2014/15

I'm contemplating more systematic ways of addressing conquest in Latin America. One methods might be a comparative approach, another might be through film (I've used The Unfinished Conquest in the past). Perhaps a more "objective" (quizzes) might be a good supplemental assessment.

Plan for topic "Students completing the course will be able to demonstrate an understanding of how Spanish/Portuguese colonialism operated.":: 2014/15

I'm contemplating more systematic ways of addressing colonialism in Latin America. One methods might be a comparative approach, another might be through film. Perhaps a more "objective" (quizzes) might be a good supplemental assessment

Plan for topic "Students completing HIST-135 will be able to Construct an historical argument using primary and secondary sources.":: 2014/15

I will continue this form of assessment as it constitutes a foundational aspect of historical studies. This semester I split the assignment into two parts. This worked well.

Plan for topic "Students completing the course will be able to explain the methods by which the great pre-Columbian indigenous cultures were conquered.":: 2013/14

The multiple checks for understanding through lecture quizzes and the film reviews yielded positive results. This cohort was quite sophisticated. Still, a delineation of similarities and differences between the experiences of larger pre-Colombian peoples would be useful.

Plan for topic "Students completing the course will be able to demonstrate an understanding of how Spanish/Portuguese colonialism operated.":: 2013/14

The multiple checks for understanding through lecture quizzes and the film reviews yielded positive results. This cohort was quite sophisticated. Still, there should be a more deliberate engagement of students in a delineation of similarities and differences between Spanish and Portuguese colonialism.
A Library workshop helped considerably with this semester's results. I will do the workshop again, and provide deliberate coaching on primary source evaluation throughout the paper-writing experience.
### Plan for topic "Students completing HIST-136 will be able to construct an historical argument.": 2018/19

**What Worked** = Students enhanced their analytical skills when reading a literature perspective regarding Mexican identity historically. Provided in depth perspective regarding the essay.

**Action Plan** = This course is only taught in the Spring semester. When I teach the course this coming Spring 2020 semester, I plan to provide other literature works such as Paz’s that provide historical perspective of Latin American identity in the 20th century. This will allow students understand other perspectives of identity in Latin America in the 20th century and compare and contrast.

### Plan for topic "Students completing HIST-136 will be able to construct an historical argument.": 2015/16

Speak with adjunct faculty about the SLO assessment process.

### Plan for topic "Students completing the course will be able to explain the impact of neocolonialism and neoliberalism on Latin America.": 2015/16

Speak with adjunct faculty about SLO Assessments

### Plan for topic "Students completing the course will be able to explain Latin America’s place in the world’s political economy.": 2015/16

Speak with adjunct faculty about SLO assessment methods and assessment.

### Plan for topic "Students completing HIST-136 will be able to construct an historical argument.": 2012/13

Explore integrating library workshops on primary source research and assessment. More deliberately prepare throughout the writing process.

### Plan for topic "Students completing the course will be able to explain the impact of neocolonialism and neoliberalism on Latin America.": 2012/13

A question might be constructed that more directly addresses interpretations of neocolonialism, especially neoliberalism.

### Plan for topic "Students completing the course will be able to explain Latin America’s place in the world’s political economy.": 2012/13

Will work in asking students to more directly include indicators of Latin America's role in "political economy"—what is "political economy" and what are the indicators associated with it?
Like the SLO data from San Ramon, we notice that some students have a low level of confidence with primary sources, and time management issues. Often, it is not the grasping of material, but the ability to do the work!

The three students who earned failing grades on the assignment did not take advantage of the prior weeks readings or comments made on their online posts. Since this was an online course, there was no in class discussion with regard to the complexity of making objective, source based arguments using historical evidence. However, emails sent throughout the course, files sent to the class and online discussions were intended to provide preparation. The students in question did not participate in the online discussions and the evidence suggests they did not read the online text either (number of hours logged in is a metric provided to the instructor).

Face to face courses provide far more means to 'catch' students who struggle with argumentation and materials. Online courses do not, other than the warning signs provided in either not doing online discussions or making cursory, opinionated comments.

Possibly, the best line of action is for such students to take campus courses rather than online ones, which usually require far more self driven practices.
DVC Instructional Course SLO Action Plans

throughout the course, files sent to the class and online discussions were intended to provide preparation. The students in question did not participate in the online discussions and the evidence suggests they did not read the online text either (number of hours logged in is a metric provided to the instructor).

Face to face courses provide far more means to 'catch' students who struggle with argumentation and materials. Online courses do not, other than the warning signs provided in either not doing online discussions or making cursory, opinionated comments.

Possibly, the best line of action is for such students to take campus courses rather than online ones, which usually require far more self driven practices.

Plan for topic "Students completing this course will be able to analyze the concept of the West.":: 2016/17

Apart from the student whose writing was largely indecipherable, I think extra class-time devoted to summarizing the options for this essay would have benefitted the student who earned a C and the student who earned an F on this question. During the last class before the final I had students, collectively, come up with outlines for a couple of the essay questions on the final exam study guide. Because this one on the Roman Empire was larger in scope than most of the others, in future I might make sure that it gets coverage during our final exam review session.

Plan for topic "Students completing hist-140 will be able to define and evaluate economic, social, cultural, and political issues in response to changing historical circumstances.":: 2012/13

More data will be gathered in the future to better assess the results of topic #4.

Plan for topic "Students completing hist-140 will be able to analyze events and forces that shaped western history and compare these events and forces to present challenges and current questions.":: 2012/13

More data needs to be generated for topic #5 to be better assessed.

Plan for topic "Students completing hist-140 will be able to trace and evaluate the development of contemporary institutions in western society, together with patterns of western thought.":: 2012/13

More data needs to be gathered for assessing topic #6

Plan for topic "Students completing history 140 will be able to Understand and evaluate economic, cultural and political issues in response to changing historical circumstances.":: 2012/13

Essay exams are a useful evaluative tool.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing history 140 will be able to Recognize and evaluate events and forces that shaped western history; compare and contrast post and present day challenges in western civilization.": 2012/13

Students are achieving SLOs

Plan for topic "Students completing history 140 will be able to Analyze and discriminate between different types of historical evidence such as various primary and secondary sources and to be able to present a convincing argument.": 2012/13

Most students are achieving SLOs
Plan for topic "Students completing this course will be able to evaluate an historical event or series of events, taking into consideration multiple causes that may have interacted in a complex way.": 2017/18

What seems to have worked is letting students do research instead of asking them to answer questions on the Enlightenment or Holocaust.

Plan for topic "Students completing the course will be able to define and evaluate economic, social, cultural, and political issues in response to changing historical circumstances.": 2016/17

Opportunities for improvement:

1. Quantify success rates more objectively

2. Have a discussion about limiting the number of SLOs -- there are 13 listed.

3. Consider assessing at least 2 SLOs amongst all faculty teaching that course

Doing well --

1. Assigning material to students, such as short essays or multi-stepped research papers -- that truly teaches students and uncovers what they know.

Plan for topic "Students completing history 141 will be able to Define and evaluate economic, social, cultural, and political issues in response to changing historical circumstances.": 2016/17

Opportunities for improvement:

1. Quantify success rates more objectively

2. Have a discussion about limiting the number of SLOs -- there are 13 listed.

3. Consider assessing at least 2 SLOs amongst all faculty teaching that course
DVC Instructional Course SLO Action Plans

Doing well --

1. Assigning material to students, such as short essays or multi-stepped research papers -- that truly teaches students and uncovers what they know.

Plan for topic "Students completing the course will be able to define and evaluate economic, social, cultural, and political issues in response to changing historical circumstances.": 2012/13

This short essay question worked well.

Plan for topic "Students completing history 141 will be able to Define and evaluate economic, social, cultural, and political issues in response to changing historical circumstances.": 2012/13

This short essay question worked well.

Plan for topic "Students completing history 141 will be able to Distinguish between primary and secondary sources of historical evidence.": 2012/13

This would be an assignment that would work again in the future.

Plan for topic "Students completing history 141 will be able to Analyze events and forces that shaped western history and compare these events and forces to present challenges to current questions.": 2012/13

Recommend tutoring for non-English speakers and emphasize attendance.

Plan for topic "Students completing the course will be able to analyze events and forces that shaped western history and compare these events and forces to present challenges and current questions.": 2010/11

SP11: I will continue to use these quizzes, and now I intend to go over the results in class after every quiz.

SU11: I will try to raise the success rate to two-thirds next time I teach this class by going over some of the best essays in class after they are graded.

Plan for topic "Students completing history 141 will be able to Define and evaluate economic, social, cultural, and political issues in response to changing historical circumstances.": 2010/11

SP11: I will continue to use these quizzes, and now I intend to go over the results in class after every quiz.

SU11: I will try to raise the success rate to two-thirds next time I teach this class by going over some of the best essays in class after they are graded.

Plan for topic "Students completing the course will be able to analyze events and forces that shaped western history and compare these events and forces to present challenges and current questions.": 2010/11
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate competency in the study of the historical method, together with the weighing of the historical evidence and argumentation.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP11: I will continue to use these quizzes, and now I intend to go over the results in class after every quiz.</td>
<td></td>
</tr>
<tr>
<td>SU11: Next time I teach this course I would like two-thirds of my students to reach this number. Toward this end, I will do over the top essays in class after each of the six quizzes.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to define and evaluate economic, social, cultural, and political issues in response to changing historical circumstances.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>I will continue to use these quizzes, and now I intend to go over the results in class after every quiz.</td>
<td></td>
</tr>
</tbody>
</table>
784. Contemporary European History [HIST-142] belonging to Social Science [HIST]
Plan for topic "Students completing this course will be able to [ B ] Interpret primary source documents.

"": 2018/19

I am teaching this again in Spring 2020. I will maintain the shorter text with simpler prose and shorter chapters. DVC students could not keep up with a more scholarly text that required 50 pages a week.

The assignment worked. Students had 60 pages of dense historical material and up to 50 primary sources to shape an argument from about "Western values." Those that attended and read the material did a fine job. This is a class that attracts students who care about the issues in European/western history.

Plan for topic "Students completing this course will be able to [ E ] Evaluate different perspectives on the Cold War, assessing American, European, Russian, and Colonial viewpoints.": 2015/16

Try to avoid teaching this class in less than full term format as it expected a lot of online students in compressed form.

Plan for topic "Students completing this course will be able to [ B ] Interpret primary source documents.

"": 2015/16

Weekly online posts required analysis of interesting sources, so students posted in their own time their thoughts on the historical past as it was recorded. I intend to continue shaping the course around this type of hands on work, along with lectures on other days.
Plan for topic "Students completing history 150 will be able to Describe how the geography of East Asia helped form the civilizations of Japan and China.": 2017/18

I considered moving from an essay-only format to allow students with limited English skills the option of demonstrating their knowledge through multiple choice and short-answer questions. However, since the two students dropped for not turning in the second midterm, were not regularly attending class, I am going to use discretion on this issue since I honestly think essay exams are much more effective in enhancing students’ retention of the content material than exams with simple-answer and multiple-choice questions.

Department Discussion: Value of essay exams over multiple choice.

Plan for topic "Students completing HIST-150 will be able to describe the evolution and transformation of mainland cultural forms such as Buddhism and Confucianism as they came to be adapted by the Japanese.": 2017/18

I considered moving from an essay-only format to allow students with limited English skills the option of demonstrating their knowledge through multiple choice and short-answer questions. However, since the two students dropped for not turning in the second midterm, were not regularly attending class, I am going to use discretion on this issue since I honestly think essay exams are much more effective in enhancing students’ retention of the content material than exams with simple-answer and multiple-choice questions.

Department Discussion: Value of essay exams over multiple choice.

Plan for topic "Students completing history 150 will be able to Accurately compare and contrast patterns of political change in China."

Course Action Plans  Outcome Assessment History  Page 1436 of 2394
I considered moving from an essay-only format to allow students with limited English skills the option of demonstrating their knowledge through multiple choice and short-answer questions. However, since the two students dropped for not turning in the second midterm, were not regularly attending class, I am going to use discretion on this issue since I honestly think essay exams are much more effective in enhancing studentsâ€™ retention of the content material than exams with simple-answer and multiple-choice questions.

Similar discussion -- essay or multiple choice for exams?

Plan for topic "Students completing the course will be able to demonstrate an understanding of the geography of East Asia.": 2014/15

I plan to expand the quiz to include more specific questions requiring students to identify some of the main historical sites of China on a map. I also plan to allow students who missed the quiz (seven students on this day) to have a chance to make it up.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the religious, philosophical, social, and political forms that shaped traditional Chinese and Japanese civilizations.": 2014/15

I plan to consider moving from an essay-only format to allow students with limited English skills the option of demonstrating their knowledge through multiple choice and short-answer questions.

Plan for topic "Students completing HIST-150 will be able to Students, upon completing Midterm #1, will be able to demonstrate an understanding of the origins and changing philosophical and social composition of the Confucian system in traditional China as it confronted other traditional systems, Daoism and Legalism.": 2014/15

I plan to consider moving from an essay-only format to allow students with limited English skills the option of demonstrating their knowledge through multiple choice and short-answer questions.

Plan for topic "Students completing history 150 will be able to Describe how the geography of East Asia helped form the civilizations of Japan and China.": 2014/15

I plan to consider moving from an essay-only format to allow students with limited English skills the option of demonstrating their knowledge through multiple choice and short-answer questions. However, since five of the seven students dropped for not turning in the second midterm, were not regularly attending class, I am going to use discretion on this issue since I honestly think essay exams are much more effective in enhancing studentsâ€™ retention of the content material than exams with simple-answer and multiple-choice questions.

Plan for topic "Students completing HIST-150 will be able to to describe the evolution and transformation of mainland cultural forms such as Buddhism and Confucianism as they came to be adapted by the Japanese.": 2014/15
DVC Instructional Course SLO Action Plans

I plan to consider moving from an essay-only format to allow students with limited English skills the option of demonstrating their knowledge through multiple choice and short-answer questions. However, since five of the seven students dropped for not turning in the second midterm, were not regularly attending class, I am going to use discretion on this issue since I honestly think essay exams are much more effective in enhancing students' retention of the content material than exams with simple-answer and multiple-choice questions.

Plan for topic "Students completing HIST-150 will be able to describe the evolution and transformation of mainland cultural forms such as Buddhism and Confucianism as they came to be adapted by the Japanese.": 2012/13
A more thorough investigation of the class size and a discussion about the complexity and student expectations of the class may be useful.

Plan for topic "Students completing history 150 will be able to Describe how the geography of East Asia helped form the civilizations of Japan and China.": 2012/13
A more thorough investigation of the class size and a discussion about the complexity and student expectations of the class may be useful.

Plan for topic "Students completing history 150 will be able to Accurately compare and contrast patterns of political change in China with those in Japan.": 2012/13
See response to SLO #1

Plan for topic "Students completing the course will be able to demonstrate an understanding of the geography of East Asia.": 2010/11
Results indicate little need for action. Perhaps course could place some additional emphasis on East Asian geography.

Plan for topic "Students completing HIST-150 will be able to Students, upon completing Midterm #1, will be able to demonstrate an understanding of the origins and changing philosophical and social composition of the Confucian system in traditional China as it confronted other traditional systems, Daoism and Legalism.": 2010/11
No changes in course warranted by result.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the religious, philosophical, social, and political forms that shaped traditional Chinese and Japanese civilizations.": 2010/11
No changes in course warranted by result.

Plan for topic "Students completing the course will be able to explain the role played by Korea and Vietnam within the traditional Confucian structure of inter-state relations.": 2010/11
Course should be modified to include some additional emphasis on traditional Korea and Vietnam.
Plan for topic "Students completing this course will be able to explain the causes of the decline of the Qing Dynasty in China and the
Tokugawa Shogunate in Japan."": 2016/17

Consider switching to a multiple choice and short answer format for students with limited English skills.

Plan for topic "Students completing this course will be able to Option 1: Discuss how China and Japan responded to the West with an
emphasis on China: Answer the following sets of prompts/questions: discuss A & B with an emphasis on B and then compare and contrast the role the following played in shaping China's different response to the West then Japan's: C. How did China's geography, history, sense of nationalism, and class structure/ethnic composition differ from those same factors in Japan's history (overall/macro)? How did China's trade with the West differ from that of Japan? (Look over Option 2 B-C.) Option 2: Discuss how China and Japan responded to the West with an emphasis on Japan: Answer the following sets of prompts/question: A, & B with an emphasis on B and then compare and contrast the role the following played in shaping Japan's different response to the West the China's: C. How did Japan's geography, history, sense of nationalism, and class structure differ from those same factors in China's history (overall/macro)? How did Japan's trade with the West differ from that of China? (Look over Option 1 B)": 2014/15

Action Plan: I plan to consider moving from an essay-only format to allow students with limited English skills the option of demonstrating their knowledge through multiple choice and short-answer questions.

Plan for topic "Students completing this course will be able to A. Section on Qing China: Briefly describe the founding of the Qing and its 18th century governance and economy. Describe its decline beginning in the late 18th century. (Ch. 15) B. Section on the Late Qing: Discuss the Opium War and its causes, the treaties and the treaty system. Describe the internal crises the Qing faced and then discuss the Taiping Rebellion (1850-1864) and Zeng Guofeng and the defeat of the Taiping. Describe China and the world from the Treaty of Nanjing to the End of the Taipings. Describe the Self-Strengthening Movement and its three phrases. Describe the decline of the Qing: the Empress Dowager and her Government, the state of the education system and attempted reforms, and the state of the traditional and newer economic sectors. Describe the continued foreign pressure in the area and the war with France, 1884-1885 over Vietnam. (Ch. 16) C. How did China's geography, history, sense of nationalism, and class structure/ethnic composition differ from those same factors in Japan's history (overall/macro) in shaping its response to the West? How did China's trade with the West
DVC Instructional Course SLO Action Plans

differ from that of Japan? (Look over Option 2 B-C.)

2.A. Tokugawa Japan: Describe the Unification and consolidation of Japan. Bakufu-Han relations and economic and social change. Describe the intellectual currents and the Dutch Learning School. (Ch. 14)

2. Late Tokugawa: Describe the Bakufu (1787-1841), the economy and reforms. Describe the intellectual currents, esp. the three schools of thought and their significance. Describe the opening of Japan. Describe the failure of the Tokugawaâ€™s reaction to the West. Describe the late years of the Shogunate. (Ch. 17)

B. Meiji Japan: Describe the formation of a new government. Describe the dismantling of the old order and the disaffection and opposition that accompanied it as well as the construction of the new centralized government and how it responded to the Western challenge. What was the meaning of the Restoration? (Ch. 17)

C. How did Japanâ€™s geography, history (micro/situational), sense of nationalism, and class structure differ from those same factors in Chinaâ€™s history (overall/macro) in shaping its response to the West? How did Japanâ€™s trade with the West differ from that of China? (Look over Option 1 B)

": 2014/15

Action Plan: I plan to consider moving from an essay-only format to allow students with limited English skills the option of demonstrating their knowledge through multiple choice and short-answer questions.

Plan for topic "Students completing the course will be able to If asked, would you be able to explain the Vietnamese nationalist movement from 1930 1975?": 2011/12

Mr. George said: "I need to spend a bit more time on the Vietnamese(which is really SE Asia) nationalist movement and link it to the rise of Chinese nationalism. (Ho Chi Minh was in Canton in mid 1920's -- the base for the Chinese Nationalist movement.)"
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to explain the different phases of China's 20th century revolution.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apparent miscommunication of instructions, so students did not know to visit the survey or how to complete it. Next time we're using printed surveys handed out in class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to explain the Vietnamese nationalist movement from 1930 through 1975.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apparent miscommunication of instructions, so students did not know to visit the survey or how to complete it. Next time we're using printed surveys handed out in class.</td>
<td></td>
</tr>
</tbody>
</table>
787. Topics in History [HIST-155] belonging to Social Science [HIST]
I was disappointed -- but not surprised -- that so many (11) students did not do well & received 60% or lower. However, only 1 student dropped the class! I would like students to do better on essay exams. I only give one midterm and one final. In order for students to get more practice and more comfort with essay exams, I plan to give 3 essay exams in the future. This way, students will be responsible for less information (smaller bites) and perhaps may be able to better explain the roles of women in history.

This Fall -- 2018 -- I gave 3 exams instead of just two and students definitely improved from last semester. (9 60%, 3 70%, 11 80% and 7 90%). However, without a true “finals week” I noticed that students still are not giving me very clear critical thinking. Perhaps skipping “exams” altogether and giving students more frequent, short, in-class critical thinking quizzes might be more effective.

Plan for topic "Students completing this course will be able to analyze the impacts of the U.S. and the California constitutions, plus federal, state and local governments and institutions on the experiences of women."

Spend more time on the U.S. Constitution and specific federal and state laws and -- at the same time -- juxtapose those documents with the primary sources of women in history.

We could look at the first California Constitution in more depth and then look at Eliza Farnum's experience in California which may more directly connect the two very different experiences in California. Same with the U.S. Constitution -- look at specific clauses (3/5ths compromise) and juxtapose those with a woman's experience (Phyllis Wheatley's poems). Making the context more clear and direct may help student see the connection. The only problem, is this seems like pretty heavy spoon-feeding of information and drawing connections for students rather than them doing it for themselves.

Plan for topic "Students completing the course will be able to explain the effect of class, race, ethnicity, and regional variation on lives of women through 1877."
### DVC Instructional Course SLO Action Plans

1. Choose 3 new SLO topics, especially B which asks about the California and US Constitutions. This has always been difficult because women historically have not been able to be involved in "politics."

2. Rotate responsibility among part time faculty.

3. Have at least one online assessment.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing history 170 will be able to have a basic understanding of how women participated in the social, political and economic transformation of the United States from the Colonial period through the Civil War? (How they lived and what they did to help instrument change in the United States.)&quot;: 2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students overwhelming agree that they have a basic understanding of course material. And the evaluations show that information is uniformly given to both classes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing history 170 will be able to Discuss how women of different races struggled with equality in the United States.&quot; : 2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section #2 had more class discussion and a greater diversity in the student population, which I think, made students more aware of what they do not know. Hence they may feel uncomfortable supposing that they would be able to explain another person's life. Overall, I think more class discussion is helpful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing history 170 will be able to Understand how women reacted to racism, industrialization and the Westward Movement.&quot; : 2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the SLO question posed is too vague. Next time I will generate something more concrete.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

789. History of Women in the United States after 1865 [HIST-171] belonging to Social Science [HIST]

Plan for topic "Students completing this course will be able to : [A] Create an historical argument using critical thinking skills and primary source documents." : 2017/18

Over half (25 + 17) of the class did this assignment successfully. The students who did not do, or failed, the assignment put off the homework for too long and realized too late that the assignment was a difficult one. (Students can’t just 'flip' and turn in poor work.) For those students, I did allow them to turn in this assignment late for partial credit, but they were too overwhelmed with coursework. Given these are 3 students out of 54, that’s pretty good.

This assignment successfully helps students' critical thinking skills. One of my colleagues in our department suggested giving students an additional 10% if they come to my office hour so we can work on this assignment together.

While in my office, I role model critical thinking techniques and they receive a better understanding of what critical thinking is and how to reflect those skills in this assignment.

Plan for topic "During a class presentation from a chapter in Gail Collins' When Everything Changed students will analyze women's contributions to changing social, political, and economic equality." : 2016/17

Office hours were very important to student success, helping students more than half the time to receive better success on class presentations, or grasping the idea of women's contributions better.

Plan for topic "Using a class presentation based on Gail Collins's When Everything Changed, students will be better able to evaluate the roles of women in U.S. history." : 2016/17

Since this rubric question is popular, we may want to expand and create a full oral history project in the U.S. Women's course or, perhaps, an oral history course at DVC.

Plan for topic "Students completing the course will be able to explain the effect of class, race, ethnicity, and regional variation on lives of women since 1877." : 2013/14

My plan for action is to continue using biographical texts which, from the above information, really hits home with students.
Plan for topic "Students completing HIST-171 will be able to explain the challenges of African American women in U.S. History?": 2013/14

My plan for action is to continue using biographical texts which, from the above information, really hits home with students.

Plan for topic "Students completing the course will be able to demonstrate an understanding of women's participation in political, social and economic transformations since 1877.": 2013/14

Perhaps I will use a biography that focuses more on politics (may be BORING...) to see if it changes students perception about women in politics.

Plan for topic "Students completing HIST-171 will be able to How prepared are you to explain women's participation in politics from 1877 to 1977?": 2013/14

Perhaps I will use a biography that focuses more on politics (may be BORING...) to see if it changes students perception about women in politics.

Plan for topic "Students completing the course will be able to explain the progress made by African American, Asian American, Native American, Mexican American/Latino, and Lesbian women towards social, political, and economic equality through 1877.": 2013/14

Write a better SLO question that is more specific and quantifiable.

Plan for topic "Students completing HIST-171 will be able to Are you able to discuss how women's lives have changed in the U.S. from 1877 to 1977?": 2013/14

Write a better SLO question that is more specific and quantifiable.

Plan for topic "Students completing history 171 will be able to Explain the challenges of African American Women in U.S. History.": 2012/13

I think reading two novels is a great way to understand individuals' situations in history.

Plan for topic "Students completing history 171 will be able to Talk about women's political participation and goals in the U.S.": 2012/13

This semester I changed the student query to say "goals" instead of just political participation because women often had strong goals, yet were difficult to realize. I think this question more clearly assesses what students learned -- the process -- rather that just the outcome (political participation). I think the results are fine.

Plan for topic "Students completing history 171 will be able to Discuss how women's lives have changed in the U.S. from 1865 to today.": 2012/13

I think the results are fine. For the next round of SLOs I will change this question to be more specific. Our class covers the social, political and economic elements of history and I think the students who said "somewhat" are sophisticated enough to know that they cannot "know" everything. A student actually pointed this out to me after submitting the slo queries.

Plan for topic "Students completing the course will be able to After reading Anne Moody's biography and Nella Larsen's Passing how comfortable are you with explaining the challenges of African American women in U.S. history?": 2011/12
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to Answer this question: How prepared are you to explain women's participation in politics from 1877 to 1977?&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>It will be hard to emphasize politics more, since there is not that much there! But when we discuss the political aspects of women in history perhaps more of an overview would be in order.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to Answer this question: &quot;Are you able to discuss how women's lives have changed in the U.S. from 1877 to 1977?&quot;&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Continue to use a variety of voices, such as in literature, to show how women's lives across the U.S. have changed.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to explain the effect of class, race, ethnicity, and regional variation on lives of women since 1877.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Small response -- no conclusions can be gathered from this. Next time we're using printed surveys handed out in class.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing HIST-171 will be able to After reading Anne Moody's biography and Nella Larsen's Passing, how comfortable are you with explaining the challenges of African American women in U.S. History?&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Small response -- no conclusions can be gathered from this. Next time we're using printed surveys handed out in class.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate an understanding of women's participation in political, social and economic transformations since 1877.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Small response -- no conclusions can be gathered from this. Next time we're using printed surveys handed out in class.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing HIST-171 will be able to How prepared are you to explain women's participation in politics from 1877 to 1977?&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Small response -- no conclusions can be gathered from this. Next time we're using printed surveys handed out in class.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to explain the progress made by African American, Asian American, Native American, Mexican American/Latino, and Lesbian women towards social, political, and economic equality through 1877.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Small response -- no conclusions can be gathered from this. Next time we're using printed surveys handed out in class.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing HIST-171 will be able to Are you able to discuss how women's lives have changed in the U.S. from 1877 to 1977?&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>Small response -- no conclusions can be gathered from this. Next time we're using printed surveys handed out in class.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

790. World History to 1500 [HIST-180] belonging to Social Science [HIST]
Plan for topic "Students completing this course will be able to Distinguish the difference between primary and secondary sources, and demonstrate how each is used to make historical claims." : 2017/18

The four students who earned failing grades on the assignment did not take advantage of the prior week’s readings or comments made on their online posts. They were absent for the most part. However, emails sent throughout the course, files sent to the Canvas forums were intended to provide preparation beyond the classroom. The students in question did not participate in online discussions and the evidence suggests they did not read the online text either.

Possibly, the best line of action is for such students to take remedial courses prior to enrolling in history courses that require substantial essay writing. Each semester I provide more time at the onset of the course to explain how to get help, from the instructor, TA’s, tutors and class peers. As of now, 3-5 students usually fall through the cracks regardless.

In comparison, in a face to face class, such as History 181 in San Ramon, that SLO revealed that students who were able to do an in-class assignment and get immediate feedback by peers and immediate one on one attention with the instructor had 100% success. Obvious! but does call attention to the fact that online students need to be more academically prepared and in possession of fine time management skills to succeed.

Plan for topic "Students completing this course will be able to Distinguish the difference between primary and secondary sources, and demonstrate how each is used to make historical claims." : 2015/16

Group work is the best way for students who struggle with history to meet those who love history, and to see how sources are produced and interpreted. Weekly online posts required analysis of interesting sources, so students posted in their own time their thoughts on the historical past as it was recorded. I intend to continue shaping the course around this type of hands on work, along with lectures on other days.

Plan for topic "Students completing this course will be able to Describe global processes in world history up to 1500 CE/AD." : 2015/16

Those students who come to class and read posted essay tips generally get A's or B's and can explain the broad processes of World History. Those who miss class and don’t check Canvas normally do not write strong papers or post sophisticated understanding of the main events of history.
Plan for topic "Students completing this course will be able to Synthesize different perspectives on recent history, using primary and secondary source documents, to form a complex argument in essay form.": 2018/19

The students who earned failing grades on the assignment did not take advantage of the prior week’s readings or comments made on their online posts. They were absent for the most part. Emails sent throughout the course, files sent to the Canvas forums were intended to provide preparation beyond the classroom. The students in question did not participate in online discussions and the evidence suggests they did not read the online text either.

Possibly, the best line of action is for such students to take remedial courses prior to enrolling in history courses that require substantial essay writing. I spend many minutes, online and in class, explaining how to succeed in this course. Each semester I provide more time at the onset of the course to explain how to get help, from the instructor, TA’s, tutors and class peers. As of now, 3-5 students usually fall through the cracks regardless. Early counseling is likely the best solution.

Plan for topic "Students completing this course will be able to Synthesize different perspectives on recent history, using primary and secondary source documents, to form a complex argument in essay form.": 2015/16

Those students who came and worked on the papers prior to due dates nearly always did well. Those who skipped class did not.

I plan to be clearer in next years syllabus that those who skip class or online conversations are likely to fail the paper. Some students possibly feel they can skip class and submit any history paper. Attendance is key for context.
The student was successful, but this may have more to do with the type of student that commits to an independent study like this one.

I do think that the SLO I wrote for this independent study should have been more specific. Perhaps major conditions for success, like Chicago formatting and source balance, should have been included in the SLO.

Group Assessment:

Yes, more specific steps to help clarify and define student learning outcomes is a good idea. Perhaps add an additional mid-step for the student to check-in and report back to the instructor.

Also, consider adding a library tour / meeting to assist with primary and secondary source materials.
### DVC Instructional Course SLO Action Plans

#### 793. Student Instructional Assistant [HIST-299] belonging to Social Science [HIST]

**Plan for topic "By developing class presentations, student assistants will demonstrate and role model critical thinking skills."**: 2017/18

| Student's involvement was universally considered favorable by others. They learned the ropes in teaching and understood what it takes to lead a class. |

**Plan for topic "By developing class presentations, student assistants will demonstrate and role model critical thinking skills."**: 2016/17

| Volunteering to train student assistants has to be a labor of love. All of the effort that went into it turned out to be commensurate with the value that it provided to the student assistant and to my regular students who benefitted in a myriad of ways watching the student assistant at work. |

I would volunteer to do this again.
### Plan for topic "Students completing this course will be able to successfully propagate plants vegetatively": 2020/21

Those students who did not succeed used hormone dips that were too high. The instructions must be very clear about the negative effects of too much hormone on meristematic tissue.

### Plan for topic "Students completing this course will be able to identify biological competitors of higher plants": 2020/21

Face-to-Face classes begin again in August 2021, and we anticipate an increase in student success when learning is not online.

### Plan for topic "Students completing the course will be able to examine light as a factor of plant growth."**: 2016/17

Examples of light stressed plants had been brought into classes so that students could see the impacts of low light. Having direct experience with the plants is a much better teaching method than lecturing and reading. Continue bringing samples in of both stressed and healthy plants.

### Plan for topic "Students completing HORT-110 will be able to describe the impact of inadequate light on plant growth."**: 2016/17

Examples of light stressed plants had been brought into classes so that students could see the impacts of low light. Having direct experience with the plants is a much better teaching method than lecturing and reading. Continue bringing samples in of both stressed and healthy plants.

### Plan for topic "Students completing the course will be able to describe when the use of grafting is desirable."**: 2016/17

The pop-quiz was based on lecture and powerpoint presentations. Grafting cannot be done in the fall; it is a winter and spring activity. Students need to practice grafting with tools under close supervision. Describing it is not the best way to teach. This should be evaluated in the spring semester, not the fall.

### Plan for topic "Students completing HORT-110 will be able to describe three methods of grafting Malus species."**: 2016/17

The pop-quiz was based on lecture and powerpoint presentations. Grafting cannot be done in the fall; it is a winter and spring activity. Students need to practice grafting with tools under close supervision. Describing it is not the best way to teach. This should be evaluated in the spring semester, not the fall.

### Plan for topic "Students completing HORT-110 will be able to explain the function of Auxin in plant growth."**: 2016/17

The functions need to be emphasized more clearly, with better differentiation between naturally occurring and synthetic auxins. This test questions should follow the cuttings lab where students experiment with using Auxin solutions.

### Plan for topic "Students completing HORT-110 will be able to describe the impact of inadequate light on plant growth."**: 2014/15

This topic was covered in the first several weeks of the semester, and was tested in the third quiz. The topic needs to be re-addressed several times during the course of the semester. An experiment with lights on different timers will be set up for the class in the fall so that students can see and measure the results.

### Plan for topic "Students completing the course will be able to examine light as a factor of plant growth."**: 2014/15

This topic was covered in the first several weeks of the semester, and was tested in the third quiz. The topic needs to be re-addressed several times during the course of the semester. An experiment with lights on different timers will be set up for the class in the fall so that students can see and measure the results.

### Plan for topic "Students completing the course will be able to describe when the use of grafting is desirable."**: 2014/15
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing HORT-110 will be able to describe three methods of grafting Malus species.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The grafting lab and lecture were taught in the first several weeks of spring class, and it appeared that by May the information had been lost. In the fall class, the grafting lecture and lab are taught close to the end of the semester, and the information appeared to be more accessible to students. The spring lab involved hands-on grafting experience, and although the students were able to successfully graft apple wood onto provided rootstocks, 30% could not describe what they had done by the end of the semester. We will be including more hands-on experience with grafting, coupled with quiz questions repeated at several times over the course of the semester.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing HORT-110 will be able to explain the function of Auxin in plant growth.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture material was followed by hand-on learning with auxin products in lab, where students successfully rooted woody shrubs in fall and spring. This technique appears to be successful both in the short and long term.</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary handouts that clarify special terms need to be created and handed out the week prior to the test.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing HORT-110 will be able to explain the effects of growing plants from the same family in the same spot for repeated years.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results were acceptable, but the question needs to be fleshed out in more detail. Students did not have to explain why a) chard was the correct answer.</td>
<td></td>
</tr>
</tbody>
</table>

Fall 2015: more time was spent in class explaining why planting same species is problematic, and retention improved.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the term ethnobotany.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing papers appears to be difficult for a large number of students. Shorter, one-two page papers need to be incorporated from the beginning of the semester: perhaps one a month. This is being written into the syllabus for spring 2016 for Hort 110</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to examine light as a factor of plant growth.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>continue to teach light's effect on plants as it has been taught</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>&quot;Students completing HORT-110 will be able to describe the impact of inadequate light on plant growth.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>continue to teach light's effect on plants as it has been taught</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing HORT-110 will be able to describe three methods of grafting Malus species.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>More teaching time will be spent on grafting</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to describe when the use of grafting is desirable.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>More teaching time will be spent on grafting</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply the term ethnobotany.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>new assessment topic should be tried.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to describe when the use of grafting is desirable.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>spend more time explaining topic</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing HORT-110 will be able to describe three methods of grafting Malus species.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>spend more time explaining topic</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing HORT-110 will be able to describe the impact of inadequate light on plant growth.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Since students have done well on this outcome in two assessment cycles, the plan is to address a different outcome in the next cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to examine light as a factor of plant growth.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Since students have done well on this outcome in two assessment cycles, the plan is to address a different outcome in the next cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to examine light as a factor of plant growth.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>The students met the criteria. Plan is to maintain current teaching and gather more data.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing HORT-110 will be able to describe the impact of inadequate light on plant growth.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>The students met the criteria. Plan is to maintain current teaching and gather more data.</td>
<td></td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to describe the principles of winter and spring plant reproduction both sexually and asexually." 2019/20

<table>
<thead>
<tr>
<th>Through lecture and lab activities, students were consistently reminded as well as quizzed verbally as to which type of propagation we were employing weekly. This method appears to work and will be continued in consequent teachings of HORT 111.</th>
</tr>
</thead>
</table>

Plan for topic "Students completing this course will be able to describe the principles of winter and spring plant reproduction both sexually and asexually." 2016/17

<table>
<thead>
<tr>
<th>Through lecture and lab activities, student were consistently reminded as well as asked &quot;which type of reproduction is employed&quot; when utilizing the demonstrated plant propagation method introduced weekly. This method appears to work and will be continued in consequent teaching of Hort. 111.</th>
</tr>
</thead>
</table>
Plan for topic "Students completing this course will be able to explain the impact of abiotic factors such as temperature, water, humidity, and fertility as it pertains to summer and fall plant propagation.": 2020/21

This instructor is excited for these results as this is the first time this propagation environment project has ever been used. During the pandemic, the creation of a propagation environment was imperative for each student's ability to successfully complete this course. As this was the first fully face-to-face teaching of HORT 112, I wanted students to continue to feel empowered around this ability to propagate from home. As this project was due in week 5 of the semester, students have continued to send me updates around the successes and failures they've experienced with their propagation environments.

Plan for topic "Students completing this course will be able to explain the impact of abiotic factors such as temperature, water, humidity, and fertility as it pertains to summer and fall plant propagation.": 2017/18

Continue to outline these factors and their impact in lecture but also remind them throughout the semester with plant examples from the nursery.

Plan for topic "Students completing this course will be able to determine proper timing for various propagation and production techniques appropriate to the season, plant species and propagation method.": 2017/18

First make this assignment more heavily waited towards the final grade. Second remind them weekly to be logging into their calendar the seasonally appropriate propagation techniques we are practicing in lab class.
Plan for topic "Students completing this course will be able to identify from memory common plants in local landscapes of special interest in winter and spring using physical and growth characteristics.": 2019/20

The plants that gave students the most problems were to be expected as there were four plant species that look very similar, in the future I will spend much more time discussing the differences in these plants and showing identifying characteristics.

Plan for topic "Students completing this course will be able to identify from memory common plants in local landscapes of special interest in winter and spring using physical and growth characteristics.": 2017/18

The next time this class is offered, the plants that bloom earlier in the semester will be tested during the mid-term rather than the final so that blooms are available to assist with ID.
## DVC Instructional Course SLO Action Plans

### 798. Plant Materials and their Uses: Summer and Fall [HORT-114] belonging to Biological Science [HORT]

**Plan for topic "Students completing this course will be able to demonstrate an ability to use plant identification keys to identify unknown plant species."**: 2020/21

The first 4 weeks of the course the instructor spent at least half of the lab class discussing plant characteristics that were necessary for successful utilization of plant keys. Additionally, instructor walked students through keying at least one plant specimen per lab class in the first four weeks. This level of instruction seemed to work well, in future teachings of this course instructor will add more plant specimens for key identification every two weeks to increase difficulty with student mastery.

**Plan for topic "Select plants with summer and fall color that will perform well in specified regional environments."**: 2016/17

The list of plants needed to be covered in this class includes many plants better suited to southern California. More emphasis needs to be made on regional microclimates and the concurring limitations. Simply because a plant is covered in class does not mean it is appropriate for a given site.

**Plan for topic "Students completing this course will be able to use on-line plant selection programs."**: 2016/17

The use of the site was demonstrated in class, and students were encouraged to use their phones to access the site via apps. One student who is not technologically comfortable, required extensive tutoring, but was able to succeed.
Plan for topic "Students completing the course will be able to understand the processes of soil formation."

The concept that Relief is a major factor in soil formation appears to be the most difficult for students to grasp. Field trips to Mt. Diablo will make the impact that relief has on local soil very tangible. Resources available through the Soil Society will be incorporated into the next class when it is offered in the fall of 2020.

Plan for topic "Students completing the course will be able to develop and manage a fertilization regiment for various crops."

This question requires multiple levels of ecological and biome understanding and analysis. In 2020 when the class is offered again, I am going to assign this question as a group-work project.

Plan for topic "Students completing the course will be able to recommend soil amendments for clay and sandy soils in landscape situations."

Students understand soil amendments but struggled with the math needed to calculate the amount needed for various situations. Worksheets with specific plant/soil percentage amendment problems are being developed for the next time the class is scheduled to be offered in 2020.

Plan for topic "Students completing the course will be able to understand the processes of soil formation."

Explaining the four methods of soil formation has included videos showing the various processes. This seems to have clarified the process for students. The students who failed thought that the answer was 'additions', and became confused because although the organic material was being added to another layer, it was already in the soil matrix.

Plan for topic "Students completing the course will be able to develop and manage a fertilization regiment for various crops."

Students need examples need to be given in class, and as group projects. This question should be moved to the final exam, and students need to have practiced assessing fertilizer needs.

Plan for topic "Students completing the course will be able to recommend soil amendments for clay and sandy soils in landscape situations."

Field trips are difficult with evening classes. Guest speakers from the Native Plant Society may be able to provide a similar kind of experience allowing students to see the negative impact on native plants of amended soils.

Plan for topic "Students completing the course will be able to understand the processes of soil formation."

Continue using mnemonics in class to help students recall data.

Plan for topic "Students completing the course will be able to develop and manage a fertilization regiment for various crops."

Create sample problems calculating nitrogen needs for differing landscape plants. Set up in class group projects to work on these problems before assigning test questions.
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to understand the processes of soil formation.": 2012/13**
- continue to teach and test on this topic as before

**Plan for topic "Students completing the course will be able to develop and manage a fertilization regiment for various crops.": 2012/13**
- will continue to teach topic as has been done

**Plan for topic "Students completing the course will be able to understand the processes of soil formation.": 2011/12**
- spend more time on subject in lecture and field trips
800. Soil Science and Management Laboratory [HORT-121] belonging to Biological Science [HORT]

**Plan for topic "Students completing this course will be able to analyze local soils for pH, NPK and texture."**: 2018/19

The students complained about testing soils for too many classes. However, they mastered the ability to run the chemical tests.

**Plan for topic "Students completing this course will be able to identify local parent rock sources"**: 2018/19

It was very helpful to have samples of the local parent material rocks. It would have been preferable to have field trips to the sites the rocks came from. The next time this class is offered, field trips should be scheduled.

**Plan for topic "Students completing this course will be able to describe local soils using soil taxonomy."**: 2018/19

In class quizzes that reinforce soil taxonomy are recommended for the next time that it is offered.
### 801. Integrated Pest Management [HORT-125] belonging to Biological Science [HORT]

#### Plan for topic "Students completing the course will be able to identify and recognize common plant pests, diseases and beneficial organisms."

Students need more experience looking at signs and symptoms of damaged plants out in the fields and gardens. In fall 2020, the next time this class is offered, classes will start in the garden, with students looking for plant damage, collecting samples and bringing them back to the classroom for diagnosis.

#### Plan for topic "Students completing the course will be able to understand the biology and ecology of plant pests."

This was a little frustrating, as I thought the topic had been covered in depth, multiple times. Students in the future (2020) are going to design complete Integrated Pest Management handouts on aphid id and control that will be shared and graded by the class.

#### Plan for topic "Students completing HORT-125 will be able to identify 6 horticultural pest insect species with piercing sucking mouth-parts."

The classroom presentations of insect mouthparts, the associated insects and samples of plant damage symptoms appears to be successful. This is an important skill for students to take away, and I will continue to emphasize.

#### Plan for topic "Students completing the course will be able to identify and recognize common plant pests, diseases and beneficial organisms."

This course is offered once every 2 years and will be assessed on it next offering.

#### Plan for topic "Students completing HORT-125 will be able to identify 6 horticultural pest insect species with piercing sucking mouth-parts."

I am now providing students with testing terminology pages to help them identify and correctly interpret the language used in tests, and doing over example questions in class.

#### Plan for topic "Students completing HORT-125 will be able to identify 10 seasonal, regional plant diseases."

The results indicate that additional time needs to be spent working with microscope identification of disease symptoms prior to testing.
### Plan for topic "Students completing the course will be able to identify major plant communities in California."

**2017/18**

What worked was repeated exposure and discussion of the plant communities visited during field trips.

I would not do anything differently. This is a successful class.

### Plan for topic "Students completing the course will be able to recognize the dominant and characteristic species in each habitat and which are appropriate for local landscape use."

**2017/18**

Some students had difficulty understanding the concept of appropriate use for native plants. More repetition of utilization of native plants in landscape settings may increase those numbers.

### Plan for topic "Students completing the course will be able to use dichotomous keying for correct species identification."

**2017/18**

More practice using the keys will be included in the class the next time it is offered.

**2012/13**

Changes will not be made as key species have not changed.

### Plan for topic "Students completing the course will be able to recognize the dominant and characteristic species in each habitat and which are appropriate for local landscape use."

**2012/13**

Additional time will be spent looking at plant characteristics that will aid student in use of dichotomous keys.
### DVC Instructional Course SLO Action Plans

#### 803. Topics in Horticulture [HORT-150] belonging to Biological Science [HORT]

**Plan for topic "Students completing this course will be able to define the differences between hydroponic and aquaponic systems.": 2018/19**

In future teachings of this class I will continue to define the differences throughout lecture and develop lab assignments that give students experiences with both growing techniques.

**Plan for topic "Students completing HORT-150 will be able to explain the origin of Permaculture.": 2015/16**

The origins of permaculture had been covered in a class presentation and with assigned reading. A group project, assigning groups to research the origins for assigned countries would have increased success and avoided the 'test' anxiety that prevented full success for those who are kinesthetic learners.

**Plan for topic "Students completing HORT-150 will be able to explain the origin of Permaculture.": 2013/14**

The history provided was successfully understood by students.
DVC Instructional Course SLO Action Plans

804. Controlled Environment Growing (CEG): Methods of Plant Production [HORT-151] belonging to Biological Science [HORT]
Plan for topic "Students completing this course will be able to explain and evaluate the nitrification process as it pertains to an aquaponic ecosystem.": 2020/21

As this material is presented repeatedly in the lecture portion of the class and is reinforced with lab activities such as water testing for the bacteria required for the nitrification process, I will continue my on-going demonstrating and experimenting with the nitrification process.
### 805. Plant Propagation [HORT-160] belonging to Biological Science [HORT]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to predict plant propagation success.&quot;</th>
<th>2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>This propagation calendar has been a constantly evolving assignment which the instructor uses for all propagation classes. With more instruction and explanation, students are more successful each semester at meeting the criteria of this project. I have really enjoyed watching the assignment change over the years and students' responses. My goal for this project has always been the same, student success with plant propagation in all seasons which is a result of understanding and applying the factors that lead to crop success.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing HORT-160 will be able to propagate hardwood cuttings from local deciduous shrubs.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is difficult to discuss hardwood cuttings in the summer time as this is the wrong season to utilize this technique. Those taking HORT 111, have an advantage, as they are both reading and hearing lectures about hardwood cuttings as well as using this method of propagation. Those enrolled in HORT 160 are reading about and hearing lectures on, however don't get to do such cutting as the season is incorrect for this method. In consequent teachings of this class, I will set up a lab scenario to give practice of such a technique.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply their knowledge of propagation to the growing of plants.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the future, more emphasis must be placed on the importance of fertilizer in the growing of plants as well as pinching in the encouragement of plant growth.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing HORT-160 will be able to propagate hardwood cuttings from local deciduous shrubs.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>A more detailed explanation of climate variances and cutting success needs to be included in lecture topics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use plant terminology in the propagation of plants.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan is to administer test again and see if this is a continuing trend downward or not. We feel that the 10% drop may be due to the academic background of the class and may need to change strategies in the future.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use plant terminology in the propagation of plants.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan is to maintain current curriculum and reassess the following year.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to summarize the construction process for a greenhouse.&quot;: 2020/21</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Hybrid models are very challenging for our students, who simply do not watch the presentations. What this has meant is that all information important for them to learn must be repeated during labs. In this next semester, my goal is to imbed questions in the weekly slide shows and reinforce with pop quizzes at the beginning of labs. This will support student growth and information fluency.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to explain Environmental factors affecting plant growth.&quot;:: 2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing is challenging for many of our students, however, this paper appeared to strike a chord and the response was excellent. Papers were generally well-written and the ability to collaborate meant that students who were not as comfortable writing were able to work with others with better skills. I will be doing something similar in the next classes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to differentiate various medias and their effect on plant growth.&quot;:: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>These classes were taught by different instructors, and the focus in lecture may have accounted for the slight difference. The media being used in the nursery has also changed. This class is being offered in the spring of 2019, and the students are going to be evaluating plant material planted in differing mixes over the course of the semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to explain Environmental factors affecting plant growth.&quot;:: 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of students were able to meet this directive. In the future will spend more time in lecture discussing the environmental factors that encourage the development of pests and disease as well as their negative impact on plant growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to summarize the construction process for a greenhouse.&quot;:: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>A better understanding of the importance of greenhouses to year-round growing of plants needs to be emphasized in lecture. The students who did not do the assignment failed to understand the relevance.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to use the International code of botanical nomenclature": 2020/21
This is an excellent way to encourage the use of correct nomenclature for plants, which is frequently daunting as students have little background in Greek or Roman historical terminology. I will be using this again, but will also reinforce this with specific questions on the final. This process facilitated communication and collaboration, with students working together to find solutions.

Plan for topic "Students completing this course will be able to construct seed timing flow charts for winter/spring planting schedules": 2020/21
The relatively low number of successful students seems to indicate that creating these calendars, which takes the entire semester to do correctly may be a little ambitious from my end. In this next semester, I am making this a collaborative assignment, with students working in pairs to see if the numbers increase.
808. Woody Plants: Identification and Maintenance [HORT-170] belonging to Biological Science [HORT]

Plan for topic "understanding the morphology of woody plants, their internal and external characteristics."*: 2017/18

<table>
<thead>
<tr>
<th>Bringing in the plant with edible parts might drive the point home better</th>
</tr>
</thead>
</table>

Plan for topic "identify plant species through distinguishing aspects, through a plant key, through color, taste, smell and texture. Students completing this course will be able to": 2017/18

<table>
<thead>
<tr>
<th>An okay percentage, it may have been more effective to present all the shrubs and trees with red berries at one time.</th>
</tr>
</thead>
</table>

Plan for topic "be able to identify a genus and species through observation of a single plant part â€“ leaf, flower, cone, fruit, seed, stem, bark, etc."

<table>
<thead>
<tr>
<th>Students completing this course will be able to&quot;: 2017/18</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>satisfactory results. I think that this was effective due to tours of the campus, a very common tree. Liquidambar leaf and fruit were both highlighted as means for identification</th>
</tr>
</thead>
</table>
### DVC Instructional Course SLO Action Plans

**809. Pruning Laboratory [HORT-171] belonging to Biological Science [HORT]**

**Plan for topic "Estimate reaction to pruning procedures": 2017/18**

<table>
<thead>
<tr>
<th>Responses where much lower for plants students did not have direct, hands-on experience pruning. This class was offered in the fall, which includes summer pruning, but does not include winter pruning as temperatures remained too warm for plants to go fully into dormancy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course would be best offered in the inter-session, when plants are fully dormant, or as a short course in the summer where summer pruning could be taught.</td>
</tr>
</tbody>
</table>
810. Arboriculture [HORT-179] belonging to Biological Science [HORT]

Plan for topic "The student completing the course will be able to identify the habits, uses, limitations and maintenance required of various tree species.": 2017/18

- What workement worked best was the broad variety of tree species for students to choose from.
- Some students were unable to complete the assignment due to a variety of factors including language difficulties, time management issues and family concerns.

Plan for topic "The student completing the course will be able to identify and mitigate problems associated with trees used in urban, rural or wild-land situations.": 2017/18

- What worked best was the visual availability of the tree locally. It was possible to see the tree and identify the complications.
- The greatest difficulty was in accurately identifying fungal diseases. More time on fungal symptomology will happen in the next class.

Plan for topic "The student completing the course will be able to identify and use the various tools, both mechanical and diagnostic, required in arboriculture.": 2017/18

- Peer groups working together facilitated group learning and peer review. With advances, new equipment is needed to be able to teach current technology.

Plan for topic "The student completing the course will be able to identify and mitigate problems associated with trees used in urban, rural or wild-land situations.": 2013/14

- Future Plans include the utilization of Tree Analysis Equipment, (Resistograph, Arbor-Tom and increment borer), for additional data collection that will clarify results of the hazard rating process and subsequent recommendations.

Plan for topic "The student completing the course will be able to identify and use the various tools, both mechanical and diagnostic, required in arboriculture.": 2010/11

- 2010-12-14: Each subsequent semester of students, benefits from the previous databases of tree decay and failure analysis. The plan is to continue the compilation.
- 2011-05-18: Plan is modify the demonstration and emphasize proper tool use so that more students will succeed. This is a vital part of arboriculture.
### Plan for topic "Students completing the course will be able to demonstrate the knowledge of the history and development of the Landscape Architecture and Design field." 2018/19

Results from the next class will be compared with the class offered several years ago, and an action plan will be submitted.

### Plan for topic "Students completing the course will be able to demonstrate the knowledge of the history and development of the Landscape Architecture and Design field." 2014/15

Keep the poster assignment, keep the previous quiz history questions but add new ones. Add an essay assignment for comparing and contrasting how projects were designed in the past to how they are designed in the present.

### Plan for topic "Students completing the course will be able to analyze various Landscape Architecture principles." 2014/15

More small assignments in class and more article reading assignments that are current to what is going on at the present.

All students were challenged but the feedback received indicated they all had a much better understanding of the profession. The older students were more focused.

### Plan for topic "Students completing the course will be able to compare and contrast different approaches to landscape architecture and design." 2014/15

Incorporate more drawing/drafting exercises and small assignments in class to solidify ideas. The final project should be smaller in area—students were overwhelmed at times. Directions were very complete but should be broken down into parts for a better understanding.

### Plan for topic "Students completing the course will be able to analyze various Landscape Architecture principles." 2013/14

No change perhaps a new set of questions should be applied

### Plan for topic "Students completing the course will be able to compare and contrast different approaches to landscape architecture and design." 2013/14

Use a new set of questions

### Plan for topic "Students completing the course will be able to demonstrate the knowledge of the history and development of the Landscape Architecture and Design field." 2011/12

Assess outcome #2 next time
DVC Instructional Course SLO Action Plans

812. Landscape Design I: Graphics [HORT-181] belonging to Biological Science [HORT]
Plan for topic "Students completing the course will be able to demonstrate the correct, efficient use of the graphic tools used in landscape design and gain proficiency through application.": 2017/18

As a plan of action the department will encourage the instructors to use the library resources, including handouts or presentations/workshops put on by librarians, guest lecturers, to augment the lecture they give on this particular topic. Resources, such as assignments, activities and photographs, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

Plan for topic "Students completing the course will be able to describe the elements of landscape graphics including freehand drawing, paraline drawing and computer generated drawing.": 2015/16

This course will be offered Fall 2016 one section and one outcome will be assessed.

Plan for topic "Students completing the course will be able to demonstrate the correct, efficient use of the graphic tools used in landscape design and gain proficiency through application.": 2011/12

Spend more time on drafting basics
As a plan of action the department will encourage the instructors to use the library resources, including handouts or presentations/workshops put on by librarians, guest lecturers, to augment the lecture they give on this particular topic. Resources, such as assignments, activities and photographs, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices.

The history section for my class is based on the California state Board of Landscape Architect's licensing exam. No changes will be made.

No changes will be made to this section as the information given to the students is adapted from state, county and local entities.

2013-12-20: No changes will be made as the criteria for passing this assessment is based on professional and state mandated standards.
814. Garden Design [HORT-183] belonging to Biological Science [HORT]

Plan for topic "Students completing the course will be able to perform a site analysis.": 2020/21

The results are encouraging and worth repeating. Many students expressed how much they had learned and how they now viewed landscapes differently. This is a small unit course, but the skills achieved are transferable to many divergent areas. It is worth the time it takes for students to present accurate site analysis.

Plan for topic "Students completing the course will be able to prepare residential landscape garden design plans.": 2020/21

I struggle to deal with students who cannot present in front of others, as that is a basic skill needed in most jobs. I continue to search for effective methods to decrease student anxiety but will continue to expect presentations. The skill level shown varied widely, from those who sketched out simple pencil plans to others with CAD presentations. The next time this is offered, I want students to have monthly presentations of work in progress to the class.

Plan for topic "Students completing the course will be able to prepare residential landscape garden design plans.": 2017/18

In comparison with the prior instructor's evaluation, the class offered in the summer did extremely well. The students worked in groups and were able to focus in depth on a variety of garden design concepts.

Plan for topic "Students completing the course will be able to perform a site analysis.": 2015/16

The instructor and students thought that it was difficult to cover the design process and develop plans during a 9 week short course.

To cover the material in the Residential Landscape Architecture book, the material needed to be presented at a very fast pace which resulted in 6 students dropping. All the students that continued with the class worked hard on the assignments, learned a lot and were very engaged.

In short, I believe that the class ought to be a full semester and more units.

Plan for topic "Students completing the course will be able to prepare residential landscape garden design plans.": 2015/16

The instructor and students thought that it was difficult to cover the design process and develop plans during a 9 week short course.

To cover the material in the Residential Landscape Architecture book, the material needed to be presented at a very fast pace which resulted in 6 students dropping. Also, it was difficult for many in the class to draft if they had no experience in doing so. This created an additional challenge for many of the students.

Plan for topic "Students completing the course will be able to read and interpret landscape construction documents.": 2015/16

The short class format was not enough time for the students to develop or fully understand all the drawings needed for construction documents.
I would hope that more students would have drafting experience and that the class would be long enough to have a lab component. ie: 3 hour class instead of a 1 hour and 50 min. class. Most of the time, the students would stay after class to ask questions.

The 15 students that remained at the end of the semester, were very engaged and seem to learn.
### Plan for topic "Students completing the course will be able to describe historical and cultural significance of a site analysis.": 2018/19

One highly successful technique has been allowing students to partner to make the site analysis group projects. The groups produced very detailed, comprehensive data presented in portfolios that can be presented to future employers. Their competition between groups resulted in detailed discussions and debates, and in clean, professional work.

### Plan for topic "Students completing the course will be able to create conceptual landscape design documents.": 2018/19

The seventh site chosen was not accessible, and students had difficulty pulling the information together. That site will not be included the next time the class is offered.

### Plan for topic "Students completing the course will be able to evaluate a site's natural and built resources and constraints.": 2015/16

20% of the students seemed unable to understand what was required in spite of repeated explanations.

Perhaps providing concrete examples of completed, printed out site analysis examples would have helped these students understand what was expected of them.

### Plan for topic "Students completing the course will be able to describe historical and cultural significance of a site analysis.": 2013/14

no change until class offered again. This was the first semester this class was taught
Plan for topic "Students completing the course will be able to perform a water audit."

The first class had a high percentage of students who were still living at home where they could easily find access to the information needed to complete the audit. The second cohort had more apartment dwellers, who had difficulty finding homes to audit. When this class is offered again, homeowners who are willing to let students perform the water audits should be located by the instructor prior to the semester. The audit is complicated, with many questions to be answered, and homeowner input is needed for accurate information.

Plan for topic "Students completing HORT-187 will be able to describe the water holding capacity of different soil textures and the impacts on irrigation scheduling."

This was a challenging project for many students, but well worth doing. The systems were not identical, and difficulty varied widely. An audit of the unit might be more consistent in terms of results.

Plan for topic "Students completing the course will be able to develop an efficient irrigation system."

The WUCOLS guide needs to be explained in depth, as it gives the water use of specific plant varieties. It was introduced, but not covered as thoroughly as needed.

Plan for topic "Students completing the course will be able to perform a water audit."

Class time needs to be spent reviewing the form and providing opportunities for those for whom English is not their first language to clarify what is being asked.
817. Internship in Occupational Work Experience Education in HORT [HORT-296] belonging to Biological Science [HORT]

Plan for topic "Students completing this course will be able to identify and improve selected professional work habits and employability skills such as time management, communication, and teamwork.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Students completing this course will be able to explore and develop strategies to secure employment.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Students completing this course will be able to link academic coursework to work-based learning.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.
Both students contributed significantly to the unit and to the program. When new students want to take an independent study, it will help if faculty assist them in writing up goals that are achievable over the course of 16 weeks.

We will continue to monitor and evaluate students who sign up for Hort 298.
We were very fortunate that these students had strong work ethics and needed little supervision. Both expanded their knowledge and skill level.

Plan for topic "Students completing this course will be able to identify measurable objectives achieved over the course of the semester.": 2018/19

The students who have assisted in class have been responsible, reliable and have added great value to the learning experience for students in the classes they assisted with.

Plan for topic "Students completing this course will be able to demonstrate inclusive teaching skills": 2018/19

We are very fortunate that these students were responsible, articulate and very open to student and faculty feedback.
DVC Instructional Course SLO Action Plans

820. Introduction to Health Care Careers [HSCI-100] belonging to Health Science [HSCI]
Plan for topic "Students completing this course will be able to identify and describe the personal and professional skills necessary for health care workers.

": 2017/18

This takes too much class time, though the assignment is useful for networking and presentation practice, this may be better with submission of a paper and presentation of only 1 interview.
Plan for topic "Students completing the course will be able to interpret and evaluate health and medical information from general and subject specific library and web sources.": 2016/17

The subject of misinformation/"fake" news is extremely relevant at the time of this cycle. Students are able to find information very easily, but still struggle with knowing how to evaluate information as credible. An emphasis will be made on creating on new assignments that go even further to help students learn how to navigate the world of information.

Plan for topic "Students completing the course will be able to identify and locate health and medical information using a variety of tools and formats used in medical research.": 2016/17

The subject of misinformation/"fake" news is extremely relevant right now. We will continue to emphasize this and work on new assignments that go even further to help students learn how to navigate the world of information. Students were very successful in achieving this objective, in part because of the ease of the Health and Medical Complete (ProQuest) database available through the DVC Library’s website. We will continue designing new and current assignments which require students to compare and contrast news sources and sources of health information.

Plan for topic "Students completing the course will be able to distinguish between personal health and public health perspectives.": 2016/17

The instructor felt that this exam question fell short of accurately reflecting students’ difficulty in grasping the differences between public vs. personal health as observed in class discussions throughout the semester. We will continue to develop more assignments and activities to further help students understand this concept. In our American society, there is so much emphasis on individual responsibility, that students often have a hard time distinguishing how public policy and societal influences are as important, if not more important, in influencing someone’s health.

Plan for topic "Students completing the course will be able to describe the role of stress and mental health in health and wellness.": 2016/17

Using an objective, multiple choice test question, we came close to our goal for this objective, however the instructor felt that an assignment, in addition to the test question, would more effectively measure if students were truly understanding the role of stress in disease prevention. We will work on designing an assignment to contribute to a more complete assessment of this topic.

Plan for topic "Students completing the course will be able to interpret and evaluate health and medical information from general and subject specific library and web sources.": 2013/14

We again reached our goals that "75% or more of the students would find the project very useful"- and that 70% of students would earn a "C"- or better on their project. Next time this outcome is assessed, our goal will be that 70% of students will earn a "B" or better.

Plan for topic "Students completing the course will be able to distinguish between personal health and public health perspectives.":
DVC Instructional Course SLO Action Plans

2013/14

The assessment question needs to be reworded/ refined to more accurately measure the level of Bloom's taxonomy that the SLO uses. ("identify and describe";* not just "identify"*).

Plan for topic "Students completing the course will be able to describe the role of stress and mental health in health and wellness."

2013/14

The assessment question that was used from the DVC WebSLOs database needs to be reworded/ refined in order to address the level of Bloom's taxonomy that the SLO uses (Students need to be able to "describe"* as well as "identify."*) We will refine the assessment question so it is more accurate and at a higher level of Bloom's taxonomy.

Plan for topic "Students completing the course will be able to interpret and evaluate health and medical information from general and subject specific library and web sources." 2012/13

move to assess outcome #2

Plan for topic "Students completing the course will be able to interpret and evaluate health and medical information from general and subject specific library and web sources." 2012/13

Plan for topic "Students completing the course will be able to identify and locate health and medical information using a variety of tools and formats used in medical research." 2011/12

2012-01-04: ACTION PLAN: A clearer rubric for the research project will be designed for students, showing specifically which references are required and the point value for documenting those references.

2012-09-21: The goal of 75% or more of students would find the project VERY useful was achieved.

Plan for topic "Students completing the course will be able to identify and locate health and medical information using a variety of tools and formats used in medical research." 2011/11

97% of the students agreed and strongly agreed to achieving the student learning outcome, which shows a success in surpassing the target goal of 95%. If this student learning outcome is assessed again in the future, the goal would be for 100% of the students to achieve the outcome. Since it appears by the results that the outcome was successfully achieved, a new student learning outcome will be assessed in the future, with the goal of achieving the same successful results.

Plan for topic "Students completing the course will be able to identify issues in the delivery of health care and methods of health insurance." 2010/11

we will remove this outcome

Plan for topic "Students completing the course will be able to identify and locate health and medical information using a variety of tools and formats used in medical research." 2009/10

we consolidated this outcome into number 1
### 822. Stress Management and Health [HSCI-126] belonging to Health Science [HSCI]

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to identify 3 examples of research supporting the theory that certain stress-related personalities/behavior are associated with an increase in disease.</td>
<td>2019/20</td>
</tr>
<tr>
<td>Students may need more guidance as to how to access scholarly journals online or through our data bases. Students find non-scholarly materials to use because they do not understand how to find and read the original sourced research. May offer further instructions with links to journal articles to use.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to identify physiological consequences of chronic activation of the stress response which can lead to disease.</td>
<td>2016/17</td>
</tr>
<tr>
<td>The content and pace of the class seems to be working very well. One improvement might be to create a more specific rubric for this assignment in order to provide better information for students who might not have been successful on this project.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to identify an appropriate stress management strategy for stress-related symptoms.</td>
<td>2016/17</td>
</tr>
<tr>
<td>The content and pace of the class seems to be working very well. One improvement might be to create a more specific rubric for this assignment in order to provide better information for students who might not have been successful on this project.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to identify physiological consequences of chronic activation of the stress response which can lead to disease.</td>
<td>2014/15</td>
</tr>
<tr>
<td>In addition to the multiple choice questions on the test to assess this topic, another component will be added to the final project that will address this topic.</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**823. Drugs, Health and Society [HSCI-127] belonging to Health Science [HSCI]**

**Plan for topic "Students completing the course will be able to demonstrate an understanding of drug abuse problems in our society."**: 2018/19

Within the f2f format students had a day in class to annotate and work together to critically read their articles. The hybrid and online students do not have a "work group" day. Within Canvas, it may be an idea to group students and have them share their articles and discuss online before writing the paper.

**Plan for topic "Students completing this course will be able to analyze both sides of controversial issues relating to drug use and abuse in our society":** 2015/16

Since class presentations do allow for class sharing, we decided to keep this component even though it did not increase the final grade.

**Plan for topic "Students completing the course will be able to distinguish between drug use and drug abuse."**: 2012/13

Assess outcome #2 next cycle

**Plan for topic "Students completing hsci 127 will be able to In an essay on the final about drug abuse prevention solutions. Twenty one students (out of 30)answered thoroughly with understanding, 7 answered adequately, and 3 didn't answer at all":** 2012/13

keep as is
### 824. Medical Terminology [HSCI-128] belonging to Health Science [HSCI]

#### Plan for topic "Students completing the course will be able to demonstrate an understanding of common pharmacology terms."

This class is required for students studying a health care field. They are motivated and many have had some medical experience. We offer many different learning assignments, practice tests and worksheets. The more they complete, the better they perform. Despite the extra work, the ESL student does find this class a challenge. Better tools for ESL and medical terminology would be helpful to explore with the publisher.

#### Plan for topic "Students completing the course will be able to correctly spell and pronounce medical terms."

The challenge is how to accommodate the variations in word vocalization of ESL students. We currently require PROPER English pronunciation and request they contact their ESL teacher for further guidance on pronunciation. These students typically drop the course the first time. Rentake after ESL work. We may need to link some tutorials on vocalization strategies for ESL for these students to try to retain them.

#### Plan for topic "Students completing the course will be able to correctly spell and pronounce medical terms."

The challenge is with ESL students who can not properly vocalize terms. These students have had to drop out. We have referred the, back to their ESL teachers to assist with vocalization strategies. We will be adding some online tutorials now for students to practice with that may allow them to maintain success.

#### Plan for topic "Students completing the course will be able to demonstrate an understanding of common medical abbreviations."

The action plan that will be implemented to improve the success of students enrolled in the medical terminology course will be that all students will be required to prepare ten "phantom" patient chart histories using at least five medical abbreviations per patient chart entry.
825. Introduction to Public Health [HSCI-130] belonging to Health Science [HSCI]
Plan for topic "Students completing the course will be able to define important foundation concepts in community/public health."

For the next semester, we will distribute the rubric to all students to use when studying and designing their powerpoint presentation
## 826. Cardiopulmonary Resuscitation (CPR) [HSCI-131] belonging to Health Science [HSCI]

### Plan for topic "Students completing the course will be able to effectively perform CPR to someone whose heart has stopped beating."

**2017/18**

We are trying to adopt a new standard of certification of American Heart Association, this may require further training by instructor. This will change the practical test to include more skills but will meet the needs for more health professions.

### Plan for topic "Students completing the course will be able to give first aid for choking and other respiratory emergencies."

**2014/15**

The class requires outside testing and observation done outside of class which takes extra time for instructor. We will be embedding the activities in assessing competency within the class time to be more efficient at testing all students.

**2010/11**

- **2010-12-13:** To increase the student success rate to higher than 80% the instructor may provide more time for the students to practice CPR and AED on adult, child and infant mannequins, and allow more time to review the information taught during the course. Each semester a new student learning outcome will be assessed.

- **2011-08-10:** 100% of the students agreed and strongly agreed to achieving the student learning outcome, which shows a success in surpassing the target goal of 95%. If this student learning outcome is assessed again in the future, the goal would be to maintain 100% of the students to achieve the outcome. Since it appears by the results that the outcome was successfully achieved, a new student learning outcome will be assessed in the future, with the goal of achieving the same successful results.
# DVC Instructional Course SLO Action Plans


### Plan for topic "Students completing this course will be able to describe disparities in health outcomes.": 2018/19

Most of the students were able to clearly bridge the connections between disparities in socioeconomic status to health outcomes. Most of the students utilized their personal experiences, and were able to analyze the question, and critically think about these connections related to health outcomes. Many of the students exceeded expectations implementing their personal perspectives to fit into their discussions. Room for improvement from the students is strengthening the integrating of external sources. This may be supplemented by stronger resources and guides provided by the instructor on in-text citation.

### Plan for topic "Students completing this course will be able to analyze the contribution of environmental conditions to disparate health outcomes, using case studies.": 2018/19

All students who submitted the assignment were successful in engaging in critical thinking, and analysis of the topic of discussion. While there may not be room for improvement on this particular topic, I feel there are some helpful aspects to the actual assignment prompt that I could use for other discussions. Some of these aspects includes the framing of the objective for the assignment. Promoting a personal framework when discussing environmental justice was helpful in engaging students on a more successful level.

### Plan for topic "Students completing this course will be able to outline advocacy skills, such as preparing a policy brief, giving public testimony, community outreach, and/or writing a letter to an editor or politician": 2018/19

All of the students who participated in the presentation were invested. Many of the students were passionate about their topics, and provided a valuable insight into the topic from a personal, and academic perspective. Students were able to develop a variety of presentation tools, such as Powerpoint, Google Slides, Prezi, among others. Students were most successful in presenting their health and social justice cause, and promoted community engagement from their audience in the form of an action for change. Future presentations may benefit from more precision when detailing out the topic to avoid exceeding expectations in time..

### Plan for topic "Students completing this course will be able to describe the way race, socioeconomic status, and gender are described in recent public health literature": 2017/18

While many of the students met the criteria for success by receiving a C or higher, there is still more improvement on students receiving a B or higher. Increase the time spent in class on integration of external sources other than the course material. Providing time in class for students, and requesting them to bring rough drafts of written assignment to provide earlier feedback. The goal will be to increase the amount of students who receives a grade of B or higher on this written assignment.

### Plan for topic "Students completing this course will be able to contrast United States policy on access to health insurance with that of other developed countries, and analyze new health care policies under the Affordable Care Act." 2017/18

Most of the students were able to clearly answer all of the questions in the assignment prompt. Most students were engaged in the conversations, and provided some great discussions with each other. Some students still need to focus more on integration of external sources to support their discussion. Developing more resources and guidelines will improve the number of students achieving this objective. Providing more time in class to cover forum discussion guidelines will be helpful in increasing the number of students fully engaging in the forum discussion on health and healthcare.
Plan for topic "Students completing this course will be able to describe strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change": 2017/18

| All students who completed the assignment met the criteria for success on both parts of the project. Students were engaged and passionate about the organization they researched, and the social justice cause they focused on. However, some group dynamics were not as successful as others. Some students felt stressed about group work, and had difficulty at times with consistent communication with team members. More feedback and communication with groups throughout the semester is necessary to help strengthen group cohesion. Part of promoting community engagement/organizing is about team work, and to be emphasized with more activities in class. |
DVC Instructional Course SLO Action Plans

828. Cultural Competence in Health and Social Service [HSCI-137] belonging to Health Science [HSCI]
829. Human Sexuality [HSCI-140] belonging to Health Science [HSCI]

Plan for topic "Students completing the course will be able to identify the male and female reproductive and sexual anatomy, and describe each parts functions, including the human sexual response cycle.":: 2016/17

I will achieve it by first introducing the topic with an ice-breaker activity first, and then allow students more time to work in groups to assist each other with the assignment (i.e., labeling the diagrams and describing functions), and then will come back as a class to go over. I will check notes at the end of class to ensure that they participated. This will hopefully correct any errors and increase success on final score.

Plan for topic "Students completing the course will be able to analyze and present arguments based on credible (scientific) resources on both sides of a selected controversial issue, such as abortion, homosexual rights, pornography, prostitution, fetal tissue research, surrogate motherhood, etc.":: 2013/14

More class exercises to practice using facts to write viewpoints will be used next semester.

Plan for topic "Students completing the course will be able to identify the male and female reproductive and sexual anatomy, and describe each parts functions, including the human sexual response cycle.":: 2010/11

97% of the students agreed and strongly agreed to achieving the student learning outcome, which shows a success in surpassing the target goal of 95%. If this student learning outcome is assessed again in the future, the goal would be for 100% of the students to achieve the outcome. Since it appears by the results that the outcome was successfully achieved, a new student learning outcome will be assessed in the future, with the goal of achieving the same successful results.

Plan for topic "Students completing the course will be able to locate, interpret and critically evaluate human sexuality research and findings in terms of scientific validity and cultural or demographic bias.":: 2009/10

Based on the final results of this student learning outcome the lectures, assignment and activities may be altered to improve student success in regards to locating, interpreting and critically analyzing human sexuality research.

Plan for topic "Students completing the course will be able to analyze and present arguments based on credible (scientific) resources on both sides of a selected controversial issue, such as abortion, homosexual rights, pornography, prostitution, fetal tissue research, surrogate motherhood, etc.":: 2009/10

Based on the final results of this student learning outcome the lectures and presentation-based assignment may be altered to improve student success in regards to analyzing sexual health information and preparing credible arguments that support each side of a controversial issue.

Plan for topic "Students completing the course will be able to identify the male and female reproductive and sexual anatomy, and describe each parts functions, including the human sexual response cycle.":: 2009/10

Based on the final results of this student learning outcome the lectures, assignments and activities may be altered to improve student success in regards to identifying the male and female reproductive and sexual anatomy, and describing each parts functions, including the human sexual response cycle.
830. Topics in Health Sciences [HSCI-150] belonging to Health Science [HSCI]

Plan for topic "Students completing this course will be able to clearly identify the multiple disciplines of several non-western medicine.": 2018/19

Students were able to utilize multiple resources to develop their arguments for the assignment. The resources were well integrated into their arguments, and provided a solid framework for a discussion on TCM. Most of the students' perspectives were well supported by individually researched evidence. Not all students were able to provide the same level of extensive individual research. Students may be able to benefit from further discussions on individual research practices and strategies in prior weeks.

Plan for topic "The student will be able to explain how the “mind” and the “body” became two separate entities in Western thought." : 2015/16

As indicated in our previous assessment cycle, we continued to evaluate this topic. This semester, however, even though students were able to complete the assignment with satisfactory scores, we felt that the assignment was not really capturing whether students were fully understanding the intended concept and achieving the learning objective. We will add a SYNTHESIS question to the assignment to better assess if students are able to synthesize and apply the information. We will also refine the rubric for this assignment.

Plan for topic "Students completing the course will be able to successfully explain how the "mind" and "body" became separate in Western thought": 2015/16

As indicated in our previous assessment cycle, we continued to evaluate this topic. This semester, however, even though students were able to complete the assignment with satisfactory scores, we felt that the assignment was not really capturing whether students were fully understanding the intended concept and achieving the learning objective. We will add a SYNTHESIS question to the assignment to better assess if students are able to synthesize and apply the information. We will also refine the rubric for this assignment.

Plan for topic "Students completing the course will be able to demonstrate the ability to access and utilize academic resources, including scientific journals, in the field of integrative medicine/ alternative medicine." : 2015/16

We will continue to use the assignment and the refined rubric that we developed for this cycle. It was successful for 3 out of the 4 categories and eliminated many of the problems with non-credible resources that we had had in the previous cycle. However, some students continue to have trouble evaluating and locating credible websites. We will clarify instructions in the assignment to help students distinguish between the credible and non-credible websites and clarify why it is important for scholarly research to utilize the more credible domains, and give students suggested "clearinghouses" that will provide vetted websites for them.

Plan for topic "Students completing the course will be able to successfully explain how the "mind" and "body" became separate in Western thought": 2012/13

continue to assess outcome #2

Plan for topic "The student will be able to explain how the “mind” and the “body” became two separate entities in Western thought.":
DVC Instructional Course SLO Action Plans

2012/13

continue to assess outcome #2

Plan for topic "Students completing the course will be able to demonstrate the ability to access and utilize academic resources, including scientific journals, in the field of integrative medicine/alternative medicine.": 2012/13

The rubric will be further clarified to specify using ProQuest database (via the DVC library) and limiting websites to .org, .edu, .gov

Plan for topic "Students completing the course will be able to successfully explain how the "mind" and "body" became separate in Western thought": 2011/12

Students will be surveyed closer to the time of the assignment.

Plan for topic "The student will be able to explain how the “mind” and the “body” became two separate entities in Western thought.": 2011/12

Students will be surveyed closer to the time of the assignment.

Plan for topic "Students completing the course will be able to demonstrate the ability to access and utilize academic resources, including scientific journals, in the field of integrative medicine/alternative medicine.": 2011/12

A clearer rubric for the research project will be designed for students in the online sections of HSCI 124, showing specifically which references are required and the point value for documenting those references.

Plan for topic "The student will be able to explain how the “mind” and the “body” became two separate entities in Western thought.": 2010/11

When this student learning outcome (#1) is assessed again the instructor may have the students turn in rough drafts of the assignments periodically before the final draft is due, so student progress can be monitored, which may increase the percentage of students who complete the assignment with a 70% (C grade) or above to 100%. Each semester a new student learning outcome will be assessed.

Plan for topic "Students completing the course will be able to successfully explain how the "mind" and "body" became separate in Western thought": 2010/11

When this student learning outcome (#1) is assessed again the instructor may have the students turn in rough drafts of the assignments periodically before the final draft is due, so student progress can be monitored, which may increase the percentage of students who complete the assignment with a 70% (C grade) or above to 100%. Each semester a new student learning outcome will be assessed.
DVC Instructional Course SLO Action Plans

832. Women's Health [HSCI-170] belonging to Health Science [HSCI]
Plan for topic "Students completing the course will be able to explore contemporary health issues concerning gender roles, gender stereotypes, and the role of women in the family and society."; 2016/17

It is interesting to note that having online access to open ended quizzes and journal submissions contributes to more student success. As CANVAS transition takes I will load journal entries and quizzes to be taken at home.

Plan for topic "Students completing the course will be able to identify the female reproductive and sexual anatomy, and describe each parts functions."; 2013/14

In next assessment cycle assess SLO 2

Plan for topic "Students completing the course will be able to demonstrate the knowledge of the female body, particularly reproductive anatomy and physiology including contraception, breast cancer, sexually transmitted diseases and reproductive choices for lesbian, transgender and heterosexual women."; 2013/14

In next assessment cycle assess SLO 2

Plan for topic "Students completing the course will be able to locate, interpret and critically evaluate women's health research and findings in terms of scientific validity and cultural or demographic bias."; 2011/12

Instructors will continue to refine the rubric for evaluating the research project, to better enable students to locate, interpret and evaluate sources in terms of their SCIENTIFIC VALIDITY and CULTURAL OR DEMOGRAPHIC BIAS.

Plan for topic "Students completing the course will be able to locate, interpret and critically evaluate women's health research for scientific validity, and cultural or demographic bias."; 2011/12

Instructors will continue to refine the rubric for evaluating the research project, to better enable students to locate, interpret and evaluate sources in terms of their SCIENTIFICVALIDITY and CULTURAL OR DEMOGRAPHIC BIAS.

Plan for topic "Students completing the course will be able to identify the female reproductive and sexual anatomy, and describe each parts functions."; 2010/11

99% of the students agreed and strongly agreed to achieving the student learning outcome, which shows a success in surpassing the target goal of 95%. If this student learning outcome is assessed again in the future, the goal would be for 100% of the students to achieve the outcome. Since it appears by the results that the outcome was successfully achieved, a new student learning outcome will be assessed in the future, with the goal of achieving the same successful results.

Plan for topic "Students completing the course will be able to describe how the physical, emotional, social, intellectual and environmental aspects of health impact women in society."; 2010/11

99% of the students agreed and strongly agreed to achieving the student learning outcome, which shows a success in surpassing the target goal of 95%. If this student learning
outcome is assessed again in the future, the goal would be for 100% of the students to achieve the outcome. Since it appears by the results that the outcome was successfully achieved, a new student learning outcome will be assessed in the future, with the goal of achieving the same successful results.

Plan for topic "Students completing the course will be able to identify the female reproductive and sexual anatomy, and describe each parts functions.": 2009/10

Based on the final results of this student learning outcome the lectures, assignments and activities may be altered to improve student success in regards to identifying female reproductive and sexual anatomy, and describing each part's functions.

Plan for topic "Students completing the course will be able to demonstrate the knowledge of the female body, particularly reproductive anatomy and physiology including contraception, breast cancer, sexually transmitted diseases and reproductive choices for lesbian, transgender and heterosexual women.": 2009/10

Based on the final results of this student learning outcome the lectures, assignments and activities may be altered to improve student success in regards to identifying female reproductive and sexual anatomy, and describing each part's functions.

Plan for topic "Students completing the course will be able to locate, interpret and critically evaluate women's health research and findings in terms of scientific validity and cultural or demographic bias.": 2009/10

Based on the final results of this student learning outcome the lectures, assignment and activities may be altered to improve student success in regards to locating, interpreting and critically analyzing women's health research.

Plan for topic "Students completing the course will be able to locate, interpret and critically evaluate women's health research for scientific validity, and cultural or demographic bias.": 2009/10

Based on the final results of this student learning outcome the lectures, assignment and activities may be altered to improve student success in regards to locating, interpreting and critically analyzing women's health research.

Plan for topic "Students completing the course will be able to analyze and assess the broad scope and interplay of the politics of women's health and medical care issues.": 2009/10

Based on the final results of this student learning outcome the lectures, assignment and activities may be altered to improve student success in regards to locating and utilizing self-help measures for women that can improve their health and well being.
### Plan for topic "Students completing the course will be able to explain the risk factors, treatments and symptoms of these illnesses and injuries."

*2017/18*

| To show correct answers after first exam then tell student that they will have to answer the same questions on the final was very helpful for them to correctly answer these. The 7 students who dropped may have been helped earlier. We may need to address these students with more study resources before they drop |

### Plan for topic "Students completing the course will be able to apply problem solving methods used in emergency situations."

*2013/14*

| The percent (91) who met competency was excellent. We will assess SLO #4 next cycle. |

### Plan for topic "Students completing the course will be able to identify leading causes of illness and injury."

*2010/11*

| 100% of the students agreed and strongly agreed to achieving the student learning outcome, which shows a success in surpassing the target goal of 95%. If this student learning outcome is assessed again in the future, the goal would be to maintain 100% of the students to achieve the outcome. Since it appears by the results that the outcome was successfully achieved, a new student learning outcome will be assessed in the future, with the goal of achieving the same successful results. |
### Plan for topic "Students completing this course will be able to identify and improve selected professional work habits and employability skills such as time management, communication, and teamwork.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

### Plan for topic "Students completing this course will be able to explore and develop strategies to secure employment.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

### Plan for topic "Students completing this course will be able to link academic coursework to work-based learning.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.
835. Independent Study [HSCI-298] belonging to Health Science [HSCI]
Plan for topic "Students completing this course will be able to have a greater understanding of nutrition by assisting the instructor as a teacher's aid." 2016/17

This is the first cycle of assessment. The level of learning and greater understanding of nutrition gained during this current assessment was impressive. The student was very comfortable answering complex questions from the class. The impact that the student had helped increase the class grades one entire grade level from previous semesters. In future semesters, the instructor will plan on meeting more often with the student TA to review and discuss weekly content to assure the student grasps the complex concepts and allow for more dialogue and potential questions the student TA may have.

Plan for topic "Students completing this course will be able to develop adaptive teaching methods to expand on learning modalities to improve student success rate" 2016/17

This was the first cycle of assessment. The level of learning and ability to develop new teaching methods was successful. The student TA was sensitive to the varying needs and backgrounds of other students needs in the class. The impact that the student TA had helped increase the class grades one entire grade level from previous semesters. In future semesters, the instructor will plan on assisting the student TA more so that we can continue to improve ways to engage students with different learning modalities.
837. Introduction to Humanities: Arts and Ideas [HUMAN-105] belonging to Humanities and Philosophy [HUMAN]

Plan for topic "Students completing the course will be able to analyze the function, media, subject matter, organization, style and relative excellence of three or more arts on the basis of formal criticism.": 2019/20

Level of learning demonstrated by the current assessment:

"The average score of the assessment was 73%. The average score for Spring 2020 went up to 82%.

Plan to improve the teaching and learning process:

"In addition to reading from the textbook, I have lectured on the subject matter to add interesting anecdotes and clarification where necessary."
DVC Instructional Course SLO Action Plans

needed.

• I'll include brief reading quizzes on Canvas to encourage students to read the textbook.

• I'll follow up the early assessments with a paper where students demonstrate comprehension of art they experience at Bay Area museums (including virtual museum tours).

Plan for topic "Students completing the course will be able to determine the relationship of the art object to the creators' self-understanding and perception of the world.": 2016/17

This assessment is certainly more relevant and meaningful than the earlier SurveyMonkey assessments!

The department is of the opinion that two factors may be especially important in this assessment: 1) student preparedness, and 2) the classroom facility. While this assessment was not based on students' writing abilities, students' were required to read, and glean information from, two scholarly articles. Perhaps this assessment was skewed in the
DVC Instructional Course SLO Action Plans

sense that it was assessing the students' ability to understand the articles as well as their ability to connect work of art to its creator and context. Will more time spent going over material from the articles help—or will a different way of assessing this outcome provide better results? The department will be considering these possibilities. With regard to classroom facility, this class will not be taught in the Forum during the Fall 2017 semester. The Forum is much too large, even with students pulled down into the first eight rows—and there is no whiteboard/blackboard to use to visually reinforce important points made during discussion of complex reading materials.

Plan for topic "Students completing the course will be able to analyze the function, media, subject matter, organization, style and relative excellence of three or more arts on the basis of formal criticism.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are involving their students in the process, it is time to actually assess real student outcomes via a completely different methodology. In 2014-15, one or two SLOs will be assessed per each course scheduled for assessment, with each instructor assessing the same one or two outcomes. Instructors may link the SLO to an assignment or quiz question that is part of the actual course curriculum. The instructor will give the results to the Department. This will give us meaningful data.

Plan for topic "Students completing HUMAN-105 will be able to Students completing HUMAN-105 will be able to explain the relationship of the product of human creative expression to the creator's self-understanding and perception of the world.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are involving their students in the process, it is time to actually assess real student outcomes via a completely different methodology. In 2014-15, one or two SLOs will be assessed per each course scheduled for assessment, with each instructor assessing the same one or two outcomes. Instructors may link the SLO to an assignment or quiz question that is part of the actual course curriculum. The instructor will give the results to the Department. This will give us meaningful data

Plan for topic "Students completing HUMAN-105 will be able to Students completing HUMAN 105 will be able to analyze the relationship between works of art and the historical, philosophical, religious and intellectual conditions of the periods during which they were created.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are involving their students in the process, it is time to actually assess real student outcomes via a completely different methodology. In 2014-15, one or two SLOs will be assessed per each course scheduled for assessment, with each instructor assessing the same one or two outcomes. Instructors may link the SLO to an assignment or quiz question that is part of the actual course curriculum. The instructor will give the results to the Department. This will give us meaningful data

Plan for topic "Students completing the course will be able to analyze the function, media, subject matter, organization, style and relative excellence of three or more arts on the basis of formal criticism.": 2011/12

The department is pleased that there was a more substantial response to this assessment by students in sections taught by adjunct faculty, as well as by students taught by full-time faculty. There will be some ongoing departmental discussion about the chosen assessment method and criteria, as well as continuing discussion about effective collection of meaningful data.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to determine the relationship of the art object to the creators' self-understanding and perception of the world.": 2011/12

As stated above, the department is pleased that more faculty were able to encourage their students to respond to this survey, but there will be ongoing discussion within the department about the assessment method and criteria being used, and its correlation to meaningful data.

Plan for topic "Students completing the course will be able to analyze the relationship between works of art and the historical, philosophical, religious and intellectual conditions of the periods during which they were created.": 2011/12

The department is pleased that more faculty were able to encourage their students to respond to this survey, but there will be ongoing discussion within the department about the assessment method and criteria being used, and its correlation to meaningful data.

Plan for topic "Students completing the course will be able to analyze the function, media, subject matter, organization, style and relative excellence of three or more arts on the basis of formal criticism.": 2009/10

I was pleased with these results. In the fall semester 2010 assessment, however, I will try a different assessment methodology.

Plan for topic "Students completing the course will be able to analyze the function, media, subject matter, organization, style and relative excellence of three or more arts on the basis of formal criticism.": 2008/9

We need to keep collecting and analyzing data to meaningfully address.
Some of the explanations for unsuccessful students mentioned in previous assessments remain: esp. the lack of basic skills (esp. reading and writing), and poor time management. Most unsuccessful students abandon the class, while most students who remain to the end are successful, so efforts need to be taken to get them to continue until the end. To this end, the major writing assignment has been broken into smaller, developmental stages, and this more scaffolded approach has helped (particularly with the time management issues). Changes have also been made to the readings, along with more preparation for the formal testing components.

Plan for topic "Students completing the course will be able to analyze literary, religious, and philosophical texts, and explain what they state or infer about the concept of hell." : 2015/16

The lack of success for some students is clearly rooted in a lack of basic skills (esp. reading and writing, but also up to and including such basic college-level responsibilities as knowing that they should take notes in class), and part of it stems from their own poor time management (students have told me that they struggle later in the term when many of their classes have larger projects are due, which means that they give less effort and energy to prepare for the Quizzes). Some of the required readings are particularly difficult (e.g., selections from Aquinas, Dante's Inferno), and it is clear that some students have no experience trying to digest literary and philosophical texts of that complexity. Going forward, the instructor may try to narrow the number of texts, to ensure that students have more time to concentrate on less material, which should assist some students in being successful in the class.

Plan for topic "Students completing the course will be able to analyze literary, religious, and philosophical texts, and explain what they state or infer about the concept of hell." : 2011/12

This course was taught by an adjunct who had difficulty motivating students to respond to the survey, and by one adjunct who did not instruct students to participate. Continuing turnover and training of adjuncts (Most of our courses are taught by adjunct faculty) was factor here, and the department is continuing to work with this problem on a person-to-person basis. There will be ongoing discussion within the department about the assessment method and criteria being used, and its ability to collect meaningful data.

Plan for topic "Students completing the course will be able to identify key formal elements of the visual arts, music, and film and relate them to historical and cultural concepts about hell." : 2011/12

This course was taught by an adjunct who had difficulty motivating students to respond to the survey, and by one adjunct who did not instruct students to participate. Continuing turnover and training of adjuncts (Most of our courses are taught by adjunct faculty) was a factor here, and the department is continuing to work with this problem on a person-to-person basis. There will be ongoing discussion within the department about the assessment method and criteria being used.

Plan for topic "Students completing the course will be able to compare and contrast ideas of the after life across cultures and historical periods." : 2011/12

This course was taught by an adjunct who had difficulty motivating students to respond to the survey, and by one adjunct who did not instruct students to participate. Continuing...
DVC Instructional Course SLO Action Plans

Turnover and training of adjuncts (Most of our courses are taught by adjunct faculty) was a factor here, and the department is continuing to work with this problem on a person-to-person basis. There will be ongoing discussion within the department about the assessment method and criteria being used.

Plan for topic "Students completing the course will be able to analyze literary, religious, and philosophical texts, and explain what they state or infer about the concept of hell.": 2010/11

This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty at the beginning of the semester, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic in subsequent department meetings.

Plan for topic "Students completing the course will be able to identify key formal elements of the visual arts, music, and film and relate them to historical and cultural concepts about hell.": 2010/11

This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

Plan for topic "Students completing the course will be able to compare and contrast ideas of the after life across cultures and historical periods.": 2010/11

This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.
Plan for topic "Students completing the course will be able to After having completed HUMAN 110, I can now explain in objective historical terms the precise, important steps in the origin and evolution of the Western cultural heritage as seen in the ancient world."

2018/19

Some of the problems for unsuccessful students mentioned in previous assessments remain: esp. the lack of basic skills (esp. reading and writing), and poor time management. To assist struggling students, some of the more challenging texts have been replaced by smaller, more diverse, and more accessible readings. The major writing assignment has also been broken into smaller, developmental stages, and this more scaffolded approach has helped (particularly with the time management issues). We expect to improve success by continuing development and experimentation on both these fronts---readings and the big paper.

Plan for topic "Students completing the course will be able to After having completed HUMAN 110, I can now explain in objective historical terms the precise, important steps in the origin and evolution of the Western cultural heritage as seen in the ancient world."

2015/16

The lack of success for some students is clearly rooted in a lack of basic skills (esp. reading and writing, but also up to and including such basic college-level responsibilities as knowing that they should take notes in class), and part of it stems from their own poor time management (students have told me that they struggle later in the term when many of their classes have larger projects are due, which means that they give less effort and energy to prepare for the Quizzes). Some of the required readings are particularly difficult (esp. selections from the Iliad), and it is clear that some students have no experience trying to digest literary texts of that complexity. Going forward, the instructor may try to narrow the size of the readings, to ensure that students have more time to concentrate on less material, which should assist some students in being successful in the class.

Plan for topic "Students completing the course will be able to After having completed HUMAN 110, I can now explain in objective historical terms the precise, important steps in the origin and evolution of the Western cultural heritage as seen in the ancient world."

2011/12

This course was taught by an adjunct who had difficulty instructing students to work with an online survey. The department is continuing to work with this problem on a person-to-person basis. There will be ongoing discussion within the department about the assessment method and criteria being used.

Plan for topic "Students completing the course will be able to In HUMAN 110 I learned how to analyze the interconnections that exist among diverse areas of the humanities in the ancient world."

2011/12

This course was taught by an adjunct who had difficulty instructing students to work with an online survey. The department is continuing to work with this problem on a person-to-person basis. There will be ongoing discussion within the department about the assessment method and criteria being used.

Plan for topic "Students completing the course will be able to analyze the Western past and present and construct historical, causal connections between the two periods."

2011/12
This course was taught by an adjunct who had difficulty instructing students to work with an online survey. The department is continuing to work with this problem on a person-to-person basis. There will be ongoing discussion within the department about the assessment method and criteria being used.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze formally and contextually the essential significance of key monuments and documents from ancient cultural history up to A.D. 500.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
</table>

Next semester students should only be able to answer questions posted for the section in which they are enrolled. In addition to this problem, our department has had to deal with the lack of student response for this course, and some other courses. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze formally and contextually the essential significance of key monuments and documents from ancient cultural history up to A.D. 500.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
</table>

Next semester students should only be able to answer questions posted for the section in which they are enrolled. In addition to this problem, our department has had to deal with the lack of student response for this course, and some other courses. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze formally and contextually the essential significance of key monuments and documents from ancient cultural history up to A.D. 500.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
</table>

Next semester students should only be able to answer questions posted for the section in which they are enrolled. In addition to this problem, our department has had to deal with the lack of student response for this course, and some other courses. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze formally and contextually the essential significance of key monuments and documents from ancient cultural history up to A.D. 500.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
</table>

Next semester students should only be able to answer questions posted for the section in which they are enrolled. In addition to this problem, our department has had to deal with the lack of student response for this course, and some other courses. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze formally and contextually the essential significance of key monuments and documents from ancient cultural history up to A.D. 500.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
</table>

Next semester students should only be able to answer questions posted for the section in which they are enrolled. In addition to this problem, our department has had to deal with the lack of student response for this course, and some other courses. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.
Some reasons the achievement percentage was higher in section 5542 than in section 5663 may have been because 5542 was a full-term course and students had more time to work with the materials. Some students had difficulty with reading materials and with written work. The plan for future semesters is to encourage students to work with the English tutoring lab early in the semester, if possible. Engage student with more frequent assignments using the discussion board, encouraging them to have an active voice in the class community. Allow students to achieve the learning objective in more than one assignment.

Plan for topic "Students completing the course will be able to explain in objective historical terms the precise, important steps in the origin and evolution of the Western cultural heritage as seen in the Middle Ages and Renaissance and Baroque era.": 2014/15

The most critical problem facing this course is that an increasing number of students entering DVC from high school are underprepared and have had very little exposure to this period in Western historical culture. We must use both a textbook and primary sources in this class. They are not easy to read, and many of my students do not write at a college level. At this point, our department is discussing pedagogical methods that might raise the success level of some of the underprepared students without lowering the standards already established for this course.

Plan for topic "Students completing the course will be able to analyze the interconnections that exist among diverse areas of the humanities in the Middle Ages and Renaissance and Baroque era.": 2011/12

The survey question is intended to evaluate whether students have achieved outcome #2: Identify and analyze the relationships that exist among the several areas of the humanities. The survey question, however, is also asking about a strong historical component that is not mentioned in the learning objective/learning outcome on record in the course outline. The department needs to discuss the relationship between stated learning outcomes and how they will be addressed in the assessment process.
While most students felt they were able to grasp the historical, causal connections between the historical period covered in this course and the present, perhaps it would be helpful for the department to consider the relationship between the outcome being measured here and the more generally stated learning objective/outcome stated in the course outline, that students will "develop a perspective of historical Western culture."

**Plan for topic "Students completing the course will be able to analyze formally and contextually the essential significance of key monuments and documents from 500 to 1700."**: 2011/12

There is no prerequisite for this course, but rather an advisory that students be eligible for English 122. Because students with a lack of historical training and a lack of reading preparedness are enrolling in this course, the department needs to discuss the relationship between the assessment process and the less specific stated learning objective/outcome in the course outline, that students will "critically analyze the works of European cultural history between A.D. 500-1700."

**Plan for topic "Students completing the course will be able to explain in objective historical terms the precise, important steps in the origin and evolution of the Western cultural heritage as seen in the Middle Ages and Renaissance and Baroque era."**: 2010/11

This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

**Plan for topic "Students completing the course will be able to analyze the interconnections that exist among diverse areas of the humanities in the Middle Ages and Renaissance and Baroque era."**: 2010/11

This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

**Plan for topic "Students completing the course will be able to analyze the Western past and present and construct historical, causal connections between the two periods."**: 2010/11

This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

**Plan for topic "Students completing the course will be able to analyze formally and contextually the essential significance of key monuments and documents from 500 to 1700."**: 2010/11

Lack of response to the survey has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

**Plan for topic "Students completing the course will be able to explain in objective historical terms the precise, important steps in the origin and evolution of the Western cultural heritage as seen in the Middle Ages and Renaissance and Baroque era."**: 2009/10

For the Fall 2010 Human 111 sections I will experiment with a different survey method.

**Plan for topic "Students completing the course will be able to analyze the interconnections that exist among diverse areas of the humanities in the Middle Ages and Renaissance and Baroque era."**: 2009/10

This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

**Plan for topic "Students completing the course will be able to analyze the Western past and present and construct historical, causal connections between the two periods."**: 2009/10

For the Fall 2010 Human 111 sections I will experiment with a different survey method.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have asked that only students enrolled in a section be able to complete the assessment for that section.</td>
<td>2009/10</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze the Western past and present and construct historical, causal connections between the two periods.&quot;</td>
<td>Only students enrolled in the section should be allowed access to the assessment questions. Will try a different assessment methodology for the Fall 2010 semester.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze formally and contextually the essential significance of key monuments and documents from 500 to 1700.&quot;</td>
<td>Will try a different assessment methodology for the Fall 2010 assessment.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to critically analyze selected works of Western creativity and thought from 1700 to the present."

The majority of students performed very well with this assessment. A variety of factors can be identified as having contributed to the poor performance a minority of students. Those factors include excessive absences and challenges with reading and writing. This semester I am dividing the exam into two parts: one part will be a take home exam and one part will be in class. It is my hope that by allowing for some questions to be addressed with more time and preparation, it will improve the success rates for students who struggle to read and write under time constraints.

Plan for topic "Students completing HUMAN-112 will be able to identify and compare aspects of the Western cultural heritage."

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are involving their students in the process, it is time to actually assess real student outcomes via a completely different methodology. In 2014-15, one or two SLOs will be assessed per each course scheduled for assessment, with each instructor assessing the same one or two outcomes. Instructors may link the SLO to an assignment or quiz question that is part of the actual course curriculum. The instructor will give the results to the Department. This will give us meaningful data.

Plan for topic "Students completing HUMAN-112 will be able to demonstrate a perspective on modern Western culture and history."

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are involving their students in the process, it is time to actually assess real student outcomes via a completely different methodology. In 2014-15, one or two SLOs will be assessed per each course scheduled for assessment, with each instructor assessing the same one or two outcomes. Instructors may link the SLO to an assignment or quiz question that is part of the actual course curriculum. The instructor will give the results to the Department. This will give us meaningful data.

Plan for topic "Students completing HUMAN-112 will be able to critically analyze selected works of Western creativity and thought from 1700 to the present."

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are involving their students in the process, it is time to actually assess real student outcomes via a completely different methodology. In 2014-15, one or two SLOs will be assessed per each course scheduled for assessment, with each instructor assessing the same one or two outcomes. Instructors may link the SLO to an assignment or quiz question that is part of the actual course curriculum. The instructor will give the results to the Department. This will give us meaningful data.

Plan for topic "Students completing the course will be able to identify and compare aspects of the Western cultural heritage."

We will not make any changes at this time, and will compare these results with future assessments.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to identify and analyze the relationships that exist among the several areas of the humanities.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>This data will be compared to future assessments of Humanities 112. No other action needs to be taken at this time.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate a perspective on modern Western culture and history.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>No changes will be made at this time. This data will be compared to future data for this course.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to critically analyze selected works of Western creativity and thought from 1700 to the present.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>No changes at this time. This data will be compared to data in future assessments for this course.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing HUMAN-115 will be able to identify and analyze the cultural traditions of people from the African-American, Native American, Asian-American, and Latino-American communities (or at least three of these cultural communities).": 2018/19
Some reasons for a lack of success among students for this SLO: some did not watch the film "Smoke Signals" (even though the film was shown in class), the Quiz was given in the first 20 minutes of class (late students didn't properly complete it or missed it entirely), and the assessment was conducted in the first two weeks of the class. To improve the success rate in future semesters, assessments will be taken in the second half of the class (so late-adding students can catch up). Also, students will be better informed about the availability of media resources.

Plan for topic "Students completing HUMAN-115 will be able to demonstrate a basic understanding of artistic and aesthetic terms.".: 2013/14
Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing HUMAN-115 will be able to evaluate and analyze creative works from a number of artistic disciplines.".: 2013/14
Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing HUMAN-115 will be able to identify and evaluate the contextual cultural and historical significance of creative works.".: 2013/14
Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the
Plan for topic "Students completing HUMAN-115 will be able to identify and analyze the cultural traditions of people from the African-American, Native American, Asian-American, and Latino-American communities (or at least three of these cultural communities).": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing HUMAN-115 will be able to compare and contrast the cultural perceptions and creative contributions of creative artists drawn from at least three of the following cultural communities have made to the cultural life of America today: African American, Native America, Asian-American, and Latino-American.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing the course will be able to demonstrate a basic understanding of artistic and aesthetic terms.": 2011/12

The department is satisfied with these results and will continue to monitor future results.

Plan for topic "Students completing the course will be able to evaluate and analyze creative works from a number of artistic disciplines.": 2011/12

The department is pleased with these results and will continue to assess this outcome in future semesters.

Plan for topic "Students completing the course will be able to identify and evaluate the contextual cultural and historical significance of creative works.": 2011/12

The department is pleased with these results and will continue to monitor the results of future assessments.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare and contrast the cultural perceptions and creative contributions of creative artists drawn from at least three of the following cultural communities have made to the cultural life of America today: African American, Native America, Asian-American, and Latino-American.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is pleased with these results and will continue to monitor future assessments.</td>
<td></td>
</tr>
</tbody>
</table>

The department is pleased with these results and will continue to monitor future assessments.
DVC Instructional Course SLO Action Plans

843. Humanities: The Arts and Culture of Asia [HUMAN-116] belonging to Humanities and Philosophy [HUMAN]

Plan for topic "Students completing the course will be able to compare and contrast the richness and diversity of at least two Asian cultures, and the contributions they have made to the world's culture.": 2016/17

This was a wonderful class to work with, and because it was a small class it was very possible to work with students individually to help them as need arose. Students were able to work together in study groups outside of class, and to seek help at the English T. Four of the students were international or ESL students, and the small size of the class helped them to gain enough confidence to participate in class discussion. This class could be greatly enriched by a field trip to the Asian Art Museum in San Francisco.

Plan for topic "Students completing the course will be able to compare and contrast the richness and diversity of at least two Asian cultures, and the contributions they have made to the world's culture.": 2012/13

The same format for gathering responses is in place for AY 2013-14, and data is being gathered both semesters. The department will next discuss a different method to gather assessment information for this course for AY 2014-15 in order to assess what number of students actually have accomplished this outcome.

Plan for topic "Students completing the course will be able to compare and contrast the views of each culture with regard to its arts, ideas, and religions.": 2012/13

The same format for gathering responses is in place for AY 2013-14, and data is being gathered both semesters. The department will next discuss a different method to gather assessment information for this course for AY 2014-15 in order to assess what number of students actually have accomplished this outcome.

Plan for topic "Students completing the course will be able to identify and analyze the relationships that exist among the several areas of the humanities, selecting from the visual arts, literary arts, cinema, architecture, music, drama, dance, and philosophic and religious literature.": 2012/13

The same format for gathering responses is in place for AY 2013-14, and data is being gathered both semesters. The department will next discuss a different method to gather assessment information for this course for AY 2014-15 in order to assess what number of students actually have accomplished this outcome.
DVC Instructional Course SLO Action Plans

**844. Humanities: Fiction, Film, and Criticism [HUMAN-118] belonging to Humanities and Philosophy [HUMAN]**

Plan for topic "Students completing the course will be able to recognize the cinematic devices that allow literary elements to be translated into cinema.": 2018/19

<table>
<thead>
<tr>
<th>The current methods of in-class discussion, group review, and in-class and out of class writing and examinations will be continued.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The current plan is to continue using a combination of these methodologies and to try and intervene early when students fail at one or another.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to evaluate devices that create the aesthetic qualities of literary texts.": 2016/17

<table>
<thead>
<tr>
<th>This course will be assessed during the Spring 2017 semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results indicate that the students feel that they are successfully accomplishing this particular outcome, but it is the department's conclusion that over the course of two semesters more responses should have been gathered. We are still struggling to bring our entire faculty in compliance with this process, and this is particularly problematic since most members of our faculty are adjunct. In Assessments gathered in AY 2013-14, individual sections will be assessed.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to evaluate devices that create the aesthetic qualities of literary texts.": 2012/13

| The number of students feeling that they had successfully accomplished this learning objective concerns the department. We would like to see at least 70% of the students feeling that they had done so successfully. It is also the department's concern, however, that over the course of two semesters more responses should have been gathered. We |
are still struggling to bring our entire faculty in compliance with this process, and this is particularly problematic since most members of our faculty are adjunct. In Assessments gathered in AY 2013-14, individual sections will be assessed.
Plan for topic "Students completing the course will be able to evaluate the aesthetic value of popular entertainment.": 2018/19

The majority of students did quite well with this assessment. Nonetheless, some students did not submit work and thus failed. I seek to reduce these failures by continuing to make myself available outside of class to work with students on their papers, spending additional time in class in which students can draft many of their paper ideas and discussing additional ways of transforming the draft to a final paper. I also hope that our Humanities tutor will prove to be of assistance for students struggling with the writing process or how to get started.

Plan for topic "Students completing HUMAN-123 will be able to describe, compare, and contrast the difference between popular culture and "high" or "elite" culture.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing HUMAN-123 will be able to identify and analyze the relationships that exist among the several areas of the humanities within the boundaries of popular culture: visual arts, film, literature, music, comics, electronic arts.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department.
Plan for topic "Students completing HUMAN-123 will be able to Students completing HUMAN-123 will be able to evaluate the aesthetic value of popular entertainment." : 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing HUMAN-123 will be able to Students completing HUMAN-123 will be able to evaluate the ethical and historical value of popular entertainment." : 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing HUMAN-123 will be able to Students completing HUMAN-123 will be able to compare and contrast heroic symbols in American popular culture (e.g., the cowboy, detective, fantasy super-heroic figure); identify and describe the anti-heroic)." : 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing the course will be able to describe, compare, and contrast the difference between popular culture and "high" or "elite" culture." : 2012/13

The results indicate that the students feel that they are successfully accomplishing this particular outcome, but it is the department's conclusion that over the course of two semesters more responses should have been gathered. We are still struggling to bring our entire faculty in compliance with this process, and this is particularly problematic since most members of our faculty are adjunct. In Assessments gathered in AY 2013-14, individual sections will be assessed.
Plan for topic "Students completing the course will be able to identify and analyze the relationships that exist among the several areas of the humanities within the boundaries of popular culture: visual arts, film, literature, music, comics, electronic arts.": 2012/13

The results indicate that the students feel that they are successfully accomplishing this particular outcome, but it is the department's conclusion that over the course of two semesters more responses should have been gathered. We are still struggling to bring our entire faculty in compliance with this process, and this is particularly problematic since most members of our faculty are adjunct. In Assessments gathered in AY 2013-14, individual sections will be assessed.

Plan for topic "Students completing the course will be able to evaluate the aesthetic value of popular entertainment.": 2012/13

The results indicate that the students feel that they are successfully accomplishing this particular outcome, but it is the department's conclusion that over the course of two semesters more responses should have been gathered. We are still struggling to bring our entire faculty in compliance with this process, and this is particularly problematic since most members of our faculty are adjunct. In Assessments gathered in AY 2013-14, individual sections will be assessed.

Plan for topic "Students completing the course will be able to evaluate the ethical and historical value of popular entertainment.": 2012/13

The results indicate that the students feel that they are successfully accomplishing this particular outcome, but it is the department's conclusion that over the course of two semesters more responses should have been gathered. We are still struggling to bring our entire faculty in compliance with this process, and this is particularly problematic since most members of our faculty are adjunct. In Assessments gathered in AY 2013-14, individual sections will be assessed.

Plan for topic "Students completing the course will be able to describe, compare, and contrast the difference between popular culture and "high" or "elite" culture.": 2010/11

This course was taught in a large lecture format, and student comments indicated that more student interaction would have been helpful. No action will be taken at this time, but subsequent sections will be taught in a smaller classroom with half the students, enabling more student-instructor interaction, as well as group projects. This data will be compared with data collected in future assessments.

Plan for topic "Students completing the course will be able to identify and analyze the relationships that exist among the several areas of the humanities within the boundaries of popular culture: visual arts, film, literature, music, comics, electronic arts.": 2010/11

This course was taught in a large lecture format, and student comments indicated that more student interaction would have been helpful. No action will be taken at this time, but subsequent sections will be taught in a smaller classroom with half the students, enabling more student-instructor interaction, as well as group projects. This data will be compared with data collected in future assessments.

Plan for topic "Students completing the course will be able to evaluate the aesthetic value of popular entertainment.": 2010/11

This course was taught in a large lecture format, and student comments indicated that more student interaction would have been helpful. No action will be taken at this time, but subsequent sections will be taught in a smaller classroom with half the students, enabling more student-instructor interaction, as well as group projects. This data will be compared with data collected in future assessments.
Plan for topic "Students completing the course will be able to evaluate the ethical and historical value of popular entertainment.":

This course was taught in a large lecture format, and student comments indicated that more student interaction would have been helpful. No action will be taken at this time, but subsequent sections will be taught in a smaller classroom with half the students, enabling more student-instructor interaction, as well as group projects. This data will be compared with data collected in future assessments.
846. Humanities: California Culture [HUMAN-124] belonging to Humanities and Philosophy [HUMAN]
847. Independent Study [HUMAN-298] belonging to Humanities and Philosophy [HUMAN]
848. Student Instructional Assistant [HUMAN-299] belonging to Humanities and Philosophy [HUMAN]
## 849. Electrical Theory I [HVACR-110] belonging to Architecture/Engineering [HVACR]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to state, compare and contrast a number of basic principles and laws of electricity as they relate to air conditioning (AC) and refrigeration.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 111. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to state, compare and contrast a number of basic principles and laws of electricity as they relate to air conditioning (AC) and refrigeration.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify and explain the common electrical components used in the AC and refrigeration industry, noting the function of each.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
</tbody>
</table>
### 850. Mechanical Refrigeration Theory [HVACR-111] belonging to Architecture/Engineering [HVACR]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply concepts of refrigeration, refrigerants, refrigerant oils, piping, and dehydration.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 111. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply concepts of refrigeration, refrigerants, refrigerant oils, piping, and dehydration.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use tools and equipment common to the industry.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
</tbody>
</table>
### 851. Electrical Theory II [HVACR-112] belonging to Architecture/Engineering [HVACR]

Plan for topic "Students completing the course will be able to state, compare and contrast a number of basic principles and laws of electricity as they relate to AC and refrigeration."

<table>
<thead>
<tr>
<th>Year</th>
<th>Results</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 112. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
<tr>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
<tr>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>2013/14</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>2013/14</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to identify and explain the common electrical components used in the A/C and refrigeration industry, noting the function of each."

<table>
<thead>
<tr>
<th>Year</th>
<th>Results</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>2013/14</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>2013/14</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to state how the electrical parts function in conjunction with each other for the purpose of maintaining design temperatures in a refrigeration system."

<table>
<thead>
<tr>
<th>Year</th>
<th>Results</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to classify five types of single phase electric motors based on the use of specific components with them."

<table>
<thead>
<tr>
<th>Year</th>
<th>Results</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to state, compare and contrast a number of basic principles and laws of electricity as they relate to AC and refrigeration."

<table>
<thead>
<tr>
<th>Year</th>
<th>Results</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to identify and explain the common electrical components used in the A/C and refrigeration industry, noting the function of each."

<table>
<thead>
<tr>
<th>Year</th>
<th>Results</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to state how the electrical parts function in conjunction with each other for the purpose of maintaining design temperatures in a refrigeration system.&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to classify five types of single phase electric motors based on the use of specific components with them.&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Plan</td>
<td>Outcomes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Students completing the course will be able to identify and demonstrate correct usage of tools used for the mechanical aspects of air conditioning and refrigeration.</td>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 113. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td>2017/18</td>
</tr>
<tr>
<td>Students completing the course will be able to disassemble the major components and commonly encountered accessories of refrigeration systems, stating the integral functions of the sub-components identified.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate the ability to check system operation, leak test, evacuate, recharge and recover refrigerant from a basic refrigeration system.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to explain and demonstrate acceptable safety procedures.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td>2014/15</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to differentiate between many types of starting and running methods of single phase motors.": 2018/19

The department feels that the students understand this topic and that other topics are more essential for HVACR 114. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to differentiate between many types of starting and running methods of single phase motors.": 2015/16

Results are acceptable. Will incorporate students feedback in the future course design.

Plan for topic "Students completing the course will be able to demonstrate the operation of heating controls, humidity controls and cooling controls commonly used in the industry.": 2015/16

Results are acceptable. Will incorporate students feedback in the future course design.
Plan for topic "Students completing the course will be able to distinguish between mechanical and electrical controls and explain how and why mechanical controls function.": 2017/18

The department feels that the students understand this topic and that other topics are more essential for HVACR 115. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to distinguish between mechanical and electrical controls and explain how and why mechanical controls function.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to describe special refrigeration applications including trucks, rail cars, and ships.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to list the typical operating temperatures and pressures for the low-pressure side of a refrigeration system for high, medium, and low temperatures.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.
### DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to differentiate between many types of commonly used switching techniques.": 2017/18

The department feels that the students understand this topic and that other topics are more essential for HVACR 116. Therefore, the department recommends not assessing this topic during the next assessment cycle.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to differentiate between many types of commonly used switching techniques.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015. Of the 2 students enrolled in the class, 2 were successful.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to differentiate between many types of starting and running methods of single phase motors.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate the comprehension and operation of heating controls, humidity controls and cooling controls commonly used in the industry.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to demonstrate comprehension of troubleshooting techniques as applied to electrical controls.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.
<table>
<thead>
<tr>
<th>Topic</th>
<th>2013/14</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to explain the function and operation of various gas controls including manual and automatic valves and regulators, gas ignition systems, and safety controls.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 117. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>Students completing the course will be able to describe and differentiate between various types of gas valves, their functions, and how they operate.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to compare and contrast the three common types of gas ignition systems: standing pilots, re-ignition pilots, and direct burner ignition.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to list and describe the various safety controls commonly used in the HVACR industry.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to list the steps involved in planning and installing a gas furnace system.</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to demonstrate safe work practices."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 118. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to differentiate between 2 position, floating, and proportional controls."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
</tbody>
</table>
### 858. Electrical Troubleshooting II [HVACR-119] belonging to Architecture/Engineering [HVACR]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare and differentiate between a variety of pump and fan controls.&quot;</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017/18</strong></td>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 119. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td><strong>2014/15</strong></td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td><strong>2014/15</strong></td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td><strong>2014/15</strong></td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td><strong>2013/14</strong></td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td><strong>2013/14</strong></td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
</tbody>
</table>
859. Introduction to Direct Digital Controls [HVACR-120] belonging to Architecture/Engineering [HVACR]

Plan for topic "Students completing the course will be able to demonstrate use of various sensor types and transducers."

The department feels that the students understand this topic and that other topics are more essential for HVACR 120. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to demonstrate use of various sensor types and transducers."

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate basic control design and application of DDC systems as applied to the heating ventilation air conditioning refrigeration (HVACR) industry."

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to utilize various troubleshooting techniques of DDC system."

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to explain application of basic software and programming languages."

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate navigation through flow charting."

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate operations of input/output controllers."

Results are acceptable. Will incorporate student feedback into future course design.
### 860. Introduction to Variable Frequency Drives [HVACR-121] belonging to Architecture/Engineering [HVACR]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to calculate the affinity laws for pressure and horsepower.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 121. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to calculate the affinity laws for pressure and horsepower.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform basic tests of power devices using proper terminology.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to practice safe working conditions while working on potentially dangerous equipment and voltages.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 122. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to practice safe working conditions while working on potentially dangerous equipment and voltages.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to recognize different types of heating/air conditioning systems used in today's supermarkets.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
</tbody>
</table>
862. Introduction to Pneumatic Controls [HVACR-123] belonging to Architecture/Engineering [HVACR]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to identify and explain the action of the pneumatic controls.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 123. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
<tr>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
<tr>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
<tr>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
</tbody>
</table>
863. Introduction to Boilers [HVACR-124] belonging to Architecture/Engineering [HVACR]

Plan for topic "Students completing the course will be able to explain the principles of low pressure and high pressure boiler operation."

2018/19

The department feels that the students understand this topic and that other topics are more essential for HVACR 124. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to explain the principles of low pressure and high pressure boiler operation."

2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to compare and contrast the various systems including feedwater, steam, fuel, and draft systems."

2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to explain and demonstrate the principles of hot water heating systems."

2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate safe working conditions and practices while working on low pressure and high pressure boilers."

2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate knowledge of EPA regulations and discuss their implications."

2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to explain the principles of low pressure and high pressure boiler operation."

2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to compare and contrast the various systems including feedwater, steam, fuel, and draft systems."

2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to explain and demonstrate the principles of hot water heating systems."

2013/14
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate safe working conditions and practices while working on low pressure and high pressure boilers.&quot;</td>
<td>2013/14 &lt;br&gt;Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate knowledge of EPA regulations and discuss their implications.&quot;</td>
<td>2013/14 &lt;br&gt;Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>Topic</td>
<td>Year</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Students completing the course will be able to describe appropriate safety procedures for compressors.</td>
<td>2018/19</td>
</tr>
<tr>
<td>Students completing the course will be able to describe appropriate safety procedures for compressors.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to describe every type of compressor and how they compress refrigerant gas.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate ability to electrically troubleshoot a compressor motor (opens, shorts, grounds).</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to describe appropriate safety procedures for compressors.</td>
<td>2013/14</td>
</tr>
<tr>
<td>Students completing the course will be able to describe every type of compressor and how they compress refrigerant gas.</td>
<td>2013/14</td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate ability to electrically troubleshoot a compressor motor (opens, shorts, grounds).</td>
<td>2013/14</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to demonstrate knowledge of principles of basic science that are required for a thorough understanding of air conditioning and refrigeration systems and operation." :: 2017/18

The department feels that the students understand this topic and that other topics are more essential for HVACR 126. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to demonstrate knowledge of principles of basic science that are required for a thorough understanding of air conditioning and refrigeration systems and operation." :: 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to identify each characteristic line, scale and area in the Refrigeration Cycle represented on the Mollier diagram." :: 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to plot the four basic refrigeration components on the Mollier diagram." :: 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to use the Mollier diagram to determine system operating conditions, such as net refrigeration effect, compression ratio, superheat, sub-cooling, refrigerant flow rate, total heat of rejection and coefficient of performance." :: 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to determine the root cause for system deficiencies by using the above information." :: 2013/14

Results are acceptable. Will incorporate student feedback into future course design.
Plan for topic "Students completing the course will be able to demonstrate basic system types and applications including packaged, built-up systems and chillers." : 2018/19

The department feels that the students understand this topic and that other topics are more essential for HVACR 127. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to demonstrate basic system types and applications including packaged, built-up systems and chillers." : 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate operation of system pumps and boilers." : 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate basic fan types and systems." : 2013/14

Results are acceptable. Will incorporate student feedback into future course design.
### Plan for topic "Students completing the course will be able to size refrigerant vapor piping based on gas velocities and component capacities."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
<td>The department feels that the students understand this topic and that other topics are more essential for HVACR 128. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to size refrigerant liquid piping based on charge limitations and component capacities."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
<tr>
<td>DVC Instructional Course SLO Action Plans</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate refrigerant pipe sizing and material application."**: 2018/19

| The Construction Program feels that the students understand this topic. Therefore, the department recommends not assessing this topic during the next assessment cycle. |

**Plan for topic "Students completing the course will be able to demonstrate refrigerant pipe sizing and material application."**: 2015/16

| Results are acceptable. Will incorporate students feedback in the future course design. |

**Plan for topic "Students completing the course will be able to demonstrate air side systems including multi-zone, double duct, VAV and economizer applications."**: 2015/16

| Results are acceptable. Will incorporate students feedback in the future course design. |

**Plan for topic "Students completing the course will be able to understand and use variable speed drive applications and types."**: 2015/16

| Results are acceptable. Will incorporate students feedback in the future course design. |
869. Assembly and Fabrication Workshop [IDSGN-105] belonging to Architecture/Engineering [IDSGN]

Plan for topic "Students completing this course will be able to safely operate shop equipment and tools as they create a portfolio project from wood, metal or plastics.": 2017/18

No action is needed at this time

Plan for topic "Students completing this course will be able to read technical drawings and determine required size and quantity of materials required to create the design.": 2017/18

No action is needed at this time

Plan for topic "Students completing this course will be able to fabricate a part for a portfolio based off of a technical drawing.": 2017/18

No action is needed at this time

Plan for topic "e": 2017/18

No action is needed at this time
### DVC Instructional Course SLO Action Plans

**870. Furniture Design Studio [IDSGN-107] belonging to Architecture/Engineering [IDSGN]**

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to create prototype design drawings and physical components for furniture&quot;</td>
<td>No action is needed at this time</td>
<td>2018/19</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to describe assembly and fabrication techniques.&quot;</td>
<td>No action is needed at this time</td>
<td>2017/18</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to interpret technical drawings, diagrams, sketches and details&quot;</td>
<td>No action is needed at this time</td>
<td>2017/18</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to create prototype design drawings and physical components for furniture&quot;</td>
<td>No action is needed at this time</td>
<td>2017/18</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to utilize traditional and CNC tools for construction of prototype designs&quot;</td>
<td>No action is needed at this time</td>
<td>2017/18</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to document process and final development concepts for portfolio presentation&quot;</td>
<td>No action is needed at this time</td>
<td>2017/18</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### 871. Introduction to Industrial and Product Design [IDSGN-120] belonging to Architecture/Engineering [IDSGN]

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for topic &quot;Students completing this course will be able to identify leading product designers and the characteristics of their designs and styles.&quot; 2017/18</td>
<td>No action is needed at this time</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing this course will be able to use design research methodology as a tool for developing new products.&quot; 2017/18</td>
<td>No action is needed at this time</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing this course will be able to incorporate ergonomics into the product development process&quot; 2017/18</td>
<td>No action is needed at this time</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**872. Industrial and Product Design Foundations [IDSGN-121] belonging to Architecture/Engineering [IDSGN]**

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>“Students completing this course will be able to incorporate ergonomics/human factors into design projects”</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No action is needed at this time</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>“Students completing this course will be able to create perspective sketches of their proposed designs.”</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No action is needed at this time</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>“Students completing this course will be able to create three-dimensional CAD models from their concept sketches.”</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No action is needed at this time</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>“Students completing this course will be able to fabricate a prototype that conforms to their design parameters from their market research, ergonomic studies, sketches, and CAD drawings.”</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No action is needed at this time</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Department</th>
<th>Plan for Topic</th>
<th>Action Plan Year</th>
<th>No Action Needed at This Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDSGN-220</td>
<td>Soft Goods Product Design Studio</td>
<td>Architecture/Engineering</td>
<td>Students completing this course will be able to create patterns from fabrics and textiles that are transformed into finished design prototypes.</td>
<td>2017/18</td>
<td>No action is needed at this time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students completing this course will be able to use color media to accurately represent a design concept or feature.</td>
<td>2017/18</td>
<td>No action is needed at this time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students completing this course will be able to prototype a softgoods product that accurately represents a finished garment.</td>
<td>2017/18</td>
<td>No action is needed at this time</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to develop three-dimensional design studies for professional critical review.&quot;</td>
<td>2017/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course has yet to be offered and is part of a new program included in a three year assessment plan that has been developed with the SLO committee. IDSGN-221 will be formally assessed during the FA21 semester.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to develop a marketing strategy to address the needs of a demographic group by developing an appropriate vehicle's interior space and overall appearance.&quot;</td>
<td>2017/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course has yet to be offered and is part of a new program included in a three year assessment plan that has been developed with the SLO committee. IDSGN-221 will be formally assessed during the FA21 semester.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to develop concepts sketches and perspective drawings for a storyboard.&quot;</td>
<td>2017/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course has yet to be offered and is part of a new program included in a three year assessment plan that has been developed with the SLO committee. IDSGN-221 will be formally assessed during the FA21 semester.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
876. Problem Solving Skills for Science and Engineering Courses [INTD-080NC] belonging to Interdisciplinary [INTD]
DVC Instructional Course SLO Action Plans

877. Applying Algebra Skills in Advanced Science and Engineering [INTD-081NC] belonging to Interdisciplinary [INTD]
878. Study Abroad Life and Culture [INTD-100] belonging to Interdisciplinary [INTD]
Plan for topic "Students completing this course will be able to identify major political, social, cultural, historic, and economic aspects of the host country." : 2018/19
This course will be assessed in Spring 2020
879. Reading and Writing in the Social Sciences [INTD-101A] belonging to Interdisciplinary [INTD]
880. College Seminar [INTD-120] belonging to Interdisciplinary [INTD]
881. Tutor Training [INTD-140] belonging to Interdisciplinary [INTD]
**DVC Instructional Course SLO Action Plans**

**882. First Term Italian [ITAL-120] belonging to Foreign Language [ITAL]**

**Plan for topic “Students completing this course will be able to comprehend a short passage in the present tense.”**: 2019/20

WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

**Plan for topic “Students completing the course will be able to comprehend a short passage in the present tense.”**: 2019/20

WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

**Plan for topic “Students completing this course will be able to comprehend basic conversation and basic texts, pronounce Italian with a decent accent, acquire a basic active and passive vocabulary.”**: 2015/16

I am very satisfied with the results. The results indicate that the students were used to regularly listening to the Italian language in class. Regarding the particular subject of the passage read in class: it is important to point out that, during the semester, students were always encouraged to talk about their daily lives. We often compared their daily lives to those of Italian students. This practice will be continued in the future. The test used can certainly be used again, in both its oral and written forms. Of course appropriate changes should be made when using the written form.

**Plan for topic “Students completing this course will be able to communicate in a daily situation.”**: 2012/13

With 86% of the class passing, no action is necessary beyond trying to help those students (two, in this particular case) who are less enthusiastic about studying.

**Plan for topic “Students completing the course will be able to communicate in a daily situation.”**: 2012/13

With 86% of the class passing, no action is necessary beyond trying to help those students (two, in this particular case) who are less enthusiastic about studying.

**Plan for topic “Students completing ITAL-120 will be able to ACQUIRE A WORKING KNOWLEDGE OF BASIC ITALIAN GRAMMAR AND SYNTAX.”**: 2012/13

With 86% of the class passing, no action is necessary beyond trying to help those students (two, in this particular case) who are less enthusiastic about studying.

**Plan for topic “Students completing ITAL-120 will be able to ACQUIRE A WORKING KNOWLEDGE OF BASIC ITALIAN GRAMMAR AND SYNTAX.”**: 2012/13

With 86% of the class passing, no action is necessary beyond trying to help those students (two, in this particular case) who are less enthusiastic about studying.

**Plan for topic “Students completing this course will be able to comprehend a short passage in the present tense.”**: 2011/12

This assessment method is adequate and clearly shows the students’ knowledge of the language skilled tested. We will continue using the same teaching methods to achieve similar or better results.

**Plan for topic “Students completing the course will be able to comprehend a short passage in the present tense.”**: 2011/12

This assessment method is adequate and clearly shows the students’ knowledge of the language skilled tested. We will continue using the same teaching methods to achieve similar or better results.
Plan for topic "Students completing this course will be able to communicate in a daily situation.": 2011/12
This assessment method is inadequate and clearly shows the students' knowledge of the language skilled tested. We will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to communicate in a daily situation.": 2011/12
This assessment method is inadequate and clearly shows the students' knowledge of the language skilled tested. We will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing ITAL-120 will be able to ACQUIRE A WORKING KNOWLEDGE OF BASIC ITALIAN GRAMMAR AND SYNTAX.": 2011/12
This assessment method is adequate and clearly shows the students' knowledge of the language skilled tested. We will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing ITAL-120 will be able to ACQUIRE A WORKING KNOWLEDGE OF BASIC ITALIAN GRAMMAR AND SYNTAX.": 2011/12
This assessment method is adequate and clearly shows the students' knowledge of the language skilled tested. We will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing this course will be able to pronounce Italian clearly with a good accent.": 2011/12
We found that this assessment method is problematic. It does not actually test the students' pronunciation skills, rather their ability to correctly identify how certain combinations of letters are supposed to sound. In the next cycle, we will use the oral exam.

Plan for topic "Students completing the course will be able to pronounce Italian clearly with a good accent.": 2011/12
We found that this assessment method is problematic. It does not actually test the students' pronunciation skills, rather their ability to correctly identify how certain combinations of letters are supposed to sound. In the next cycle, we will use the oral exam.

Plan for topic "Students completing this course will be able to comprehend a short passage in the present tense.": 2010/11
Very Satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to comprehend a short passage in the present tense.": 2010/11
Very Satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing this course will be able to communicate in a daily situation.": 2010/11
Very Satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. We will continue with the extensive use of
Plan for topic "Students completing the course will be able to communicate in a daily situation.": 2010/11
Very Satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing ITAL-120 will be able to ACQUIRE A WORKING KNOWLEDGE OF BASIC ITALIAN GRAMMAR AND SYNTAX.": 2010/11
Very Satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing ITAL-120 will be able to ACQUIRE A WORKING KNOWLEDGE OF BASIC ITALIAN GRAMMAR AND SYNTAX.": 2010/11
Very Satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing this course will be able to pronounce Italian clearly with a good accent.": 2010/11
Satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. However, the direct method of assessment for this outcome would be preferable. We will encourage the instructors to create an oral presentation to measure this outcome.

Plan for topic "Students completing this course will be able to pronounce Italian clearly with a good accent.": 2010/11
Satisfied with results. We confirmed that daytime class and evening class did not have a significant difference of achievement. However, the direct method of assessment for this outcome would be preferable. We will encourage the instructors to create an oral presentation to measure this outcome.

Plan for topic "Students completing this course will be able to comprehend a short passage in the present tense.": 2009/10
Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing this course will be able to comprehend a short passage in the present tense.": 2009/10
Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing this course will be able to communicate in a daily situation.": 2009/10
Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to communicate in a daily situation.": 2009/10
### Plan for topic "Students completing ITAL-120 will be able to ACQUIRE A WORKING KNOWLEDGE OF BASIC ITALIAN GRAMMAR AND SYNTAX."

**2009/10**

- Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

### Plan for topic "Students completing this course will be able to pronounce Italian clearly with a good accent."

**2009/10**

- Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.
### DVC Instructional Course SLO Action Plans

#### 883. Second Term Italian [ITAL-121] belonging to Foreign Language [ITAL]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to differentiate between all tenses in the present/past/future/conditional imperative and present subjective forms.&quot;</th>
<th>2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebSLOs had tech issue in regards to this class - SLO &amp; Dept. Chairs will create a SLO Submission schedule for next assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to differentiate between all tenses in the present/past/future/conditional imperative and present subjective forms.&quot;</th>
<th>2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebSLOs had tech issue in regards to this class - SLO &amp; Dept. Chairs will create a SLO Submission schedule for next assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to comprehend conversation and texts of medium difficulty.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>While I am pleased with the results, in the future, a more difficult conversation with more questions should be used for this particular assessment as not even one student received below the equivalent of a B grade.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend conversation and texts of medium difficulty.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebSLOs had tech issue in regards to this class - SLO &amp; Dept. Chairs will create a SLO Submission schedule for next assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend conversation and texts of medium difficulty.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>For this assessment, no action is necessary as 100% passed. We will continue using the same teaching methods to achieve similar or better results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend conversation and texts of medium difficulty.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>For this assessment, no action is necessary as 100% passed. We will continue using the same teaching methods to achieve similar or better results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend conversation and texts of medium difficulty.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>For this assessment, no action is necessary as 100% passed. We will continue using the same teaching methods to achieve similar or better results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend conversation and texts of medium difficulty.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment adequately measures the students' verb tense knowledge and is deemed appropriately useful. We will continue using the same teaching methods to achieve similar or better results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend conversation and texts of medium difficulty.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment adequately measures the students' verb tense knowledge and is deemed appropriately useful. We will continue using the same teaching methods to achieve similar or better results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to comprehend Italian conversation of increasing difficulty.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment adequately measures the students' listening comprehension and is deemed appropriately useful. We will continue using the same teaching methods to achieve similar or better results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to comprehend Italian conversation of increasing difficulty.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment adequately measures the students' listening comprehension and is deemed appropriately useful. We will continue using the same teaching methods to achieve similar or better results.</td>
<td></td>
</tr>
</tbody>
</table>
This assessment adequately measures the students' listening comprehension and is deemed appropriately useful. We will continue using the same teaching methods to achieve similar or better results.

**Plan for topic "Students completing the course will be able to describe some aspects of contemporary Italian society."**: 2011/12

This assessment is quite useful and most revealing to see each student's interest and knowledge. We will continue using the same teaching methods to achieve similar or better results.

**Plan for topic "Students completing this course will be able to describe some aspects of contemporary Italian society."**: 2011/12

This assessment is quite useful and most revealing to see each student's interest and knowledge. We will continue using the same teaching methods to achieve similar or better results.

**Plan for topic "Students completing the course will be able to differentiate between all tenses in the present/past/future/conditional imperative and present subjective forms."**: 2010/11

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-05-12</td>
<td>Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.</td>
</tr>
<tr>
<td>2011-11-19</td>
<td>Results are satisfactory. We plan to change the method of assessment from self to active in the future.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing this course will be able to differentiate between all tenses in the present/past/future/conditional imperative and present subjective forms."**: 2010/11

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-05-12</td>
<td>Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.</td>
</tr>
<tr>
<td>2011-11-19</td>
<td>Results are satisfactory. We plan to change the method of assessment from self to active in the future.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing this course will be able to comprehend Italian conversation of increasing difficulty."**: 2010/11

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-11-19</td>
<td>Results are satisfactory. We plan to change the method of assessment from self to active.</td>
</tr>
<tr>
<td>2011-11-19</td>
<td>Very satisfied with results, but the direct method of assessment for this outcome would be preferable. We will encourage the instructor to create an oral presentation to measure this outcome.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing this course will be able to comprehend Italian conversation of increasing difficulty."**: 2010/11

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-11-19</td>
<td>Results are satisfactory. We plan to change the method of assessment from self to active.</td>
</tr>
<tr>
<td>2011-11-19</td>
<td>Very satisfied with results, but the direct method of assessment for this outcome would be preferable. We will encourage the instructor to create an oral presentation to measure this outcome.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to describe some aspects of contemporary Italian society."**: 2010/11

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-11-19</td>
<td>Results are satisfactory. We plan to change the method of assessment from self to active.</td>
</tr>
<tr>
<td>2011-11-19</td>
<td>Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to differentiate between all tenses in the present/past/future/conditional imperative and present subjective forms.&quot;</td>
<td>Very satisfied with results. We plan to change the method of assessment from self to active.</td>
</tr>
<tr>
<td></td>
<td>Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing this course will be able to differentiate between all tenses in the present/past/future/conditional imperative and present subjective forms.&quot;</td>
<td>2009/10 Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to comprehend Italian conversation of increasing difficulty.&quot;</td>
<td>2009/10 Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to comprehend Italian conversation of increasing difficulty.&quot;</td>
<td>2009/10 Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to describe some aspects of contemporary Italian society.&quot;</td>
<td>2009/10 Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to describe some aspects of contemporary Italian society.&quot;</td>
<td>2009/10 Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
</tr>
</tbody>
</table>
884. Topics in Italian [ITAL-150] belonging to Foreign Language [ITAL]
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Current Year</th>
<th>Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to write a paragraph on any daily activity.&quot;</td>
<td>2019/20</td>
<td>WebSLOs had tech issue in regards to this class - SLO &amp; Dept. Chairs will create a SLO Submission schedule for next assessment.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to demonstrate listening comprehension in Italian at an intermediate level.&quot;</td>
<td>2015/16</td>
<td>I am satisfied with the results because they are representative of the academic performance of this particular class. I will endeavor to emphasize speaking more and will also encourage struggling students to come to office hours or go to the language tutor more frequently.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to write a paragraph on any daily activity.&quot;</td>
<td>2012/13</td>
<td>For the Written assessment, even though 100% passed, some students were slightly below average in their writing abilities so the corrective measure that needs to be taken in the future is the assign more essays so that students may practice more.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to understand intermediate level conversation.&quot;</td>
<td>2012/13</td>
<td>Very satisfied. 100% passed. We will continue using the same teaching methods to achieve similar or better results.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to write a paragraph on any daily activity.&quot;</td>
<td>2010/11</td>
<td>Results are satisfactory. We plan to change the type of assessment from self to active in the future.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate reading comprehension of cultural selection.&quot;</td>
<td>2010/11</td>
<td>Results are satisfactory. We plan to change assessment from self to active in the future.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to understand intermediate level conversation.&quot;</td>
<td>2010/11</td>
<td>Results are satisfactory. We plan to change the assessment method from self to active in the future.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to be familiar with main historical events of Italy.": 2019/20
WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

Plan for topic "Students completing this course will be able to refine and improve listening comprehension at a high-intermediate level.": 2015/16
I am satisfied with the results because at this level, 4th semester Italian, the students are very good so I am not surprised they did this well, however, in the future, it is possible that a longer and more difficult cultural reading could be selected to challenge them further.

Plan for topic "Students completing ITAL-221 will be able to #2 use present and past subjunctive in a written paragraph, an oral presentation and communication.": 2012/13
We are satisfied with results. We plan to continue with the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to use present and past subjunctive in a written paragraph.": 2012/13
We are satisfied with results. We plan to continue with the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to be familiar with main historical events of Italy.": 2010/11
Results are satisfactory. We plan to change the method of assessment from self to active in the future.

Plan for topic "Students completing ITAL-221 will be able to #2 use present and past subjunctive in a written paragraph, an oral presentation and communication.": 2010/11
Results are satisfactory. We plan to change the method of assessment from self to active.

Plan for topic "Students completing the course will be able to use present and past subjunctive in a written paragraph.": 2010/11
Results are satisfactory. We plan to change the method of assessment from self to active.

Plan for topic "Students completing the course will be able to comprehend a cultural reading.": 2010/11
Results are satisfactory. We plan to change the method of assessment from self to active.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ITAL-230 will be able to communicate entirely in Italian.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is somewhat difficult to come up with an action plan based on the results of just one student but, in this particular case, more emphasis should have been placed on speaking. In the future, if Italian 230 is ever offered again, discussions will occur more frequently and on a wider variety of topics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing ITAL-230 will be able to communicate entirely in Italian.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even though 100% passed, it would be beneficial to include a brief videoclip of either the news or a typical commercial during the oral exam and have the students explain it. This would truly demonstrate their on-the-spot capabilities.</td>
<td></td>
</tr>
</tbody>
</table>
### 888. Sixth Term Italian [ITAL-231] belonging to Foreign Language [ITAL]

**Plan for topic "Students completing ITAL-231 will be able to communicate entirely in formal and informal Italian."**: 2016/17

<table>
<thead>
<tr>
<th>No student took Italian 231 in the fall of 2016. We will assess it next time it is offered</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing ITAL-231 will be able to communicate entirely in formal and informal Italian."**: 2013/14

| Even though 100% passed, more emphasis should be placed on pronunciation in the future. This will be done beginning in the lower levels of Italian so that near-fluency can be reached by the end of Italian 231. |
DVC Instructional Course SLO Action Plans

889. Student Instructional Assistant [ITAL-299] belonging to Foreign Language [ITAL]
Plan for topic "Students completing this course will be able to demonstrate reading comprehension by reading basic texts in Japanese.": 2018/19

During a flex department meeting in August, we shared the results, analyzed them, and created our plans to increase student success in reading comprehension. The Japanese program will continue to discuss our teaching strategies and has decided to do the following to focus on reading rather than oral production, as previously assessed. We will assess this topic again during the next cycle to compare the results and see what works and does not, include this reading assessment as part of an exam, and create more reading comprehension activities and assignments in and outside of the classroom.

Plan for topic "Students completing this course will be able to comprehend simple conversation and reading.": 2015/16

Overall, we are satisfied with the results. However, there are a few students who earned only 1 or 0 out of 5 points in each course. After examining the results of those students, we realized that most of them didn’t complete the assignments of online listening exercise and didn’t pass the course.

We will increase practice time for online assignments and implement more oral comprehension practice in class in order to improve their listening skills.

Plan for topic "Students completing the course will be able to recognize differences in phonetic writing systems.": 2012/13

We are very satisfied with the results since there is no significant achievement gap between these different types of courses. We will continue having the Japanese program meetings to share our teaching methods and encouraging students to go to the FL computer and tutorial labs.

Plan for topic "Students completing the course will be able to interpret cultural behavior related to greetings and Japanese houses.": 2012/13

We are very satisfied with the results since there is no significant achievement gap between these different types of courses. We will continue having the Japanese program meetings to share our teaching methods and encouraging students to go to the FL computer and tutorial labs for their conversational skills.

Plan for topic "Students completing the course will be able to recognize differences in phonetic writing systems.": 2010/11

Very Satisfied with results. We confirmed that daily class and twice a week class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to demonstrate basic understanding of grammar rules in writing.": 2010/11

Very Satisfied with results. We confirmed that daily class and twice a week class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.
Plan for topic "Students completing the course will be able to interpret cultural behavior related to greetings and Japanese houses."

**2010/11**

Very satisfied with results. We confirmed that daily class and twice a week class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to recognize differences in phonetic writing systems."

**2009/10**

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to demonstrate basic understanding of grammar rules in writing."

**2009/10**

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate use of complex grammar rules in writing.&quot;</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>891. Second Term Japanese [JAPAN-121] belonging to Foreign Language [JAPAN]</td>
<td>2019/20</td>
<td>WebSLOs had tech issue in regards to this class - SLO &amp; Dept. Chairs will create a SLO Submission schedule for next assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate knowledge of sentence structure and grammar rules beyond JAPAN 120.&quot;</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>We are very satisfied with the results since there is no significant achievement gap between these different types of courses. We have emphasized oral exercises on new sentence structure and grammar rules with a partner or in a small group, so that students can demonstrate knowledge of sentence structure and grammar rules not only through reading and writing, but also through listening and speaking. We will make sure to continue this throughout the Japanese program. In addition, students are required to listen to audio materials provided by the publisher in order to complete their Lab Activities assignments outside of the class. Even though lab hours are no longer a state requirement, the Japanese program instructors will keep using Lab Activity materials for assignments regularly so that the students are constantly exposed to native Japanese sounds.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate use of complex grammar rules in writing.&quot;</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>We are very satisfied with the results since we don’t see any achievement gap between these different types of courses. We will continue having the Japanese program meetings to share our teaching methods and encouraging students to go to the FL computer and tutorial labs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to interpret daily habits and customs in Japan.&quot;</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>We are very satisfied with results since we don’t see any achievement gap between these different types of courses. We will continue having the Japanese program meetings to share our teaching methods and encouraging students to go to the FL computer and tutorial labs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to interpret daily habits and customs in Japan.&quot;</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>We will encourage the instructor of twice a week class to create an oral presentation to assess this outcome.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate use of complex grammar rules in writing.&quot;</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>We are very satisfied with results. We confirmed that daily class and twice a week class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to analyze a brief article composed of complex sentence structures and Chinese characters.&quot;</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>We are very satisfied with results. We confirmed that daily class and twice a week class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to interpret daily habits and customs in Japan.&quot;</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>Satisfied with results. We confirmed that daily class and twice a week class did not have a significant difference of achievement. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate use of complex grammar rules in writing.</td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to analyze a brief article composed of complex sentence structures and Chinese characters.</td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to interpret daily habits and customs in Japan.</td>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>
892. First Term Kanji [JAPAN-130] belonging to Foreign Language [JAPAN]

Plan for topic "Students completing the course will be able to differentiate between the meanings of Kanji radicals.": 2019/20

WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

Plan for topic "Students completing the course will be able to use Kanji characters in sentences.": 2015/16

We are satisfied with the results of JAPAN130 assessment since 80% of the students wrote their story properly in Japanese with Kanji characters they have learned.

We will include, however, reading emphasis in the assessment in the future. For example, students read materials with learned Kanji characters so that we can assess not only their writing skills but also their reading skills.

Plan for topic "Students completing the course will be able to differentiate between the meanings of Kanji radicals.": 2012/13

Even though different instructors teach this course every semester, we constantly achieve great results. We will continue having the Japanese program meetings to share teaching methods and classroom materials.

Plan for topic "Students completing the course will be able to comprehend 169 Kanji characters taught in this course.": 2012/13

Even though different instructors teach this course every semester, we constantly achieve great results. We will continue having the Japanese program meetings to share teaching methods and assigning similar homework.

Plan for topic "Students completing the course will be able to use Kanji characters in sentences.": 2012/13

Even though different instructors teach this course every semester, we constantly achieve great results. We will continue having the Japanese program meetings to share teaching methods and assigning the same type of homework.

Plan for topic "Students completing the course will be able to differentiate between the meanings of Kanji radicals.": 2011/12

Very satisfied with results. We will continue giving similar homework next semester.

Plan for topic "Students completing the course will be able to comprehend 169 Kanji characters taught in this course.": 2011/12

Very satisfied with results. We will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to use Kanji characters in sentences.": 2011/12

Very satisfied with results. We will continue giving the same type of homework.
### Plan for topic "Students completing the course will be able to identify the 345 Kanji characters from a written text."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>We are very happy with the results. However, there was one student who dropped the course in the middle of semester because he missed many classes. Also, we wish we had more students in the level 2 kanji class. We will try to encourage students to continue taking Kanji courses (3 levels) and come to class regularly.</td>
</tr>
<tr>
<td>2013/14</td>
<td>I will revise the teaching methods to achieve better results next semester.</td>
</tr>
<tr>
<td>2011/12</td>
<td>Very satisfied with results. We will continue using the same teaching methods to achieve similar or better results.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to differentiate between the meanings of intermediate Kanji radicals."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>Satisfied with results. I will continue giving similar homework next semester.</td>
</tr>
<tr>
<td>2011/12</td>
<td>Very satisfied with results. We will continue giving similar homework.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to comprehend a letter using Kanji characters taught in this course."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>I will continue giving similar homework next semester, but incorporate extra activities to increase the success rate.</td>
</tr>
<tr>
<td>2011/12</td>
<td>We will continue giving the same type of homework.</td>
</tr>
</tbody>
</table>

---

Course Action Plans  Outcomes Assessment History
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend a high intermediate-level essay using Kanji characters taught in this course.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>We thought that students do better, but they made many careless mistakes on the exam. We gave the study guide, but didn't give the answer keys. Next time, we will review the study guide in class and make sure all students know the correct answers before the exam.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend a high intermediate-level essay using Kanji characters taught in this course.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will continue giving similar homework next semester, adding extra activities to increase the success rate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify 500 Kanji characters from a written text.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will continue using the same teaching methods to achieve similar or better results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use Kanji dictionary.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will continue giving similar homework next semester, and incorporate extra activities to improve the results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to comprehend a high intermediate-level essay using Kanji characters taught in this course.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will continue giving similar homework.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify 500 Kanji characters from a written text.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We will continue using the same teaching methods to achieve similar or better results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use Kanji dictionary.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We will continue giving the same type of homework.</td>
<td></td>
</tr>
</tbody>
</table>
895. Topics in Japanese [JAPAN-150] belonging to Foreign Language [JAPAN]
Plan for topic "Students completing this course will be able to demonstrate a firm grounding in the fundamentals of the Japanese language.": 2016/17

We are very satisfied with the results since there is no significant achievement gap between these two courses. We have emphasized oral exercises on new sentence structure and grammar rules with a partner or in a small group, so that students can demonstrate knowledge of sentence structure and grammar rules not only through reading and writing, but also through listening and speaking. We will make sure to continue this throughout the Japanese program. In addition, students are required to listen to audio materials provided by the publisher in order to complete their Lab Activities assignments outside of the class. The Japanese program instructors will keep using Lab Activity materials for assignments regularly so that the students are constantly exposed to native Japanese sounds. The challenge now is to make sure that all students will work on Lab Activity assignments regularly. In the first daily class, three students did not submit the assignment, and in the second daily class, one student did not submit the assignment. We will keep instructing the students how important to work on these assignments and try to have them submit assignments regularly.

Plan for topic "Students completing the course will be able to interpret cultural behavior related to Japanese social obligation.": 2013/14

We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.

Plan for topic "Students completing the course will be able to comprehend conversations about the weather forecast.": 2012/13

We are very satisfied with the results and will continue encouraging students to go to the FL computer and tutorial labs for their conversational skills.

Plan for topic "Students completing the course will be able to identify Kanji characters which were taught in this course along with Hiragana and Katakana.": 2012/13

We are very satisfied with the results and will continue conducting two Kanji quizzes for each chapter.

Plan for topic "Students completing the course will be able to interpret cultural behavior related to Japanese social obligation.": 2010/11

Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to comprehend conversations about the weather forecast.": 2010/11

Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to identify Kanji characters which were taught in this course along with Hiragana and Katakana.": 2010/11

Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.
DVC Instructional Course SLO Action Plans

897. Fourth Term Japanese [JAPAN-221] belonging to Foreign Language [JAPAN]

Plan for topic "Students completing this course will be able to describe aspects of life and culture in Japan using complex sentences."

2016/17
We are very satisfied with the results. This semester, we spent more time for students to create their dialogues and practice their presentations in class. We will continue to assign more grammar homework in order to make more time for the preparation of this oral presentation.

Plan for topic "Students completing the course will be able to distinguish various speech styles according to social status."

2013/14
We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections. Also, we are not very happy with the results. We are planning to revise our review sheets about speech styles.

Plan for topic "Students completing the course will be able to identify a greater number of Kanji characters taught in this course from an intermediate written text."

2012/13
We are very satisfied with the results and will continue conducting two Kanji quizzes for each chapter.

Plan for topic "Students completing the course will be able to comprehend an intermediate conversation related to asking and giving directions."

2012/13
We are very satisfied with results and will continue encouraging students to go to the FL computer and tutorial labs for their conversational skills.

Plan for topic "Students completing the course will be able to identify a greater number of Kanji characters taught in this course from an intermediate written text."

2010/11
Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to comprehend an intermediate conversation related to asking and giving directions."

2010/11
Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to distinguish various speech styles according to social status."

2010/11
Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.
898. Independent Study [JAPAN-298] belonging to Foreign Language [JAPAN]

Plan for topic "Students completing this course will be able to recognize effective teaching strategies at a basic level for Japanese language learners.": 2016/17

It is rare for students to enroll in 298 course. However, whenever students request, we will continue accepting them to help them study Japanese further. This course assessment will be shared at department meetings so that all instructors who might teach this course in the future will be able to learn how to successfully teach and evaluate an independent study course.

Plan for topic "Students completing this course will be able to recognize effective teaching strategies at a basic level for Japanese language learners.": 2015/16

It is rare for students to enroll in 298 course. However, whenever students request, we will continue accepting them to help them study Japanese further. This course assessment will be shared at department meetings so that all instructors who might teach this course in the future will be able to learn how to successfully teach and evaluate an independent study course.

Plan for topic "Students completing this course will be able to recognize effective teaching strategies at a basic level for Japanese language learners.": 2014/15

We will continue accepting students for this independent study course, who completed all Japanese courses and desire to continue Japanese study further.
### Plan for topic "Students completing this course will be able to provide assistance to students with questions.": 2017/18

Throughout the semester, there was a quick pre-class meeting with the student, whenever new material was introduced, and it was helpful for enhancing the student’s understanding of the structures of the day. As an action plan, the department will encourage exchanging information among instructors of different language programs that hire 299 students in order to enable more opportunities to have 299 students in class. If applicable, the department will set common objectives among different language programs.

### Plan for topic "Students completing this course will be able to provide assistance to students with questions.": 2014/15

We are very happy to have instructional assistants in our Japanese courses. Students seem comfortable to seek help from them and interact with them. We will continue accepting assistants and promoting this 299 course, not only to native Japanese speakers, but also to students who have taken all levels of Japanese courses and wish to be an English teacher in Japan.
**DVC Instructional Course SLO Action Plans**

### 900. Mass Media of Communication [JRNAL-110] belonging to Journalism [JRNAL]

**Plan for topic "Students completing JRNAL-110 will be able to demonstrate an understanding of the difference between propaganda and news.": 2017/18**

110 focuses on U.S. rather than global media, and it always poses some cultural challenges for international students. New faculty should brainstorm class exercises in this area that might help clarify the different standards.

**Plan for topic "Students completing the course will be able to analyze the legal and ethical dilemmas faced by professionals in mass media.": 2014/15**

Better communication with other instructors about when and what is being assessed.

Note: Our 2011 action plan was to revise the SLO topics for this course. We have done that and those revised topics are showing up as part of the 2011 assessment.

**Plan for topic "Students completing the course will be able to analyze writing styles in various media.": 2014/15**

Better communication with other instructors about when and what is being assessed.

Note: Our 2011 action plan was to revise the SLO topics for this course. We have done that and those revised topics are showing up as part of the 2011 assessment.

**Plan for topic "Students completing JRNAL-110 will be able to Analyze how media organizations use writing, images or sounds to send complex messages to their audiences." 2014/15**

Better communication with other instructors about when and what is being assessed.

Note: Our 2011 action plan was to revise the SLO topics for this course. We have done that and those revised topics are showing up as part of the 2011 assessment.

**Plan for topic "Students completing the course will be able to recognize the difference between fact based and opinion based media styles." 2014/15**

As we observed last time, student performance of this competency was mixed. 19 of 28 students in the day section took the online quiz; 18 scored better than 75 percent.
Because questions were randomized, it is difficult to analyze whether specific parts of the competency gave students trouble overall, but 2 of 8 students answering the specific question on journalism's key values had difficulty identifying them. 23 of 23 students in the night section took the final exam; virtually all were able to answer the target questions correctly, but a significant number of students had trouble identifying whether "War of the Worlds" was journalism or entertainment and more than half the class did not recognize "sponsored content" as being an advertisement. In some cases, questions may have been unclear.

Action plan: Meet with other instructors to discuss this element of the course and how to better teach/evaluate it.

Note: Our 2011 action plan was to revise the SLO topics for this course. We have done that and those revised topics are showing up as part of the 2011 assessment.

Plan for topic "Students completing JRNAL-110 will be able to Demonstrate media literacy by recognizing the difference between news, entertainment, advertising and/or public relations content." 2014/15

As we observed last time, student performance of this competency was mixed. 19 of 28 students in the day section took the online quiz; 18 scored better than 75 percent. Because questions were randomized, it is difficult to analyze whether specific parts of the competency gave students trouble overall, but 2 of 8 students answering the specific question on journalism's key values had difficulty identifying them. 23 of 23 students in the night section took the final exam; virtually all were able to answer the target questions correctly, but a significant number of students had trouble identifying whether "War of the Worlds" was journalism or entertainment and more than half the class did not recognize "sponsored content" as being an advertisement. In some cases, questions may have been unclear.

Action plan: Meet with other instructors to discuss this element of the course and how to better teach/evaluate it.

Note: Our 2011 action plan was to revise the SLO topics for this course. We have done that and those revised topics are showing up as part of the 2011 assessment.

Plan for topic "Students completing the course will be able to discuss employment in mass media." 2014/15
<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing JRNAL-110 will be able to understand and identify some of the skills necessary for employment in the mass media.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Students completing the course will be able to analyze the legal and ethical dilemmas faced by professionals in mass media.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing the course will be able to analyze writing styles in various media.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing JRNAL-110 will be able to analyze how media organizations use writing, images or sounds to send complex messages to their audiences.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing the course will be able to recognize the difference between fact based and opinion based media styles.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing the course will be able to demonstrate media literacy by recognizing the difference between news, entertainment, advertising and/or public relations content.</td>
<td>2011/12</td>
</tr>
<tr>
<td>Students completing the course will be able to discuss employment in mass media.</td>
<td>2011/12</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing JRNAL-110 will be able to Understand and identify some of the skills necessary for employment in the mass media.": 2011/12

No action needed, but this SLO does not seem to fit main the goal of the course, which is to give students media literacy tools, and it should be revised.

Plan for topic "Students completing the course will be able to analyze the legal and ethical dilemmas faced by professionals in mass media.": 2008/9

The good response to questions demonstrate no significant need for additional instruction in this area.

Plan for topic "Students completing the course will be able to analyze writing styles in various media.": 2008/9

Student homework assignments include writing for newspaper, magazine, and TV. Students seem to understand distinctions but do not answer objective questions on tests satisfactorily. I need to repeatedly stress differences in styles and increase objective questions in tests in order to better gauge student knowledge, particularly literacy style vs. "pyramid" style.

Plan for topic "Students completing JRNAL-110 will be able to Analyze how media organizations use writing, images or sounds to send complex messages to their audiences.": 2008/9

Plan for topic "Students completing the course will be able to recognize the difference between fact based and opinion based media styles.": 2008/9

5 of 24 students didn't understand requirements of the assignment and received grades of 60% or lower. I will be clearer in the homework handout and verbal instructions to the class as to what's expected in assignments. In addition, the rubric used to evaluate the assignment will be shared with students.

Plan for topic "Students completing JRNAL-110 will be able to Demonstrate media literacy by recognizing the difference between news, entertainment, advertising and/or public relations content.": 2008/9

5 of 24 students didn't understand requirements of the assignment and received grades of 60% or lower. I will be clearer in the homework handout and verbal instructions to the class as to what's expected in assignments. In addition, the rubric used to evaluate the assignment will be shared with students.

Plan for topic "Students completing the course will be able to discuss employment in mass media.": 2008/9

Students are exposed to employment options and differences in media jobs via instructor lecture and six guest lecturers. The varied responses to quiz and test questions suggest the need to review the guest lectures in more detail in classes directly following the lectures.

Plan for topic "Students completing JRNAL-110 will be able to Understand and identify some of the skills necessary for employment in the mass media.": 2008/9
Students are exposed to employment options and differences in media jobs via instructor lecture and six guest lecturers. The varied responses to quiz and test questions suggest the need to review the guest lectures in more detail in classes directly following the lectures.
DVC Instructional Course SLO Action Plans

901. Introduction to Newswriting and Reporting [JRNAL-120] belonging to Journalism [JRNAL]

Plan for topic "Students completing the course will be able to write a brief news story under deadline conditions."; 2017/18

This is the fundamental skill for this course, and almost all students are able to perform it by the end of the semester. Keys to success seem to include spending time on each individual component -- leads, interviewing, notetaking and story structures.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application."; 2017/18

This is the fundamental skill for this course, and almost all students are able to perform it by the end of the semester. Keys to success seem to include spending time on each individual component -- leads, interviewing, notetaking and story structures.

Plan for topic "Students completing the course will be able to analyze the legal and ethical dilemmas faced by professionals in mass media."; 2014/15

This is an acceptable result. I made some adjustments to the lecture and activities in this area for fall 2015, and so far even more students are succeeding.

Plan for topic "Students completing the course will be able to demonstrate ability to write a strong lead sentence and backup graph under deadline pressure."; 2014/15

I’m going to have to figure out a different way to assess this competency; maybe it will be easier to set up under our new CMS.

Plan for topic "Students completing the course will be able to recognize the difference between fact and opinion in newswriting."; 2014/15

I’m going to have to figure out a different way to assess this.

Plan for topic "Students completing the course will be able to write a brief news story under deadline conditions."; 2014/15

These results are acceptable and it can be inferred from them that most students were successful in criteria two and three. I don’t think it’s necessary to evaluate leads and fact/opinion separately from the ability to write a brief news story under deadline conditions.

Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application."; 2014/15

These results are acceptable and it can be inferred from them that most students were successful in criteria two and three. I don’t think it’s necessary to evaluate leads and fact/opinion separately from the ability to write a brief news story under deadline conditions.

Plan for topic "Students completing the course will be able to analyze the legal and ethical dilemmas faced by professionals in mass media."; 2011/12

Results are acceptable, but not stellar. Plan as of mid-semester was to give students more opportunity to practice the skills, using WebCT tools. Adding materials to WebCT did not produce significant gains in the spring, but students could have been better encouraged to use them.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate ability to write a strong lead sentence and backup graph under deadline pressure.&quot;</td>
<td>2011/12</td>
<td>No plan necessary.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize the difference between fact and opinion in newswriting.&quot;</td>
<td>2011/12</td>
<td>None necessary.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.&quot;</td>
<td>2011/12</td>
<td>None necessary.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to write a brief news story under deadline conditions.&quot;</td>
<td>2011/12</td>
<td>None necessary.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to analyze the legal and ethical dilemmas faced by professionals in mass media.&quot;</td>
<td>2008/9</td>
<td>Recommend introducing issues of ethics and libel by mid-semester, with actual unit completed by last weeks.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate ability to write a strong lead sentence and backup graph under deadline pressure.&quot;</td>
<td>2008/9</td>
<td>Continue to give students practice in writing leads and stories under deadline pressure throughout semester.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize the difference between fact and opinion in newswriting.&quot;</td>
<td>2008/9</td>
<td>Continue to emphasize the difference between fact and opinion when critiquing students’ writing.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to write a brief news story under deadline conditions.&quot;</td>
<td>2008/9</td>
<td>Provide continuous feedback on students’ writing and have many opportunities for timed, in-class writing of news stories.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application.&quot;</td>
<td>2008/9</td>
<td>Provide continuous feedback on students’ writing and have many opportunities for timed, in-class writing of news stories.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

902. News Production Fundamentals [JRNAL-125] belonging to Journalism [JRNAL]
Plan for topic "Students completing JRNAL-125 will be able to Use writing and/or images to tell a simple news or feature story meeting minimum publication criteria for significance, appropriateness of sourcing, accuracy and completeness, composition and technical style.": 2017/18
This course is part of the Inquirer production sequence, so students are at different skill levels when they start the semester. More attention should be spent earlier in the semester to develop their basic newsgathering skills. I rewrote the handbook over the summer and restructured the class somewhat to try to address this problem.

Plan for topic "Students completing JRNAL-125 will be able to demonstrate good work habits, time management and professionalism while collaborating with others to produce a journalistic product.": 2017/18
Keep asking students to reflect on their own work performance with the help of a rubric that models professional behavior.

Plan for topic "Students completing JRNAL-125 will be able to Use writing and/or images to tell a simple news or feature story meeting minimum publication criteria for significance, appropriateness of sourcing, accuracy and completeness, composition and technical style.": 2014/15
This is a new course created when the Inquirer class lost repeatability. No students were enrolled at this level during the assessment period. Action plan: This course was significantly revised in fall 2015 and should be reassessed after the new outline goes into effect.

Plan for topic "Students completing JRNAL-125 will be able to demonstrate good work habits, time management and professionalism while collaborating with others to produce a journalistic product.": 2014/15
This is a new course created when the Inquirer class lost repeatability. No students were enrolled at this level during the assessment period. Action plan: This course was significantly revised in fall 2015 and should be reassessed after the new outline goes into effect.
DVC Instructional Course SLO Action Plans

903. News Production Laboratory I [JRNAL-126] belonging to Journalism [JRNAL]

Plan for topic "Students completing JRNAL-126 will be able to use a variety of methods and media to create journalistic products that demonstrate good news judgment, appropriate sourcing, accuracy and completeness, and adherence to technical and style rules."

2018/19
The students did well with the current SLO, and the increase in traffic proved beneficial for the remainder of the semester. Students worked on follow-up stories and were publicly recognized for work on this topic. In the future, we will look to assess a different SLO.

Plan for topic "Students completing JRNAL-126 will be able to collaboratively produce a news product, such as a newspaper or website, that demonstrates good news judgment, awareness of audience and community needs, and technical skill."

2015/16
Need to develop an effective rubric for assessing competence in social media, which is an increasingly important journalistic skill.

Plan for topic "Students completing JRNAL-126 will be able to use a variety of methods and media to create journalistic products that demonstrate good news judgment, appropriate sourcing, accuracy and completeness, and adherence to technical and style rules."

2015/16
Not sure this method assessed "variety of methods and media," but students certainly have the basics down. Consider ways to encourage and develop skills in multiple media.

Plan for topic "Students completing the course will be able to demonstrate ability to collaborate with peers to produce newspaper or website under deadline condition."

2015/16
Develop deadline criteria for assessing online performance.

Plan for topic "Students completing the course will be able to analyze the legal and ethical dilemmas faced by professionals in mass media."

2012/13
In reviewing the data the faculty have determined that the SLO was met by the majority of students. The faculty have determined that the current SLO assessments are well developed but will be adjusted to meet a major content revision that will be implemented in 13/14.

Plan for topic "Students completing the course will be able to recognize the difference between fact and opinion in news writing."

2012/13
In reviewing the data the faculty have determined that aspects of the SLO need to be revised so that the performance of cutlines is improved. The faculty have determined that the current SLO assessments are well developed but will be adjusted to meet a major content revision that will be implemented in 13/14.

Plan for topic "Students completing the course will be able to demonstrate ability to use Associated Press style in stories and cutlines."

2012/13
In reviewing the data the faculty have determined that aspects of the SLO need to be revised so that the performance of cutlines is improved. The faculty have determined that the current SLO assessments are well developed but will be adjusted to meet a major content revision that will be implemented in 13/14.
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to demonstrate ability to collaborate with peers to produce newspaper or website under deadline condition": 2012/13**

In reviewing the data the faculty have determined that the SLO was met by the majority of students. The faculty have determined that the current SLO assessments are well developed but will be adjusted to meet a major content revision that will be implemented in 13/14.

**Plan for topic "Students completing the course will be able to analyze the legal and ethical dilemmas faced by professionals in mass media.":: 2009/10**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-10-29</td>
<td>Emphasize ethical issues biweekly in staff meetings.</td>
</tr>
<tr>
<td>2013-10-29</td>
<td>No change.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to recognize the difference between fact and opinion in news writing.":: 2009/10**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate ability to use Associated Press style in stories and cutlines.":: 2009/10**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate ability to collaborate with peers to produce newspaper or website under deadline condition": 2009/10**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-10-29</td>
<td>Criteria will be described to the staff during the first weeks of the semester, so everyone knows what is expected on production days.</td>
</tr>
<tr>
<td>2013-10-29</td>
<td>No change.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to analyze the legal and ethical dilemmas faced by professionals in mass media.":: 2008/9**

Introduce most common ethical issues at the beginning of the semester and continue to provide real-world examples and their ramifications in workshops and during staff meetings.

**Plan for topic "Students completing the course will be able to recognize the difference between fact and opinion in news writing.":: 2008/9**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate ability to use Associated Press style in stories and cutlines.":: 2008/9**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to demonstrate ability to collaborate with peers to produce newspaper or website under deadline condition": 2008/9

Criteria will be described to the staff during the first weeks of the semester, so everyone knows what is expected on production days. No change.
Plan for topic "Students completing JRNAL-127 will be able to use news judgment and their knowledge of current events and their audience to direct student media coverage and edit weekly projects into publishable form, with attention to accuracy, clarity, thoroughness, fairness, AP style, and media law and ethics.": 2018/19

Based on the results of this assessment, I feel confident about the methods being used to teach students how to report and write effective stories for publication. I focus on key components in professional journalism: following an inverted pyramid structure, students are taught to construct articles using a lede, quotes, a nut graf, transitions, and a kicker. Students assess published articles from established newspapers (The New York Times, San Francisco Chronicle, The Guardian, etc), noting these components and practicing through emulation. The high success rate also represents the effective style of the journalism lab where staff reporters, editors and the editor-in-chief along with the instructor work collaboratively, sharing drafts and giving feedback prior to publishing pieces. For the student who was not successful, this is a more a matter of bad ¿œstudenting¿œ behavior, which suggests that I could incorporate more support along these lines in class. Given the success of this assessment and our practices, I'll assess a different topic next round.

Plan for topic "Students completing JRNAL-127 will be able to demonstrate growing mastery in using a variety of methods and media to create journalistic products that demonstrate good news judgment, appropriate sourcing, accuracy and completeness, and adherence to technical and style rules.": 2016/17

One of the two students who did not successfully finish his project had chronic difficulty remembering to complete his online quizzes. For spring 2018, I am moving staff planning and discussion of upcoming assignments to Canvas in order to promote more engagement with the online units.

Plan for topic "Students completing JRNAL-127 will be able to demonstrate good work habits, time management and professionalism while collaborating with others to produce a journalistic product.": 2016/17

Students continuing into News Production II were generally well-motivated and responsible. Some work needs to be done in this area, but mostly to get rookies to establish good habits.

Plan for topic "Students completing JRNAL-127 will be able to collaboratively produce a news product, such as a newspaper or website, that demonstrates good news judgment, awareness of audience and community needs, and technical skill.": 2016/17

I need to continue to work on a rubric to assess the online elements.

Plan for topic "Students completing JRNAL-127 will be able to demonstrate growing mastery in using a variety of methods and media to create journalistic products that demonstrate good news judgment, appropriate sourcing, accuracy and completeness, and adherence to technical and style rules.": 2013/14

A better method for capturing print design elements needs to be developed. They are archived physically in the newsroom and on Issuu.com, but the identity of the specific designer is not recorded in these archives.
Plan for topic "Students completing JRNAL-127 will be able to demonstrate good work habits, time management and professionalism while collaborating with others to produce a journalistic product.": 2013/14

No action necessary.

Plan for topic "Students completing JRNAL-127 will be able to collaboratively produce a news product, such as a newspaper or website, that demonstrates good news judgment, awareness of audience and community needs, and technical skill.": 2013/14

No action.
### DVC Instructional Course SLO Action Plans

| 905. News Production Portfolio Development [JRNAL-128] belonging to Journalism [JRNAL] |
| Plan for topic "Students completing this course will be able to produce a more complex journalistic project that would be appropriate to use as a work sample in a job application." | 2017/18 |
| Keep getting students started on this early; require regular progress updates. |

| Plan for topic "Students completing JRNAL-128 will be able to demonstrate good work habits, time management and professionalism while collaborating with others to produce a journalistic product." | 2014/15 |
| This assessment worked well and we are happy with the results. A new topic for assessment should be created before the next assessment. |
906. Multimedia Reporting [JRNAL-130] belonging to Journalism [JRNAL]

Plan for topic "Students completing this course will be able to use common digital tools to produce simple news and feature stories incorporating audio or video, blog or social media posts."

This course was not offered in FA 19. The previous instructor (who was supposed to assess it in FA18) left DVC without doing so. The course will be assessed and reported the next time it's offered.

Plan for topic "Students completing this course will be able to use common digital tools to produce simple news and feature stories incorporating audio or video, blog or social media posts."

This was a small cohort from the first time the course was offered. The instructor thinks having a couple of iPads, iPods or Android tablets would help students who don't have access to a personal smartphone. Note: It is still possible to tweet from a basic cell phone, but it is more difficult and requires more setup steps.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Outcome</th>
<th>Offered Since</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Feature Reporting [JRNAL-160] belonging to Journalism [JRNAL]</td>
<td>Plan</td>
<td>2018/19</td>
<td>This course hasn't been successfully offered since SP 2105. It will be assessed the next time it's offered.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze the legal and ethical dilemmas faced by feature writers.&quot;</td>
<td>Plan</td>
<td>2016/17</td>
<td>This course hasn't been successfully offered since spring 2013. We will assess it as soon as it's offered.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze the structure of a feature.&quot;</td>
<td>Plan</td>
<td>2016/17</td>
<td>This course hasn't been successfully offered since spring 2013. As it is not part of the Journalism ADT, it may wind up being deleted. If not, we will assess it as soon as it's offered.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze the legal and ethical dilemmas faced by feature writers.&quot;</td>
<td>Plan</td>
<td>2015/16</td>
<td>This course hasn't been successfully offered since spring 2013. (It was scheduled twice and cancelled twice since then.) As it is not part of the Journalism ADT, it may wind up being deleted.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze the structure of a feature.&quot;</td>
<td>Plan</td>
<td>2015/16</td>
<td>This course hasn't been successfully offered since spring 2013. (It was scheduled twice and cancelled twice since then.) As it is not part of the Journalism ADT, it may wind up being deleted.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to write a feature story that is suitable for publication.&quot;</td>
<td>Plan</td>
<td>2015/16</td>
<td>This course hasn't been successfully offered since spring 2013. (It was scheduled twice and cancelled twice since then.) As it is not part of the Journalism ADT, it may wind up being deleted.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to critique the work of peers.&quot;</td>
<td>Plan</td>
<td>2015/16</td>
<td>This course hasn't been successfully offered since spring 2013. (It was scheduled twice and cancelled twice since then.) As it is not part of the Journalism ADT, it may wind up being deleted.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze the legal and ethical dilemmas faced by feature writers.&quot;</td>
<td>Plan</td>
<td>2012/13</td>
<td>No action necessary; method of instruction appears effective.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to analyze the structure of a feature.": 2012/13
No action necessary; method of instruction appears effective.

Plan for topic "Students completing the course will be able to write a feature story that is suitable for publication.": 2012/13
During discussion of results with the instructor, he observed that, whereas feature writing is often an intermediate level writing class in four-year programs, many of our students seem to lack the basic English grammar and composition skills necessary to succeed in this class. The current course advisory is that English 118 or the equivalent is recommended. The instructor and department chair believe this should probably be increased to "Recommended: Eligibility for English 122." The lack of reading and writing preparation may also be affecting students' ability to persist in an online-only class, as reflected in the late-term sample size. The instructor and the department chair are discussing whether to return the class to face-to-face meetings.

Plan for topic "Students completing the course will be able to critique the work of peers.": 2012/13
No action is required on the assessment topic, but the size of the cohort raises concerns about persistence in this online-only class.

Plan for topic "Students completing the course will be able to analyze the legal and ethical dilemmas faced by feature writers.": 2009/10
No change.

Plan for topic "Students completing the course will be able to analyze the structure of a feature.": 2009/10
No change.

Plan for topic "Students completing the course will be able to write a feature story that is suitable for publication.": 2009/10
No change.

Plan for topic "Students completing the course will be able to critique the work of peers.": 2009/10
2010-06-07: Continue to emphasize rubric for commenting on each other's work and importance of doing so.
2010-06-07: No change.

Plan for topic "Students completing the course will be able to analyze the legal and ethical dilemmas faced by feature writers.": 2008/9
No change.

Plan for topic "Students completing the course will be able to analyze the structure of a feature.": 2008/9
No change.

Plan for topic "Students completing the course will be able to write a feature story that is suitable for publication.": 2008/9
None indicated.

Plan for topic "Students completing the course will be able to critique the work of peers.": 2008/9
None indicated.
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DVC Instructional Course SLO Action Plans</strong></td>
<td></td>
</tr>
<tr>
<td>908. Independent Study [JRNAL-298] belonging to Journalism [JRNAL]</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing JRNAL-298 will be able to complete three to five publication-quality journalistic or public relations projects over the course of a 54-hour internship while demonstrating an ability to work independently in a professional environment.&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>2018/19</strong></td>
<td></td>
</tr>
<tr>
<td>This course hasn't been offered since FA16. It will be assessed next time it's offered.</td>
<td></td>
</tr>
<tr>
<td><strong>2015/16</strong></td>
<td></td>
</tr>
<tr>
<td>This course is an independent study course primarily intended to give students the opportunity to take off-campus internships. Students meet with the instructor in person and through email, and the instructor gives them feedback in addition to what they receive from their employer. The one student who was not successful wanted to sell ads for the campus newspaper. In retrospect, although that course of study was journalism-related, someone with more experience in advertising/marketing should have mentored that student, rather than a journalism instructor.</td>
<td></td>
</tr>
<tr>
<td><strong>2012/13</strong></td>
<td></td>
</tr>
<tr>
<td>Assessment topics for JRNAL-298 will vary depending on the independent study contracts drawn up by students in a given semester.</td>
<td></td>
</tr>
</tbody>
</table>
### 909. Fitness and Wellness [KINES-100] belonging to Kinesiology, Athletics and Dance [KINES]

#### Plan for topic "Students completing this course will be able to discuss the benefits of exercise and wellness": 2017/18

<table>
<thead>
<tr>
<th>The reading assignments and previous quizzes on the topic prepared the students to succeed. We will assess different outcomes in the next cycle.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing this course will be able to discuss the psychological benefits of exercise and wellness": 2017/18

<table>
<thead>
<tr>
<th>The reading assignments and previous quizzes on the topic prepared the students to succeed. We will assess different outcomes in the next cycle.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing this course will be able to explain the sociological benefits of exercise and wellness": 2017/18

<table>
<thead>
<tr>
<th>The reading assignments and previous quizzes on the topic prepared the students to succeed. We will assess different outcomes in the next cycle.</th>
</tr>
</thead>
</table>
DVC Instructional Course SLO Action Plans

910. Topics in Kinesiology Theory [KINES-150] belonging to Kinesiology, Athletics and Dance [KINES]

Plan for topic "Students completing KINES-150A will be able to successfully pass a practice performance exercise specialist exam in preparation for a national certification with a national certifying body such as the National Academy of Sports Medicine (NASM)."

2016/17

The students in this course all succeeded in passing the final exam by surpassing the national threshold standard. One of the concerns voiced by students was a lack of hands-on application for functional reinforcement of some activities. Adding this component to some areas of the course would assist students in better understanding application and retaining the performance strategies.

Plan for topic "Students completing KINES-150A will be able to successfully pass a practice performance exercise specialist exam in preparation for a national certification with a national certifying body such as the National Academy of Sports Medicine (NASM)."

2013/14

The final exam scores were a disappointment, especially since the final exam is supposed to be a "practice" exam for the actual national exam which requires a score of 70% or higher to pass and become nationally certified as a corrective exercise specialist. This is a once a week class and I believe that there was too much time between class sessions which may have allowed the students too much time between classes and coursework to get lost, behind or forget about the homework requirements. The fact that 4 students did not show up for the final exam is concerning. I believe the best plan of action would be to shorten the class and add a second class session each week...for example MW or TTH, instead of just Monday nights.
Plan for topic "Students completing the course will be able to apply a variety of research methods to locate and use appropriate information from various sources.": 2018/19
Overall, this cohort suggests that students are developing the skills needed to successfully complete an 8-10 page review of literature paper on a kinesiology-specific topic. However, data pertaining specifically to the online sections, provides an indication that students may benefit from more instruction and a support for this assignment. Four instructors teach online sections of the course. As a result of this SLO assessment, we will develop additional methods of instruction, in particular for our online sections, relative to identifying an appropriate topic, locating scholarly research studies, evaluating studies, and accurately writing/paraphrasing/citing in APA format.

Plan for topic "Students completing the course will be able to assess the importance of physical activity in our daily lives (e.g. recreation, self-expression, health, competition, etc.).": 2015/16
This topic had not been previously assessed. Therefore, it was useful to the instructor to evaluate the students’ success with this assignment. The results indicate that the students are successfully making the connections between the importance of physical activity described through the textbook/lectures and their personal physical activity experiences. As potential kinesiology majors, it is important that they have an awareness of, and appreciation for, the myriad of ways physical activity is significant in our lives. As a result of the assessment, I will continue to utilize this assignment with future classes.

Plan for topic "Students completing the course will be able to apply a variety of research methods to locate and use appropriate information from various sources.": 2011/12
There were quite a few students who did not take all three quizzes, which drug down their combined performance score. If the data is removed for those who did not complete all three quizzes, 86% of students achieved 70% or above on the quizzes. So it seems the biggest necessity is to emphasis the importance of being present for the quizzes.
Plan for topic "Students completing the course will be able to compare and contrast a variety of sport and recreation management career options.": 2016/17

The SLO plan in place was very successful and this is the first time this particular SLO has been assessed for this course (KINES 220)... The next time this particular SLO is assessed I will probably add salary ranges and vocational demand to what exists presently for this student learning outcome.

Plan for topic "Students completing the course will be able to discuss current trends in sport that affect the profession of sport and recreation management."": 2013/14

Due to the continuing success of students in this course, instructor is going to assess a different objective in the next assessment cycle.
### Plan for topic "Students completing KINES-222 will be able to Experience practical experience in a sport or related athletic field that they previously had no initial interest in."

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing KINES-222 will be able to Experience practical experience in a sport or related athletic field that they previously had no initial interest in.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility from semester to semester based on the needs of academic and athletic programs works and will continue to do in future offerings.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing KINES-222 will be able to Experience practical experience in a sport or related athletic field that they previously had no initial interest in.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the next assessment cycle, plan on using this assessment topic again. The plan is to broaden the interest and experience of these students who are considering the numerous jobs available related to Sport &amp; Recreation Mgt.</td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to discuss current trends in sport that affect the profession of sport and recreation management."

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to discuss current trends in sport that affect the profession of sport and recreation management.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>No updated plan necessary at this time....83% success rate (five of six)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create and implement strategies for sport management disciplines such as marketing, game management, sports information, website design, fundraising, etc.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>No updated plan necessary at this time....83% success rate (five of six)</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcomes</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply organizational and managerial strategies to real life situations confronting sport and recreation management professionals.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>Will keep providing opportunities for students in areas where they previously have no exposure to.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing KINES-223 will be able to apply organizational and managerial strategies in a sport or athletic vocational area where the student had shown no previous interest.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>Students had practical experience in an area related to Sports &amp; Recreation Management that they had never had before. This term the experiences included: announcing (broadcasting), field maintenance, video and film, and fundraising.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to implement strategies for sport management disciplines such as marketing, game management, sports information, website design, fundraising, etc.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>In the future I will have the students describe, create and implement strategies for a topic in which they have no experience to create added interest and possibly open new avenues for the students to explore</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to discuss various ways of enhancing a resume in the workforce as they attempt to enter a graduate or professional program."

This could be an ever changing list of tasks or jobs. What might be a solid way to build a resume in 2018, might not be as recognized in 2019. I need to make sure the speakers that I am choosing for this topic are on the cutting edge of this trend, and not relying on memory of what they did "three to four" years ago. I can also compile a data base to let the students know the success rate of each outlined task or job.

Plan for topic "Students completing the course will be able to write a resume."

I think the big change I am going to do for this assessment is the following. The assessment currently reads. "Students completing this course will be able to write a resume". I think moving forward I am going to have the students write a resume on a medical or fitness career of their choosing.

Plan for topic "Students completing the course will be able to discuss the differences and similarities of the medical and fitness careers presented in class."

I need to continue to make sure that I continue to point out the differences between the careers after the speaker has spoken. For instance I need to pont out what is different between a physical therapist and athletic trainer, the difference between nurses and MDs. And to relate these differences to the things that they student is going to be tested on the careers education, cost of education, length of education, pros and cons of the profession, income that can be expected, day in the life, any prerequisites needed on getting into the school of that profession.

Plan for topic "Students completing the course will be able to discuss proper interviewing techniques."

Need to make sure that the speaker I had to talk about proper interview techniques does not cancel out at last second and leave me in a jam.

Plan for topic "Students completing the course will be able to write a resume."

Clearly I need to make sure the students are aware of what I am looking for in a resume. I need to spend more time in class going over resume development and going so far to bring in a speaker who deals with resume development.
Plan for topic "Students completing the course will be able to perform a full body massage.": 2017/18
I think I can go in a couple different directions with this assessment. In the process of teaching these remedial massages, I could discuss the acute treatment of these specific injuries, even if it was a simple technique as RICE. In addition it might also be possible to instruct the student on a specific rehabilitation program for these injuries. These treatment of acute injuries and rehabilitation tasks could be added to the existing rubric quite easily if needed in the future.

Plan for topic "Students completing the course will be able to demonstrate a variety of massage techniques.": 2014/15
The results are outstanding. So the question is how do I make it better. Perhaps adding an additional massage technique making it six versus five. Or perhaps asking for a physiological response to the massage technique which will certainly make it harder.

Plan for topic "Students completing the course will be able to demonstrate a variety of massage techniques.": 2012/13
Continue in which the techniques are taught to the class.

Plan for topic "Students completing the course will be able to identify important muscle skeletal anatomy.": 2012/13
Continue to stress the importance of anatomy in Sports Massage. Still try to make it fun and not to difficult as if it is too hard many of the students drop the class, as this is not what they thought sports massage was going to consist of in taking the course.

Plan for topic "Students completing the course will be able to perform a full body massage.": 2012/13
Continue to put an emphasis on a full body recovery massage and allow the students two weeks in class to perform this massage on each other.

Plan for topic "Students completing the course will be able to demonstrate a variety of massage techniques.": 2009/10
Midterm seemed to be too lengthy and contained too much information. Perhaps it would be better for student retention to offer 2 midterms with the information split in half.

Plan for topic "Students completing the course will be able to identify important muscle skeletal anatomy.": 2009/10
The advent of an adequate skeleton in class and/or diagram posters would be very beneficial for the students and their learning of anatomical bony landmarks. Both are needed and are purposed to be ordered for the Fall 2010 term.

Plan for topic "Students completing the course will be able to perform a full body massage.": 2009/10
No modifications needed at this time.
### Plan for topic "Describe the stages of healing and the basic treatment options appropriate for each stage."

2016/17

It is clear from looking closely at specific questions in the assignment that the students in general had a clear idea of what happens during each stage of the healing process, but were less clear on the application of treatment options during each stage. I will update the students lecture outlines to provide a more specific review of the material and devote extra time to the section on treatment concepts. I will also go back and look at the results of a 13-point written question on the second midterm which covers much, but not all, of the material from the assignment. This test comes after the inflammation assignment and both the assignment and the thorough review we do of the assignment could be considered preparatory to the exam and the students could indeed be successfully learning the material at the timeframe of the second exam.

### Plan for topic "Students completing the course will be able to appropriately apply preventative taping"

2016/17

Students do well on this SLO. Will plan to evaluate another SLO during the next cycle.

### Plan for topic "Students completing the course will be able to identify basic anatomical structures and describe their significance"

2016/17

Students do well on this SLO. Will plan to evaluate a different SLO during the next cycle.

### Plan for topic "Describe the stages of healing and the basic treatment options appropriate for each stage."

2013/14

As the majority of students met this student learning objective, we will not make significant changes at this time

### Plan for topic "Students completing the course will be able to appropriately apply preventative taping"

2013/14

As 96 percent of students met this student learning objective, there are no plan to make any significant changes at this time.

### Plan for topic "Students completing the course will be able to identify basic anatomical structures and describe their significance"

2012/13

Since 85% of students met this student learning objective, there are no plans to make significant changes at this time.
Plan for topic "Students completing the course will be able to distinguish between anatomical landmarks while palpating and describe the significance": 2018/19

91% well exceeds the our criteria of 70%. Based on the high pass rate, which replicates that of the previous assessment (95%), our current approach of 2 anatomical lectures and several sessions of palpation demonstration and practice in laboratory seem to be serving the students well and helping them meet this objective. Will consider assessing a different topic the next time assessment is due.

Plan for topic "Students completing the course will be able to perform evaluative tests for common injuries and appropriately analyze the results.": 2018/19

96% well exceeds the our criteria of 70%. Based on the high pass rate, which replicates that of the previous assessment (95%), our current approach of multiple lectures with evaluation components lectures and several sessions of demonstration and practice of evaluative tests in laboratory seem to be serving the students well and helping them meet this objective. Will consider assessing a different topic the next time assessment is due.

Plan for topic "Students completing this course will be able to relate principles of tissue healing to the rehabilitation of injuries.": 2018/19

There was a very high pass rate with this assessment method for this topic. We will continue to use the same pedagogy. This was the first assessment of this topic, so may confirm results during the next assessment with a different cohort or possibly consider assessing a different topic during the next assessment.

Plan for topic "Students completing the course will be able to distinguish between anatomical landmarks while palpating and describe the significance": 2015/16

Based on the high pass rate, our current approach of 2 anatomical lectures and several sessions of palpation demonstration and practice seem to be serving the students well and helping them meet this objective.

Plan for topic "Students completing the course will be able to perform evaluative tests for common injuries and appropriately analyze the results.": 2015/16

Based on the high pass rate, our current approach of a lecture and several sessions of demonstration and practice performing special tests seem to be serving the students well and helping them meet this objective.

Plan for topic "Students completing the course will be able to monitor rehabilitation programs for individuals with orthopedic injuries.": 2015/16

Based on the high pass rate, our current approach of several lectures that discuss rehabilitation techniques and several sessions of demonstration and practice performing rehabilitative exercises seem to be serving the students well and helping them meet this objective.
Plan for topic "Students completing the course will be able to distinguish between anatomical landmarks while palpating and describe the significance": 2012/13

| Since 100% of students met this student learning objective, there is no plan to make significant changes |

Plan for topic "Students completing the course will be able to perform evaluative tests for common injuries and appropriately analyze the results.": 2012/13

| Since 100% of students met this student learning objective, no significant changes are planned at this time. |

Plan for topic "Students completing the course will be able to monitor rehabilitation programs for individuals with orthopedic injuries.": 2012/13

| Since 100% of students met this objective, there are no plans to significantly alter the course |
### Plan for topic "Students completing the course will be able to apply prophylactic and post-injury tape.": 2018/19

This taping module has a high success rate so the current strategies of demonstration, guided practice and written instructions prove to be sufficient.

### Plan for topic "Students completing the course will be able to manage a variety of wounds.": 2018/19

There is a high percentage of students passing this skill and the methods of written instruction and additional text resources, oral discussion/quizming and demonstration will continue with an emphasis on clinical application during clinic work hours.

### Plan for topic "Students completing the course will be able to apply prophylactic and post-injury tape.": 2015/16

This is a high percentage of students passing this module and we will continue to use the same strategies of demonstration, guided practice and discussion to help students succeed.

### Plan for topic "Students completing the course will be able to manage a variety of wounds.": 2015/16

This is a high percentage of students passing this module and we will continue to use the same strategies of demonstration, guided practice and discussion to help students succeed.

### Plan for topic "Students completing the course will be able to assist in the management of acute injuries.": 2015/16

This is a high percentage of students passing this module and we will continue to use the same strategies of demonstration, guided practice and discussion to help students succeed.

### Plan for topic "Students completing the course will be able to apply prophylactic and post-injury tape.": 2012/13

As all students met this student learning objective - no action to be taken at this time.

### Plan for topic "Students completing the course will be able to manage a variety of wounds.": 2012/13

As all students met this student learning objective - no action to be taken at this time.

### Plan for topic "Students completing the course will be able to assist in the management of acute injuries.": 2012/13

As all students met this student learning objective - no action to be taken at this time.
**DVC Instructional Course SLO Action Plans**


<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to utilize basic injury evaluation tests.&quot;</td>
<td>2016/17 Students did well and we will continue current pedagogy. We will assess another outcome next cycle.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to palpate a wide variety of musculoskeletal landmarks and understand the significance of these structures.&quot;</td>
<td>2016/17 Students did well and we will continue current pedagogy. We will assess another outcome next cycle.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to document injury evaluations using proper SOAP note format.&quot;</td>
<td>2016/17 Students did well and we will continue current pedagogy. We will assess another outcome next cycle.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to document injury evaluations using proper SOAP note format.&quot;</td>
<td>2013/14 As all students met this student learning objective - no action to be taken at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to utilize basic injury evaluation tests.&quot;</td>
<td>2012/13 As all students met this student learning objective - no action to be taken at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to palpate a wide variety of musculoskeletal landmarks and understand the significance of these structures.&quot;</td>
<td>2012/13 As all students met this student learning objective - no action to be taken at this time.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to palpate anatomical structures." 2018/19:

The students were successful completing this module, but the addition of more anatomical text resources would be encouraged as students often obtained their information from the internet.

Plan for topic "Students completing this course will be able to integrate a variety of evaluative techniques to assess musculoskeletal injuries": 2015/16

While a relatively low percentage, the "n" is very small e.g. one additional passing student would create a 83% pass rate. The current strategy of demonstration, discussion and guided practice that we use for the other modules have been successful and so we will continue to monitor and make alterations.

Plan for topic "Students completing this course will be able to discuss the indications and contraindications of common over-the-counter medications." 2015/16:

Obviously this is a high percentage of students passing this module and we will continue to use the same strategies of demonstration, guided practice and discussion to help students succeed.

Plan for topic "Students completing this course will be able to palpate anatomical structures." 2015/16:

This is a high percentage of students passing these modules and we will continue to use the same strategies of demonstration, guided practice and discussion to help students succeed.

Plan for topic "Students completing this course will be able to describe the three stages of healing and discuss the appropriate activities for each stage." 2012/13:

As all students met this student learning objective - no action to be taken at this time.

Plan for topic "Students completing this course will be able to describe and monitor basic therapeutic exercises." 2012/13:

As all students met this student learning objective - no action to be taken at this time.

Plan for topic "Students completing this course will be able to assist in the design of basic exercise programs for uncomplicated injuries." 2012/13:

As all students met this student learning objective - no action to be taken at this time.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to describe the three stages of healing and discuss the appropriate activities for each stage": 2018/19

| Plan for topic "Students completing this course will be able to describe the three stages of healing and discuss the appropriate activities for each stage": 2018/19 |
| All students met the learning objectives. Additional text resources could be added to aid in student research of this topic. |

Plan for topic "Students completing this course will be able to design a rehabilitative program for a given injury that takes physiology of healing into consideration": 2018/19

| Plan for topic "Students completing this course will be able to design a rehabilitative program for a given injury that takes physiology of healing into consideration": 2018/19 |
| Students were successful at completing this module however an additional assignment was added to create a general hamstring rehabilitation as a template to use in the clinic. This successfully engaged the student and was useful to students in other modules. This type of additional assignment may be employed in the future. |

Plan for topic "Students completing this course will be able to describe the three stages of healing and discuss the appropriate activities for each stage": 2015/16

| Plan for topic "Students completing this course will be able to describe the three stages of healing and discuss the appropriate activities for each stage": 2015/16 |
| Obviously this is a high percentage of students passing this module and we will continue to use the same strategies of demonstration, guided practice and discussion to help students succeed. |

Plan for topic "Students completing this course will be able to design a rehabilitative program for a given injury that takes physiology of healing into consideration": 2015/16

| Plan for topic "Students completing this course will be able to design a rehabilitative program for a given injury that takes physiology of healing into consideration": 2015/16 |
| This is a small "n" and the results can be attributed to that small number of students. The small "n" also gives us insight into these students in question and the 3 students who did not pass the module were all changing majors and they had enough points to get the grade they wanted so they didn't turn in a final revision. We have added additional guided time for completion of this module to increase student success a week of discussion, a second week that culminates in the presentation of the first draft of their program and a final week for revisions based on feedback from the initial presentation. We will continue to monitor to see if this was the anomaly it appears to be. |

Plan for topic "Students completing this course will be able to demonstrate and discuss a variety of rehabilitative exercises": 2015/16

| Plan for topic "Students completing this course will be able to demonstrate and discuss a variety of rehabilitative exercises": 2015/16 |
| While a relatively low percentage, the "n" is very small e.g. one additional passing student would create a 80% pass rate. The current strategy of demonstration, discussion and guided practice that we use for the other modules have been successful and so we will continue to monitor and make alterations. |

Plan for topic "Students completing the course will be able to develop a conditioning program to improve conditioning levels for an individual of their choosing.": 2018/19

While slightly lower than 2015-16, they were consistent with the high pass rate of the previous assessment 90%-88% (n is half of 2015-16 due to decreased sections offered. This is a capstone assignment so the high pass rate is an important metric to assess and equally that the pass rate be high. Will continue to utilize the pedagogy we use to help students work through this assignment and we will monitor this metric.

Plan for topic "Students completing the course will be able to describe muscular anatomy and physiology and how muscles react to exercise both acutely and chronically": 2018/19

The success rate exceeded out goal of 70% success rate. The success rate was lower, but in the same range as the previous assessment. The slightly lower success rate may be due to a noticeably smaller n (nearly half the students). Will continue to track to determine if this is a trend or within the margin of error.

Plan for topic "Students completing the course will be able to describe how cardiovascular tissues react to exercise both acutely and chronically": 2018/19

Seems as if the alteration of how we present this material and improvements in their lecture outlines as assisted in increasing success from the 2015-16 assessment. Will consider looking at a different methodology for assessing this topic or moving to a different topic

Plan for topic "Students completing this course will be able to describe muscular anatomy and physiology and how muscles react to exercise both acutely and chronically": 2018/19

We barely exceeded our criteria for this metric. It was a relatively small n, and it also isn't as high a success rate as our metric utilizing the written assignment (which looks at a slightly different set of variables within this topic). So taking a repeated look at this will be important to establish a more direct cause and effect. It is important to note that there was a clear delineation between students with most far exceeding or being far below the C grade, so more time might need to be devoted to a subset of students.

Plan for topic "Students completing the course will be able to develop a conditioning program to improve conditioning levels for an individual of their choosing.": 2015/16

The stepwise progression that we utilize and the small assignments we utilize along the way seem to help the students succeed and I will continue to utilize this schema

Plan for topic "Students completing the course will be able to describe muscular anatomy and physiology and how muscles react to exercise both acutely and chronically": 2015/16

The level of success was relatively high, but could be higher. However there is testing that occurs after this assignment and we go over the assignment in class and probably a more accurate method of evaluating this outcome will be the test questions related to muscular adaptations to training and this would illuminate if the methodology I utilize in
<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to describe how cardiovascular tissues react to exercise both acutely and chronically</td>
<td>2015/16</td>
<td>While 71% is acceptable, there is certainly room for improvement. When looking more closely at the responses the confusion appears not so much between what is a response vs an adaptation, but whether it is one or the other vs neither. In my lecture outlines (as well as lecture), I need to create a section that delineates the common areas of confusion and what things don't occur.</td>
</tr>
<tr>
<td>Students completing the course will be able to develop a conditioning program to improve conditioning levels for an individual of their choosing</td>
<td>2012/13</td>
<td>Since nearly 89% of students passed the assignment, there are no plans to make significant changes to the course.</td>
</tr>
<tr>
<td>Students completing the course will be able to describe muscular anatomy and physiology and how muscles react to exercise both acutely and chronically</td>
<td>2012/13</td>
<td>Since nearly 80% percent of students met this student learning objective, no significant changes are planned</td>
</tr>
<tr>
<td>Students completing the course will be able to describe how cardiovascular tissues react to exercise both acutely and chronically</td>
<td>2012/13</td>
<td>While passing, there is still room for improvement and will give students in class practice on this topic and see if scores improve. Will reassess in a year's time.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
<td>Year</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to describe technique points of a variety of exercises.&quot;</td>
<td>2016/17</td>
<td>This has thus far been the best method in assisting students to gain hands on experience in a simulated &quot;real life&quot; situation in which they need to trouble shoot assessments results and create appropriate fitness plans or alternatives for clients.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to conduct physical fitness testing and evaluate the results.&quot;</td>
<td>2014/15</td>
<td>The fact that students just assumed that their partner/client knew what to do, how to do it and for how long, etc was interesting. The instructor had to be much more diligent in explaining the roles and what was supposed to occur with each role (trainer or client) as well as making it clear that this process in understanding the material was imperative since this is what will happen in the real world of employment when assessing clients or athletes. There will be several peer reviewed on line group assignment added to this course to better involve students in both sides of the teaching/learning of assessment. It is important that students understand how an assessment is conducted, but also equally important that they understand what it takes to physically complete an assessment.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to conduct physical fitness testing and evaluate the results.&quot;</td>
<td>2011/12</td>
<td>Since these assessment tests will most likely be part of these students future jobs, this was a good reality fitness (or lack of) situation for them to experience what or not their clients may experience in the future and that will allow for them to plan how to respond and plan for their client(s) fitness needs both physically and mentally.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to describe basic physiological principles of a muscle contraction.&quot;</td>
<td>2011/12</td>
<td>I believe that towards the end, some student were not reading the labs ahead of time, so would come to class confused without knowing what to do. There is some instruction in the beginning of the laboratory activity, but if the student has not read the lab ahead, they will be lost as there is not enough time to read the lab and perform the tasks in 75 min. These labs are completed early on in the term, so attendance was not an issue.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to describe technique points of a variety of exercises.&quot;</td>
<td>2011/12</td>
<td>Attendance and participation is key for these labs. Students who did not attend regularly were the ones who struggled. Students do receive points for attendance. Perhaps highlighting this information in the syllabus as well as verbally reinforcing it several times through out the unit may be helpful.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to conduct physical fitness testing and evaluate the results.&quot;</td>
<td>2011/12</td>
<td>Since these assessment tests will most likely be part of these students future jobs, this was a good reality fitness (or lack of) situation for them to experience what or not their clients may experience in the future and that will allow for them to plan how to respond and plan for their client(s) fitness needs both physically and mentally.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to describe basic physiological principles of a muscle contraction.&quot;</td>
<td>2009/10</td>
<td>Those who did not obtain a passing grade on the lab did not read the lab before class. Emphasis needs to be placed on reading material prior to class.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to describe technique points of a variety of exercises.&quot;</td>
<td>2009/10</td>
<td>Better audio-visual resources (and availability for use outside of class to the students) would have helped students who struggled with understanding and reporting exercise technique points.</td>
</tr>
</tbody>
</table>
| "Students completing the course will be able to conduct physical fitness testing and evaluate the results." | 2009/10 | Participation and attendance during the exercise testing portion of class was very good as well as student participation. Once again, reading labs prior to class needs to be
reinforced.
Plan for topic "Students completing the course will be able to evaluate the role of the sport and exercise experience in health, wellness, and psychological development.": 2017/18

This was an unusually small cohort for this course. Therefore, it is difficult to put much weight into these results. For this assessment, 91% of the students achieved the established standard for the topic. Since the assignment asks them to make personal connections to the relationship between their levels of physical activity and their psychological health, wellness and development, it appears to help them thoroughly understand this topic.

Plan for topic "Students completing the course will be able to evaluate the role of the sport and exercise experience in health, wellness, and psychological development.": 2014/15

This assignment of a "reflection" essay is the third time they complete it during the semester. The previous two are on different topics however. Therefore, the students have received feedback on previous essays and have a thorough understanding of the connections they need to make with their connections to the topics of health, wellness and psychological development. I believe that this explains the consistent student success on this assessment. The results indicate that no changes are necessary for improvement for this assessment topic. Future assessment can focus on a different topic.

Plan for topic "Students completing the course will be able to discuss contributing factors to performance, such as personality, motivation, group dynamics, etc.": 2011/12

The students’ responses to the essay question indicate that they can successfully discuss the benefits and risks of utilizing personality tests as a means for team selection. I will continue utilize the methods of lecture, class discussion to effectively address this topic.
The results indicate that students were successful in analyzing relationships between sport and gender, race, and socioeconomic status. Nonetheless, I would like to continue to challenge students' understanding of sociological issues in sport by incorporating into this assignment sociological theory/theories (Functionalist, Conflict, Critical, and Feminist) that would be appropriate for framing a discussion of the topics/themes addressed in the film/documentary. These theories are introduced early in the semester and I believe it would tie the semester together by revisiting them for this assignment.
Plan for topic "Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model." 2017/18

Spring 2019 will be a first attempt at hybriding this course and using more of class time (once a week) for group discussions and peer feedback/interaction. More of the instruction will be online based and self paced for the student. and student needs in successfully completing assignments/projects that relate to creating fitness programs for clients.

Plan for topic "Students completing the course will be able to develop an appropriate physical conditioning program for a special population/special needs person with the intention to improve overall fitness utilizing the Optimum Performance Training (OPT) model." 2017/18

Spring 2019 will be a first attempt at hybriding this course and using more of class time (once a week) for group discussions and peer feedback/interaction. More of the instruction will be online based and self paced for the student. and student needs in successfully completing assignments/projects that relate to creating fitness programs for clients.

Plan for topic "Students completing the course will be able to develop an appropriate physical conditioning program for a special population/special needs person with the intention to improve overall fitness utilizing the Optimum Performance Training (OPT) model." 2017/18

Plan for topic "Students completing the course will be able to develop an appropriate physical conditioning program for a special population/special needs person with the intention to improve overall fitness utilizing the Optimum Performance Training (OPT) model." 2017/18

Plan for topic "Students completing the course will be able to evaluate current research in the fitness industry." 2014/15

The will be taught in a hybrid format and for this particular assignment, the instructor will break it into 3 segments and have students peer review each other in random groups on line (for each segment). The final presentation will be an on-line narrative of their completed power point project, rather than a face-to-face in class oral presentation.

Plan for topic "Students completing the course will be able to evaluate and orally present current research in regards to a specific special population/special needs group within fitness." 2014/15

The will be taught in a hybrid format and for this particular assignment, the instructor will break it into 3 segments and have students peer review each other in random groups on line (for each segment). The final presentation will be an on-line narrative of their completed power point project, rather than a face-to-face in class oral presentation.

Plan for topic "Students completing the course will be able to evaluate and orally present current research in regards to a specific special population/special needs group within fitness." 2011/12

Action plan is to continue with this assessment as it gives students the important opportunity to scientifically research and report on a area within their future profession and develop research skills that will transfer to their day to day vocation responsibilities.

Plan for topic "Students completing the course will be able to evaluate current research in the fitness industry." 2011/12

Action plan is to continue with this assessment as it gives students the important opportunity to scientifically research and report on a area within their future profession and develop research skills that will transfer to their day to day vocation responsibilities.

Plan for topic "Students completing the course will be able to develop an appropriate physical conditioning program for a special population/special needs person with the intention to improve overall fitness utilizing the Optimum Performance Training (OPT) model."
<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were successful/ NO modifications needed at this time.</td>
<td>2009/10</td>
<td>Plan for topic &quot;Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model.&quot;</td>
</tr>
<tr>
<td>Students worked in pairs to complete this project. This proved to be troublesome for some pairs as one person ended up doing all the work. It may serve the students better to have each student present their own information on a special population group. This will also provide more diverse information for the class as a whole since each student will work on a topic of their own rather than sharing one.</td>
<td>2009/10</td>
<td>Plan for topic &quot;Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model.&quot;</td>
</tr>
<tr>
<td>Students worked in pairs to complete this project. This proved to be troublesome for some pairs as one person ended up doing all the work. It may serve the students better to have each student present their own information on a special population group. This will also provide more diverse information for the class as a whole since each student will work on a topic of their own rather than sharing one.</td>
<td>2009/10</td>
<td>Plan for topic &quot;Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model.&quot;</td>
</tr>
<tr>
<td>Students worked in pairs to complete this project. This proved to be troublesome for some pairs as one person ended up doing all the work. It may serve the students better to have each student present their own information on a special population group. This will also provide more diverse information for the class as a whole since each student will work on a topic of their own rather than sharing one.</td>
<td>2009/10</td>
<td>Plan for topic &quot;Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model.&quot;</td>
</tr>
<tr>
<td>No modifications needed at this time.</td>
<td>2009/10</td>
<td>Plan for topic &quot;Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model.&quot;</td>
</tr>
<tr>
<td>No modifications needed at this time.</td>
<td>2009/10</td>
<td>Plan for topic &quot;Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model.&quot;</td>
</tr>
<tr>
<td>Modifications were made in the class project and it's requirements to better allow the student to gather and research information that related directly to their individual class oral presentation. Students displayed a better understanding in their end product (project) than in past years. I would recommend to continue with the current class plan which allows the student to research one special population group and report on it both orally in a presentation in a fitness microcycle plan. (6/1/09)</td>
<td>2008/9</td>
<td>Plan for topic &quot;Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model.&quot;</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### Plan for topic "Students completing the course will be able to evaluate and orally present current research in regards to a specific special population/special needs group within fitness."

<table>
<thead>
<tr>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/9</td>
<td>Modifications were made in the class project and its requirements to better allow the student to gather and research information that related directly to their individual class oral presentation. Students displayed a better understanding in their end product (project) than in past years. I would recommend to continue with the current class plan which allows the student to research one special population group and report on it both orally in a presentation in a fitness microcycle plan. (6/1/09)</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to evaluate current research in the fitness industry."

<table>
<thead>
<tr>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/9</td>
<td>Modifications were made in the class presentation and its requirements to better allow the student to gather and research information that related directly to their individual class oral presentation. Students were allowed to work with a partner, rather than in groups. I would recommend to continue with the current class plan which allows the student to work with a partner and to share equally in the efforts of research. (6/1/09)</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to exhibit professional behavior in problem-solving and in participation on a team."

<table>
<thead>
<tr>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/9</td>
<td>No modifications were needed (6/01/09)</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to exhibit appropriate professional practical knowledge and implementation through in class program design problem-solving while participating in a group."

<table>
<thead>
<tr>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/9</td>
<td>No modifications were needed (6/01/09)</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model."

<table>
<thead>
<tr>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/9</td>
<td>Modifications were made in the class project and its requirements to better allow the student to gather and research information that related directly to their individual class oral presentation. Students displayed a better understanding in their end product (project) than in past years. I would recommend to continue with the current class plan which allows the student to research one special population group and report on it both orally in a presentation in a fitness microcycle plan. (6/1/09)</td>
</tr>
</tbody>
</table>

### Plan for topic "Develop an appropriate physical conditioning program for a special population/special needs person with the intention to improve overall fitness utilizing the Optimum Performance Training (OPT) model."

<table>
<thead>
<tr>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/9</td>
<td>Modifications were made in the class project and its requirements to better allow the student to gather and research information that related directly to their individual class oral presentation. Students displayed a better understanding in their end product (project) than in past years. I would recommend to continue with the current class plan which allows the student to research one special population group and report on it both orally in a presentation in a fitness microcycle plan. (6/1/09)</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Topic</th>
<th>Action Plan Details</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to evaluate current research in the fitness industry.</td>
<td>Modifications were made in the class presentation and its requirements to better allow the student to gather and research information that related directly to their individual class oral presentation. Students were allowed to work with a partner, rather than in groups. I would recommend to continue with the current class plan which allows the student to work with a partner and to share equally in the efforts of research.</td>
<td>6/1/09</td>
</tr>
<tr>
<td>Evaluate and orally present current research in regards to a specific special population/special needs group within fitness.</td>
<td>Modifications were made in the class presentation and its requirements to better allow the student to gather and research information that related directly to their individual class oral presentation. Students were allowed to work with a partner, rather than in groups. I would recommend to continue with the current class plan which allows the student to work with a partner and to share equally in the efforts of research.</td>
<td>6/1/09</td>
</tr>
<tr>
<td>Exhibit appropriate professional practical knowledge and implementation through in class program design problem-solving while participating in a group.</td>
<td>No modifications were needed</td>
<td>6/1/09</td>
</tr>
<tr>
<td>Students completing the course will be able to exhibit professional behavior in problem-solving and in participation on a team.</td>
<td>No modifications were needed</td>
<td>6/1/09</td>
</tr>
<tr>
<td>Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model.</td>
<td>Even though there was a high percentage of success in this class, the instructor may choose to modify some of the specific requirements to better meet the needs and learning levels of future students.</td>
<td>6/1/08</td>
</tr>
<tr>
<td>Within the results it was clear that many students struggled conceptually with the understanding of statistics and the application of statistical analysis within the industry. It will be discussed to possibly add an elementary statistics requirement to our degree program.</td>
<td>6/1/08</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to develop an appropriate physical conditioning program for a special population/special needs person with the intention to improve overall fitness utilizing the Optimum Performance Training (OPT) model.</td>
<td>Even though there was a high percentage of success in this class, the instructor may choose to modify some of the specific requirements to better meet the needs and learning levels of future students.</td>
<td>6/1/08</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

Within the results it was clear that many students struggled conceptually with the understanding of statistics and the application of statistical analysis within the industry. It will be discussed to possibly add an elementary statistics requirement to our degree program. (6/1/08)

| Plan for topic | "Students completing the course will be able to evaluate current research in the fitness industry."
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2007/8</strong></td>
<td>Most students were successful in their evaluations, though once again many struggled with the concepts of statistical analysis. (6/1/08)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to evaluate and orally present current research in regards to a specific special population/special needs group within fitness.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2007/8</strong></td>
<td>Most students were successful in their evaluations, though once again many struggled with the concepts of statistical analysis. (6/1/08)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to exhibit professional behavior in problem-solving and in participation on a team.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2007/8</strong></td>
<td>Students were successful and no modifications are needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to exhibit appropriate professional practical knowledge and implementation through in class program design problem-solving while participating in a group.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2007/8</strong></td>
<td>Students were successful and no modifications are needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to develop an appropriate conditioning program to improve fitness levels utilizing the Optimum Performance Training (OPT) model.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2007/8</strong></td>
<td>Even though there was a high percentage of success in this class, the instructor may choose to modify some of the specific requirements to better meet the needs and learning levels of future students. (6/1/08)</td>
</tr>
</tbody>
</table>

Within the results it was clear that many students struggled conceptually with the understanding of statistics and the application of statistical analysis within the industry. It will be discussed to possibly add an elementary statistics requirement to our degree program. (6/1/08)

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Develop an appropriate physical conditioning program for a special population/special needs person with the intention to improve overall fitness utilizing the Optimum Performance Training (OPT) model.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2007/8</strong></td>
<td>Even though there was a high percentage of success in this class, the instructor may choose to modify some of the specific requirements to better meet the needs and learning levels of future students. (6/1/08)</td>
</tr>
</tbody>
</table>

Within the results it was clear that many students struggled conceptually with the understanding of statistics and the application of statistical analysis within the industry. It will be discussed to possibly add an elementary statistics requirement to our degree program. (6/1/08)

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to evaluate current research in the fitness industry.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2007/8</strong></td>
<td>Most students were successful in their evaluations, though once again many struggled with the concepts of statistical analysis. (6/1/08)</td>
</tr>
<tr>
<td>DVC Instructional Course SLO Action Plans</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Evaluate and orally present current research in regards to a specific special population/special needs group within fitness.&quot;</strong>: 2007/8</td>
<td></td>
</tr>
<tr>
<td>Most students were successful in their evaluations, though once again many struggled with the concepts of statistical analysis. (6/1/08)</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to exhibit professional behavior in problem-solving and in participation on a team.&quot;**: 2007/8</td>
<td></td>
</tr>
<tr>
<td>Most students were successful in their evaluations, though once again many struggled with the concepts of statistical analysis. (6/1/08)</td>
<td></td>
</tr>
<tr>
<td>Students were successful and no modifications are needed.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Exhibit appropriate professional practical knowledge and implementation through in class program design problem-solving while participating in a group.&quot;**: 2007/8</td>
<td></td>
</tr>
<tr>
<td>Students were successful and no modifications are needed.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

928. Professional Aspects of Group Personal Training [KINES-252] belonging to Kinesiology, Athletics and Dance [KINES]

Plan for topic "Students completing the course will be able to pass a national certification (ACE/AFAA)"; 2018/19

Some changes were made to the mode and order of class instruction this term. The class was loaded more academically in the first 8 weeks and then loaded more towards practice and performance in the second 8 weeks to help assimilate the academic knowledge into practical knowledge. The idea was to enhance the reinforcement of academic knowledge though application. Students appeared to respond well to this style of instruction and it is supported by their success on the GPTS exam.

Plan for topic "Students completing the course will be able to...exhibit professional behavior.

a) Problem-solving

b) Autonomy with choreography and movement"; 2015/16

Continue to broaden the learning environment to better reflect DVC's strategic plan for student success by using further contextual theory strategies, as well as embarking on concepts in student equity.

Plan for topic "Students completing KINES-252 will be able to Apply guidelines for group exercise class segments to routines/sessions as well as movement tempo options and verbal cues with or without music."; 2012/13

I plan to refine the rubric and make the criteria less broad and general. I also plan to add criteria in how the students markets their group session and successfully captures participants per their class descriptions and criteria (creativity).
Plan for topic "Students completing this course will be able to develop appropriate short term and long term fitness goals for clients per objective assessments taken at the beginning of the term.": 2016/17

Instructor will create a lesson that visually and kinesthetically demonstrates the triangular relationship between assessments, goals and program design content and how they all affect each other and outcomes therein. Assessment lead to goal creation and goals lead to the type of program design being implemented which leads (in theory) to improved assessment outcomes.

Plan for topic "Students completing the course will be able to Apply appropriate personal training variables in accordance with the optimum Performance Training (OPT) model as defined by the National Academy of Sports Medicine (NASM).": 2014/15

This is a clear indication that the instructor needs to put more emphasis on this portion of the prerequisite course KINES 250 and the application and development of assessments in relation to program design development.

Plan for topic "Students completing the course will be able to Develop systematic assessments to obtain subjective and objective data about their clients.": 2011/12

One thing that I observed is that students who had successfully completed PETHE 291 or who were already NASM certified were much more at ease at completing this task. This supports our requirement that one of these two items be fulfilled in order to participate in PETHE 294 (personal training internship)

Plan for topic "Students completing the course will be able to Apply appropriate personal training variables in accordance with the optimum Performance Training (OPT) model as defined by the National Academy of Sports Medicine (NASM).": 2011/12

Once again, this was a clear demonstration that student need to have completed PETHE 291 or be NASM certified prior to enrolling in PETHE 294 (personal training internship)

Plan for topic "Students completing the course will be able to create personal training programs for various stages of strength and training systems.": 2011/12

None at this time.
### 930. Practical Experience in Personal Training and Fitness Instruction II [KINES-255] belonging to Kinesiology, Athletics and Dance [KINES]

#### Plan for topic "Students completing the course will be able to execute personal training programs for various stages of strength and training systems.": 2016/17

|Though students were successful in creating the progressive exercises, some of the activities were too progressive/difficult and therefore needed to be regressed so that the client could successfully complete at a level that still challenged them physically and proprioceptively more than the demand of the original activity. Further ab instruction on this topic will be implemented in pre-requisite courses.|

|Plan for topic "Students completing **KINES-255** will be able to Create quantitative and measurable goals that are appropriate for clients based on both subjective and objective assessment data.".: 2014/15|

|Before students complete and turn in their goal assignment, they will peer review and give constructive feedback/suggestions to each other on-line in randomized groups.|

#### Plan for topic "Students completing the course will be able to create quantitative and measurable goals that are appropriate for clients based on both subjective and objective assessment data.".: 2014/15

None at this time.

#### Plan for topic "Students completing the course will be able to employ a systematic assessment to obtain objective information about clients.".: 2011/12

None at this time.

#### Plan for topic "Students completing the course will be able to administer appropriate personal training variables in accordance with the Optimum Performance Training (OPT) model as defined by the National Academy of Sports Medicine (NASM).": 2011/12

None at this time.

#### Plan for topic "Students completing the course will be able to execute personal training programs for various stages of strength and training systems.".: 2011/12

None at this time.
DVC Instructional Course SLO Action Plans

931. Theory & Practice of Performance Exercise Training & Exam Prep. [KINES-256] belonging to Kinesiology, Athletics and Dance [KINES]
Plan for topic "Students completing this course will be able to:

Demonstrate how a goniometer can be used to measure joint range of motion for corrective exercise strategies.": 2018/19

This class had not been offered since Spring 2017 and will be assessed the next time it is offered.

Plan for topic "Students completing this course will be able to:

Demonstrate how a goniometer can be used to measure joint range of motion for corrective exercise strategies.": 2015/16

In the future, the instructor will cover protocol for reading measurements on the instrument in addition to demonstrating how to place and measure a joint angle.
Plan for topic "Students completing the course will be able to exhibit professional behavior."

a) Problem-solving
b) Participation on a team": 2016/17

Students need to develop a basic understanding of assessments and criteria for special population and/or general population program design. Simply reading the information was not a successful method in developing this professional behavior in the past. Hands on activities and specific study methods (writing the outlined information in a chart, cooperative group methods and flashcards) were successful strategies for this cohort and will be methods we continue to use in this course.

Plan for topic "Students completing KINES-258 will be able to successfully pass a practice national personal training exam in preparation for a national certification with the National Academy of Sports Medicine (NASM).": 2013/14

Focusing on the needs and success aspects of the individual student and what motivates them. Concentrating on the work and assignments that utilize their strengths while providing encouragement in the correct way for each individual and focusing on assignments that utilize their strengths to absorb and retain material pertinent to successfully passing the NASM exam.

Plan for topic "Students completing the course will be able to successfully pass a practice national personal training exam in preparation for a national certification (NASM or AFAA).": 2009/10

More emphasis needs to be placed on certain areas of the exam that seem to be more challenging for students.

Plan for topic "Students completing the course will be able to exhibit professional behavior."

a) Problem-solving
b) Participation on a team": 2009/10

There seemed to be a motivation and maturity deficiency in those students who did not achieve the benchmark of problem solving and team participation. There may need to be more emphasis put on the importance to work as a team player when trying to problem solve.
### DVC Instructional Course SLO Action Plans


**Plan for topic "Students completing the course will be able to discuss methods of building a program for school and community.": 2018/19**

This class has not been offered since Fall 2016. It will be assessed the next time it is offered.

**Plan for topic "Students completing the course will be able to utilize appropriate instructional methods for teaching fundamental individual sport skills and strategies.":: 2015/16**

This was the first time of assessing outcome #1. Although the outcome was achieved, I will work with students when signing up for their teaching demonstration. I will notify students in class of their upcoming deadline to ensure that they will be in class. For the upcoming fall 2016 semester, I will adjust my outline to add another day for evaluating all teaching demonstrations.

**Plan for topic "Students completing the course will be able to design practice sessions for an individual sport, using appropriate instructional methods.":: 2012/13**

Although the outcome was achieved, students will be given more opportunity to learn, utilize and apply said outcome in a variety of methods throughout the semester.
Plan for topic "Students completing the course will be able to utilize appropriate instructional methods for teaching fundamental team sport skills and strategies.": 2017/18

This course has not been offered since Spring 2017. Will be assessed at next offering.

Plan for topic "Students completing the course will be able to design practice sessions for a team sport, using appropriate instructional methods.": 2014/15

Since only 63% of the class were able to achieve success and develop practice sessions for a sport of their choice, this assignment will be modified. Students will be instructed to develop their practice plans according to time of season; pre-season, in-season, and off season. More in class time will be spent on this assignment.

Plan for topic "Students completing the course will be able to utilize appropriate instructional methods for teaching fundamental team sport skills and strategies.": 2011/12

Students will be encouraged to seek out additional preparation time in the learning center and in classmate study groups.

Plan for topic "Students completing the course will be able to discuss methods of building a program for school and community.": 2011/12

Although the desired outcome was achieved, students will be encouraged to seek additional help writing their paper in the learning center.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to analyze and diagram a pass route concept to attack a 3 deep zone coverage.": 2017/18

This course should continue to use hudl and other software to incorporate examples of concepts discussed in class. Students should also continue to demonstrate their understanding through written assessment as well as on the whiteboard during class sessions.
Plan for topic "Students completing this course will be able to diagram a defensive pressure package to attack an offense.": 2017/18

Further coverage of pressure package information should continue to incorporate offensive rules to compromise, continued student diagrams through daily activities, quizzes and practice on the white board. Utilizing more film evaluation and examples of these concepts will continue to enhance the students' understanding of coordinated pressure/coverage concepts.
938. Occupational Work Experience Education in KINES [KINES-295] belonging to Kinesiology, Athletics and Dance [KINES]
DVC Instructional Course SLO Action Plans

939. Independent Study [KINES-298] belonging to Kinesiology, Athletics and Dance [KINES]
940. Student Instructional Assistant [KINES-299] belonging to Kinesiology, Athletics and Dance [KINES]
DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing the course will be able to demonstrate appropriate stroke technique."**: 2016/17

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mechanics of the kick and the timing of the stroke proved difficult for some students to demonstrate. In future semesters, more emphasis will be placed on breaststroke drill progressions.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to explain aquatic safety methods."**: 2013/14

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>In future semesters, more emphasis is needed on the breaststroke kick and butterfly technique, although these skills make take longer than 1 semester to master.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate appropriate start and turn technique."**: 2013/14

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful, yet more instruction on backstroke flip turns may be needed.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate appropriate turn technique."**: 2013/14

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful, yet more instruction on backstroke flip turns may be needed.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate appropriate stroke technique."**: 2012/13

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action needed.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to explain aquatic safety methods."**: 2012/13

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action needed.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate appropriate turn technique."**: 2012/13

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action needed.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate appropriate start and turn technique."**: 2010/11

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>No need to act on these results.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to explain aquatic safety methods."**: 2010/11

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>No need to act on these results.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate appropriate start and turn technique."**: 2010/11

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>No need to act upon these results.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate appropriate turn technique."**: 2010/11

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>No need to act upon these results.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Action Plan</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate appropriate stroke technique.&quot;</td>
<td>2009/10 No action needed at this time. Compare results to future semesters and assess need for change.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to explain aquatic safety methods.&quot;</td>
<td>2009/10 No action needed at this time. Compare results with future semesters to determine if changes are needed.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate appropriate turn technique.&quot;</td>
<td>2009/10 Remove starts from this course SLO. No other action needed at this time. Compare future semester results to gauge any need for change.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate appropriate start and turn technique.&quot;</td>
<td>2009/10 Remove starts from this course SLO. No other action needed at this time. Compare future semester results to gauge any need for change.</td>
</tr>
</tbody>
</table>
942. Intermediate Swimming [KNACT-100B] belonging to Kinesiology, Athletics and Dance [KNACT]

Plan for topic "Students completing KNACT-100B will be able to demonstrate appropriate stroke technique in the four competitive strokes.": 2016/17

The timing of the breath in the butterfly gave these students difficulty in demonstrating proficiency. Instructors will address this with specific breathing drills.

Plan for topic "Students completing KNACT-100B will be able to demonstrate appropriate stroke technique in the four competitive strokes.": 2013/14

Successful. More instruction may be needed on the short axis strokes.

Plan for topic "Students completing KNACT-100B will be able to apply knowledge of the rules, equipment use and safety methods to swimming participation.": 2013/14

Successful. More instruction on the use of safety equipment may be needed.

Plan for topic "Students completing KNACT-100B will be able to assess their swimming improvement and evaluate the affect on overall health and wellness.": 2013/14

Successful. Perhaps a better heart rate test is needed.
943. Beginning Aquatic Fitness [KNACT-102A] belonging to Kinesiology, Athletics and Dance [KNACT]

Plan for topic "Students completing the course will be able to demonstrate appropriate stroke techniques.": 2016/17

Instructors will include additional butterfly drills and technique and assess all four competitive strokes.

Plan for topic "Students completing the course will be able to improve cardiovascular fitness levels.": 2013/14

Student success has been from 84-93% in last three assessment cycles. This activity has shown to improve cardiovascular fitness. Therefore, instructors will assess another objective/outcome during the next assessment cycle.

Plan for topic "Students completing the course will be able to demonstrate appropriate stroke techniques.": 2012/13

No action needed.

Plan for topic "Students completing the course will be able to explain effective training principles.": 2012/13

No action needed.

Plan for topic "Students completing the course will be able to improve cardiovascular fitness levels.": 2012/13

No action needed.

Plan for topic "Students completing the course will be able to demonstrate appropriate stroke techniques.": 2010/11

No need to act on these results.

Plan for topic "Students completing the course will be able to explain effective training principles.": 2010/11

No need to act on these results.

Plan for topic "Students completing the course will be able to improve cardiovascular fitness levels.": 2010/11

No need to act on these results.

Plan for topic "Students completing the course will be able to demonstrate appropriate stroke techniques.": 2009/10

No action needed at this time. Compare results in future semesters to gauge the need for change.

Plan for topic "Students completing the course will be able to explain effective training principles.": 2009/10

No action needed at this time. Compare results in future semester to gauge the need for change.

Plan for topic "Students completing the course will be able to improve cardiovascular fitness levels.": 2009/10

No action needed at this time. Compare results in future semesters to gauge the need for change.
### DVC Instructional Course SLO Action Plans

**944. Intermediate Aquatic Fitness [KNACT-102B] belonging to Kinesiology, Athletics and Dance [KNACT]**

**Plan for topic "Students completing KNACT-102B will be able to Perform a warm-up routine using the four competitive strokes and various pieces of aquatic equipment."**: 2016/17

<table>
<thead>
<tr>
<th>Most students were able to successfully swim 50 yards of each of the four competitive strokes, but 25% of the students were unable to complete 50 consecutive yards of butterfly. Instructors will incorporate additional butterfly drill progressions to improve student technique to facilitate student success.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing KNACT-102B will be able to Perform a warm-up routine using the four competitive strokes and various pieces of aquatic equipment."**: 2013/14

<table>
<thead>
<tr>
<th>While most of the students were successful, proper backstroke technique was a challenge for many students. Instructors will allow for more repetition and practice during class and will utilize more dry land demonstrations.</th>
</tr>
</thead>
</table>
### 945. Water Aerobics [KNACT-104] belonging to Kinesiology, Athletics and Dance [KNACT]

**Plan for topic "Students completing the course will be able to demonstrate general aquatic exercises."**: 2016/17

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>Instructor to develop and distribute handouts describing complex aquatic exercises to students to help increase student success in demonstrating complex aquatic exercises.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate general aquatic exercises."**: 2012/13

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>Instructor will be adding new exercises for different levels of skill ability.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate general aquatic exercises."**: 2010/11

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11-09</td>
<td>Will continue to use current instructional methods. Would have a higher success rate if enough equipment was available to students.</td>
</tr>
<tr>
<td>2011-12-01</td>
<td>Will continue to use the same methods that are currently used. No changes needed at this time.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to evaluate cardiovascular fitness through increase in endurance."**: 2012/13

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>Instructor will be using new endurance test that will continue to ensure a high success rate.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to discuss the benefits of exercise in the water."**: 2012/13

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>Instructor will add handouts that extrapolate on the benefits of water exercise to maintain a high student success rate.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate general aquatic exercises."**: 2010/11

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11-09</td>
<td>Will continue to use current instructional methods.</td>
</tr>
<tr>
<td>2011-12-01</td>
<td>Will continue to use the same methods that are currently used. No changes needed at this time.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to evaluate cardiovascular fitness through increase in endurance."**: 2010/11

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11-09</td>
<td>Will continue to use current instructional methods.</td>
</tr>
<tr>
<td>2011-12-01</td>
<td>Will continue to use the same testing methods and measures. No changes at this time.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to discuss the benefits of exercise in the water."**: 2010/11

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11-09</td>
<td>Will continue to use current instructional methods.</td>
</tr>
<tr>
<td>2011-12-01</td>
<td>Continue to discuss the benefits throughout the semester. No changes at this time.</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to demonstrate understanding of the history Hatha Yoga."

**Plan for topic "Students completing the course will be able to demonstrate understanding of the history Hatha Yoga."": 2016/17**

The success of the assignment appears to result from the fact that students were encouraged to focus on aspects of Hatha Yoga that interested them. In speaking with students about the paper, they consistently indicated that they were more enthusiastic to do the research. This is an approach that I will continue to use for the assignment as a result of the feedback received from the students and the data results. Since this topic has demonstrated consistent success, for the next SLO cycle I will assess another objective to determine the effectiveness of my teaching methods.

**Plan for topic "Students completing the course will be able to demonstrate understanding of the history Hatha Yoga."": 2013/14**

Changed the assignment to include the addition of "what they found most interesting". This increased their interest in the assignment and seemed to result in improving their understanding of the history of Hatha Yoga. As a result, I will continue this approach to the assignment.

**Plan for topic "Students completing the course will be able to demonstrate understanding of the history Hatha Yoga."": 2010/11**

None due to the success of the students.

**Plan for topic "Students completing the course will be able to demonstrate proficient asana positioning techniques."": 2010/11**

No modifications needed at this time.

**Plan for topic "Students completing the course will be able to prepare a daily personal yoga practice."": 2010/11**

Since the measurement criteria of 90% was not met for the spring 2010 assessment, we changed the teaching technique to begin writing the practice in class and helping each other. Re-wrote the assignment to be more succinct. This improved the success rate from 80% to 98%.

**Plan for topic "Students completing the course will be able to prepare a daily personal yoga practice."": 2009/10**

Since the measurement criteria of “90%” was not met for this SLO, consider adjusting the percentage to reflect a more realistic target.

Plan for topic "Students completing the course will be able to...Demonstrate classic yoga postures.": 2016/17

The results indicate that intermediate students are meeting the desired criterion for this topic. What I learned from this process is that, conducting the evaluation throughout the class period was disruptive to the class as a whole. For the future, I will organize the evaluation to occur during the last ten minutes of class (over several class sessions). Students were allowed multiple attempts to perform to the criterion level, which was a more positive learning experience and benefitted their success.

Plan for topic "Students completing the course will be able to demonstrate proficiently intermediate/advanced level yoga asanas and sequences.": 2016/17

The results indicate that intermediate students are meeting the desired criterion for this topic. What I learned from this process is that, conducting the evaluation throughout the class period was disruptive to the class as a whole. For the future, I will organize the evaluation to occur during the last ten minutes of class (over several class sessions). Students were allowed multiple attempts to perform to the criterion level, which was a more positive learning experience and benefitted their success.

Plan for topic "Students completing KNACT-110B will be able to Students completing this course will be able to demonstrate proficiently intermediate level yoga asanas and sequences.": 2016/17

The criteria for this objective was successfully achieved by reaching just above the desired 70% mark. As a result of the success, methods used to teach this objective will be continued. For the next cycle of SLO's for this course, I will focus on methods to benefit students' ability to successfully create and develop a personal yoga routine based on their personal needs.

Plan for topic "Students completing KNACT-110B will be able to Students completing this course will be able to demonstrate proficiently intermediate level yoga asanas and sequences.": 2013/14

The criteria for this objective was successfully achieved by reaching just above the desired 70% mark. As a result of the success, methods used to teach this objective will be continued. For the next cycle of SLO's for this course, I will focus on methods to benefit students' ability to successfully create and develop a personal yoga routine based on their personal needs.

Plan for topic "Students completing the course will be able to demonstrate proficiently intermediate/advanced level yoga asanas and sequences.": 2013/14

The criteria for this objective was successfully achieved by reaching just above the desired 70% mark. As a result of the success, methods used to teach this objective will be continued. For the next cycle of SLO's for this course, I will focus on methods to benefit students' ability to successfully create and develop a personal yoga routine based on their personal needs.

Plan for topic "Students completing the course will be able to...Demonstrate classic yoga postures.": 2013/14

The criteria for this objective was successfully achieved by reaching just above the desired 70% mark. As a result of the success, methods used to teach this objective will be continued. For the next cycle of SLO's for this course, I will focus on methods to benefit students' ability to successfully create and develop a personal yoga routine based on their personal needs.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;Students completing the course will be able to...Demonstrate classic yoga postures.&quot;</strong></td>
<td>2010/11</td>
<td></td>
</tr>
<tr>
<td>Though the revised evaluation criteria for this semester was not met, in that only 80% (not 90%) of students received a score of 80% or greater in meeting this objective, aiming for this higher standard is still valuable. Assessing the criteria for this objective for one more cycle is the plan, with adjustments made after that if necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to demonstrate proficiently intermediate/advanced level yoga asanas and sequences.&quot;</strong></td>
<td>2010/11</td>
<td></td>
</tr>
<tr>
<td>Though the revised evaluation criteria for this semester was not met, in that only 80% (not 90%) of students received a score of 80% or greater in meeting this objective, aiming for this higher standard is still valuable. Assessing the criteria for this objective for one more cycle is the plan, with adjustments made after that if necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>&quot;Students completing KNACT-110B will be able to...Create new vinyasanas (series of asanas).&quot;</strong></td>
<td>2010/11</td>
<td></td>
</tr>
<tr>
<td>The new, higher evaluation criteria was met this semester for this outcome. No modification needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to create and demonstrate new vinyasas based on self-assessment of personal needs.&quot;</strong></td>
<td>2010/11</td>
<td></td>
</tr>
<tr>
<td>The new, higher evaluation criteria was met this semester for this outcome. No modification needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>&quot;Assess which poses (asanas) benefit specific areas of the body.&quot;</strong></td>
<td>2010/11</td>
<td></td>
</tr>
<tr>
<td>No modification needed at this time, but there is consideration being given to broadening the scope of this outcome to include yoga breathing techniques/add an outcome based on yoga breathing techniques and their benefits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>&quot;Students completing KNACT-110B will be able to...Assess which poses (asanas) benefit specific areas of the body.&quot;</strong></td>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td>No modification needed at this time, but there is consideration being given to broadening the scope of this outcome to include yoga breathing techniques/add an outcome based on yoga breathing techniques and their benefits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>&quot;Students completing KNACT-110B will be able to...&quot;</strong></td>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td>No modification needed at this time, but there is consideration being given to broadening the scope of this outcome to include yoga breathing techniques/add an outcome based on yoga breathing techniques and their benefits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to...&quot;</strong></td>
<td>2010-05-19: The midterm exam has been added as part of the &quot;action plan&quot; to strengthen assessment for this SLO. 2010-05-23: The evaluation criteria has been raised from expecting a &quot;70% or greater&quot; score to &quot;80% or greater,&quot; aiming for reasonable higher standards.</td>
<td></td>
</tr>
</tbody>
</table>

2010-05-19: The midterm exam has been added as part of the "action plan" to strengthen assessment for this SLO.

2010-05-23: The evaluation criteria has been raised from expecting a "70% or greater" score to "80% or greater," aiming for reasonable higher standards.
Plan for topic "Students completing the course will be able to demonstrate proficiently intermediate/advanced level yoga asanas and sequences.": 2009/10

2010-05-19: the midterm exam has been added as part of the "action plan" to strengthen assessment for this SLO.

2010-05-23: The evaluation criteria has been raised from expecting a "70% or greater" score to "80% or greater," aiming for reasonable higher standards.

Plan for topic "Students completing the course will be able to...Demonstrate classic yoga postures.": 2009/10

2010-05-19: the midterm exam has been added as part of the "action plan" to strengthen assessment for this SLO.

2010-05-23: The evaluation criteria has been raised from expecting a "70% or greater" score to "80% or greater," aiming for reasonable higher standards.

Plan for topic "Students completing the course will be able to...Create new vinyasanas (series of asanas).": 2009/10

2010-05-23: Modification was made to the former evaluation criteria of "100%" of students being successful. 100% would be great but is an improbable outcome.

2011-01-19: Evaluation criteria has been raised to an expectation of "80% or better," up from 70%, to set a reasonable and higher standard.

Plan for topic "Students completing the course will be able to create and demonstrate new vinyasas based on self-assessment of personal needs.": 2009/10

2010-05-23: Modification was made to the former evaluation criteria of "100%" of students being successful. 100% would be great but is an improbable outcome.

2011-01-19: Evaluation criteria has been raised to an expectation of "80% or better," up from 70%, to set a reasonable and higher standard.

Plan for topic "Students completing the course will be able to...Assess which poses (asanas) benefit specific areas of the body.": 2009/10

2010-05-23: No modification needed

2011-01-19: None needed at this time.

Plan for topic "Students completing the course will be able to assess which poses (asanas) benefit specific areas of the body.": 2009/10

2010-05-23: No modification needed

2011-01-19: None needed at this time.

Plan for topic "Students completing the course will be able to...Demonstrate classic yoga postures.": 2008/9

Add the incorporation of student assistants to help instructor monitor and improve proper body alignment and yoga technique of the students.

Plan for topic "Students completing the course will be able to demonstrate proficiently intermediate/advanced level yoga asanas and sequences.": 2008/9

Add the incorporation of student assistants to help instructor monitor and improve proper body alignment and yoga technique of the students.

Plan for topic "Students completing KNACT-110B will be able to Students completing this course will be able to demonstrate proficiently intermediate level yoga asanas and sequences.": 2008/9
Add the incorporation of student assistants to help instructor monitor and improve proper body alignment and yoga technique of the students.

**Plan for topic "Students completing the course will be able to...Create new vinyasanas (series of asanas).": 2008/9**

No modifications needed.

**Plan for topic "Students completing the course will be able to create and demonstrate new vinyasas based on self-assessment of personal needs."**: 2008/9

No modifications needed.

**Plan for topic "Students completing the course will be able to assess which poses (asanas) benefit specific areas of the body."**: 2008/9

Continue with current goals and assessment teaching methods of yoga asanas and their benefit.

**Plan for topic "Students completing the course will be able to...Assess which poses (asanas) benefit specific areas of the body."**: 2008/9

Continue with current goals and assessment teaching methods of yoga asanas and their benefit.
### Plan for topic "Students completing KNACT-110C will be able to correct the postures of beginning yoga students": 2016/17

From the results of the assessment, it is clear to me that more time needs to be spent with their ability to evaluate/critique others' yoga performance. Since the advanced section tends to be a relatively small group of students, my plan is to meet with each student individually during office hours to reinforce concepts presented in class. This will not only enhance their ability to meet this objective, but also positively influence their personal yoga practice. Additionally, I will provide them with more opportunities to lead in class, which will in turn, allow them to have more experience evaluating the performance of others.

### Plan for topic "Students completing KNACT-110C will be able to Learn to correct the postures of beginning yoga students.": 2013/14

The results suggest that this is a challenging objective. My plan to improve students' success with this topic is to develop a worksheet highlighting techniques for correcting postures. Also, I plan to pair-up advanced students with beginning students earlier in the semester, in order to allow for advanced students to have more practice with correcting postures.
Plan for topic "Students completing this course will be able to explain the basic history of yoga by completing a written summary.": 2016/17

All students were successful. Due to the fact that all the students evaluated were successful, a writing assignment is an acceptable form of evaluation. After review it was determined that the topic is too broad. The rigor and focus within the writing assignment needs to be increased. It should be more aligned into the sport & fitness aspects within the practice of yoga. For the next assessment a revision of the SLO will have students complete a writing assignment evaluating the topic of how the implementation of a yoga practice affects the training and/or outcomes for a specific sport or athletic activity.

Plan for topic "Students completing the course will be able to demonstrate stretch techniques": 2013/14

Many students were successful in constructing a beginning level pre-athletic event stretch program. A large portion were challenged with identifying the most effective stretches for their chosen sport or athletic activity. Instructor will address this more often through class discussions and providing more specific examples.

Plan for topic "Students completing the course will be able to demonstrate proficient hatha yoga asanas (poses) and stretching techniques.": 2013/14

Many students were successful in constructing a beginning level pre-athletic event stretch program. A large portion were challenged with identifying the most effective stretches for their chosen sport or athletic activity. Instructor will address this more often through class discussions and providing more specific examples.

Plan for topic "Students completing the course will be able to demonstrate proficient hatha yoga asanas (poses) and stretching techniques.": 2010/11

Most students were successful in demonstrating proficient hatha yoga asanas (poeses) and stretching techniques. Instructor will emphasize proper form and safety in addition to demonstrated of these techniques.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to demonstrate hatha yoga asanas (trans. Poses or postures)" : 2010/11
Most students were successful in demonstrating an improvement in flexibility. Those who were not successful initially and received high scores on a validated flexibility assessment.

Plan for topic "Students completing the course will be able to demonstrate an improvement in flexibility." : 2010/11
Most students were successful in demonstrating an improvement in flexibility. Those who were not successful initially and received high scores on a validated flexibility assessment.

Plan for topic "Students completing the course will be able to list and analyze hatha yoga asanas (poses) and/or stretches which benefit specific sports and/or physical activities." : 2010/11
Most students were successful in listing and analyzing hatha yoga asanas (poses) and/or stretches which benefit specific sports and/or physical activities. The instructor will utilize lecture, demonstration and add supplemental materials (hand-outs and DVD's) in order to emphasize the information.

Plan for topic "Students completing KNACT-114A will be able to Identify appropriate stretches for individualized sporting needs and construct a beginning level pre-athletic event stretch program." : 2009/10
2010-05-19: All students were successful and no modifications are necessary.
2010-06-14: All students were successful and no modifications are needed

Plan for topic "Students completing the course will be able to list and analyze hatha yoga asanas (poses) and/or stretches which benefit specific sports and/or physical activities." : 2009/10

Plan for topic "Students completing the course will be able to demonstrate proficient hatha yoga asanas (poses) and stretching techniques." : 2009/10
2010-05-19: All students were successful and no modifications are necessary.
2010-06-14: All students were successful and no modifications are needed

Plan for topic "Students completing the course will be able to demonstrate stretch techniques" : 2009/10
2010-05-19: All students were successful and no modifications are necessary.
2010-06-14: All students were successful and no modifications are needed

Plan for topic "Students completing the course will be able to demonstrate hatha yoga asanas (trans. Poses or postures)" : 2009/10
2010-06-14: Most students were successful and no modifications are necessary.
2011-01-19: Most students were successful and no modifications are needed.

Plan for topic "Students completing the course will be able to demonstrate an improvement in flexibility." : 2009/10
2010-06-14: Most students were successful and no modifications are necessary.
2011-01-19: Most students were successful and no modifications are needed.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to list and analyze hatha yoga asanas (poses) and/or stretches which benefit specific sports and/or physical activities.&quot;</td>
<td>2010-06-14: Instructor lecture during demonstration was the primary instructional strategy utilized. Providing additional information via student hand-outs may increase percentage of student success. 2011-01-19: Most students were successful and no modifications are needed.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2007/8</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate stretch techniques&quot;</td>
<td>Formalize assessment with one written quiz contrasting breathing cues, written description of the two stretch techniques -their benefits and differences.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate proficient hatha yoga asanas (poses) and stretching techniques.&quot;</td>
<td>Formalize assessment with one written quiz contrasting breathing cues, written description of the two stretch techniques -their benefits and differences.</td>
</tr>
<tr>
<td>&quot;Students completing KNACT-114A will be able to identify appropriate stretches for individualized sporting needs and construct a beginning level pre-athletic event stretch program.&quot;</td>
<td>Formalize assessment with one written quiz contrasting breathing cues, written description of the two stretch techniques -their benefits and differences.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate an improvement in flexibility.&quot;</td>
<td>Formalize assessment with one written quiz contrasting breathing cues, written description of the two stretch techniques -their benefits and differences.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate hatha yoga asanas (trans. Poses or postures)&quot;</td>
<td>Formalize assessment with one written quiz contrasting breathing cues, written description of the two stretch techniques -their benefits and differences.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to analyze the history of yoga and its contribution to stretching, relaxation, imagery and focus techniques as well as yoga’s overall health benefits.": 2016/17

A writing assignment is a valid assessment technique and all students were successful. Upon review it was determined that the rigor and focus of the assignment needs to be increased and aligned more into the sport and fitness aspect. For the next assessment I recommend a revision of the SLO to have students analyze the use of yoga practices and its effects on stretching techniques, recovery techniques, and focus techniques in relation to a specific sport and/or fitness activity.

Plan for topic "Students completing KNACT-114B will be able to Evaluate appropriate stretches for individualized sporting needs and construct an intermediate level pre and post athletic event stretch program.": 2013/14

As with the beginning class, most students were successful in developing a stretching program and were challenged by the evaluation of stretches. Instructor to provide more in class opportunities to practice evaluating the most effective and appropriate stretches for various athletic activities.
### DVC Instructional Course SLO Action Plans

#### 951. Physical Fitness [KNACT-120] belonging to Kinesiology, Athletics and Dance [KNACT]

**Plan for topic "Students completing the course will demonstrate a decrease in their resting heart rate values."**: 2016/17

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step Training</strong> two days per has been sufficient to improve cardiovascular fitness. To increase student success rate to 100%, students will continue to be encouraged to do cardiovascular exercise 3-5 times per week.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to perform various resistance training skills."**: 2016/17

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student performance of resistance training skills was successful using pushups and planks as a means for assessing success. Continued performance of these skills, in addition to performing other resistance exercises will further improve students' muscular endurance and strength.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will demonstrate a decrease in their resting heart rate values."**: 2013/14

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A decrease of 1-3 beats per minute is more realistic than original criteria set in 2009. Will be assessing a different outcome on next SLO cycle.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing this course will be able to create a personal fitness program."**: 2013/14

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis have been at 80%, 70%, and now 90% success. Will be assessing a different outcome on next SLO cycle.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to perform various resistance training skills."**: 2013/14

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will introduce some basic power lifting type techniques to further improve skill development and strength.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to perform various resistance training skills."**: 2011/12

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will add several new resistance training exercises to the course curriculum including TRX and plyometric exercises.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing this course will be able to create a personal fitness program."**: 2010/11

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare with future semesters.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to create a personal fitness program."**: 2010/11

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare with future semesters</td>
<td></td>
</tr>
</tbody>
</table>

Use of results: Measurement criteria of 10% decrease is too much (represents 7-8 bpm). More realistic outcome would be 1-2 beats per minute.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to create a personal fitness program.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>None since there was an 85% student success rate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform various resistance training skills.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>None since there was an 80% student success rate.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome History</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>2016/17</strong></td>
<td>DVC Instructional Course SLO Action Plans</td>
</tr>
<tr>
<td>Students completing the course will be able to calculate 10 second heart rate range and exercise heart rate.</td>
<td>When given the repeated opportunity to calculate this workout range students achieved success rapidly. The 4 students that needed extra help were given individual instructor attention with the math element involved. Instructor will continue with this action plan with future KNACT 122A sections.</td>
</tr>
<tr>
<td><strong>2013/14</strong></td>
<td>Plan for topic &quot;Students completing the course will be able to analyze and interpret their individual body composition as it relates to their overall health and well being.&quot;</td>
</tr>
<tr>
<td>My plan is to add an additional body composition test at the 9th week of the semester. This will provide feedback mid-semester.</td>
<td></td>
</tr>
<tr>
<td><strong>2011/12</strong></td>
<td>Plan for topic &quot;Students completing the course will be able to calculate 10 second heart rate range and exercise heart rate.&quot;</td>
</tr>
<tr>
<td>There are no plans to act upon these results since they exceeded the measurement criteria.</td>
<td></td>
</tr>
<tr>
<td><strong>2011/12</strong></td>
<td>Plan for topic &quot;Students completing the course will be able to execute proper form, lifting technique and body alignment.&quot;</td>
</tr>
<tr>
<td>The students have continued to achieve the set criteria. No modifications will be made at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>2010/11</strong></td>
<td>Plan for topic &quot;Students completing the course will be able to calculate 10 second heart rate range and exercise heart rate.&quot;</td>
</tr>
<tr>
<td>The results exceeded the measurement criteria, therefore no changes in action procedure will be made at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>2010/11</strong></td>
<td>Plan for topic &quot;Students completing the course will be able to execute proper form, lifting technique and body alignment.&quot;</td>
</tr>
<tr>
<td>There will be no change in testing procedures at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>2010/11</strong></td>
<td>Plan for topic &quot;Students completing the course will be able to analyze and interpret their individual body composition as it relates to their overall health and well being.&quot;</td>
</tr>
<tr>
<td>There will be no changes in testing procedures at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>2009/10</strong></td>
<td>Plan for topic &quot;Students completing the course will be able to calculate 10 second heart rate range and exercise heart rate.&quot;</td>
</tr>
<tr>
<td>In order to increase student success a smaller class size would yield a better learning environment.</td>
<td></td>
</tr>
<tr>
<td><strong>2009/10</strong></td>
<td>Plan for topic &quot;Students completing the course will be able to execute proper form, lifting technique and body alignment.&quot;</td>
</tr>
<tr>
<td>A smaller class size would improve student success.</td>
<td></td>
</tr>
<tr>
<td><strong>2008/9</strong></td>
<td>Plan for topic &quot;Students completing the course will be able to calculate 10 second heart rate range and exercise heart rate.&quot;</td>
</tr>
<tr>
<td>No modifications are needed at this time, current teaching methods will continue. Students will continue to achieve outcome at desired levels.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing KNACT-122B will be able to analyze intermediate level improvement in muscular strength, muscular endurance, core stabilization and flexibility.": 2016/17

The Industry standard charts that are used for this class are easy for student understanding. Any clarification needed was provided by instructor. For future KNACT 122B classes, testing will also occur mid semester. This will assist those students that had difficulty understanding data.

Plan for topic "Students completing KNACT-122B will be able to analyze intermediate level improvement in muscular strength, muscular endurance, core stabilization and flexibility.": 2013/14

Instructor may implement more testing dates throughout the semester.
DVC Instructional Course SLO Action Plans

954. Beginning Hips, Thighs and Abs [KNACT-124A] belonging to Kinesiology, Athletics and Dance [KNACT]
Plan for topic "Students completing the course will be able to...

Describe the health benefits of increasing lean muscle mass and decreasing overall body fat percentage through exercise.": 2016/17

Having the student take part in the interpretation of their own results and the results of a partner helped to reinforce that they understand the process to calculate not only their own results, but the results of someone else. This (having someone else take part in the learning process) also helps eliminate bias in regard to how one perceives their health and fitness from what is actually factual.

Plan for topic "Students completing the course will be able to describe the health benefits of increasing lean muscle mass and decreasing overall body fat percentage through exercise.": 2016/17

Having the student take part in the interpretation of their own results and the results of a partner helped to reinforce that they understand the process to calculate not only their own results, but the results of someone else. This (having someone else take part in the learning process) also helps eliminate bias in regard to how one perceives their health and fitness from what is actually factual.

Plan for topic "Students completing KNACT-124AA will be able to Define fitness assessment activities for the cardiovascular system.": 2013/14

Many student had difficulty with the basic math applications of the cardiovascular calculation formulas. In some cases, they did not understand multiplication and percentage calculation processes and/or concepts, and in a few other instances, there was a distinct English language barrier between student, his or her classmates and instructor. In the future, I will review the formulas ahead of time with students before we collect data. I will also allow students to use calculators and have classmates or instructor walk small groups through the calculation process.

Plan for topic "Students completing the course will be able to..."  

Describe the health benefits of increasing lean muscle mass and decreasing overall body fat percentage through exercise.": 2010/11

Continue with verbal class discussions and interaction on this topic.

Plan for topic "Students completing the course will be able to describe the health benefits of increasing lean muscle mass and decreasing overall body fat percentage through exercise.": 2010/11

Continue with verbal class discussions and interaction on this topic.

Plan for topic "Students completing the course will be able to..."
Demonstrate appropriate exercise techniques to increase core strength.”: 2010/11
Continue with current assessments.

Plan for topic "Students completing the course will be able to...
Demonstrate an improvement in flexibility.”: 2010/11
Continue to encourage students to attend/participate in class on a regular basis so that they may achieve the outcomes as set forth.

Plan for topic "Students completing the course will be able to demonstrate an improvement in overall health.": 2010/11
Continue to encourage students to attend/participate in class on a regular basis so that they may achieve the outcomes as set forth.

Plan for topic "Students completing the course will be able to...

Describe the health benefits of increasing lean muscle mass and decreasing overall body fat percentage through exercise.”: 2009/10
I found myself faced with a language barrier this past term. Several students had a very difficult time understanding class discussions and class requirements due to ESL challenges, especially when teaching this class in the college gymnasium concurrently while a basketball class was also taking place. It was a difficult environment (noisy) to teach as well as learn (for the students). This class is most effectively taught in PE 202 or a room that is not being shared during instruction time.

Plan for topic "Students completing the course will be able to describe the health benefits of increasing lean muscle mass and decreasing overall body fat percentage through exercise.": 2009/10
I found myself faced with a language barrier this past term. Several students had a very difficult time understanding class discussions and class requirements due to ESL challenges, especially when teaching this class in the college gymnasium concurrently while a basketball class was also taking place. It was a difficult environment (noisy) to teach as well as learn (for the students). This class is most effectively taught in PE 202 or a room that is not being shared during instruction time.

Plan for topic "Students completing the course will be able to...
Demonstrate appropriate exercise techniques to increase core strength.”: 2009/10
Instructor will introduce the use of bender balls in the future term for core isolation activities and understanding.

Plan for topic "Students completing the course will be able to...
Demonstrate an improvement in flexibility.”: 2009/10
Future emphasis to be placed on the importance of cardiovascular activities for body fat percentage loss and overall health improvements.

Plan for topic "Students completing the course will be able to demonstrate an improvement in overall health.": 2009/10
Future emphasis to be placed on the importance of cardiovascular activities for body fat percentage loss and overall health improvements.

Plan for topic "Students completing the course will be able to...
DVC Instructional Course SLO Action Plans

Describe the health benefits of increasing lean muscle mass and decreasing overall body fat percentage through exercise.": 2008/9

Class attendance is imperative for SLO to be effective.

Plan for topic "Students completing the course will be able to describe the health benefits of increasing lean muscle mass and decreasing overall body fat percentage through exercise.": 2008/9

Class attendance is imperative for SLO to be effective.

Plan for topic "Students completing the course will be able to...

Demonstrate appropriate exercise techniques to increase core strength.

"": 2008/9

No Changes or Modifications

Plan for topic "Students completing the course will be able to...

Demonstrate an improvement in flexibility.

": 2008/9

Most students who lacked any marked positive changes in flexibility ranges had very poor class attendance. Stress can be put on class attendance and it's correlation to overall fitness (flexibility) success in the class syllabus and addressed in class over the course of the term.

Plan for topic "Students completing the course will be able to demonstrate an improvement in overall health."": 2008/9

Most students who lacked any marked positive changes in flexibility ranges had very poor class attendance. Stress can be put on class attendance and it's correlation to overall fitness (flexibility) success in the class syllabus and addressed in class over the course of the term.

Plan for topic "Students completing KNACT-124B will be able to Define intermediate fitness assessment activities for the cardiovascular system.": 2016/17

Student took part in the interpretation of their own results and the results of a partner helped to further reinforce that they understand the process to calculate not only their own results, but the results of someone else. This (working with someone else in the learning process) also helps eliminate bias in regard to how one perceives their health and fitness from what is actually factual.

Plan for topic "Students completing KNACT-124B will be able to Define and interpret standardized data for physiologic assessments.": 2013/14

All students were successful in defining and interpreting their own data. For many, it was a profound experience to understand that their health and wellness was not as good as they thought. These activities are often difficult for students, as they define physiologic health through standardized measurement and data collection. I purposely have students perform a pre and post measurement activity so that they can track improvements in their health and wellness from the beginning to the end of the term.
Plan for topic "Students completing this course will be able to identify and differentiate the Latin rhythms of meringue, salsa, cumbia and reggaeton.": 2018/19

The majority of students enrolled were successful. The few who assessed below were students whose first language was not English or Spanish. They were very successful at demonstrating the dance steps. However, found it more challenging to identify and differentiate between the dance steps and rhythms when responding orally. Therefore, in future assessments a pictorial image of each dance step and accompanying rhythm would assist ESL students (who do not speak Spanish) with identifying and differentiating each dance step/rhythm and increase the success rate.

Plan for topic "Students completing this course will be able to assess and evaluate their individualized fitness goals.": 2015/16

The majority of students were successful in comparing current versus past fitness scores and identifying the changes.

There were fewer students who were successful in identifying the rationale for the changes. To improve student success, more time will be spent reviewing the components of physical fitness and the FITT principle. In addition, more examples will be provided for student analysis.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an improvement in the cardiovascular system.&quot;</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate an improvement in the cardiovascular system.&quot;</strong>: 2016/17</td>
<td>Continue to assess students on cardiovascular fitness and muscular endurance improvements. Include a neuromuscular assessment for flexibility and functional balance training.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate an improvement in the cardiovascular system.&quot;</strong>: 2013/14</td>
<td>Lowering resting heart rate through exercise is an important fitness assessment. For classes that are held 2 days a week, data shows an average decrease of 1-3 beats per minute. Future assessments will separate students who only exercise in class (2 times a week) from those that work outside of class (3 or more times a week).</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to calculate target heart rate zone/range.&quot;</strong>: 2013/14</td>
<td>Will assess a different outcome in next SLO cycle.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate an improvement in flexibility.&quot;</strong>: 2013/14</td>
<td>Will assess a different outcome during the next SLO cycle.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate an improvement in the cardiovascular system.&quot;</strong>: 2010/11</td>
<td>Continue to utilize current aerobic training techniques and skill development.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to calculate target heart rate zone/range.&quot;</strong>: 2010/11</td>
<td>Continue to review and practice formula calculations for determining THR throughout the semester.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate an improvement in flexibility.&quot;</strong>: 2010/11</td>
<td>Utilize partner stretching to assist in improving flexibility. Continue to emphasize post activity stretching.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate an improvement in the cardiovascular system.&quot;</strong>: 2009/10</td>
<td>Continue to utilize current aerobic training techniques and skill development.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to calculate target heart rate zone/range.&quot;</strong>: 2009/10</td>
<td>Continue to review formula and calculations for determining target heart rates.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate an improvement in flexibility.&quot;</strong>: 2009/10</td>
<td>Utilize partner stretching to assist in improving flexibility. Continue to emphasize post activity stretching.</td>
</tr>
</tbody>
</table>
958. Beginning Cardio Kickboxing [KNACT-128A] belonging to Kinesiology, Athletics and Dance [KNACT]

Plan for topic "Students completing the course will be able to Demonstrate an improvement in cardiovascular system." : 2018/19

Students were required and encouraged to keep an exercise log throughout the semester. A weekly check in with other students as well as the instructor increased student participation in exercising outside of class. This intrinsic motivation will be continued.

Plan for topic "Students completing the course will be able to calculate target heart rate zone/range." : 2015/16

Students were allowed to use their calculators on their phones to preform the math calculation of the Karvonen formula. This was very helpful for many students. There were some students with special needs that were allowed to use a standard target heart rate chart. Instructor will continue to allow calculators for this SLO.

Plan for topic "Students completing the course will be able to calculate target heart rate zone/range." : 2013/14

Most (89%) were able to achieve established goal/criteria. They remaining 11% continue to need assistance with the math calculations. Instructor will distribute Karvonen formula handout.

Plan for topic "Students completing the course will be able to calculate target heart rate zone/range." : 2010/11

Reassign in Spring.

Plan for topic "Students completing the course will be able to calculate target heart rate zone/range." : 2009/10

Many of the students had trouble with the math calculation in regards to Karvonen formula even though the instructor reinforced the process many times during the semester. Perhaps a step-by-step instructional video posted on WebCT would help in this assessment process.

Plan for topic "Students completing the course will be able to Demonstrate an improvement in cardiovascular system." : 2009/10

Several students either forgot to measure their resting heart rate (RHR) first thing in the morning or had trouble counting their RHR for a full minute. Reinforced instruction on WebCT may help with this issue.

Plan for topic "Students completing the course will be able to demonstrate appropriate kickboxing kicking techniques by successfully performing a kicking kata." : 2009/10

Continue to use general skill acquisition modifications and regressions for those students who may have physical/psychological challenges and special physical needs.

Plan for topic "Students completing the course will be able to calculate target heart rate zone/range." : 2008/9

2010-05-12: Most students were successful and no modifications are needed. Students who were not successful had very poor attendance and should be encouraged to attend class on a regular basis

(12/10/08)

2010-06-17: All students were successful and no modifications are needed. The emphasis of this technique on several occasions throughout the term increased student success in the knowledge of this measurement technique. (5/22/09)
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-05-12</td>
<td>Most students were successful, though some had difficulty locating their own pulse in either or both the carotid and radial arteries. The instructor may want to emphasize and overview and demonstration on this technique several times throughout the course.</td>
<td>(12/10/08)</td>
</tr>
<tr>
<td>2010-06-24</td>
<td>All students were successful. The instructor's emphasis and overview in demonstrating this technique several times throughout the course proved successful.</td>
<td>(5/22/09)</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate appropriate kickboxing kicking techniques by successfully performing a kicking kata."**: 2008/9

- Use of general skill acquisition modifications or regressions is of importance to meet the skill/ability challenges and needs of some individuals or individuals with motor skill limitations. (5/22/09)

**Plan for topic "Students completing the course will be able to Demonstrate appropriate kickboxing techniques."**: 2008/9

- Use of general skill acquisition modifications is of importance to meet the skill/ability challenges and needs of most individuals. (12/10/08)

**Plan for topic "Students completing the course will be able to Calculate target heart rate zone/range."**: 2008/9

- All students were successful and no modifications are needed. The emphasis of this technique on several occasions throughout the term increased student success in the knowledge of this measurement technique. (5/22/09)

**Plan for topic "Demonstrate appropriate kickboxing kicking techniques by successfully performing a kicking kata."**: 2008/9

- Use of general skill acquisition modifications or regressions is of importance to meet the skill/ability challenges and needs of some individuals or individuals with motor skill limitations. (5/22/09)

**Plan for topic "Students completing the course will be able to Demonstrate appropriate kickboxing techniques."**: 2008/9

- Use of general skill acquisition modifications is of importance to meet the skill/ability challenges and needs of most individuals. (12/10/08)

**Plan for topic "Students completing the course will be able to Demonstrate appropriate kickboxing techniques."**: 2008/9

- Use of general skill acquisition modifications is of importance to meet the skill/ability challenges and needs of most individuals. (12/10/08)

**Plan for topic "Demonstrate an improvement in cardiovascular system."**: 2008/9

- All students were successful. The instructor's emphasis and overview in demonstrating this technique several times throughout the course proved successful. (5/22/09)
### DVC Instructional Course SLO Action Plans

#### 959. Intermediate Cardio Kickboxing [KNACT-128B] belonging to Kinesiology, Athletics and Dance [KNACT]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing KNACT-128B will be able to perform intermediate upper and lower boxing/martial art movements alone, as well as, with a sparing partner.&quot;: 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>In classroom practice was given to all students, which helped students practice with instructor feedback. One student chose not to attend the Kata final presentation therefore was not successful. Future action plan will be very similar with classroom practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing KNACT-128B will be able to perform intermediate upper and lower boxing/martial art movements alone, as well as, with a sparing partner.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since all intermediate students were able to achieve this outcome, instructor will ask and allow them to assist beginning level students who need help.</td>
</tr>
</tbody>
</table>
960. Beginning Fitness Walking [KNACT-130A] belonging to Kinesiology, Athletics and Dance [KNACT]

Plan for topic "Students completing the course will be able to...

**Show improvement in the one mile and two mile standardized walking test."**: 2016/17

Testing several times throughout the semesters provided the students with more opportunities for success. The three students that fell short had motivational issues as well as attendance issues. The plan is to help students create their own specific fitness goals.

**Plan for topic "Students completing the course will be able to show improvement in the one mile and two mile standardized walking test."**: 2016/17

Testing several times throughout the semesters provided the students with more opportunities for success. The three students that fell short had motivational issues as well as attendance issues. The plan is to help students create their own specific fitness goals.

**Plan for topic "Students completing the course will be able to...

**Demonstrate an improvement in cardiovascular system."**: 2013/14

While I am satisfied with the students as a whole, I am concerned and need to attend to those that did not improve. The plan is to meet more times face to face and stress the importance of cardiovascular health, and how it can be achieved by them.

**Plan for topic "Students completing the course will be able to demonstrate an improvement in cardiovascular system."**: 2013/14

While I am satisfied with the students as a whole, I am concerned and need to attend to those that did not improve. The plan is to meet more times face to face and stress the importance of cardiovascular health, and how it can be achieved by them.

**Plan for topic "Students completing the course will be able to...

**Demonstrate an improvement in cardiovascular system."**: 2010/11

92% is well above set criteria therefore no changes will be implemented at this time.

**Plan for topic "Students completing the course will be able to demonstrate an improvement in cardiovascular system."**: 2010/11

92% is well above set criteria therefore no changes will be implemented at this time.

**Plan for topic "Students completing the course will be able to...

**Show improvement in body composition."**: 2010/11

There will be no modification to the established criteria as 87% improved in this area.
| Plan for topic "Students completing the course will be able to show improvement in body composition." | 2010/11 |
|-------------------------------------------------------------------------------------------------------------------|
| There will be no modification to the established criteria as 87% improved in this area. |

| Plan for topic "Students completing the course will be able to show improvement in the one mile and two mile standardized walking test." | 2010/11 |
|-------------------------------------------------------------------------------------------------------------------|
| Next assessment measurement criteria may be set at a higher percentage. |

| Plan for topic "Students completing the course will be able to show improvement in the one mile and two mile standardized walking test." | 2010/11 |
|-------------------------------------------------------------------------------------------------------------------|
| Next assessment measurement criteria may be set at a higher percentage. |

| Plan for topic "Students completing the course will be able to show improvement in body composition." | 2009/10 |
|-------------------------------------------------------------------------------------------------------------------|
| Students at the 92% level improved their body composition, there will be no modifications at this time. |

<p>| Plan for topic &quot;Students completing the course will be able to show improvement in the one mile and two mile standardized walking test.&quot; | 2009/10 |
|-------------------------------------------------------------------------------------------------------------------|
| Students performing both the 1 and 2 mile timed walking test improved beyond the 75% goal, therefore there will be no modifications. |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing KNACT-130B will be able to Apply the value of walking as a fitness-enhancing activity.</td>
<td>2016/17 Students were assigned hill walking repeats at a fast pace in order to attain improved fitness levels. Our action plan is to continue these hill repeats and to add more days of them throughout the semester.</td>
</tr>
<tr>
<td></td>
<td>2013/14 Instructor will use voluntary feedback given by students. The results of this information will be shared with other faculty teaching this course, to affect positive changes.</td>
</tr>
<tr>
<td>Topic</td>
<td>Annual Outcome</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Students completing the course will be able to successfully perform basic trail marking skills.</td>
<td>2016/17</td>
</tr>
<tr>
<td>Students completing the course will be able to successfully navigate trails using orienteering skills.</td>
<td>2016/17</td>
</tr>
<tr>
<td>Students completing the course will be able to experience a decrease in resting heart rate values.</td>
<td>2016/17</td>
</tr>
<tr>
<td>Students completing the course will be able to successfully perform basic trail marking skills.</td>
<td>2013/14</td>
</tr>
<tr>
<td>Students completing the course will be able to successfully navigate trails using orienteering skills.</td>
<td>2013/14</td>
</tr>
<tr>
<td>Students completing the course will be able to experience a decrease in resting heart rate values.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Students completing the course will be able to successfully perform basic trail marking skills.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Students completing the course will be able to successfully navigate trails using orienteering skills.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Students completing the course will be able to experience a decrease in resting heart rate values.</td>
<td>2010/11</td>
</tr>
<tr>
<td>Students completing the course will be able to successfully perform basic trail marking skills.</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to successfully navigate trails using orienteering skills.</td>
<td>2009/10</td>
</tr>
<tr>
<td>Students completing the course will be able to experience a decrease in resting heart rate values.</td>
<td>2009/10</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to experience a decrease in resting heart rate values.": 2009/10

Data results show measurement criteria was achieved. Action plan would be to increase course from 12 to 18 weeks, hike 2 times a week (currently 1/week), or hike on more rigorous trails.
Plan for topic "Students completing the course will be able to interpret their body composition results relative to specific health risk factors.": 2016/17

Students that exercised only in class (2 times weekly) showed the least amount of improvement (1-3%) by the semester's end. Students that were participants in other activity classes on alternate days (MW) showed improvements of 5-7% less body fat at the end of the semester. Students that exercised on their own a third day out of the week showed improvements of approximately 3-4%.

Continue emphasis on American Heart Assoc. recommendations of exercising a minimum of 3 days a week for a minimum of 30 minutes while in your target heart rate zone. Note: Summer courses in this activity that meet 4 days a week for only 6 weeks improve body composition (less body fat) by 5-10%. Some students as much as 13-15%. Frequency of exercise will continue to be focal point to students during full term semesters. Individuals with body fat above recommended norms are more likely to suffer from diabetes, heart disease, stroke, and many other health issues.

Plan for topic "Students completing the course will be able to interpret their body composition results relative to specific health risk factors.": 2016/17

Incorporate other training methods and continue to use cycling training techniques to facilitate students' cardiovascular workout.

Plan for topic "Students completing the course will be able to interpret their body composition results relative to specific health risk factors.": 2013/14

Incorporate other training methods and continue to use cycling training techniques to facilitate students' cardiovascular workout.

Plan for topic "Analyze and understand their health through the knowledge of heart rate.": 2013/14

Incorporate other training methods and continue to use cycling training techniques to facilitate students' cardiovascular workout.
Numbers have improved using same assessment and training methods. Loss of activity course requirement has current students enrolled because they want to be in class, not because they have to. This along with implementing previous plans has had a positive result.

Plan for topic "The student will be able to....

Differentiate between aerobic and anaerobic exercise.": 2013/14

3 assessment cycles with 90% of student success. Consider creating another assessment topic.

Plan for topic "The student will be able to differentiate between aerobic and anaerobic exercise.": 2013/14

3 assessment cycles with 90% of student success. Consider creating another assessment topic.

Plan for topic "Students completing the course will be able to interpret their body composition results relative to specific health risk factors.": 2010/11

Will continue to use cycling training techniques to facilitate students cardiovascular workout, thereby getting into fat burning.

Plan for topic "Students completing the course will be able to interpret their body composition results relative to specific health risk factors.": 2010/11

Will continue to use cycling training techniques to facilitate students cardiovascular workout, thereby getting into fat burning.

Plan for topic "Analyze and understand their health through the knowledge of heart rate.": 2010/11

While this number is an increase from the previous assessment, the number of students with sub-par attendance and effort levels have an adverse affect on the total class success rate. No changes at this time.

Plan for topic "The student will be able to....

Differentiate between aerobic and anaerobic exercise.": 2010/11

No changes at this time.

Plan for topic "The student will be able to differentiate between aerobic and anaerobic exercise.": 2010/11

No changes at this time.

Plan for topic "Students completing the course will be able to...

Interpret their body composition results relative to specific health risk factors.": 2009/10

There most likely needs to be more emphasis put on attendance and regular participation to achieve the class goals and objective. Perhaps, more reminders to students who are missing class on a regular basis that their participation may have a direct impact on their overall grade in the class. Also, more awareness regarding the negative impacts of high body fat percentage over a lifetime and the risk factors that are or can be incurred and/or accumulated.

Plan for topic "Students completing the course will be able to interpret their body composition results relative to specific health risk factors.": 2009/10
<table>
<thead>
<tr>
<th>Plan for topic &quot;Analyze and understand their health through the knowledge of heart rate.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make this assignment a class requirement and stress the importance of regular attendance and participation for achievement of this goal.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;The student will be able to differentiate between aerobic and anaerobic exercise.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No modifications needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;The student will be able to differentiate between aerobic and anaerobic exercise.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No modifications needed.</td>
<td></td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### 964. Beginning Boot Camp [KNACT-142A] belonging to Kinesiology, Athletics and Dance [KNACT]

Plan for topic "Students completing this course will be able to:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform exercises that improve anaerobic and aerobic fitness levels</td>
<td>2018/19</td>
</tr>
<tr>
<td>This course has not been offered since Spring 2017. It will be assessed the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing this course will be able to:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe principles to improve fitness levels.</td>
<td>2015/16</td>
</tr>
<tr>
<td>In future semesters, more emphasis on the explanation and demonstration of muscular strengthening methods will be utilized during the training sessions. Also, having students create a &quot;boot camp&quot; circuit session that is focused on more strength training than cardiovascular exercises.</td>
<td></td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### Plan for topic "Students completing the course will be able to analyze their individual health assessment results."

#### 2016/17

Improvements with the technology in heart rate monitoring equipment, exercise apparatus, such as the addition of power lifting platforms for more up to date circuit training routines and exercises would benefit this course. Possible adjustment to days and times the course is offered would be a welcome change in trying to give the students the most benefit. Continue emphasis on American Heart Assoc. recommendations of exercising a minimum of 3 days a week for a minimum of 30 minutes while in your target heart rate zone. In the past it has been noted that summer courses in this activity that meet 4 days a week for only 6 weeks improve body composition (less body fat) by 5-10%. Some students as much as 13-15%. Frequency of exercise will continue to be focal point to students during full term semesters. Individuals with body fat above recommended norms are more likely to suffer from diabetes, heart disease, stroke, and many other health issues (health risk factors).

#### 2013/14

Improvement from last assessment due to changes in strength equipment and additional THR calculation practice. Continue to modernize our equipment and facility.

#### 2013/14

Implemented mid-term assessment since last cycle. This helped with individual improvement scores. Continue to do this assessment pre-mid-post semester.

#### 2013/14

Consider creating a new assessment topic for the next cycle.

### Plan for topic "Students completing the course will be able to interpret their body composition results relative to specific risk factors."

#### 2010/11

No changes. Continue current teaching methods since success rate was at 90% or higher.

#### 2010/11

None. Changes made from Fall 2010 semester seemed to improve student success.

### Plan for topic "Students completing the course will be able to differentiate between aerobic and anaerobic exercise."

#### 2010/11

None due to the high student success rate.

### Plan for topic "Students completing the course will be able to analyze their individual health assessment results."

#### 2009/10

None, since success rate was at 90%.

### Plan for topic "Students completing the course will be able to interpret their body composition results relative to specific risk factors."

#### 2009/10

Track the number of students who begin in the recommended values. Emphasis on reducing body fat percentage and not on recommended values. Effect on Learning: Students will become discouraged if only compared to recommendations, even though improvements were made; motivation comes from improvement.
Plan for topic "Students completing the course will be able to differentiate between aerobic and anaerobic exercise.": 2009/10

None, since student success rate is at 90%.
Plan for topic "Students completing KNACT-144B will be able to Analyze training principles to improve total fitness.": 2016/17

Students in this cohort were very successful (exceeded criteria) in areas assessed in both cognitive and physical areas. The common area where students seemed to have a disconnect was analyzing different exercise routines/programs and then applying some type of corrective activity.

Plan: In future semesters, instructors will emphasize a more practical application (with examples) of how to develop a more comprehensive exercise program and how to develop corrective/alternative movement plans.

Plan for topic "Students completing KNACT-144B will be able to Analyze training principles to improve total fitness.": 2013/14

Intermediate level student need additional emphasis on principles and training techniques as well as physical workouts.

Plan for topic "Students completing KNACT-144B will be able to Perform intermediate level cardiovascular exercises and monitor intensity of heart rate.": 2013/14

More instructor led modeling during class time.

Plan for topic "Students completing KNACT-144B will be able to Perform intermediate level exercise routines to improve muscular strength, endurance, and flexibility.": 2013/14

Change resistance training routines to include more muscle strength building exercises.
Plan for topic "Students completing the course will be able to identify basic human muscular anatomy." 2016/17
The assessment results were successful in regards to the listed criteria. The majority of the class scored in the 70% range, which should be improved in future semesters. Anatomy is rote memory and requires face to face and visual instruction on a consistent basis. Plan: In future semesters, instructors will block off specific times during the day to do brief lectures utilizing visual aids such as skeletons and manikins. Emphasis should be made on major muscle groups and corresponding resistance training to strengthen those muscles.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the techniques for improving muscular strength." 2013/14
Implemented a mid-term assessment since the last cycle to show that students were making improvement, while they may have felt they were not.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the techniques for improving muscular endurance." 2013/14
Implemented a mid-term assessment and daily instructor led muscular endurance workout.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the techniques for improving muscular strength." 2010/11
The number of students showing improvement increased 7% from the previous semester. We did not do a mid term assessment, yet overall student strength improved. Will continue to monitor during fall 2011 for trends.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the techniques for improving muscular endurance." 2010/11
This increase was up 10% from previous semester. While no mid term assessment was done, cushioned floor mats were made available to students, making sit up and endurance floor exercises more obtainable.

Plan for topic "Students completing the course will be able to identify basic human muscular anatomy." 2010/11
This is a positive attendance course and a substantial amount of students are focusing on acheiving their hourly goals, not on the cognitive aspects of the course. A mid-term exam or bi-monthly quiz should be considered.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate an understanding of the techniques for improving muscular strength.&quot;</td>
<td>Do a mid-term assessment to allow students to see rate of strength improvement.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify basic human muscular anatomy.&quot;</td>
<td>Do a mid-term assessment to allow students to see rate of improvement.</td>
</tr>
</tbody>
</table>

Additional anatomy materials and study guides made available both as handouts and online.
### Plan for topic "Students completing KNACT-146B will be able to Determine target heart rate based on Karvonen formula."

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>Calculating target heart rates is a necessity in all fitness classes. This course will continue to make it an evaluation tool of our students, however it will be expanded with a different learning outcome assessments using aerobic vs. anaerobic training/exercise for achieving/reaching ones THR.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing KNACT-146B will be able to Demonstrate proper warm-up procedures at a beginning level."

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>Continue to utilize D2L ability to show instructional videos on proper techniques and safety pre-cautions.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing KNACT-146B will be able to Perform beginning level training techniques on both plate loaded and free weight apparatus."

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>Follow up video review with instructor led demonstrations during class.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing KNACT-146B will be able to Determine target heart rate based on Karvonen formula."

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>Continue to this formula for determining target heart rates.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing KNACT-146C will be able to Perform two intermediate level lower body muscular endurance strength techniques."": 2016/17

Encourage instructors to review lower body exercise techniques at the beginning of the semester. Increased demonstration and provide appropriate feedback during performance of exercise will increase retention of information for student workout. Also, with the majority of the students taking the class for only 0.5 unit, assessment may have to be given mid-semester for higher participation.

Plan for topic "Students completing KNACT-146C will be able to Perform two intermediate level upper body muscular strength techniques."": 2013/14

Low sample size, only 14 students. Even though intermediate level course, students need face to face instruction to follow video demonstrations.

Plan for topic "Students completing KNACT-146C will be able to Perform two intermediate level lower body muscular endurance strength techniques."": 2013/14

Face to face instruction to demonstrate and give feedback during performance of exercise.

Plan for topic "Students completing KNACT-146C will be able to Design a basic periodization strength training program."": 2013/14

First assessment of this outcome. Monitor moving forward. Students seem to do better with non-physical performance that with actual demonstrations.
Plan for topic "Students completing KNACT-146D will be able to Perform two advanced level training techniques of their choosing for both upper body and lower body.": 2016/17

Fourth semester students should be monitored and assessed individually throughout the semester. With the majority of the students (7 out of 11) taking the class for only 0.5 unit, instructor(s) could capture everyone with a mid-semester assessment. Will monitor this plan moving forward.

Plan for topic "Students completing KNACT-146D will be able to Create a proper warm-up program specific to upper and lower body muscle groups.": 2013/14

Small sample size (6 students). Advanced level course. Appears student experience helps improve score.

Plan for topic "Students completing KNACT-146D will be able to Perform two advanced level training techniques of their choosing for both upper body and lower body.": 2013/14

Fourth semester students show higher scores. Continue to monitor moving forward.

Plan for topic "Students completing KNACT-146D will be able to Evaluate necessary components of a well rounded strength program.": 2013/14

Continue to use current methods (D2L) and utilize other media sources.
### 971. Beginning Power Training [KNACT-148A] belonging to Kinesiology, Athletics and Dance [KNACT]

#### Plan for topic "Students completing the course will be able to explain power lifting concepts.": 2016/17

During this semester a mid-term assessment of progress on the research paper was added. This addition was a general written description of the lift selected, resources that would be utilized and a rough draft of the paper. Verbal communication between the students and the instructor were also utilized during this mid-term assessment to further clarify student questions and instructor expectations. In the future, more specific steps should be incorporated throughout the course to ensure progress, learning and further student success.

#### Plan for topic "Students will demonstrate the appropriate technique of power lifts." 2013/14

I will continue to utilize video assessments for both the instructor and students to continue success.

#### Plan for topic "Students completing the course will be able to demonstrate the appropriate technique of power lifts." 2010/11

Instructor will continue to emphasize specific components of proper lifting technique. Instructor lecture, demonstration and evaluation, as well as video analysis will continue to be utilized to promote success.

#### Plan for topic "Students completing the course will be able to demonstrate the appropriate technique of power lifts." 2009/10

Instructor will continue to utilize lecture, demonstration and video analysis of lifting techniques.

#### Plan for topic "Students completing the course will improve strength in power lifts." 2010/11

Instructor will continue to utilize a progressive, individualized lifting plan to address the stated goals of students, increasing power lifting strength.

#### Plan for topic "Students will demonstrate the appropriate technique of power lifts." 2009/10

Instructor will continue to utilize lecture, demonstration and video analysis of lifting techniques.

#### Plan for topic "Students completing the course will be able to demonstrate the appropriate technique of power lifts." 2009/10

Instructor will continue to utilize lecture, demonstration and video analysis of lifting techniques.

#### Plan for topic "Students completing the course will be able to explain power lifting concepts." 2009/10

Course Action Plans
<table>
<thead>
<tr>
<th>Instructor will continue to assess students understanding of the concepts related to the power lifts utilized throughout the semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to improve strength in power lifts.&quot;: 2009/10</strong></td>
</tr>
<tr>
<td>Instructor will continue to utilize individualized, progressive lifting regimens throughout the course of the semester.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will improve strength in power lifts.&quot;: 2009/10</strong></td>
</tr>
<tr>
<td>Instructor will continue to utilize individualized, progressive lifting regimens throughout the course of the semester.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing KNACT-148B will be able to perform and demonstrate proper technique of the Hang Clean."

2016/17

The continued compartmentalization of techniques of complex intermediate power lifts such as the Hang Clean and Split Squat should continue to be a classroom procedure. Utilizing technology such as video review may help students and the instructor to identify both proper technique to continue and improper technique to correct. Incorporating compartmentalization in teaching and technological improvements for assessment in a wider variety of intermediate power lifts will further expand the knowledge and success of students.

Plan for topic "Students completing KNACT-148B will be able to perform and demonstrate proper technique of the Hang Clean."

2013/14

The instructor will continue to utilize demonstration, video and diagrammed examples of proper technique for the hang clean.
Plan for topic "Students completing this course will be able to analyze and perform intermediate individual technical skills (for tennis).": 2016/17

Instructor should consider assessing a practical skills test through match play. This option could be more relaxed but still competitive in a group setting versus being put on the spot and tested individually. Emphasis on serving will be included as part of the daily warm-up to provide more repetition, comfort and confidence before actual play.

Plan for topic "Students completing KNACT-150 will be able to Demonstrate the four basic Zumba steps.": 2013/14

All students were successful. Continue to include and emphasize arm, fitness (body toning) and directional variations to the four basic steps. Will create and assess a different outcome during the next cycle.
### Plan for topic "Students completing the course will be able to execute fundamental badminton skills."

- **2016/17**
  
  These classes were beginning badminton classes. It is expected that some students will not achieve success after a semester of class when they only get to practice two days per week. Some students are less hand-eye coordinated than others and need more practice time. I always encourage those students to take the B section next semester or next year.

- **2013/14**
  
  Although 78% reaching 80% or more is good, it was below the set criteria. Badminton has a high % of international students and I believe English as a second language may have had an affect on the results, therefore the test will be modified with more demonstration and less written assessment.

- **2012/13**
  
  Badminton students continue to meet or exceed measurement criteria. There will not be any modifications at this time.

- **2009/10**
  
  Since students achieved the established goal of 75% instructor will continue to implement skill drills throughout the semester. It would be helpful to lower class maximum from 45 to 40 since that is what the facility holds.

- **2009/10**
  
  Since 87% of students achieved a B grade or better, instructor will modify test in order to make it more challenging.

- **2008/9**
  
  Since students did not reach established goal of 75% at 70%, instructor will implement more skill drills throughout the semester.

- **2008/9**
  
  Students met the established goals of 80% at an 80% grade or better therefore no modifications at this time.
975. Intermediate Badminton [KNACT-160B] belonging to Kinesiology, Athletics and Dance [KNACT]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing KNACT-160B will be able to incorporate rules, etiquette, scoring system, and equipment of badminton in match and selected tournament play.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>These were intermediate so expectations were met. The one student that did not achieve success was due to poor attendance therefore lack of participation opportunities. In the future I will encourage all students to attend on a regular basis.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing KNACT-160B will be able to incorporate rules, etiquette, scoring system, and equipment of badminton in match and selected tournament play.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor will incorporate more verbal and hands on communication/demonstration with all students during match and selected tournament play.</td>
<td></td>
</tr>
<tr>
<td>Outcome Assessment History</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>976. Bowling [KNACT-162] belonging to Kinesiology, Athletics and Dance [KNACT]</td>
<td></td>
</tr>
</tbody>
</table>

| Plan for topic "Students completing the course will be able to execute proper targeting techniques": 2018/19 |
| Instructor will allow 5 minutes of practice time at the start of each class. This will be part of the warm up session and Instructor will provide feedback. |

| Plan for topic "Students completing the course will be able to execute proper targeting techniques": 2015/16 |
| Students were more successful using a six step approach with targeting which I will now add to the course. |

| Plan for topic "Students completing the course will be able to execute proper targeting techniques": 2013/14 |
| Further plans to develop proper technique will include strategies for eye placement and ball handling |

| Plan for topic "Students completing the course will be able to execute a basic delivery": 2011/12 |
| no change needed |

<p>| Plan for topic &quot;Students completing the course will be able to demonstrate that they can keep score manually&quot;: 2009/10 |
| In order to achieve a higher percentage from students, students will be allowed to use calculators. This should minimize mathematical errors. |</p>
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DVC Instructional Course SLO Action Plans</strong></td>
<td></td>
</tr>
<tr>
<td><strong>977. Beginning Golf [KNACT-164A] belonging to Kinesiology, Athletics and Dance [KNACT]</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to...Successfully demonstrate full swing technique.&quot;</strong>: 2016/17</td>
<td></td>
</tr>
<tr>
<td>Video taping technology on mobile devices have greatly improved this outcome. Strength work in class may help improve the outcome</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to...Select appropriate clubs based on yardage and external elements.&quot;</strong>: 2013/14</td>
<td></td>
</tr>
<tr>
<td>Hand out on clubs function prior to the test will be helpful. I will do this next semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to...Successfully demonstrate full swing technique.&quot;</strong>: 2011/12</td>
<td></td>
</tr>
<tr>
<td>no change of plan</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to...Successfully demonstrate full swing technique.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>no modifications needed at this time</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to...Select appropriate clubs based on yardage and external elements.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>No modifications needed at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to...explain the rules and etiquette of golf.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>No modifications needed at this time</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Year</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Students completing the course will be able to: Play a nine-hole</td>
<td>2016/17</td>
</tr>
<tr>
<td>round of golf and maintain an appropriate pace of play.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to: Demonstrate</td>
<td>2013/14</td>
</tr>
<tr>
<td>knowledge of the Rules of Golf as outlined by instructor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to...Demonstrate golf</td>
<td>2012/13</td>
</tr>
<tr>
<td>etiquette on the golf course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to: Demonstrate</td>
<td>2012/13</td>
</tr>
<tr>
<td>knowledge of the Rules of Golf as outlined by instructor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to: Play a nine-hole</td>
<td>2012/13</td>
</tr>
<tr>
<td>round of golf and maintain an appropriate pace of play.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to...Demonstrate golf</td>
<td>2009/10</td>
</tr>
<tr>
<td>etiquette on the golf course.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to: Demonstrate</td>
<td>2009/10</td>
</tr>
<tr>
<td>knowledge of the Rules of Golf as outlined by instructor.</td>
<td></td>
</tr>
<tr>
<td>Students completing the course will be able to: Play a nine-hole</td>
<td>2009/10</td>
</tr>
<tr>
<td>round of golf and maintain an appropriate pace of play.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to perform a fundamental skill such as a forehand, backhand, serve and volley." : 2018/19

Since class is once a week, students are given the first third of class to learn/review/work on the different strokes. Instructor spent time with students who need more assistance with stroke execution while other higher level students engaged in game like drills and play.
DVC Instructional Course SLO Action Plans

980. Intermediate Tennis [KNACT-166B] belonging to Kinesiology, Athletics and Dance [KNACT]
DVC Instructional Course SLO Action Plans

981. Beginning Basketball [KNACT-170A] belonging to Kinesiology, Athletics and Dance [KNACT]

Plan for topic "Students completing the course will be able to engage in basketball as a life long fitness activity."

- Using competitive drills, games, we can create different forms of training to better condition the students

Plan for topic "Students completing the course will be able to perform individual offensive and defensive basketball techniques."

- Free throw shooting practice will be incorporated into each class periods.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the rules of basketball."

- No change on these SLO's
DVC Instructional Course SLO Action Plans

982. Intermediate Basketball [KNACT-170B] belonging to Kinesiology, Athletics and Dance [KNACT]

Plan for topic “Students completing KNACT-170B will be able to Students in intermediate basketball will be able to execute a basketball shot with 50% accuracy”: 2016/17

With continued repetition of this drill we may be able to reach 8/20 shots or 40% accuracy and have all students meet this goal. We will introduce this drill earlier in semester to allow for more practice.

Plan for topic “Students completing KNACT-170B will be able to Students in intermediate basketball will be able to execute a basketball shot with 50% accuracy”: 2013/14

We have just begun assessing intermediate basketball. For this class we will develop a different outcome to assess next cycle.
### Plan for topic "Students will be able to perform the fundamental skills of offensive position play."

#### 2017/18
This course has not been offered since fall 2014. Will be assessed at next offering.

#### 2014/15
With over 90% of the students fulfilling the SLO and improvement from this same group from the pre-test to the post-test, I will continue to utilize daily skill development drills prior to game play within the course.

#### 2013/14
With over 90% of the students fulfilling the SLO and improvement from this same group from the pre-test to the post-test, I will continue to utilize daily skill development drills prior to game play within the course.

#### 2011/12
Further offensive skill development drills will be incorporated into class daily.

### Plan for topic "Students completing the course will be able to explain offensive strategies."

#### 2011/12
Continued lecture, demonstration and discussion on offensive strategy, followed by competitive situations to illustrate understanding of the concepts.

### Plan for topic "Students will be able to perform the fundamental skills of defensive position play."

#### 2011/12
Continued lecture, demonstration, discussion and drill work will be followed by competitive situations to apply defensive position play.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to describe rule violations that result in penalty time.&quot;</td>
<td>2017/18 This class has not been offered since the spring 2016. Will be assessed at next offering.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to describe rule violations that result in penalty time.&quot;</td>
<td>2013/14 Continue to stress the rules or lacrosse during practice/class and emphasize the negative effect they have on the team.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to perform basic lacrosse technical skills.&quot;</td>
<td>2013/14 Continue to stress fundamentals and skill development during class time so students can transfer those skills to game situations.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to perform in a full field game.&quot;</td>
<td>2013/14 Continue to work full field &quot;scrimmages&quot; into our class/practice time to simulate game situations.</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing this course will be able to lead lacrosse specific warm ups that prepares the body for the physical demands of the sport": 2018/19

This class has not been offered since Spring 2016. It will be assessed the next time it is offered.

### Plan for topic "Students completing this course will be able to lead lacrosse specific warm ups that prepares the body for the physical demands of the sport": 2015/16

Students were to lead the class in warm ups that involed the following 4 elements: aerobic, anaerobic warmup and static and dynamic stretching. Of the 10% they were not successful, the common missing element was dynamic stretching. In future semesters, more emphasis and practice will be placed on dynamic stretching modalities.
Plan for topic "Students completing KNACT-176A will be able to identify and describe the rules of the game of soccer." : 2016/17

The data suggests that students are successfully identifying and describing the FIFA Laws of the Game. This quiz is now being completed using the online quiz tool through Canvas, and students continue to demonstrate gaining knowledge of the important rules that enable them to successfully participate in the activity. This method of assessment will continue to be used for this course.

Plan for topic "Students completing KNACT-176A will be able to identify and describe the rules of the game of soccer." : 2013/14

The students met the desired level of success for identifying the rules of the game of soccer. For the next assessment, I will focus assessment on the students’ ability to perform the fundamental skills of the sport, such as dribbling, passing and defending.

Plan for topic "Students completing the course will be able to execute basic skills such as dribbling, passing, shooting, and defending." : 2011/12

I will continue have a daily emphasis on basic skills through the warm-up portion of the class. This enables students to receive time to repeat these skills that they may not have in the game environment.

Plan for topic "Students completing the course will be able to apply rules of soccer to a full-field game." : 2011/12

I will continue to address the soccer laws of the game early in the semester (through written quiz) and reinforce the application of these rules once we reach the point of playing full-sided matches. It could be beneficial to measure the change in the students abilities to apply the rules from the beginning to the end of the semester.

Plan for topic "Students completing the course will be able to execute basic skills such as dribbling, passing, shooting, and defending." : 2011/12

I will continue to address the soccer laws of the game early in the semester (through written quiz) and reinforce the application of these rules once we reach the point of playing full-sided matches. It could be beneficial to measure the change in the students abilities to apply the rules from the beginning to the end of the semester.

Plan for topic "Students completing the course will be able to describe position and basic roles of defenders, midfielders, forwards, and goalkeepers." : 2009/10

According to the data results, the measurement criteria was achieved. However, there is still a clear distinction between knowing and applying the information. My plan is to bring the information to the classes earlier in the semester, in order for them to have more time applying this knowledge throughout the semester.

Plan for topic "Students completing the course will be able to apply rules of soccer to a full-field game." : 2008/9

According to the data results, students effectively learned the rules of the game as demonstrated by the written test. However, the performance rubric suggests that it is more difficult for less experienced students to apply that knowledge accurately during match play. As a result it is important to point-out and reinforce the rules of the game during match play.

Plan for topic "Students completing the course will be able to execute basic skills such as dribbling, passing, shooting, and
<table>
<thead>
<tr>
<th>Plan for topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to describe position and basic roles of defenders, midfielders, forwards, and goalkeepers.&quot;: 2008/9</td>
</tr>
<tr>
<td>According to the data results, students learned to describe/identify some of the basic skills of the game, but were not as successful at demonstrating that skill while playing soccer. Although the goals were met, it is clear that students need to spend time practicing the skills of soccer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to execute basic skills such as dribbling, passing, shooting, and defending.&quot;: 2008/9</td>
</tr>
<tr>
<td>According to the data results, students learned to describe/identify some of the basic skills of the game, but were not as successful at demonstrating that skill while playing soccer. Although the goals were met, it is clear that students need to spend time practicing the skills of soccer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to apply rules of soccer to a full-field game.&quot;: 2008/9</td>
</tr>
<tr>
<td>According to the data results, students learned to describe/identify some of the basic skills of the game, but were not as successful at demonstrating that skill while playing soccer. Although the goals were met, it is clear that students need to spend time practicing the skills of soccer.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing KNACT-176B will be able to apply the rules of the game of soccer to full-sided games.": 2016/17

Through the methods of instruction and participation in the course, students are successfully applying the laws of the game of soccer. These results suggest to me to continue providing ample time, during warm-up activities and during match play, for students to gain experience with applying the rules to their participation.

Plan for topic "Students completing KNACT-176B will be able to apply the rules of the game of soccer to full-sided games.": 2013/14

As a result of this objective being met during this assessment, I will continue to incorporate the game constraints that provide repetition and reinforce applying the laws of the game. I will focus my next assessment cycle on evaluating the skill level of the students and providing them opportunities to develop intermediate level skill in dribbling, passing, finishing and defending.
DVC Instructional Course SLO Action Plans

988. Beginning Indoor Soccer [KNACT-178A] belonging to Kinesiology, Athletics and Dance [KNACT]
989. Intermediate Indoor Soccer [KNACT-178B] belonging to Kinesiology, Athletics and Dance [KNACT]
### DVC Instructional Course SLO Action Plans

**990. Beginning Volleyball [KNACT-182A] belonging to Kinesiology, Athletics and Dance [KNACT]**

#### Plan for topic "Students completing the course will be able to explain the scoring system of the match.": 2017/18

According to the data, students learned the rules of the game but could retain more information through homework assignment instead of a written test. Instructor will provide students with introductory questions (safety, skills & rules of the game) at the beginning of class and will provide the answers through lecture, demonstration and match play throughout the week.

#### Plan for topic "Students completing the course will be able to perform a fundamental serve.": 2014/15

Instructor will incorporate time for students to practice serving in every class meeting. This will be part of the warm-up process for in-class match play.

#### Plan for topic "Students completing the course will be able to perform a fundamental serve.": 2010/11

Continue with rubric to have comparable data.
### 991. Intermediate Volleyball [KNACT-182B] belonging to Kinesiology, Athletics and Dance [KNACT]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to perform an over-hand serving.&quot;&quot;: 2017/18</strong></td>
<td>Instructor will continue to incorporated serving areas for students to achieve when performing overhand serving throughout the semester. Will provide information on other intermediate overhand serving skills such as top spin and floaters.</td>
</tr>
<tr>
<td>**Plan for topic &quot;Students completing the course will be able to perform an over-hand serving.&quot;&quot;: 2014/15</td>
<td>Provide information on other intermediate skills regarding the overhand serve such as designated areas on the court, top spin and floater.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students will be able to and explain the difference of an over head pass on serve receive and transition play.&quot;&quot;: 2011/12</strong></td>
<td>Provide verbal information and physical demonstration of each skill during different game scenario’s.</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing KNACT-182C will be able to successfully perform 6 overhand serves to a pre-determined area of the court." 2017/18

<table>
<thead>
<tr>
<th>Plan Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor adjusted skills test to increase attempts from 6 to 10 overhand serves. Students seemed more confident in completing skills test. Provide more serving opportunity throughout the semester to ensure students master their control of advance serving (short and jump serves).</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing KNACT-182C will be able to successfully perform 6 overhand serves to a pre-determined area of the court." 2014/15

<table>
<thead>
<tr>
<th>Plan Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor will provide information throughout semester regarding advance serves (short, top spin, floater) and incorporate the designated areas for students to practice acquired serves.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing KNACT-182C will be able to successfully perform 6 overhand serves to a pre-determined area of the court." 2013/14

<table>
<thead>
<tr>
<th>Plan Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the first assessment for this course. Will continue current instruction methods. Also will create and assess a different outcome during the next cycle.</td>
</tr>
</tbody>
</table>
993. Beginning Beach Volleyball [KNACT-184A] belonging to Kinesiology, Athletics and Dance [KNACT]
994. Beginning Plyometrics and Agility Training for Female Athletes [KNACT-195A] belonging to Kinesiology, Athletics and Dance [KNACT]

Plan for topic "Students completing the course will be able to demonstrate comprehension of injury prevention benefits of plyometric training exercises." : 2017/18

The combination of in class discussion and the fact sheet provided to students through Canvas appears to be successful in enabling students to comprehend the relationship between plyometric training and the prevention of ACL injuries. We will continue to use similar methods in future semesters and continue to monitor student success.

Plan for topic "Students completing the course will be able to demonstrate comprehension of injury prevention benefits of plyometric training exercises." : 2014/15

My goal is for this assessment method to reach between 80-85% success. ACL injuries are extremely common for female athletes and therefore it is important that they have a working understanding of potential risk factors and preventative techniques. Some students may be unprepared for the technical vocabulary involved with this topic and therefore, may have difficulties on the quiz. More time will be spent presenting this information to the students to insure they comprehending the vocabulary and its connection to the activities they are performing in the class.

Plan for topic "Students completing the course will be able to demonstrate comprehension of injury prevention benefits of plyometric training exercises." : 2011/12

The results demonstrate that students are successfully learning the intent and benefits of plyometric training. The course will continue in the manner it has been taught.
Plan for topic "Students completing this course will be able to evaluate nutritional, medical and health needs/issues unique to the female-athlete’s body.": 2017/18

The combination of in class discussion and the fact sheets provided to students through Canvas appears to be successful in enabling students to evaluate nutritional, medical and health concerns unique to the female athlete’s body. We will continue to use similar methods in future semesters and continue to monitor student success.

Plan for topic "Students completing this course will be able to evaluate nutritional, medical and health needs/issues unique to the female-athlete’s body.": 2014/15

It is small cohort of students for this course. The summer section in particular included only 2 students in the intermediate level of the course. However, the results suggest that the students are successfully learning the nutritional, medical and health/ issues relative to the female athlete’s body. As these are the first assessed offerings of the intermediate level of the course, I believe it would be worthwhile to continue to evaluate this assessment topic for further evidence of student success.
### Plan for topic "Students completing this course will be able to assess improvement in sport-specific skills with improved neuromuscular control and coordination.": 2018/19

The summer sessions for KNACT 195C are only 6 weeks in length, which can make it more challenging to achieve a 10% improvement. Nonetheless, 50% of the students did accomplish this objective, and all 4 did demonstrate progress from the beginning to end of the session. The use of a variety of agility activities (jump rope, speed ladders, 5-dot drills, etc.), enabled improvement in this fitness category.

### Plan for topic "Students completing this course will be able to assess improvement in sport-specific skills with improved neuromuscular control and coordination.": 2015/16

Through the use of jump ropes, agility ladders, and 5-dot drills during each class session, students’ foot-speed/agility improved over the course of the semester. Attendance (or lack of) is a likely factor preventing a few students from achieving the desired standard, since agility improvement requires consistent practice to increase neuromuscular control.
997. Independent Study [KNACT-298] belonging to Kinesiology, Athletics and Dance [KNACT]
998. Student Instructional Assistant [KNACT-299] belonging to Kinesiology, Athletics and Dance [KNACT]

Plan for topic "Students completing this course will be able to expand subject matter knowledge by assisting the instructor.": 2018/19

Adjust the teaching plan by adding a specific rubric to assist future students to gain confidence in assisting with large groups of students. Include in syllabus, Student Instructional Assistants will teach three different teaching segments to different group settings (individual, small group and large group).

Plan for topic "Students completing this course will be able to expand subject matter knowledge by assisting the instructor.": 2015/16

Students will be guided to assist in the different beginning, intermediate, and advanced skills areas; giving him/her the opportunity to expand his knowledge in the subject matter. Students will also assist instructor in the development of objectives.
### DVC Instructional Course SLO Action Plans

#### 999. Self-Defense [KNCMB-110] belonging to Kinesiology, Athletics and Dance [KNCMB]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students will upload 3 threatening situations short videos and explain what skillfully self-defense techniques would be applying.&quot;</td>
<td>Goal is to achieve 100% criteria 5.</td>
</tr>
<tr>
<td>&quot;Students will upload a self-reflection of their personal capabilities in a defensive situation and explain the reliability of the techniques.&quot;</td>
<td>Goal is to achieve 100% criteria 5.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to improve physical conditioning.&quot;</td>
<td>Goal: to achieve 100% criteria 5.</td>
</tr>
<tr>
<td>&quot;Students completing KNCMB-110 will be able to Develop self-confidence and improve physical conditioning.&quot;</td>
<td>Goal: to achieve 100% criteria 5.</td>
</tr>
</tbody>
</table>

### 2016/17

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students will upload 3 threatening situations short videos and explain what skillfully self-defense techniques would be applying.&quot;</td>
<td>Goal is to achieve 100% criteria 5.</td>
</tr>
<tr>
<td>&quot;Students will upload a self-reflection of their personal capabilities in a defensive situation and explain the reliability of the techniques.&quot;</td>
<td>The goal will be to achieve 100% criteria 5.</td>
</tr>
<tr>
<td>&quot;Students completing KNCMB-110 will be able to Develop self-confidence and improve physical conditioning.&quot;</td>
<td>Will continue applying the actual teaching methods.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to improve physical conditioning.&quot;</td>
<td>Will continue applying the actual teaching methods.</td>
</tr>
</tbody>
</table>

### 2014/15

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students will upload 3 threatening situations short videos and explain what skillfully self-defense techniques would be applying.&quot;</td>
<td>Plan: Will continue applying the actual teaching methods.</td>
</tr>
<tr>
<td>&quot;Students will upload a self-reflection of their personal capabilities in a defensive situation and explain the reliability of the techniques.&quot;</td>
<td>Plan: The goal will be to achieve criteria 5=100%</td>
</tr>
<tr>
<td>&quot;Students completing KNCMB-110 will be able to Develop self-confidence and improve physical conditioning.&quot;</td>
<td>Plan: Will continue applying the actual teaching methods.</td>
</tr>
<tr>
<td>Plan: will continues applying the actual teaching methods.</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to improve physical conditioning.&quot;**: 2014/15</td>
<td></td>
</tr>
<tr>
<td>Plan: will continues applying the actual teaching methods.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students will upload 3 threatening situations short videos and explain what skillfully self-defense techniques would be applying.&quot;**: 2011/12</td>
<td></td>
</tr>
<tr>
<td>Continue instruction as given.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students will upload a self-reflection of their personal capabilities in a defensive situation and explain the reliability of the techniques.&quot;**: 2011/12</td>
<td></td>
</tr>
<tr>
<td>Continue instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to improve physical conditioning.&quot;**: 2011/12</td>
<td></td>
</tr>
<tr>
<td>Continue instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing KNCMB-110 will be able to Develop self-confidence and improve physical conditioning.&quot;**: 2011/12</td>
<td></td>
</tr>
<tr>
<td>Continue instruction.</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

1000. Jujitsu [KNCMB-114] belonging to Kinesiology, Athletics and Dance [KNCMB]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate increased aerobic ability.&quot;</td>
<td>Goal is to achieve criteria 5.</td>
<td>Goal is to achieve 100 criteria 5.</td>
<td>Goal: will continue applying the actual teaching methods.</td>
<td>2011-12-12: Continue instruction to increase aerobic capacity.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to demonstrate six falling techniques.&quot;</td>
<td>Goal to achieve criteria 5.</td>
<td>Goal is to achieve 100% criteria 5.</td>
<td>Plan: The goal will be to achieve criteria 5=100%</td>
<td>2011-12-12: Continue instruction of falling techniques.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate 20 escapes and controls.&quot;</td>
<td>Goal is to achieve criteria 5.</td>
<td>Goal is to achieve 100% criteria 5.</td>
<td>Plan: the goal will be to achieve criteria 5-100%</td>
<td>2011-12-12: Continue instruction of escapes and controls.</td>
</tr>
</tbody>
</table>

**Outcome Assessment History**

Page 1726 of 2394
# DVC Instructional Course SLO Action Plans

## 1001. Beginning Taekwondo [KNCMB-118A] belonging to Kinesiology, Athletics and Dance [KNCMB]

Plan for topic "Students completing the course will be able to perform the basic blocking techniques in teakwondo.": 2017/18

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan is to achieve 100% criteria 5.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to perform the basic patterns in teakwondo.": 2017/18

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: is to achieve 100% criteria 5.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will have knowledge in the history and philosophy of teakwondo.": 2017/18

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: will continue applying the same teaching method in this area.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to describe the history, philosophy, and safety aspects of Tae Kwon Do.": 2017/18

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: will continue applying the same teaching method in this area.</td>
<td></td>
</tr>
</tbody>
</table>

## 2015/16

Plan for topic "Students completing the course will be able to perform the basic blocking techniques in teakwondo.": 2015/16

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will continue applying the actual teaching method.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to perform the basic patterns in teakwondo.": 2015/16

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: The goal is to achieve criteria 5 = 100%</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will have knowledge in the history and philosophy of teakwondo.": 2015/16

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: Next goal is to achieve criteria 5 = 100%</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to describe the history, philosophy, and safety aspects of Tae Kwon Do.": 2015/16

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: Next goal is to achieve criteria 5 = 100%</td>
<td></td>
</tr>
</tbody>
</table>

## 2014/15

Plan for topic "Students completing the course will be able to perform the basic blocking techniques in teakwondo.": 2014/15

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will try to achieve criteria 5.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to perform the basic patterns in teakwondo.": 2014/15

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal will be to achieve criteria 5.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will have knowledge in the history and philosophy of teakwondo.": 2014/15

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: Next goal is to achieve 100% in criteria 5.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to describe the history, philosophy, and safety aspects of Tae Kwon Do.": 2014/15

<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: Next goal is to achieve 100% in criteria 5.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to perform the basic blocking techniques in teakwondo.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2012-01-04: Try to get criteria 5 = 100%</td>
<td></td>
</tr>
<tr>
<td>2012-05-30: Next goal is to achieve Criteria 5 = 100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform the basic patterns in teakwondo.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-01-04: The goal will be to achieve criteria 5 = 100%</td>
<td></td>
</tr>
<tr>
<td>2012-05-30: Next goal is to achieve Criteria 5 = 100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will have knowledge in the history and philosophy of teakwondo.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-01-04: Focus more in studying the theory of Tae Kwon Do.</td>
<td></td>
</tr>
<tr>
<td>2012-05-30: Next goal is to achieve 100% in Criteria 5. Mastering the history, philosophy, and safety aspects of Tae Kwon Do.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe the history, philosophy, and safety aspects of Tae Kwon Do.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-01-04: Focus more in studying the theory of Tae Kwon Do.</td>
<td></td>
</tr>
<tr>
<td>2012-05-30: Next goal is to achieve 100% in Criteria 5. Mastering the history, philosophy, and safety aspects of Tae Kwon Do.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform the basic blocking techniques in teakwondo.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will continue applying the actual teaching methods.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform the basic patterns in teakwondo.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will continue applying the actual teaching methods.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will have knowledge in the history and philosophy of teakwondo.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will implement deeper study in history and philosophy of Taekwondo.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe the history, philosophy, and safety aspects of Tae Kwon Do.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will implement deeper study in history and philosophy of Taekwondo.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1002. Intermediate Taekwondo [KNCMB-118B] belonging to Kinesiology, Athletics and Dance [KNCMB]

Plan for topic "Students completing this course will be able to:

<table>
<thead>
<tr>
<th>Explain the One Step Sparring Techniques evaluation parameters.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: goal is to achieve criteria 5.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to: Demonstrate three different One Step Sparring techniques with a partner.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: goal is to achieve 100% criteria 5.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to: Perform taekwondo forms(poomse) for the intermediate level.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: goal is to achieve 100% criteria 5.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing this course will be able to:

<table>
<thead>
<tr>
<th>Explain the One Step Sparring Techniques evaluation parameters.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: goal is to achieve 100% criteria 5.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to: Demonstrate three different One Step Sparring techniques with a partner.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: goal will be achieve criteria 5 = 100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to: Perform taekwondo forms(poomse) for the intermediate level.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: goal is to achieve criteria 5 = 100%</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**1003. Advanced Taekwondo [KNCMB-118C] belonging to Kinesiology, Athletics and Dance [KNCMB]**

#### Plan for topic "Students completing this course will be able to : Analyze the characteristics of a taekwondo competitor."

- **2017/18**
  - Plan: goal to achieve 100% criteria 5.

#### Plan for topic "Students completing this course will be able to: formulate and apply offensive and defensive techniques and strategies to competitive taekwondo."

- **2017/18**
  - Plan: goal is to achieve 100% criteria 5.

#### Plan for topic "Students completing this course will be able to : Perform at an advanced level taekwondo forms (poomse). Taegeuks VII/VIII. Palgwes VII/VIII."

- **2017/18**
  - Plan: goal is to achieve 100% criteria 5.

#### Plan for topic "Students completing this course will be able to : Analyze the characteristics of a taekwondo competitor."

- **2015/16**
  - Goal is to achieve 100% criteria 5.

#### Plan for topic "Students completing this course will be able to: formulate and apply offensive and defensive techniques and strategies to competitive taekwondo."

- **2015/16**
  - Goal is to achieve 100% criteria 5.

#### Plan for topic "Students completing this course will be able to : Perform at an advanced level taekwondo forms (poomse). Taegeuks VII/VIII. Palgwes VII/VIII."

- **2015/16**
  - Goal is to achieve 100% criteria 5.
### DVC Instructional Course SLO Action Plans

**1004. Beginning Aikido [KNCMB-126A] belonging to Kinesiology, Athletics and Dance [KNCMB]**

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate four basic movement patterns.&quot;</td>
<td>This course has not been offered in over 2 years. We are currently in the process of deleting it from our department curriculum. We will be offering this course as a community education class in future semesters.</td>
</tr>
<tr>
<td>Continue instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate two rolling techniques.&quot;</td>
<td>Continue instruction.</td>
</tr>
<tr>
<td>Continue instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate six blend, neutralization, and projection techniques.&quot;</td>
<td>Continue instruction.</td>
</tr>
<tr>
<td>2011/12</td>
<td></td>
</tr>
</tbody>
</table>
### 1005. Intermediate Aikido [KNCMB-126B] belonging to Kinesiology, Athletics and Dance [KNCMB]

#### Plan for topic "Students completing KNCMB-126B will be able to demonstrate 12 blend, neutralization, and projection techniques."

- **2016/17**
  
  We have not offered this course in over 2 years and are currently in the process of deleting it from our curriculum.
  
  We will be offering it in the future as a community education class.

- **2012/13**
  
  Continue with planned instruction

- **Plan for topic "Students completing the course will be able to demonstrate single person randori."**: 2012/13
  
  Continue previous instruction methods.

- **Plan for topic "Students completing the course will be able to demonstrate combination ukemi."**: 2012/13
  
  Continue previous instruction methods.
1006. Aikido Weapons - Jo and Bokken [KNCMB-128] belonging to Kinesiology, Athletics and Dance [KNCMB]

Plan for topic "Students completing the course will be able to demonstrate five jo actions.": 2016/17
- We have not offered this class in over 2 years and are currently in the process of deleting it from our curriculum. We will offer this course in future semesters as a community education class.

Plan for topic "Students completing the course will be able to demonstrate five jo actions.": 2011/12
- Continue instruction.

Plan for topic "Students completing the course will be able to demonstrate five bokken actions.": 2011/12
- Continue instruction.

Plan for topic "Students completing the course will be able to demonstrate three partner practices.": 2011/12
- Continue instruction.
## DVC Instructional Course SLO Action Plans

**1007. Judo [KNCMB-130] belonging to Kinesiology, Athletics and Dance [KNCMB]**

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate six falling techniques.&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: will dedicate more time in this area and try to achieve criteria 5 100%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate forward and backward throws.&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: goal to achieve criteria 5 100%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate three pinning techniques.&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan: goal to achieve 100% criteria 5.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate six falling techniques.": 2015/16**

Will continue utilizing the same teaching method. In each class will dedicate extra time in this area during the whole semester. Strong skills in falling techniques helps to prevent injuries.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate forward and backward throws.&quot;: 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will continue with the same teaching method, will emphasize that the students have to identify the techniques by their English and Japanese terminology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate three pinning techniques.&quot;: 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will continue utilizing the same teaching method, emphasizing that the students identify the techniques by their English and Japanese terminology.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to demonstrate forward and backward throws.": 2013/14**

Plan separate assessments for students depending on their previous experience with throwing.
1008. Karate [KNCMB-134] belonging to Kinesiology, Athletics and Dance [KNCMB]

Plan for topic "Students will upload a short video demonstrating 4 basic kicks and explain the mechanics and practical application of the kicks." : 2019/20

Goal is to achieve 100% criteria 5.

Plan for topic "Students will upload a video demonstrating three striking and four blocking techniques and explain the effectiveness of each technique according to their mental and physical strength." : 2019/20

Goal is to achieve 100% criteria 5.

Plan for topic "Students completing the course will be able to perform the form of the "Clock Dance."" : 2019/20

Goal is to achieve 100% criteria 5.

Plan for topic "Students completing KNCMB-134 will be able to perform the form "The Overview Form" (Taikyoku Kata #1)." : 2019/20

Goal is to achieve 100% criteria 5.

Plan for topic "Students will upload a short video demonstrating 4 basic kicks and explain the mechanics and practical application of the kicks." : 2016/17

Will continue teaching the actual teaching methods.

Plan for topic "Students will upload a video demonstrating three striking and four blocking techniques and explain the effectiveness of each technique according to their mental and physical strength." : 2016/17

Plan: will continue applying the actual teaching methods.

Plan for topic "Students completing KNCMB-134 will be able to perform the form "The Overview Form" (Taikyoku Kata #1)." : 2016/17

Goal is to achieve 100% criteria 5.

Plan for topic "Students completing the course will be able to perform the form of the "Clock Dance."" : 2016/17

Goal is to achieve 100% criteria 5.

Plan for topic "Students completing KNCMB-134 will be able to perform the form "The Overview Form" (Taikyoku Kata #1)." : 2016/17

Goal is to achieve 100% criteria 5.

Plan for topic "Students will upload a short video demonstrating 4 basic kicks and explain the mechanics and practical application of the kicks." : 2014/15

Plan: will continue applying the actual teaching methods.

Plan for topic "Students will upload a video demonstrating three striking and four blocking techniques and explain the effectiveness of each technique according to their mental and physical strength." : 2014/15

Plan: will continue applying the actual teaching methods.
<table>
<thead>
<tr>
<th>Plan: will continue applying the actual teaching methods.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to perform the form of the &quot;Clock Dance.&quot;&quot;:</strong> 2014/15</td>
</tr>
<tr>
<td>Plan: will continue applying the actual teaching methods.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students will upload a short video demonstrating 4 basic kicks and explain the mechanics and practical application of the kicks.&quot;</strong>: 2011/12</td>
</tr>
<tr>
<td>Continue kicking instruction.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students will upload a video demonstrating three striking and four blocking techniques and explain the effectiveness of each technique according to their mental and physical strength.&quot;</strong>: 2011/12</td>
</tr>
<tr>
<td>Continue instruction techniques.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to perform the form of the &quot;Clock Dance.&quot;&quot;:</strong> 2011/12</td>
</tr>
<tr>
<td>Continue instruction.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing KNCMB-134 will be able to perform the form &quot;The Overview Form&quot; (Taikyoku Kata #1).&quot;:</strong> 2011/12</td>
</tr>
<tr>
<td>Continue instruction.</td>
</tr>
</tbody>
</table>
1009. Topics in Martial Arts and Combatives [KNCMB-150] belonging to Kinesiology, Athletics and Dance [KNCMB]

Plan for topic "Students completing this course will be able to:

Explain the One Step Sparring Techniques evaluation parameters.": 2018/19

KNCMB 150 is a Topics in Kinesiology Combative course and has not been offered recently. Should the department schedule a topics course in the future an assessment will be completed.

Plan for topic "Students completing this course will be able to:

Explain the One Step Sparring Techniques evaluation parameters.": 2015/16

Plan: Next goal is to achieve criteria 5 = 100%.

Plan for topic "Students completing this course will be able to:

Demonstrate three different One Step Sparring techniques with a partner.": 2015/16

Plan: Next goal is to achieve criteria 5 = 100%

Plan for topic "Students completing this course will be able to:

Perform taekwondo forms(poomse) for the intermediate level.": 2015/16

Plan: Next goal is to achieve criteria 5 = 100%

Plan for topic "Students completing this course will be able to:

Explain the One Step Sparring Techniques evaluation parameters.": 2014/15

Next goal is to achieve Criteria 5 = 100%

Plan for topic "Students completing this course will be able to:

 Demonstrate three different One Step Sparring techniques with a partner.": 2014/15

Try to get criteria 5 = 100%

Plan for topic "Students completing this course will be able to:
<table>
<thead>
<tr>
<th>Perform taekwondo forms(poomse) for the intermediate level.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will continue applying the actual teaching methods.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to demonstrate fundamental dance vernacular provided by Instructor."

2017/18
This course has not been offered in the past academic year. An assessment will be done the next time it is offered.

Plan for topic "Students completing the course will be able to demonstrate fundamental dance vernacular provided by Instructor."

2014/15
Continue to add dance movement fundamentals in small groups along with instructor guidance. This action plan clearly gave students an understanding of the process of developing good dance technique.

Plan for topic "Students completing the course will be able to perform Instructor choreographed dance combinations."

2014/15
Small groups, critique, and final presentation.

Plan for topic "Students completing the course will be able to demonstrate fundamental dance axial and locomotor movement(s)."

2012/13
Students that did not do well on the assessment were those that did not attend the course consistently. Possible action would be to stress the importance of attendance in syllabi and give verbal reminders throughout the semester.

Plan for topic "Students completing the course will be able to demonstrate fundamental dance vernacular provided by Instructor."

2010/11
I am pleased with the results and feel that there is not reason to change the current outcomes. Students who attended the course on a continual basis achieved all the requirements for this course.
### DVC Instructional Course SLO Action Plans

#### 1011. Pilates Mat Work I [KNDAN-105A] belonging to Kinesiology, Athletics and Dance [KNDAN]

Plan for topic "Students completing the course will be able to recognize and describe any muscle imbalances in their own body."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>None needed.</td>
</tr>
<tr>
<td>2011/12</td>
<td>None at this time as this cohort assessed at a higher success rate than previous cohorts that were evaluated.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Will no longer assess this outcome. Will replace with a new objective/outcome during next assessment cycle.</td>
</tr>
<tr>
<td>2014</td>
<td>Will no longer assess this outcome. Will add a new outcome from the course objectives/outcomes in the next assessment cycle.</td>
</tr>
<tr>
<td>2016/17</td>
<td>File assessment plan: The following course was not assessed due to class cancellation and instructor retirement. This course will be assessed the next time it is offered.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to recognize and describe any muscle imbalances in their own body." : 2013/14

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>None needed.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Will no longer assess this outcome. Will add a new outcome from the course objectives/outcomes in the next assessment cycle.</td>
</tr>
<tr>
<td>2014</td>
<td>Will no longer assess this outcome. Will add a new outcome from the course objectives/outcomes in the next assessment cycle.</td>
</tr>
<tr>
<td>2016/17</td>
<td>File assessment plan: The following course was not assessed due to class cancellation and instructor retirement. This course will be assessed the next time it is offered.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to Demonstrate with 100% accuracy the level 1 and 2 skills of the Pilates Mat Work." : 2013/14

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>None needed.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Will no longer assess this outcome. Will replace with a new objective/outcome during next assessment cycle.</td>
</tr>
<tr>
<td>2014</td>
<td>Will no longer assess this outcome. Will add a new outcome from the course objectives/outcomes in the next assessment cycle.</td>
</tr>
<tr>
<td>2016/17</td>
<td>File assessment plan: The following course was not assessed due to class cancellation and instructor retirement. This course will be assessed the next time it is offered.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to demonstrate with 100% accuracy the level 1 (beginning) and 2 (intermediate) skills of the Pilates Mat Work." : 2013/14

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>None needed.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Will no longer assess this outcome. Will add a new outcome from the course objectives/outcomes in the next assessment cycle.</td>
</tr>
<tr>
<td>2014</td>
<td>Will no longer assess this outcome. Will add a new outcome from the course objectives/outcomes in the next assessment cycle.</td>
</tr>
<tr>
<td>2016/17</td>
<td>File assessment plan: The following course was not assessed due to class cancellation and instructor retirement. This course will be assessed the next time it is offered.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to design a program with the Pilates exercises to address their own individual needs." : 2013/14

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>None needed.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Will no longer assess this outcome. Will add a new outcome from the course objectives/outcomes in the next assessment cycle.</td>
</tr>
<tr>
<td>2014</td>
<td>Will no longer assess this outcome. Will add a new outcome from the course objectives/outcomes in the next assessment cycle.</td>
</tr>
<tr>
<td>2016/17</td>
<td>File assessment plan: The following course was not assessed due to class cancellation and instructor retirement. This course will be assessed the next time it is offered.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to recognize and describe any muscle imbalances in their own body." : 2010/11

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>None needed.</td>
</tr>
<tr>
<td>2011/12</td>
<td>None at this time as this cohort assessed at a higher success rate than previous cohorts that were evaluated.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Will no longer assess this outcome. Will replace with a new objective/outcome during next assessment cycle.</td>
</tr>
<tr>
<td>2014</td>
<td>Will no longer assess this outcome. Will add a new outcome from the course objectives/outcomes in the next assessment cycle.</td>
</tr>
<tr>
<td>2016/17</td>
<td>File assessment plan: The following course was not assessed due to class cancellation and instructor retirement. This course will be assessed the next time it is offered.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to demonstrate with 100% accuracy the level 1 and 2 skills of the Pilates Mat Work."

None needed.

Plan for topic "Students completing the course will be able to demonstrate with 100% accuracy the level 1 (beginning) and 2 (intermediate) skills of the Pilates Mat Work."

None needed.

Plan for topic "Students completing the course will be able to design a program with the Pilates exercises to address their own individual needs."

None needed.

Plan for topic "Students completing the course will be able to recognize and describe any muscle imbalances in their own body."

None needed.

Plan for topic "Students completing the course will be able to demonstrate with 100% accuracy the level 1 and 2 skills of the Pilates Mat Work."

Evaluation criteria has been raised from 80% to 90% to raise expectation and performance standards.

Plan for topic "Students completing the course will be able to demonstrate with 100% accuracy the level 1 (beginning) and 2 (intermediate) skills of the Pilates Mat Work."

Evaluation criteria has been raised from 80% to 90% to raise expectation and performance standards.

Plan for topic "Students completing the course will be able to design a program with the Pilates exercises to address their own individual needs."

Changes have been made to the assessment methods and measurement criteria to reflect contemporary methods in Pilates mat work and to remove the prior redundancy with outcome 1 assessment methods and measurement criteria.

Plan for topic "Students completing the course will be able to recognize and describe any muscle imbalances in their own body."

None needed.

Plan for topic "Students completing the course will be able to demonstrate with 100% accuracy the level 1 and 2 skills of the Pilates Mat Work."

None needed.
Plan for topic "Students completing the course will be able to demonstrate with 100% accuracy the level 1 (beginning) and 2 (intermediate) skills of the Pilates Mat Work.": 2008/9

None needed.

Plan for topic "Students completing the course will be able to design a program with the Pilates exercises to address their own individual needs.": 2008/9

None needed.
<table>
<thead>
<tr>
<th>Course</th>
<th>Plan for topic</th>
<th>Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>1012. Pilates Mat Work II [KNDAN-105B] belonging to Kinesiology, Athletics and Dance [KNDAN]</td>
<td>Students completing KNDAN-105B will be able to Correctly demonstrate at intermediate level Pilates mat work body placement</td>
<td>2016/17</td>
</tr>
<tr>
<td></td>
<td>File assessment plan: The following course was not assessed due to class cancellation and instructor retirement. This course will be assessed the next time it is offered.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan for topic &quot;Students completing KNDAN-105B will be able to Correctly demonstrate at intermediate level Pilates mat work body placement&quot;: 2013/14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Since this is the first assessment of this new course, will continue using current instructional methods and evaluate during next cycle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan for topic &quot;Students completing KNDAN-105B will be able to Analyze and perform an intermediate order of classical Pilates mat work.&quot;&quot;: 2013/14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Since this is the first assessment, will continue using current instructional methods and evaluate during next assessment cycle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan for topic &quot;Students completing KNDAN-105B will be able to Perform intermediate Pilates mat work exercises with props.&quot;&quot;: 2013/14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Since this is the first assessment, will continue to using current instructional methods. Evaluate during next cycle.</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Topic Description</td>
<td>Outcome Year</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Ballet Fundamentals I [KNDAN-110A] belonging to Kinesiology, Athletics and Dance [KNDAN]</td>
<td>Students completing this course will be able to perform introductory ballet level dance choreography.</td>
<td>2018/19</td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to identify elementary ballet vernacular and vocabulary.</td>
<td>2015/16</td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to demonstrate alignment while executing movement(s).</td>
<td>2015/16</td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to perform beginning ballet allegro and adagio locomotor movement(s).</td>
<td>2015/16</td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to identify elementary ballet vernacular and vocabulary.</td>
<td>2011/12</td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to demonstrate alignment while executing movement(s).</td>
<td>2011/12</td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to perform beginning ballet allegro and adagio locomotor movement(s).</td>
<td>2011/12</td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to identify elementary ballet vernacular and vocabulary.</td>
<td>2010/11</td>
</tr>
</tbody>
</table>
Burke: Understanding ballet vernacular and vocabulary are of key importance in a student's progress. The instructor demonstrates the movement and uses and defines the vocabulary. We work through repetition.

**Plan for topic "Students completing the course will be able to demonstrate alignment while executing movement(s).":** 2010/11

2011-10-06: The class is unique and strategy changes. The instructor verbally describes and defines the movement and the movement is physically practiced. Repetition is the key.

2011-10-06: Burke: Each class provides new challenges. The instructor describes and defines the movement. The class practices the movement. Repetition.

**Plan for topic "Students completing the course will be able to perform beginning ballet allegro and adagio locomotor movement(s).":** 2010/11

2011-10-06: I shall continue seeking perfect method.

2011-10-06: Continue seeking new ways to present material. (Burke)
DVC Instructional Course SLO Action Plans

1014. Ballet Fundamentals II [KNDAN-110B] belonging to Kinesiology, Athletics and Dance [KNDAN]
### 1015. Jazz Dance Fundamentals I [KNDAN-120A] belonging to Kinesiology, Athletics and Dance [KNDAN]

#### Plan for topic "Students completing the course will be able to perform Instructor choreographed jazz dance combinations.": 2017/18

I plan to expand on the activity of having students do group work focused on jazz dance history to increase their awareness of the art form and ability to connect theory to practice. This approach is effective in helping students develop social skills, express their identity, and build their self-esteem. I want students to explore and produce their own work and I want students to develop a coherent set of artistic and intellectual goals for themselves.

#### Plan for topic "Students completing the course will be able to demonstrate fundamental jazz dance warm-ups.": 2014/15

Students did well on the assessment with the exception of 1 who could not master most skills and 3 students did not show up for the assessment. Instructor will continue to use this assessment and make a comparison of past data to see if similar results are attained.

#### Plan for topic "Students completing this course will be able to identify jazz dance vocabulary."": 2014/15

The students who did not do well on the quiz either did not show up to take the quiz or did not review the vocabulary posted on D2L. Instructor will reinforce the use of D2L for supplemental material and check in with students prior to quizzes.

#### Plan for topic "Students completing the course will be able to demonstrate fundamental jazz dance warm-ups."": 2011/12

- **2011-05-10:** Continue to seek perfect method of presenting material.
- **2011-10-06:** Continue seeking new ways of presenting the material.

#### Plan for topic "Students completing the course will be able to demonstrate fundamental jazz locomotor movement(s)."": 2011/12

- **2011-10-06:** Methods are refined for each class. We work through repetition and conversation.
- **2011-10-06:** Each group of students provides new challenges. We work through repetition and conversation.

#### Plan for topic "Students completing the course will be able to perform Instructor choreographed jazz dance combinations."": 2010/11

- **2011-10-06:** Continue to seek perfect method of presenting material. Each group of students provide unique challenges and methods evolve to fit each group.
- **2011-10-06:** Methods are constantly evolving to meet the needs of each unique class. Repetition and communication are of key importance.
### 1016. Jazz Dance Fundamentals II [KNDAN-120B] belonging to Kinesiology, Athletics and Dance [KNDAN]

#### Plan for topic "Students completing this course will be able to perform jazz dance compositions at the beginning level.": 2018/19

Instructor will be adding a semester-long group choreography project to the curriculum. Students will spend the semester working individually and in groups to create a unique piece of choreography while also generating original concepts and producing their own movement. Students will combine this material as part of the final examination, which will be presented as a showcase at the end of the semester.

#### Plan for topic "Students completing this course will be able to perform jazz dance compositions at the beginning level.": 2017/18

This course will be assessed next time it is offered.

#### Plan for topic "Students completing this course will be able to identify jazz vocabulary needed for jazz dance warm ups.": 2014/15

The students quizzed were ready to be challenged with more comprehensive questions which will be added to the next assessments quiz.

#### Plan for topic "Students completing this course will be able to perform instructor choreographed combinations.": 2014/15

Only one student did not receive a passing score. The student lost points due to absence and lack of knowledge of material that needed to be presented. Assessment method will be used again to have a better data sampling. Instructor will remind students of the necessity of strong attendance for success.
1017. Modern Dance Fundamentals I [KNDAN-130A] belonging to Kinesiology, Athletics and Dance [KNDAN]

**Plan for topic "Students completing the course will be able to demonstrate fundamental modern dance warm-ups.":** 2015/16

Data collected and will be submitted by 12/31/16

**Plan for topic "Students completing the course will be able to perform Instructor choreographed modern dance combinations.":** 2015/16

The results were satisfactory with one student not completing a portion of the in-class assessment. This assessment should be done again and students will be given more time to complete their work in class. A video will also be made accessible for the students to see their work.

**Plan for topic "Students completing the course will be able to demonstrate fundamental modern dance warm-ups.":** 2010/11

Continue improving checklist.

**Plan for topic "Students completing the course will be able to demonstrate fundamental modern dance axial and locomotor movement(s).":** 2010/11

2011-10-06: Each group presents new challenges. We work through repetition and conversation and more repetition.

2011-10-06: Every group of students is different. There are always new challenges. We work and learn through repetition and conversation and more repetition.

**Plan for topic "Students completing the course will be able to perform Instructor choreographed modern dance combinations.":** 2010/11

2011-10-06: Continue to seek perfect method of presenting material. Each group of students provide new challenges therefore the methods are constantly changing and evolving to fit each class.

2011-10-06: Continue looking for better ways to present material. Each class presents new challenges, therefore, the methods are constantly evolving.
An action plan goal for Fall 2018 includes adding a semester-long group choreography project to the curriculum. Students will spend the semester working individually and in groups to create a unique piece of choreography while also generating original concepts and producing their own movement. Students will combine this material as part of the final examination, which will be presented as a showcase at the end of the semester.

Plan for topic "Students completing KNDAN-130B will be able to Develop proper alignment and developed kinesthetic awareness for beginning modern dance through progressive warm-ups, center floor work and beginning modern dance compositions." :: 2013/14

The checklist is in a constant state of change. Refined and refitted to serve the particular needs of each class.

Every class is different. Each new group provides a new challenge. We are constantly refining the process finding new ways to express the ideas and pull wonderful movement from our dancer's.

Plan for topic "Students completing KNDAN-130B will be able to Demonstrate beginning modern dance locomotor skills." :: 2013/14

Continue ny quest for the best method of presenting the material to inspire my atudents.
DVC Instructional Course SLO Action Plans

1019. Topics in Dance Arts [KNDAN-150] belonging to Kinesiology, Athletics and Dance [KNDAN]
Plan for topic "Students completing KNDAN-150 will be able to Identify vocabulary and demonstrate fundamental Argentine Tango steps and movement.":: 2016/17

FILE ASSESSMENT PLAN- All of the instructors who taught the 150 classes are either no longer at DVC or were replaced by a new adjunct instructor. Additionally the most recent 150 course was renamed and will be assessed under its new course number for the academic year 2017-2018.

Plan for topic "Students completing KNDAN-150 will be able to Identify vocabulary and demonstrate fundamental Argentine Tango steps and movement.":: 2013/14
Even though class scored higher than predicted, more repetition of individual steps and movement will be implemented.

Plan for topic "Students completing KNDAN-150 will be able to Integrate fundamental movements into the music that is unique to this dance.":: 2013/14
Instructor to spend additional time integrating music with movement. Many students do not have any musical training which is essential to achieving this skill.

Plan for topic "Students completing KNDAN-150 will be able to Synthesize vocabulary into fluid movement patterns.":: 2013/14
More repetition so that students gain skill in creating sequences of movement patterns.
### 1020. Tap Dance I [KNDAN-160A] belonging to Kinesiology, Athletics and Dance [KNDAN]

#### Plan for topic "Students completing this course will be able to define and describe basic tap dance terminology.": 2017/18

Criterion was met; The assessment of the SLO was successful and appropriate. Faculty will assess topic the next time course is offered and in addition will select another topic.

#### Plan for topic "Students completing the course will be able to demonstrate beginning tap dance skills including all single, double and triple steps taught in this class.": 2015/16

This course has not been offered. It is the intention of the department to hire a new adjunct faculty to offer this course in a future academic year when there is room in the schedule.

#### Plan for topic "Students completing the course will be able to evaluate tap dance as an art form.": 2011/12

While the students exceeded the criteria for judging, showing more videos to the students may help them to better evaluate performances.

#### Plan for topic "Students completing the course will be able to demonstrate beginning tap dance skills including all single, double and triple steps taught in this class.": 2008/9

None needed.

#### Plan for topic "Students completing the course will be able to evaluate tap dance as an art form.": 2008/9

Develop easier access to live dance performances.

#### Plan for topic "Students completing the course will be able to perform a simple tap dance for live audience.": 2008/9

Emphasis on attendance and in class participation needs improving.
### DVC Instructional Course SLO Action Plans

#### 1021. Tap Dance II [KNDAN-160B] belonging to Kinesiology, Athletics and Dance [KNDAN]

Plan for topic "Students completing the course will be able to demonstrate intermediate variations of tap steps and the corresponding rhythms such as multiple turns, quadruple sounds, or other specific steps."

- **2018/19**: I will continue to demonstrate proper techniques, assist students in comprehension of the terminology and techniques. For students scoring low on the rubric, more practice time will be given after class and peer group work will be utilized.

- **2017/18**: While there were no students enrolled and no results to post this semester, we will assess and post results after the next offering of the course.

- **2015/16**: This course has not been offered. It is the intention of the department to hire a new adjunct faculty to offer this course in a future academic year when there is room in the schedule.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the cultural relevance of the African aesthetic to contemporary tap dance and American culture."

- **2011/12**: Student success exceeded the criteria and therefore no changes at this time.

Plan for topic "Students completing the course will be able to demonstrate intermediate variations of tap steps and the corresponding rhythms such as multiple turns, quadruple sounds, or other specific steps."

- **2008/9**: None needed.

### Outcome Assessment History

#### Stress importance of completing assignments and relation to grade.

#### May need to give modifications for students who are not so advanced.
### 1022. Broadway Dance [KNDAN-162] belonging to Kinesiology, Athletics and Dance [KNDAN]

| Plan for topic "Students completing the course will be able to identify Broadway Dance Theatre tradition and history." | 2018/19 |
|---------------------------------------------------------------------------------------------------------------|
| This course has not been offered since Fall 2017. It will be assessed Fall 2019 semester. It is offered every other academic year. |

| Plan for topic "Students completing the course will be able to demonstrate basic Broadway Dance warm-up technique." | 2015/16 |
|---------------------------------------------------------------------------------------------------------------|
| While most students achieved this SLO, the evaluation will need to be modified to include a higher degree of difficulty in some dance technique areas to support assessment topic number 3's need for stronger emphasis on technique. |

| Plan for topic "Students completing the course will be able to perform dances as given by instructor/choreographer." | 2015/16 |
|---------------------------------------------------------------------------------------------------------------|
| Students were given 4 different Broadway styles with an increasing degree of difficulty. The last dance was the most technical and proved to lower some students' scores. This assessment should be done again. An emphasis on technique needs to be encouraged earlier in the semester to help raise the degree of success in the final more technical dance. |

| Plan for topic "Students completing the course will be able to identify Broadway Dance Theatre tradition and history." | 2010/11 |
|---------------------------------------------------------------------------------------------------------------|
| Instructor will give more hand out materials prior to the first quiz. |

| Plan for topic "Students completing the course will be able to demonstrate basic Broadway Dance warm-up technique." | 2010/11 |
|---------------------------------------------------------------------------------------------------------------|
| None at this time, Instructor will reevaluate this SLO in the next semester. |

| Plan for topic "Students completing the course will be able to perform dances as given by instructor/choreographer." | 2010/11 |
|---------------------------------------------------------------------------------------------------------------|
| This class has many levels of technique. Instructor will work with students who need additional assistance. |
### DVC Instructional Course SLO Action Plans

**1023. Ballroom/Social Dance I [KNDAN-164A] belonging to Kinesiology, Athletics and Dance [KNDAN]**

- **Plan for topic "Students completing the course will be able to identify vocabulary and demonstrate elementary ballroom dance movement."": 2017/18
  
  Some students must need more review, so I will do that.

- **Plan for topic "Students completing the course will be able to integrate basic ballroom dance movement with musical structure."": 2017/18
  
  Sensitivity to music is a very complex issue. Students should receive as much practice as feasible and should be encouraged to listen to the genre of music outside class.

- **Plan for topic "Students completing the course will be able to synthesize beginning ballroom vocabulary into movement patterns."": 2017/18
  
  Students just need to practice that skill as part of the classroom work.

- **Plan for topic "Students completing the course will be able to identify vocabulary and demonstrate elementary ballroom dance movement."": 2014/15
  
  Continue to refine rubric to achieve greater student skill level success.

- **Plan for topic "Students completing the course will be able to integrate basic ballroom dance movement with musical structure."": 2014/15
  
  Continue to refine rubric to achieve higher success rates.

- **Plan for topic "Students completing the course will be able to synthesize beginning ballroom vocabulary into movement patterns."": 2014/15
  
  Spend a little more time on this aspect of class.

- **Plan for topic "Students completing the course will be able to identify vocabulary and demonstrate elementary ballroom dance movement."": 2010/11
  
  Mastery of each dance in the class was largely due to three significant factors: 1) length of time spent on the dance - some dances received 4 to 5 classes of instruction and some dances only received 2 to 3 classes of instruction, 2) students like or dislike of the dance presented - some students love one dance form and struggle or dislike another dance form, 3) availability of partners - some classes the male to female ratio was more even, other classes there were significantly more females to males and the women were dancing without partners. My plan to improve on the results is to 1) balance the class time spent on each dance, 2) work on increasing the student's familiarity of each dance, thus increasing the positive experience with each dance, and 3) working on rotations of partners in such a way to that each student gets a significant amount of time dancing with a partner.
**DVC Instructional Course SLO Action Plans**

**2010/11**

My plan is to continue working with the integration of ballroom movement and music as I have been. My students learn about the mood and characteristics of each dance and mood and characteristics of the music. They then dance these together. I intend to continue working with students in this way so they enjoy ballroom movement with confidence.

**Plan for topic "Students completing the course will be able to synthesize beginning ballroom vocabulary into movement patterns.":**

Students are randomly assigned a group. This gives a number of results: students either work well or they do not work well together. Some groups had strong followers and leaders needing more guidance. Given that the leader is responsible for structuring the dance, it is important that I stress this from the beginning of the semester. My plan for improving the first group project/demonstration is to work on strong technique, to strongly stress the ballroom vocabulary with the students from the beginning (introduce more vocabulary sooner in the semester) and to work on more movement patterns sooner in the semester. This acceleration will be successful with some students but will prove challenging with others. I plan on working on the best balance for each class.
1024. Ballroom/Social Dance II [KNDAN-164B] belonging to Kinesiology, Athletics and Dance [KNDAN]
Plan for topic "Students completing the course will be able to describe and apply the terminology, music and rhythmical structure of the various Swing dances, including East Coast Swing, Lindy-hop, Jive and West Coast Swing." 2014/15

Students were not comfortable taking a quiz in this class. Vocabulary was posted on D2L with very few students reviewing the material. An in class alternative method for reviewing terminology will be given prior to the first quiz.

Plan for topic "Students completing the course will be able to perform instructor-choreographed dance combinations integrating steps and patterns of various swing vernacular." 2014/15

Students did well on this assessment. Students rotated partners often but next assessment Instructor will have students rotate partner roles to make sure they understand proper movement mechanics.

Plan for topic "Students completing the course will be able to practice leading and/or following in all covered Swing dances." 2011/12

Daily attendance, mandatory practice with differing partners and instructor was established for the course however lack of "Lead" dancers discouraged "Followers" from participating. Instructor will try to actively rotate couples who are doubled up.

Plan for topic "Students completing the course will be able to perform instructor-choreographed dance combinations integrating steps and patterns of various swing vernacular." 2011/12

No changes of format will be done at this time however it was noted that the quiz process was difficult due to lack of "Lead" dancers.

Plan for topic "Students completing the course will be able to describe and apply the terminology, music and rhythmical structure of the various Swing dances, including East Coast Swing, Lindy-hop, Jive and West Coast Swing." 2010/11

Instructor will continue current quiz assessment process.

Plan for topic "Students completing the course will be able to practice leading and/or following in all covered Swing dances." 2010/11

Daily attendance, mandatory practice with differing partners and instructor will continue as established for the course.

Plan for topic "Students completing the course will be able to perform instructor-choreographed dance combinations integrating steps and patterns of various swing vernacular." 2010/11

No changes of format will be done at this time.
1026. Salsa and Latin Dance I [KNDAN-168A] belonging to Kinesiology, Athletics and Dance [KNDAN]

Plan for topic "Students completing the course will be able to identify vocabulary and demonstrate elementary Salsa and Latin dance movement.": 2017/18

| Even more practice of correlating the movement with the proper word, and more repetition of individual movements |
| Plan for topic "Students completing the course will be able to integrate basic Latin dance movements with musical structure.": 2017/18 |
| Playing music just to listen to and find the beat works. It would be nice to spend more time getting familiar with the music for each particular dance. |
| Plan for topic "Students completing the course will be able to synthesize the vocabulary of Latin dance into movement patterns.": 2017/18 |
| It works to require students to put together a pattern of at least 2 movements and demonstrate for the instructor. Perfecting an individual movement does not help this skill. More time on this skill would be helpful. |

Plan for topic "Students completing the course will be able to identify vocabulary and demonstrate elementary Salsa and Latin dance movement.": 2014/15

| Continue to refine rubric and assess results frequently . |
| Plan for topic "Students completing the course will be able to integrate basic Latin dance movements with musical structure.": 2014/15 |
| Continue to develop curriculum emphasis to achieve greater results. |
| Plan for topic "Students completing the course will be able to synthesize the vocabulary of Latin dance into movement patterns.": 2014/15 |
| Continue to develop rubric to achieve greater succes |

Plan for topic "Students completing the course will be able to identify vocabulary and demonstrate elementary Salsa and Latin dance movement.": 2010/11

| I think this is about as I would expect, given that dance is often new to most of the students. |
| Plan for topic "Students completing the course will be able to integrate basic Latin dance movements with musical structure.": 2010/11 |
| I will spend more time having the students listen to music and heighten their awareness of the music specific to each type of dance. |
| Plan for topic "Students completing the course will be able to synthesize the vocabulary of Latin dance into movement patterns.": 2010/11 |
| I think this is an adequate result for a beginning class of mainly people who have never danced before. |
Plan for topic "Students completing the course will be able to demonstrate intermediate Salsa and Latin dance movement and vocabulary."

Repetition is extremely important. Sometimes I add too many new movements, and this is not always the correct thing to do. The needs of a particular group of students must be analyzed.

Plan for topic "Students completing the course will be able to integrate intermediate Latin dance movement and musical structure."

Students need lots of practice integrating and there never seems to be enough time. I will try to make more time with emphasis on the musical integration of the movement.

Plan for topic "Students completing the course will be able to synthesize intermediate Latin dance vocabulary into intermediate movement patterns."

Practice and focus on this skill is extremely important. More pop quizzes will help the students become more comfortable with this skill.

Plan for topic "Students completing the course will be able to integrate intermediate Latin dance movement and musical structure."

Spend more time having students focus on the music.

Plan for topic "Students completing the course will be able to synthesize intermediate Latin dance vocabulary into intermediate movement patterns."

Instructor should spend more time on transitions between movements.

Plan for topic "Students completing the course will be able to demonstrate intermediate Salsa and Latin dance movement and vocabulary."

Continue to refine rubric to achieve greater success.

Plan for topic "Students completing the course will be able to integrate intermediate Latin dance movement and musical structure."

Continue to refine rubric to achieve great skill levels.

Plan for topic "Students completing the course will be able to synthesize intermediate Latin dance vocabulary into intermediate movement patterns."

Continue to improve rubric to achieve great student success.

Plan for topic "Students completing the course will be able to demonstrate intermediate Salsa and Latin dance movement and vocabulary."
I think this is pretty good for an intermediate level class where the base of knowledge already exists

**Plan for topic "Students completing the course will be able to integrate intermediate Latin dance movement and musical structure.":**

2010/11

I believe this is an adequate result for an intermediate level dance class

**Plan for topic "Students completing the course will be able to synthesize intermediate Latin dance vocabulary into intermediate movement patterns.":** 2010/11

I think these are pretty good results.
DVC Instructional Course SLO Action Plans

1028. Argentine Tango I [KNDAN-169A] belonging to Kinesiology, Athletics and Dance [KNDAN]

Plan for topic "Students completing this course will be able to identify and perform beginning level Argentine Tango vocabulary":

2017/18
This course will be assessed the next time it is offered.

Plan for topic "Students completing this course will be able to identify and perform beginning level Argentine Tango vocabulary":

2014/15
Plan for topic "Students completing this course will be able to integrate basic Argentine Tango vocabulary with the music":

2014/15
More emphasis on integrating the music with the movement

Plan for topic "Students completing this course will be able to synthesize basic Argentine tango movements into fluid phrases":

2014/15
Continue to refine the rubric to achieve greater student success
Plan for topic "Students completing this course will be able to perform introductory level hip-hop/funk dance choreography.": 2015/16

An action plan goal for spring 2017 includes adding a semester-long group choreography project to the curriculum. Students will spend the semester working individually and in groups to create a unique piece of choreography while also generating original concepts and producing their own movement. Students will combine this material as part of the final examination, which will be presented as a showcase at the end of the semester.
### DVC Instructional Course SLO Action Plans

**1030. Hip-Hop and Urban Funk Dance II [KNDAN-170B] belonging to Kinesiology, Athletics and Dance [KNDAN]**

#### Plan for topic "Students completing this course will be able to gain the ability to demonstrate a strong aesthetic and dance skill vocabulary informed by Hip hop history": 2018/19

| Students working in groups to create a unique piece of choreography from different eras that represent Hip Hop dance and culture. Students will combine this material and present information for each group as part of the final examination during class Final is the last day of class. |

#### Plan for topic "Students completing this course will be able to to perform intermediate level hip-hop/funk dance choreography with intermediate level foot work and polyrhythmic movements.": 2015/16

| This class was combined with another level section. An action plan goal for spring 2017 includes adding a semester-long group choreography project to the curriculum. Students will spend the semester working individually and in groups to create a unique piece of choreography while also generating original concepts and producing their own movement. Students will combine this material as part of the final examination, which will be presented as a showcase at the end of the semester. |
### 1031. Intercollegiate Pre-Participation Orientation [KNICA-098] belonging to Kinesiology, Athletics and Dance [KNICA]

**Plan for topic "Students completing this course will be able to recite Division I, II, III and NAIA academic transfer requirements."**: 2018/19

The face to face delivery method of instruction will be kept but updated when new policies are implemented. Change to future sessions would be to provide handouts to review vast amount of information given in a short period of time.

**Plan for topic "Students completing the course will be able to complete required CCCAA paperwork for athletic eligibility accurately."**: 2015/16

The methods were successful for the vast majority of students in this one week course offering. The only 2 who were not competent in all the criteria both missed 2 of the 4 day course, so those results were predictable.

**Plan for topic "Students completing the course will be able to describe and employ their rights and responsibilities as defined by the DVC Student-Athlete Handbook."**: 2012/13

Continue to update vital information on transfer eligibility, rules, roles and responsibilities of DVC student-athletes.

**Plan for topic "Students completing the course will be able to complete required CCCAA paperwork for athletic eligibility accurately."**: 2011/12

Procedures for completing required forms will remain the same. Computer usage to complete forms in the new meeting room will be required, as previous courses were held in the old student services building.
Plan for topic "Students completing this course will be able to develop a community service activity with classmates.": 2018/19

The majority of the students who were engaged in the course and completed their work passed the course with an A or B. Teaching plan will be adjusted to provide more time for students to start their community service project.

Plan for topic "Students completing the course will be able to identify and utilize a variety of academic resources available to students on a college campus.": 2015/16

Will continue to provide student service resource presentations throughout future semesters. Follow up meetings with instructor(s) will ensure student connections with on campus resources are being met.

Plan for topic "Students completing the course will be able to assess athletic and academic goals and prepare short and long term plans for achievement and athletic competition.": 2015/16

The goal setting exercise should continue to be utilized as it helps keep the student-athletes focused, organized and motivated in both the athletic and academic settings.

The addition of bringing in sophomore student-athletes who had successfully completed the assessment the previous year to share their insight would benefit this exercise.

Plan for topic "Students completing the course will be able to identify and utilize a variety of academic resources available to students on a college campus.": 2012/13

Plan for continuing the high rate of success is continuing to create connections between students and tutorial services on campus, including but not limited to required math lab hours, instructor office hour visits, review of student services available resources.
1033. Student-Athlete Success II [KNICA-101] belonging to Kinesiology, Athletics and Dance [KNICA]

Plan for topic "Students completing the course will be able to demonstrate leadership behaviors through mentoring and community involvement opportunities.": 2018/19

This course has not been offered since the Spring 2017. It will be assessed the next time it is offered.

Plan for topic "Students completing the course will be able to evaluate and compare four-year schools and/or professional career options based upon personal priorities.": 2015/16

The goal setting exercise utilizing the S.M.A.R.T model should continue to be utilized as it enabled students to deliberate and create an organized and thoughtful plan for future success. Incorporating visits from former student-athletes who have made the transition to life after DVC to share their experiences should allow a better understanding of options, obstacles and overall opportunities the student-athletes are facing.

Plan for topic "Students completing the course will be able to assess the academic and athletic eligibility requirements to transfer to and compete at a four-year college.": 2012/13

Students will continue to utilize the general education work sheet as an assessment tool for academic and athletic eligibility.
Plan for topic "Students completing the course will be able to analyze and diagram offensive and defensive schemes and strategies."

**2018/19**

The weekly assessments of game plans and defensive strategies and techniques will continue to be utilized assessing the students weekly performance. The incorporation of HUDL evaluations has proven to be highly beneficial to students and an efficient evaluation and teaching tool for the instructor. This practice and further utilization of technological advances in video creation should continue to be practiced and grow.

Plan for topic "Students completing the course will be able to analyze and diagram offensive and defensive schemes and strategies."

**2015/16**

The weekly assessments of game plans and defensive strategies and techniques will continue to be utilized. In the future the course should incorporate technological upgrades to the assessment process through the utilization of digital playbooks, quizzes and teaching tools available through HUDL and similar programs.

Plan for topic "Students completing the course will be able to analyze and interpret the advanced skills and techniques of offensive and defensive football."

**2012/13**

The utilization of the video technique review sheets will be used earlier in the semester in an attempt to achieve the benefits earlier in the course.
## Plan for topic "Students are expected to improve physical conditioning relevant to the specific sport."

### 2017/18
Cardio exercise/training is a key component in every sport especially at the collegiate level. However, depending on the specific sport, Coaches may use an alternative time charts to assess their students. In future semesters, I will provide a variety of cardio training which may assist with students' improved times. Will also add a third test mid semester to ensure meeting the actual assessment.

### 2014/15
Achieving the fitness standards described above is important for success at the collegiate level of soccer competition. For future semesters of this course, I will foster greater support, in particular for those students who are beyond 1 minute 30 seconds of the standard. The results of this semester indicate that these students, even though they have the greatest room for improvement, may not have the greatest confidence or motivation to do the work necessary to improve their fitness to necessary levels for intercollegiate soccer performance. I will foster support by providing conditioning situations that vary, are challenging yet manageable, and involve support involve support from fellow classmates.

### 2011/12
The results indicated that our fitness training during the semester was successful in improving our aerobic fitness, which is important for soccer competition.
Plan for topic "Students completing the course will be able to...Demonstrate positive sportsmanship in Intercollegiate Baseball competition." : 2016/17

Although this SLO had a successful outcome the next time this particular one is assessed I will add what the ramifications of opponent team players or coaches who were ejected while playing DVC are... Example... hurt their team by not being able to play the following game after being ejected from a contest.

Plan for topic "Students completing the course will be able to...Demonstrate the Rules of Intercollegiate Baseball." : 2013/14

Continue to address rules, regulations, and situational circumstances that have an effect on the game.

Plan for topic "Students completing the course will be able to...Demonstrate the techniques necessary to compete in intercollegiate baseball." : 2013/14

Continue to work on the general fundamentals of the game as well as position specific techniques.

Plan for topic "Students completing the course will be able to...Demonstrate positive sportsmanship in Intercollegiate Baseball competition." : 2013/14

Continue to stress the importance of sportsmanship and consequences of getting ejected (kicked out of that game and must sit out the next game).
### DVC Instructional Course SLO Action Plans


<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to evaluate individual and team performance in all aspects of the sport, including technique and offensive/defensive strategies.&quot;</td>
<td>2017/18</td>
<td></td>
</tr>
<tr>
<td>pre and post season goal sheets may work better with a specific work plan and mid-season assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to perform the techniques and execute the strategies necessary to compete in intercollegiate men's basketball.&quot;</td>
<td>2014/15</td>
<td></td>
</tr>
<tr>
<td>We will be writing a play book to circulate for students to learn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able too describe and apply the rules of men's basketball to a competitive environment.&quot;</td>
<td>2012/13</td>
<td></td>
</tr>
<tr>
<td>Analysis game statistics to assess performance and change individual action plans for each player</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**1038. Intercollegiate Basketball-B, Men [KNICA-202B] belonging to Kinesiology, Athletics and Dance [KNICA]**

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to evaluate individual and team performance in all aspects of the sport, including technique and offensive/defensive strategies.&quot;</td>
<td>2017/18 Pre and post season goal sheets may work better with a specific work plan and mid-season assessment.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to perform the techniques and execute the strategies necessary to compete in intercollegiate men's basketball.&quot;</td>
<td>2014/15 We will be developing and circulating a play book with game plays to assist in learning.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to describe and apply the rules of men’s basketball to a competitive environment.&quot;</td>
<td>2012/13 Continue to collect statistics at each game and analyze competency.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to evaluate individual and team performance in all aspects of the sport, including technique and offensive/defensive strategies." : 2016/17

Game film and statistics sheets will continue to be utilized to help the students understand techniques, objectives and goals.

Plan for topic "Students completing KNICA-203A will be able to Describe and apply the rules of women's basketball to a competitive environment." : 2013/14

100% success may be unrealistic outcome with current rubric. Future assessments will not include "obscure" rule interpretations and enforcement by officials. Focus on the 'core' rules and regulations that guide 99% of the activity.

Plan for topic "Students completing the course will be able to perform the techniques and execute the strategies necessary to compete in intercollegiate women's basketball." : 2012/13

Instructor will modify current practice procedures to utilize more time for more individualized personal skill development sessions.

Plan for topic "Students completing the course will be able to evaluate individual and team performance in all aspects of the sport, including technique and offensive/defensive strategies." : 2012/13

Instructor will spend more time assessing game film with the student athletes, increasing from 3 sessions a week to 6, giving students more individualized attention to understand strategic game planning.
## DVC Instructional Course SLO Action Plans


#### Plan for topic "Students completing the course will be able to evaluate individual and team performance in all aspects of the sport, including technique and offensive/defensive strategies."

<table>
<thead>
<tr>
<th>2018/19</th>
<th>Allowing for player specific skill development routines for the first 20 minutes of class time sharpened the students skill set. Watching individual game film helped increase individual understanding of the game. Areas of improvement should include adding an injury prevention/stretching routine and offering information on healthy nutrition for optimal athletic performance.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing the course will be able to perform the techniques and execute the strategies necessary to compete in intercollegiate women's basketball."

<table>
<thead>
<tr>
<th>2015/16</th>
<th>The course in itself was a sucess in that all of the students improved their understanding, skill level, and overall fitness to compete in a collegiate level basketball basketball course. An area that was not as successful was allowing the student athlete to work on their individual skill set for the first 10 minutes of the course without a mandated position based plan. Moving forward students will still work on their individual skill set during the first 10 minutes, however, there will be a mandated position based skill set instructional sheet.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing the course will be able to evaluate individual and team performance in all aspects of the sport, including technique and offensive/defensive strategies."

| 2012/13 | 100% success may be unrealistic outcome with current rubric. Future assessments will not include "obscure" rule interpretations and enforcement by officials. Focus on the 'core' rules and regulations that guide 99% of the activity. |

#### Plan for topic "Students completing the course will be able to perform the techniques and execute the strategies necessary to compete in intercollegiate women's basketball."

<table>
<thead>
<tr>
<th>2012/13</th>
<th>Instructor will increase individual personal workout sessions to improve on student skill development thereby increase student success.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing the course will be able to evaluate individual and team performance in all aspects of the sport, including technique and offensive/defensive strategies."

<table>
<thead>
<tr>
<th>2012/13</th>
<th>Instructor needs to increase time that students assess film from 3 sessions a week to 6 sessions, thereby giving students more individualized time and understanding to strategic game planning.</th>
</tr>
</thead>
</table>
## DVC Instructional Course SLO Action Plans

### 1041. Intercollegiate Cross Country, Men [KNICA-204] belonging to Kinesiology, Athletics and Dance [KNICA]

Plan for topic "Students completing the course will be able to successfully compete in men's inter-collegiate cross country.":

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>Continue with current coaching strategies and progressive fitness rubric which is specific to the ability and needs of each individual athlete and their season goals.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Continue with current coaching strategies and progressive workout rubric specific to the ability needs of each individual athlete.</td>
</tr>
<tr>
<td>2012/13</td>
<td>Continue with current coaching strategies and rubric of workouts.</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### 1042. Intercollegiate Cross Country, Women [KNICA-205] belonging to Kinesiology, Athletics and Dance [KNICA]

#### Plan for topic "Students completing the course will be able to successfully compete in women's inter-collegiate cross country."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>Continue with current coaching strategies and progressive fitness rubric which is specific to the ability and needs of each individual athlete and their season goals.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Continue with current coaching strategies and progressive workout rubric specific to the ability needs of each individual athlete.</td>
</tr>
<tr>
<td>2012/13</td>
<td>Continue with current coaching strategies and rubric of workouts.</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### 1043. Intercollegiate Football, Men [KNICA-206] belonging to Kinesiology, Athletics and Dance [KNICA]

#### Plan for topic "Students completing the course will be able to successfully execute position specific techniques": 2018/19

Instructor will continue to utilize HUDL technology to enhance teaching tools and grow student understanding of required position specific techniques. Continued acquisition and practice of skill development and coaching drills will allow for further growth of instructor effectiveness and student execution.

#### Plan for topic "Students completing the course will be able to demonstrate understanding of offensive schemes": 2015/16

The 10 perfect offensive plays will continue to be utilized as it hones concentration and solidifies understanding of core plays of the week's offensive game plan. Incorporating state of the art technological improvements with the use of diagrammed and superimposed teaching points to digital video through the use of HUDL or similar programs should be added.

#### Plan for topic "Students completing the course will be able to demonstrate understanding of defensive schemes": 2012/13

Use of written assessment will be incorporated in the preseason to demonstrate knowledge of general defensive schemes unrelated to weekly game plans.

#### Plan for topic "Students completing the course will be able to successfully execute position specific techniques": 2012/13

I will continue to add technique enhancing drills and evaluation processes.
DVC Instructional Course SLO Action Plans

1044. Intercollegiate Soccer, Women [KNICA-210] belonging to Kinesiology, Athletics and Dance [KNICA]

Plan for topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level.": 2018/19

This cohort did not achieve the selected standard for success. The lack of aerobic fitness was a factor in the team's moderate success in matches and underscores the importance of this method of measurement and standard. The 1.5 mile assessment continues to be a worthy tool to determine soccer-specific aerobic fitness levels. This tool will continue to be used for future assessments as a means to evaluate both individual and team aerobic fitness.

Plan for topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level.": 2015/16

The team was not able to achieve the criterion level of fitness determined to be necessary for successful collegiate soccer performance on either testing occasion. Student-athletes returning for a second season of competition will be provided with, and participate in off-season conditioning programs, with the goal of raising their individual, soccer-specific fitness levels. Additionally, student-athletes will continue to be provided with knowledge for how to manage their fitness outside of team training (including nutritional and cross-training techniques), since much of their fitness depends upon what they do when outside of our training environment.

Plan for topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level.": 2012/13

The team was able to achieve the standard of performance established for fitness at the women's collegiate soccer level. My action plan is to continue emphasizing our off-season (spring semester) and pre-season (summer session) conditioning programs to at a minimum maintain the groups' fitness standards. These fitness results directly impact the athletes' ability to compete successfully and are also an integral aspect of injury prevention.

Plan for topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level.": 2011/12

To continue focusing on aerobic conditioning in the off-season and pre-season (spring and summer) to insure the majority of the players entering the competitive season are prepared to meet the physical demands of the sport.

Plan for topic "Students completing this course will be able to compete in intercollegiate softball matches.": 2018/19

This was the first time assessing outcome #3. Instructor will continue with teaching plan for student-athletes to increase their knowledge of softball and prepare them for a competitive season.

Plan for topic "Students completing the course will be able to maintain sport-specific physical conditioning to compete at the intercollegiate level.": 2015/16

While this is an assessment to determine aerobic fitness, softball is a sport that involves anaerobic conditioning. In future off-season conditioning classes, we will focus on overall fitness which will include flexibility, muscular strength and muscular endurance. This will not only help student success but will assist in the prevention of athletic injury.

Plan for topic "Students completing the course will be able to describe the rules of softball in a collegiate competition. [NA]": 2012/13

Continue current methodology when discussing rules of the game of softball.
### DVC Instructional Course SLO Action Plans

1046. Intercollegiate Swimming and Diving, Men [KNICA-216] belonging to Kinesiology, Athletics and Dance [KNICA]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate knowledge of the rules for swimming and diving competition.&quot;</td>
<td>2018/19</td>
<td>Introducing lesson content during practice focusing on adherence to NCAA rules for swimming and diving helped with rules compliance in competition. Content will need to be updated to reflect NCAA rules changes update for 2021-22 and 22-23, as well as any rules changes to CCCAA rulebook in order to optimize student success.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level.&quot;</td>
<td>2015/16</td>
<td>No action needed at this time.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate knowledge of the rules for swimming and diving competition.&quot;</td>
<td>2012/13</td>
<td>No Action Needed.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to compete in intercollegiate swimming and diving meets.&quot;</td>
<td>2012/13</td>
<td>No action needed at this time.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1047. Intercollegiate Swimming and Diving, Women [KNICA-217] belonging to Kinesiology, Athletics and Dance [KNICA]

Plan for topic "Students completing the course will be able to demonstrate knowledge of the rules for swimming and diving competition.": 2018/19

Rules explanations and quizzes where the students performed each task while complying with NCAA swimming and diving rules were very effective. Lessons will be updated to reflect the most current NCAA swimming and diving rules which change on a 2-year cycle, to maximize student success.

Plan for topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level.": 2015/16

No action needed at this time.

Plan for topic "Students completing the course will be able to simulate the rules for swimming and diving competition.": 2012/13

No action needed at this time.

Plan for topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level.": 2012/13

No action needed at this time.

Plan for topic "Students completing the course will be able to compete in intercollegiate swimming and diving meets.": 2012/13

No action needed at this time.
DVC Instructional Course SLO Action Plans

1048. Intercollegiate Tennis, Men [KNICA-218] belonging to Kinesiology, Athletics and Dance [KNICA]

Plan for topic "Students completing the course will be able to compete in intercollegiate tennis matches."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>Instructor will continue with teaching plan for students to increase their on court knowledge of the game and prepare them for competition appropriate for pre-season, in-season &amp; post-season.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>Physical conditioning is a daily part of our class. Preparing student-athletes for competition requires a combination of conditioning and a high skills set. Depending on the time of the semester, instructor may vary test with other physical conditioning drills and performance skills for future assessment.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to demonstrate knowledge of the rules of intercollegiate tennis."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>Emphasize more game like situations through drills in which a variety of scoring will take place for everyone to be exposed to and know early on and throughout the semester.</td>
</tr>
</tbody>
</table>
# DVC Instructional Course SLO Action Plans

## 1049. Intercollegiate Tennis, Women [KNICA-219] belonging to Kinesiology, Athletics and Dance [KNICA]

Plan for topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level."

### 2017/18

Instructor will continue to incorporate physical conditioning exercises as part of each class session in preparation for intercollegiate tennis matches.

### 2014/15

Physical conditioning is a daily part of our class. Preparing student-athletes for competition requires a combination of conditioning and a high skills set. Depending on the time of the semester, instructor may vary test with other physical conditioning drills and performance skills for future assessments.

### 2011/12

Emphasize more game like situations through drills in which a variety of scoring will take place for everyone to be exposed to and know early on and throughout the semester.
### Plan for topic "Students completing the course will be able to demonstrate the appropriate strategies for their event (s).": 2018/19

The assessment is great for tracking maximum sprint velocity of the student-athletes. The coaches need to have better workouts during practice rain outs that address sprint velocity. Although there were many improvements the coaches felt like the times should have been more significant. It is believed that weather was a factor in this outcome.

### Plan for topic "Students completing the course will be able to demonstrate the appropriate strategies for their event (s).": 2015/16

This assessment was able to track maximum sprint endurance of the students. I will conduct an assessment next season that will assess the time in which a student travels across 30 meters. This test will be used to track and modify students race plan in the short sprint cohort. This assessment will be able to track maximum sprint velocity of the students.

### Plan for topic "Students completing the course will be able to successfully compete in their specific track and field event(s).": 2012/13

Even though most of the athletes progressed and developed to improve their marks in most, if not all of their four (4) events, there were many that struggled with the climate demands and parameters of participating on an intercollegiate athletic team. I will conduct and experiment next season, having a mandatory try-out for all athletes (with specific parameters) as well as requiring them to sign a team contract which will outline all the rules, parameters and expectations of our collegiate team.

### Plan for topic "Students completing the course will be able to demonstrate the appropriate strategies for their event (s).": 2011/12

Continue with current coaching method regarding strategies for events.

### Plan for topic "Students completing the course will be able to successfully compete in their specific track and field event(s).": 2011/12

None at this time.

### Plan for topic "Students completing the course will be able to successfully demonstrate the rules of their track and field event(s).": 2011/12

None at this time.
### Plan for topic "Students completing the course will be able to successfully compete in their specific track and field event(s).": 2018/19

The assessment is great for tracking maximum sprint velocity of the student-athletes. The coaches need to have better workouts during practice rain outs that address sprint velocity. Although there were many improvements the coaches felt like the times should have been more significant. It is believed that weather was a factor in this outcome.

### Plan for topic "Students completing the course will be able to successfully compete in their specific track and field event(s).": 2015/16

This assessment was able to track maximum sprint endurance of the students. I will conduct an assessment next season that will assess the time in which a student travels across 30 meters. This test will be used to track and modify students race plan in the short spring cohort. This assessment will be able to track maximum sprint velocity of the students.

### Plan for topic "Students completing the course will be able to demonstrate the appropriate strategies for their event(s).": 2012/13

Even though most of the athletes progressed and developed to improve their marks in most, if not all of their four (4) events, there were many that struggled with the climate demands and parameters of participating on an intercollegiate athletic team. I will conduct and experiment next season, having a mandatory try-out for all athletes (with specific parameters) as well as requiring them to sign a team contract which will outline all the rules, parameters and expectations of our collegiate team.

### Plan for topic "Students completing the course will be able to successfully compete in their specific track and field event(s).": 2011/12

Continue with current coaching method regarding strategies for events.

### Plan for topic "Students completing the course will be able to demonstrate the appropriate strategies for their event(s).": 2011/12

None at this time.

### Plan for topic "Students completing the course will be able to...successfully demonstrate the rules of their track and field event(s).": 2011/12

None at this time.
### Plan for topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019/20</td>
<td>Instructor adjusted the action plan from previous assessment where the Cooper 1.5 mile test and interval training should have been incorporated in the first third of the season/semester. Due to the physical demands of playing multiple matches a day as well as during the week, instructor only utilized the interval training once a week. Students' endurance were better developed and testing results showed improvement with the change. Instructor will continue with the adjusted change in the Cooper 1.5 mile test.</td>
</tr>
<tr>
<td>2015/16</td>
<td>This was the first time assessing outcome #3. Instructor will continue with teaching plan for students to increase their on court knowledge of the game and prepare them for competition appropriate for pre-season, in-season &amp; post-season.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Instructor will incorporate the Cooper 1.5 mile run test and interval training in the first third of class (twice a week during preseason play) and taper the testing in the second &amp; third half of the class (once a week during conference and postseason play).</td>
</tr>
<tr>
<td>2012/13</td>
<td>Continue to provide game like situations during practice utilizing different scoring methods. In addition, instructor will provide the necessary information (scoring, new/updated rules, etc) for students to have in a handbook for reference throughout the semester/season.</td>
</tr>
</tbody>
</table>
**Plan for topic "Students completing the course will be able to demonstrate knowledge of the rules of water polo."**: 2018/19

Water polo rules and interpretations are changed slightly each season by the NCAA rules committee. The plan of action is for instructors of this class to review annual rule changes and review with students to ensure students will continue to be able to demonstrate they understand the most current rules of water polo.

**Plan for topic "Students completing the course will be able to compete in intercollegiate water polo matches."**: 2015/16

While 85% of students were able to successfully compete in intercollegiate water polo matches, 15% of students did not possess the skill set required to compete. To address these needs, athletes will take an off-season, sport-specific conditioning class focused on preparing students to be able to successfully compete in intercollegiate water polo matches in future seasons.

**Plan for topic "Students completing the course will be able to demonstrate knowledge of the rules of water polo."": 2012/13

No Action needed. Team finished as conference champions.

**Plan for topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level."": 2012/13

While the instructor/coach would like 100%, the success rate of 96% does not warrant any changes. If the percent decreases during the next assessment cycle, then changes will need to be made.

**Plan for topic "Students completing the course will be able to compete in intercollegiate water polo matches."": 2012/13

Will continue to use current practice and training modalities to ensure student success.
### Plan for the topic "Students completing the course will be able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level."

- **Plan for 2018/19:** The plan of action for instructors of this course is to adapt conditioning methods accordingly to account for changes in rules and style of water polo. This will help students achieve success in being able to apply the appropriate level of sport-specific physical conditioning to compete at the intercollegiate level.

- **Plan for 2012/13:** No action needed.

### Plan for the topic "Students completing the course will be able to compete in intercollegiate water polo matches."

- **Plan for 2015/16:** Although most of the students were able to compete in intercollegiate water polo matches, 12% of students did not possess the skill set required to compete. To address these needs, there will be an off-season skill and technique-based course for all athletes to improve their skill set.

- **Plan for 2012/13:** No action needed.

### Plan for the topic "Students completing the course will be able to demonstrate knowledge of the rules of water polo."

- **Plan for 2012/13:** No action needed.
Plan for topic "Students completing the course will be able to compose appropriate bibliographic citations for various information sources in different formats. (ICAP 5.3.2)" : 2017/18

In future sections, instructors will be encouraged to have at least one discussion forum on citations. There are currently two LMSs being used for the course -- Canvas and NoodleTools. Students are sometimes reluctant to go back and forth between the two sites. A more unified approach -- having the discussion about citations in Canvas -- will make it easier for students to participate in discussions and will allow students to comment on each other's citations.

Plan for topic "Students completing the course will be able to compose appropriate bibliographic citations for various information sources in different formats. (ICAP 5.3.2)" : 2014/15

The percentage of students completing this assignment with an 80% or higher was affected by six students who did not attempt the assignment. For future classes, there needs to be more scaffolding for the use of NoodleTools and citations in general. While NoodleTools makes the citation process easier, it is a barrier for some less tech-savvy students. Scaffolding for this assignment can be anything from annotated screenshots, screen-casts, and/or live web meetings.

Plan for topic "Students completing the course will be able to evaluate information and its sources by articulating and applying fundamental evaluation and selection criteria. (ICAP 3.2)" : 2013/14

The evaluation rubric needs to be expanded with more descriptive language. Also, an activity/assignment needs to be included that asks students to rank sample evaluation papers using the rubric. This is a fundamental assignment in the course and needs to continue.

Plan for topic "Students completing the course will be able to evaluate information and its sources by articulating and applying fundamental evaluation and selection criteria. (ICAP 3.2)" : 2012/13

Instructors will continue to require sources evaluations. Instructors will review student submissions and edit rubric. Next assessment cycle, instructors will set a goal of 80% of students at the "acceptable" level.

Plan for topic "Students completing the course will be able to analyze an information need or research topic in question to identify key concepts. (ICAP 1.1.5)" : 2010/11

Instructors added additional background readings and a second exercise to reinforce the concepts and allow for more practice. The consensus was that the quiz question was not adequate for assessing the particular skills.

Plan for topic "Students completing the course will be able to evaluate information and its sources by articulating and applying fundamental evaluation and selection criteria. (ICAP 3.2)" : 2010/11

Instructors agreed to continue including this course content and assignment. Based on student work, instructors discussed ways of elaborating descriptions of successful work in assignment rubric.

Plan for topic "Students completing the course will be able to compose appropriate bibliographic citations for various information sources in different formats. (ICAP 5.3.2)" : 2010/11
Instructors agreed that the quiz question was not an adequate method of measuring student ability. Plans were made to continue to use the citations assignment while adding new types of resources such as blogs, photo sharing sites, and primary source documents.
1056. Topics in Library Studies [LS-150] belonging to Library [LS]
**DVC Instructional Course SLO Action Plans**


Plan for topic "Students completing this course will be able to compare and contrast the missions, and roles of various types of libraries in contemporary society; the functions of and relationship among different divisions within a library; and the respective roles of library technicians and other staff in libraries."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>This assessment demonstrates that the majority of students in the Spring 2017 class possess a solid understanding of SLO 1. To ensure an even more successful outcome in future assessment cycles, I may modify the assignment rubric to include greater detail about expectations for meeting or exceeding each standard.</td>
</tr>
<tr>
<td></td>
<td>As this was the first time the class was offered in the revamped program, I will examine this and other assessments to modify the curriculum and give more detailed and expanded learning expectations of the students.</td>
</tr>
<tr>
<td></td>
<td>Other activities in 2017 included mapping the curriculum content to the competency standards of the ALA-LSCCA certification program and discussion amongst other program faculty and the advisory committee.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to apply the basic principles of collection development and management including the selection, acquisition, de-selection, retention and replacement of all types of library resources.": 2018/19

In the future, we plan to review content that will be covered in the midterm more thoroughly in the class prior to the midterm. The knowledge required to correctly respond to questions #3 & #6 particularly need additional clarification and review. Also, clearer clues within the questions themselves should be provided. In general, I plan to reach out to struggling students more proactively prior to testing to discover how I can better support their comprehension of materials. Finally, we will be seeking open source resources in helping to demonstrate the principles measured in this assessment topic.

Plan for topic "Students completing this course will be able to apply the basic principles of collection development and management, including the selection, acquisition, de-selection, retention, and replacement of all types of library resources.": 2015/16

Longer Midterm only weighted for the full 10 points. Scrap the end of year quiz.

Allow for more preparation and open book.

Plan for topic "Students completing this course will be able to describe and analyze the operations of a library’s circulation functions.": 2015/16

1 visit only mid to late semester and focus on circulation more than collection development.

Plan for topic "Students completing this course will be able to apply the basic principles of collection development and management including the selection, acquisition, de-selection, retention and replacement of all types of library resources.": 2015/16

I will want to do this again, although I can’t assume that every student will already be working in a library setting, so the exercise will go more along the lines of bringing in books they would recommend for weeding at a library.
Before final is given, the instructor should remind students the scoring weight of the final and the value of the exercise. A better result might have occurred if the instructor had emphasized prior to the take-home exam that it was critical that the work be neat and complete; cataloging work (at all levels) is marked by attention to detail. These 2 students, in particular, did not give sufficient attention to the details of being complete--all fields, call numbers and subject headings--in order to be successful on this part of the final.
It worked really well to provide a model answer alongside the instructions, so that students knew exactly what was expected in terms of annotating each source. All annotations included a meaningful evaluation of the sources’ credibility and relevance. While the sources presented were current, timeliness was typically not included in the students’ evaluations.

Next time, I will place more emphasis on the actual number of sources requested and ask for the sources to be evaluated following a specific model, i.e. CRAAP.

I might also be more specific about requesting a variety of formats of sources.
### DVC Instructional Course SLO Action Plans

#### 1061. School Library and Media Services [LT-106] belonging to Library [LT]

**Plan for topic "Students completing this course will be able to select appropriate materials for children and youth with diverse backgrounds and at various developmental stages."**: 2020/21

Due to Covid-related impacts and the challenges of moving hybrid courses completely online at short notice, some students have been unable to complete assignments. We will continue to support them in overcoming academic challenges during this time.

**Plan for topic "Students completing this course will be able to recognize the role of advocacy and communicating the needs and value of an effective school library program by utilizing current research and site specific data to create an annual report of activities."**: 2016/17

This assessment demonstrates the majority of students in the Summer 2017 LT 106 class possess a solid understanding of the course learning outcomes. This assignment is an overview of all content taught and is an assessment of students understanding of school library management. Next steps will include refining the criteria and expectations of this assignment to make the goals more challenging and the scoring rubric more specific.
Many students requested time outside of class to work with scanners, indicating that class time was not sufficient to accomplish the project. We hired a lab assistant to give hands-on assistance during class and will consider employing a lab assistant for hours outside of class time and/or additional face-to-face classes for students to work on the final project. We will continue the group format for this project, as it helped the instructor to address comprehension and motivation issues. The instructor will make sure that groups requiring additional guidance are identified early in the semester and directed to extra lab hours.
1064. Storytelling [LT-111] belonging to Library [LT]

Plan for topic "Students completing this course will be able to identify and locate a suitable story and prepare it for a specific audience.": 2016/17

This assignment was especially effective at assessing students’ ability to identify and locate a suitable story for a specific audience. By having students select their own stories to analyze, the assignment gave them an opportunity to apply their knowledge of the criteria for a good read-aloud story and developmental appropriateness in a practical and tangible way. While the assignment did ask the students to think about how they would prepare and tell their story, the assignment could have better achieved the learning outcome by following up the written analysis with an in-class reading of the story. This would have given students the opportunity to demonstrate their ability to appropriately prepare the story.

Plan for topic "Students completing this course will be able to, before an audience, perform stories of varying types that meet standards for cultural and educational traditions." : 2016/17

This assignment was an effective way to assess the learning outcome as it gave students an opportunity to perform a story before an audience. Going forward, I would dedicate more time in-class to workshopping the performances so that students can gain the benefits of peer-review and critique. I also plan to refine my rubric so that it provides more specific, constructive feedback.
DVC Instructional Course SLO Action Plans

DVC Instructional Course SLO Action Plans

1066. Topics in Library Technology [LT-150] belonging to Library [LT]

Plan for topic "LT-150A - Students completing this course will be able to use basic tools in common computer applications such as word processing, spreadsheets and presentation.": 2018/19

|The class is not currently scheduled so we will assess it the next time it is offered.|

Plan for topic "LT-150A - Students completing this course will be able to use basic tools in common computer applications such as word processing, spreadsheets and presentation.": 2015/16

|This was a customized course for the Oakland-DVC Library Tech Project and utilized a specialized course content that could be transition for use in the DVC Library Technologies program.|

In reviewing the students performance in the course, it is recommended we continue to further develop additional topics in the area of troubleshooting methods. The will help students to get a better grasp of the relationship between the applications and possible challenges that may occur while using the software.

The department will determine if they will proceed with the experimental course process in the near future. The department will continue to explore adding this Topics(Experimental) course into the Library Technology program certificate.
Plan for topic "Students completing this course will be able to identify and improve selected professional work habits and employability skills such as time management, communication, and teamwork.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Students completing this course will be able to develop professional expertise related to a career path or strategy to secure employment.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Students completing this course will be able to develop a plan to gain or continue employment in a career area.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Students completing this course will be able to identify and improve selected professional work habits and employability skills such as time management, communication, and teamwork.": 2016/17

This course is a new discipline-specific work experience class mode. It needs to be determined how these sections are assessed by the faculty of these classes. The courses are managed by the Workforce Development Office.
Plan for topic "Students completing this course will be able to identify and improve selected professional work habits and employability skills such as time management, communication, and teamwork.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Students completing this course will be able to explore and develop strategies to secure employment.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Students completing this course will be able to link academic coursework to work-based learning.": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.
1069. Support for Success in MATH-121 Plane Trigonometry [MATH-021] belonging to Mathematics [MATH]
1070. Support for Success in MATH-135 College Algebra [MATH-035] belonging to Mathematics [MATH]
Plan for topic "Students completing this course will be able to Solve systems of equations."

This course was offered for the first time in Fall 2019, and will be assessed in 2020-21.
1071. In-Progress Arithmetic and Basic Algebra Review Self-Paced [MATH-040] belonging to Mathematics [MATH]
DVC Instructional Course SLO Action Plans

1072. In-Progress Beginning and Intermediate Algebra Self-Paced [MATH-041] belonging to Mathematics [MATH]
1073. Support for Success in MATH-142 Elementary Statistics W/ Probability [MATH-042] belonging to Mathematics [MATH]
Plan for topic "Students completing this course will be able to manipulate formulas to isolate a specified variable.": 2018/19

This course was offered for the first time in Fall 2019 and will be assessed in 2021-22.
DVC Instructional Course SLO Action Plans

1074. In-Progress Prealgebra with Arithmetic Review Self-Paced [MATH-050] belonging to Mathematics [MATH]

Plan for topic "Students completing MATH-050 will be able to solve a linear equation in one variable that contains variables on one side of the equation.": 2018/19

This class will no longer be offered due to AB705 changes. Therefore, there is no action plan for now. These results will be revisited if the course is offered in the future.

Plan for topic "Students completing this course will be able to simplify expressions by combining like terms and using the commutative, associative, and distributive properties.": 2018/19

This class will no longer be offered due to AB705 changes. Therefore, there is no action plan for now. These results will be revisited if the course is offered in the future.

Plan for topic "Students completing this course will be able to simplify expressions involving integers using order of operations.": 2018/19

This class will no longer be offered due to AB705 changes. Therefore, there is no action plan for now. These results will be revisited if the course is offered in the future.

Plan for topic "Students completing MATH-050 will be able to add, subtract, multiply, divide with whole numbers, fractions, and decimals." : 2016/17

The Math Department feels that operations involving fractions is an essential topic in Math 50 because it is needed for all math classes. The Department plans to take the following actions to improve the overall achievement of this outcome by all Math 50 students.

At the beginning of each semester, the department will communicate the following to each Math 50 instructor:

1) Continue to use ALEKS because mastery of fractions is working using this program.

2) Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in operations with fractions.

The Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included. Self-paced faculty recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.
Plan for topic "Students completing MATH-050 will be able to solve a linear equation in one variable that contains variables on one side of the equation." 2016/17

The Math Department feels that solving linear equations is an essential topic in Math 50 because it is the foundation for all math classes that follow. The Department plans to take the following actions to improve the overall achievement of this outcome by all Math 50 students.

At the beginning of each semester, the department will communicate the following to each Math 50 instructor:

Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in solving linear equations.

The Department recommends increasing the level of difficulty of the question by assessing an equation which requires two steps for solving. Also, the Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included. Self-paced faculty recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.

Plan for topic "Students completing this course will be able to add and subtract fractions with unlike denominators." 2016/17

The Math Department feels that operations involving fractions is an essential topic in Math 50 because it is needed for all math classes. The Department plans to take the following actions to improve the overall achievement of this outcome by all Math 50 students.

At the beginning of each semester, the department will communicate the following to each Math 50 instructor:

1) Continue to use ALEKS because mastery of fractions is working using this program.

2) Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in operations with fractions.

The Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included. Self-paced faculty
DVC Instructional Course SLO Action Plans

recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.

Plan for topic "Students completing this course will be able to evaluate expressions by substitution.": 2016/17

The Math Department feels that evaluating expressions by substitution is an essential topic in Math 50 since it is an important skill for Math 50 students to learn. The Department plans to take the following actions to improve the overall achievement of this outcome by all Math 50 students.

At the beginning of each semester, the department will communicate the following to each Math 50 instructor:

Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in evaluating expressions.

The Department suggest that this topic have two questions, one with no negatives and one with negatives, since it is not clear if students are not understanding evaluating or negative numbers. Self-paced faculty recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes. The department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included.

Plan for topic "Students completing MATH-050 will be able to add, subtract, multiply, divide with whole numbers, fractions, and decimals.": 2013/14

Although more than 70% answered Q1 correctly, the dept would like to see a better result when simple fractions are subtracted. This problem has been observed in other class levels as well. Our plan is to emphasize finding and applying common denominators. The department was pleased with the results of Q4 and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 050 in the same cycle year using the same SLO testing environment as Math 075.

Plan for topic "Students completing MATH-050 will be able to add, subtract, multiply, and divide with signed numbers.": 2013/14
The department was pleased with the results of Q3 and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 050 at both the Pleasant Hill campus and the San Ramon campus in the same cycle year using the same SLO testing environment as Math 075.

Plan for topic "Students completing MATH-050 will be able to solve a linear equation in one variable that contains variables on one side of the equation.": 2013/14

The department was pleased with the results of Q4 and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 050 at both the Pleasant Hill campus and the San Ramon campus in the same cycle year using the same SLO testing environment as Math 075.
DVC Instructional Course SLO Action Plans

1075. In-Progress Elementary Algebra Self-Paced [MATH-051] belonging to Mathematics [MATH]

Plan for topic "Students completing MATH-051 will be able to apply the basic concepts of algebra to solve elementary algebraic equations in one variable.": 2019/20

This course is no longer been offered due to AB705 changes.

Plan for topic "Students completing this course will be able to solve linear equations, including equations containing fractions.": 2016/17

This topic is an essential learning outcome. The math department feels it is essential to emphasize the importance of using the order of operations, especially as applied to equations. The self-paced faculty will have students work with examples that emphasize doing multiple steps on both sides of an equation. Instructors will go over students tests with them to ensure they understand mistakes they make and how to correct them.

Plan for topic "Students completing this course will be able to find the slope of a line given two points on the line, the equation of the line, or information about a parallel or perpendicular line.": 2016/17

This topic is an essential learning outcome. Self-paced faculty will go over students tests with them to ensure they understand mistakes they make and how to correct them. Instructors plan to make a list of typical errors from these results, and to follow up with students after grading their exams.

Plan for topic "Students completing this course will be able to graph a line in the Cartesian coordinate system by point plotting, by finding intercepts, or by using the slope-intercept form of the equation of a line.": 2016/17

This topic is an essential learning outcome. The self-paced math faculty plan to make a list of typical errors students have made from these results and will follow up with students after grading tests. The faculty will contact ALEKS to change the format for which students input intercepts, as currently students are not directed to use correct ordered pair notation.

Plan for topic "Students completing MATH-051 will be able to apply the basic concepts of algebra to solve elementary algebraic equations in one variable.": 2013/14

The department was pleased with the results and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 051 at both the Pleasant Hill campus and the San Ramon campus in the same cycle year using the same SLO testing environment as Math 090.

Plan for topic "Students completing MATH-051 will be able to use formulas, equations, inequalities, graphs, and tables to solve problems.": 2013/14

The department was pleased with the results and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 051 at both the Pleasant Hill campus and the San Ramon campus in the same cycle year using the same SLO testing environment as Math 090.

Plan for topic "Students completing MATH-051 will be able to use literal numbers and algebraic equations to formulate and solve
The department was pleased with the results and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 051 at both the Pleasant Hill campus and the San Ramon campus in the same cycle year using the same SLO testing environment as Math 090.
The Math Department feels that determining important information about standard functions is an essential topic for Math 52 because it is needed in many applications and in other math courses. The department feels that the results of the both questions are below expectations, but that Self-Paced students may not have seen quadratic functions and the process of finding the vertex of a parabola in some time because of the recent revision of the Self-Paced program (see below).

The department feels that the results of this assessments may not be as reliable as we would like because the results in this assessment include:

- students who may not be in Math 52, but are taking the Lesson 6-8 test as a Math 120SP student,

- students who are in Math 52, but are retaking the Lesson 6-8 test and are therefore answering the assessment questions for the second or third time,

- and students who are taking more than two semesters to complete Math 120SP. These students may not have seen some of this material in a long time.

The department feels that the Self-Paced program should look for a way to limit the SLO questions to students who are enrolled in Math 52 and taking the 6-8 test for the first time. (Students should not be answering the SLO assessment questions more than once.)

The Self-Paced program went through a major revision during the semesters that these assessments were administered because the ALEKS program was revised, and some students may not have seen the material at all when they answered the assessment questions. Care should be taken to align the SLO assessment questions with the relevant topics in ALEKS so they may be included on the correct test.

Other suggestions for the Self-Paced program and the SLO Committee:

- Instructors should start a list of problem types that students in Self-Paced classes consistently have trouble with.

- Each instructor for a Self-Paced course should be sent the action plan at the beginning of the semester that instructors for the corresponding lecture class received. - The SLO Committee should communicate with the Self-Paced instructors the significance of the action plans and their relevance with respect to Self-Paced students. Although there is no direct instruction (lecturing) in a Self-Paced course, instructors should be made aware of the issues raised by past assessments of courses with the same learning outcomes.
Plan for topic "Students completing MATH-052 will be able to solve any quadratic equation." 2014/15

The self-paced math program has decided to change the mode of delivery for its SLO assessments. In the future, the Self-Paced Coordinator will receive the questions created by the department for the lecture and online versions of the same course and create an additional page on one of the written exams for the self-paced students containing these questions. In this way, the testing conditions will be comparable to the lecture classes, and the data will be a better indication of learning.

Plan for topic "Students completing MATH-052 will be able to perform operations with rational expressions, including simplifying the answer to lowest terms" 2014/15

The self-paced math program has decided to change the mode of delivery for its SLO assessments. In the future, the Self-Paced Coordinator will receive the questions created by the department for the lecture and online versions of the same course and create an additional page on one of the written exams for the self-paced students containing these questions. In this way, the testing conditions will be comparable to the lecture classes, and the data will be a better indication of learning.

Plan for topic "Students completing MATH-052 will be able to determine the equation of a line from a graph or from a pair of points." 2013/14

Although a majority of the students were correct, the dept would like to see a better result when simple quadratic equations are solved. The most common mistake was that students only chose $x = 1/3$ instead of the correct $x = ± 1/3$. Our plan is to emphasize that positive numbers have two square roots, hence the ± symbol. In addition to the square root method, the factoring the difference of squares method should also be demonstrated in order to obtain the correct answers (one positive, one negative). In addition we plan to assess Math 052 at both the Pleasant Hill campus and the San Ramon campus in the same cycle year using the same SLO testing environment as Math 120.

Plan for topic "Students completing MATH-052 will be able to perform operations with rational expressions, including simplifying the answer to lowest terms" 2013/14

The department was pleased with the results of Q2 and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 052 at both the Pleasant Hill campus and the San Ramon campus in the same cycle year using the same SLO testing environment as Math 120.

Plan for topic "Students completing MATH-052 will be able to determine the equation of a line from a graph or from a pair of points." 2013/14

The department was pleased with the results of Q3 and Q4, and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 052 at both the Pleasant Hill campus and the San Ramon campus in the same cycle year using the same SLO testing environment as Math 120.
DVC Instructional Course SLO Action Plans

1077. In-Progress College Algebra Self-Paced [MATH-053] belonging to Mathematics [MATH]

Plan for topic "Students completing this course will be able to": 2017/18

Math 53 is a course that is used as a “placeholder” for students in Math 135SP who wish to finish the course in two semesters. Math 135SP students have until just before the withdraw deadline to make the decision on whether they will finish in one semester or two, and the assessment questions are included in a test that is taken by all students in Math 135SP. The assessment results that are reported are not disaggregated because it is not known at the time that the test is taken which course the student is in. Since the majority of the students who are in Math 135SP do not ever transfer into Math 53, any data that is reported always includes predominantly students in Math 135SP. Also, the assessment questions are included in a written test that may be taken up to five times by any student, so some students may have answered the assessment questions multiple times.

The Math department will make sure that all future assessment questions that are used for Math 53 are assigned to a topic. The math department will also work to improve the communication between the PH Self-Paced program and the SRC Self-Paced program to ensure that students on both campuses are answering the same SLO questions, and the department will explore other ways to administer the SLO assessments at both campuses to allow meaningful comparisons to be made among different content delivery modalities.

Plan for topic "Students completing this course will be able to solve a quadratic equation.": 2015/16

The self-paced faculty have determined that this outcome is less essential for this course than others. We feel the outcome is more suited for Math 120, and we plan to change the topic to one about union and intersection of intervals in the next cycle of assessment.

Plan for topic "Students completing this course will be able to write the equation of a line, given its graph.": 2015/16

The self-paced faculty have determined that this outcome is less essential for this course than others. We feel the outcome is more suited for Math 120, and we plan to change the topic to one about choosing a graph to describe a short narrative situation. We feel that this new topic requires a more critical analysis of graphing appropriate to this level of math course.

Plan for topic "Students completing this course will be able to find the domain of a function, given its equation.": 2015/16

The self-paced faculty have determined that this outcome is critical for this level of math, and we plan to emphasize both the correct use of interval notation and the importance of considering all aspects of domain restrictions when working with our self-paced students. In addition, since our self-paced tutors work with the students just as often as the faculty, we will emphasize both of these items in our tutor training and follow up correspondence throughout the semester.

Plan for topic "Students completing MATH-053 will be able to graph polynomial, exponential, logarithmic, and rational functions.": 2013/14

The department was pleased with the results of Q1 and plans to compare them with the results in the regular and online courses. The result of Q3 is not acceptable. The most
common mistake was that students chose $x \leq 3$ instead of the correct $x > 3$. However, it was not apparent whether the mistake was due to getting the domain wrong, or simply using the wrong interval notation (the multiple answers were given using interval notation). It appears that students found the proper domain for the square root function, but may have overlooked that the radical was in a denominator. Our plan is to emphasize that once the domain of a square root function is found, it must be adjusted when the radical is in a denominator; that is, the argument must be positive (not just non-negative). In addition, the use of interval notation will be emphasized. In addition we plan to assess Math 053 at both the Pleasant Hill campus and the San Ramon campus in the same cycle year using the same SLO testing environment as Math 135.

Plan for topic "Students completing MATH-053 will be able to solve problems involving linear functions and their applications.": 2013/14

The department was pleased with the results of Q2 and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 053 at both the Pleasant Hill campus and the San Ramon campus in the same cycle year using the same SLO testing environment as Math 135.
DVC Instructional Course SLO Action Plans

1078. In-Progress Pre-Calculus Self-Paced [MATH-054] belonging to Mathematics [MATH]
1079. Prealgebra with Arithmetic Review [MATH-075] belonging to Mathematics [MATH]

Plan for topic "Students completing this course will be able to perform order of operations involving adding, subtracting, multiplying, and dividing with signed numbers." : 2018/19

The Math Department feels that students performed well enough on this question that a different topic could be assessed should this course ever be offered again.

Plan for topic "Students completing the course will be able to add and subtract fractions with unlike denominators, including variables." : 2018/19

The Math Department feels that both question should be revised should this course ever be taught and assessed again. They recommend that the first question be changed so that it does not involve a whole number. In addition, because it is expected to be the harder of the two problems for this topic, it should be the second problem.

The department feels that the second question can be replaced with something different. Alternatively, they suggested replacing both questions with relatively straightforward questions about adding or subtracting fractions, with common denominators in one case and different denominators in the other.

Plan for topic "Students completing the course will be able to simplify expressions by combining like terms and by using the commutative and associative properties." : 2018/19

This class will no longer be offered due to AB705 changes. Therefore, there is no action plan for now. These results will be revisited if the course is offered in the future.

Plan for topic "Students completing this course will be able to evaluate expressions by substitution." : 2018/19

This class will no longer be offered due to AB705 changes. Therefore, there is no action plan for now. These results will be revisited if the course is offered in the future.

Plan for topic "Students completing the course will be able to apply the concept of percent to practical elementary situations." : 2018/19

This course won't be offered again due to AB 705, but should it be resurrected in some strange, post-apocalyptic future, the following comments may be useful.

The Math Department feels that being able to work with percentages is an essential learning outcome for Math 75. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 75 students.
At the beginning of each semester, the department will communicate the following to each Math 75 instructor:

1) Remember to emphasize different representations of percentages. Students should have experience working with them as fractions and decimals and words. For example, students should feel comfortable thinking of 25% not just as 0.25 and 1/4, but also as a quarter.

The department also suggested changing the questions used to assess this topic, should this course ever be assessed again in some alternate timeline. One idea is to replace the second question with another one like the first question. In one case, the correct answer would be expressed using decimal representation, such as 0.2C. In the other, the correct answer should be expressed using fraction representation, such as 1/5 C. Alternatively, one faculty member suggested allowing two correct answers for the first problem, one expressed with decimals and one expressed with fractions.

Plan for topic "Students completing this course will be able to perform order of operations involving adding, subtracting, multiplying, and dividing with signed numbers.": 2016/17

The Math Department feels that evaluating numerical expressions involving integers using order of operations is an essential topic to be mastered in Math 75, especially because it is the foundation for evaluating and simplifying which is crucial for all math levels. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 75 students.

At the beginning of each semester, the department will communicate the following to each math 75 instructor:

1) Emphasize rules for operations with integers throughout the semester. Have students practice with and without a calculator.

2) Emphasize how to use PEMDAS correctly. Multiplication does not always come before division and addition does not always come before subtraction.

3) Pick problems for students to practice where the student has to divide before multiplying and subtract before adding.

The department suggests that this question be assessed again since it is an important skill for students to have moving forward in math. Changing the problem so that students have to divide before multiplying is suggested.
Plan for topic "Students completing the course will be able to add and subtract fractions with unlike denominators, including variables.": 2016/17

The Math Department feels that operations with fractions is an essential topic for Math 75SP because it is needed for all math classes. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75SP students.

At the beginning of each semester, the department will communicate the following to each Math 75SP instructor:

1) Continue to use ALEKS because mastery of fractions is working with this program.

2) Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in operations with fractions.

The Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included. Self-paced faculty recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.

Plan for topic "Students completing the course will be able to solve a linear equation in one variable that contains variables on one side of the equation.": 2016/17

The Math Department feels that solving linear equations is an essential topic in Math 75SP because it is the foundation for all math classes that follow. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75SP students.

At the beginning of each semester, the department will communicate the following to each Math 75SP instructor:

Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in solving linear equations.

The Department recommends increasing the level of difficulty of this question by assessing an equation which requires two steps for solving. Also, the Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included. Self-paced faculty recommends that face to face
courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.

Plan for topic "Students completing the course will be able to evaluate expressions by substitution.": 2016/17

The Math Department feels that evaluating an expression with given values is an essential topic to be mastered in Math 75 since it is used in all. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 75 students.

At the beginning of each semester, the department will communicate the following to each math 75 instructor:

Challenge students to evaluate expressions, equations, and formulas of all types by substituting all types of numbers for the variables.

The department suggests that this question be assessed again but making the problem more difficult by not using a familiar formula such as the perimeter of a rectangle formula.

Plan for topic "Students completing the course will be able to translate simple word problems into equations (or expressions).": 2016/17

The Math Department feels that translating simple words into an equation or expression is important but not essential in math 75 since this concept will continue to be developed in future math courses. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75 students.

At the beginning of each semester, the department will communicate the following to each math 75 instructor:

1) Use math vocabulary regularly such as product, quotient, sum, and difference.

2) Emphasize when parentheses are needed.
The department suggests that this topic not be assessed next time and not to replace it with another topic since this assessment has six topics to assess, five is sufficient.

Plan for topic "Students completing this course will be able to evaluate expressions by substitution."

The Math Department feels that simplifying expressions using the commutative, associative, and distributive properties is an essential learning outcome for Math 75 since it is essential in all math courses. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75 students.

At the beginning of each semester, the department will communicate the following to each math 75 instructor:

1) Emphasize that when using the distribute property, multiply by every term in the parentheses.

2) Emphasize combining like terms.

3) Practice problems which involve the distributive property and combining like terms.

The department suggests increasing the level of difficulty for the problem involving the distributive property by adding another term outside of the parentheses and to increase the difficulty for the problem involving combining like terms by including the variable squared as a possible answer in the multiple choice.

Plan for topic "Students completing the course will be able to simplify expressions by combining like terms and by using the commutative and associative properties."
The Math Department feels that simplifying expressions using the commutative, associative, and distributive properties is an essential learning outcome for Math 75 since it is essential in all math courses. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75 students.

At the beginning of each semester, the department will communicate the following to each math 75 instructor:

1) Emphasize that when using the distribute property, multiply by every term in the parentheses.

2) Emphasize combining like terms.

3) Practice problems which involve the distributive property and combining like terms.

The department suggests increasing the level of difficulty for the problem involving the distributive property by adding another term outside of the parentheses and to increase the difficulty for the problem involving combining like terms by including the variable squared as a possible answer in the multiple choice.

Plan for topic "Students completing this course will be able to perform order of operations involving adding, subtracting, multiplying, and dividing with signed numbers." : 2013/14

In spring 2015, the department plans to re-evaluate its SLO assessment process. In recent years, the department has seen a decline in student participation in assessments done on survey monkey, and currently there are no safeguards in place to ensure that students are taking the assessment without using a calculator or other resources that are not allowed. Additionally, the department finds that many students are not motivated to take the assessment, as it is not part of their grade and they do not see a graded result when they are finished. Last, the department plans to change the current structure of how it analyzes SLO data, so that better measure can be made of the data. Two meeting dates have been scheduled for this work in Spring 2015, and a discussion for how to structure SLO assessments is also already underway.

Plan for topic "Students completing the course will be able to add and subtract fractions with unlike denominators, including variables." : 2013/14

In spring 2015, the department plans to re-evaluate its SLO assessment process. In recent years, the department has seen a decline in student participation in assessments
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to solve a linear equation in one variable that contains variables on one side of the equation.": 2013/14

In spring 2015, the department plans to re-evaluate its SLO assessment process. In recent years, the department has seen a decline in student participation in assessments done on survey monkey, and currently there are no safeguards in place to ensure that students are taking the assessment without using a calculator or other resources that are not allowed. Additionally, the department finds that many students are not motivated to take the assessment, as it is not part of their grade and they do not see a graded result when they are finished. Last, the department plans to change the current structure of how it analyzes SLO data, so that better measure can be made of the data. Two meeting dates have been scheduled for this work in Spring 2015, and a discussion for how to structure SLO assessments is also already underway.

Plan for topic "Students completing the course will be able to evaluate expressions by substitution.": 2013/14

In spring 2015, the department plans to re-evaluate its SLO assessment process. In recent years, the department has seen a decline in student participation in assessments done on survey monkey, and currently there are no safeguards in place to ensure that students are taking the assessment without using a calculator or other resources that are not allowed. Additionally, the department finds that many students are not motivated to take the assessment, as it is not part of their grade and they do not see a graded result when they are finished. Last, the department plans to change the current structure of how it analyzes SLO data, so that better measure can be made of the data. Two meeting dates have been scheduled for this work in Spring 2015, and a discussion for how to structure SLO assessments is also already underway.

Plan for topic "Students completing the course will be able to translate simple word problems into equations (or expressions).": 2013/14

In spring 2015, the department plans to re-evaluate its SLO assessment process. In recent years, the department has seen a decline in student participation in assessments done on survey monkey, and currently there are no safeguards in place to ensure that students are taking the assessment without using a calculator or other resources that are not allowed. Additionally, the department finds that many students are not motivated to take the assessment, as it is not part of their grade and they do not see a graded result when they are finished. Last, the department plans to change the current structure of how it analyzes SLO data, so that better measure can be made of the data. Two meeting dates have been scheduled for this work in Spring 2015, and a discussion for how to structure SLO assessments is also already underway.

Plan for topic "Students completing the course will be able to simplify expressions by combining like terms and by using the commutative and associative properties.": 2013/14

In spring 2015, the department plans to re-evaluate its SLO assessment process. In recent years, the department has seen a decline in student participation in assessments done on survey monkey, and currently there are no safeguards in place to ensure that students are taking the assessment without using a calculator or other resources that are not allowed. Additionally, the department finds that many students are not motivated to take the assessment, as it is not part of their grade and they do not see a graded result when they are finished. Last, the department plans to change the current structure of how it analyzes SLO data, so that better measure can be made of the data. Two meeting dates have been scheduled for this work in Spring 2015, and a discussion for how to structure SLO assessments is also already underway.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to evaluate expressions by substitution."

In spring 2015, the department plans to re-evaluate its SLO assessment process. In recent years, the department has seen a decline in student participation in assessments done on survey monkey, and currently there are no safeguards in place to ensure that students are taking the assessment without using a calculator or other resources that are not allowed. Additionally, the department finds that many students are not motivated to take the assessment, as it is not part of their grade and they do not see a graded result when they are finished. Last, the department plans to change the current structure of how it analyzes SLO data, so that better measure can be made of the data. Two meeting dates have been scheduled for this work in Spring 2015, and a discussion for how to structure SLO assessments is also already underway.

Plan for topic "Students completing this course will be able to perform order of operations involving adding, subtracting, multiplying, and dividing with signed numbers."

Teachers reviewing these results recommend explaining the idea of "PEMDAS" by circling the M & D, and the A & S, to indicate they are grouped on the same level of priority. Further, instructors should emphasize that MD doesn't mean that M comes first, and AD doesn't mean that A comes first.

Plan for topic "Students completing the course will be able to add and subtract fractions with unlike denominators, including variables."

Continue to focus on finding a common denominator to subtract or add fractions.

Plan for topic "Students completing the course will be able to solve a linear equation in one variable that contains variables on one side of the equation."

Continue to focus on doing inverse operations to undo multiplication. In general, the concept of solving basic linear equations must continue to be emphasized.

Plan for topic "Students completing the course will be able to translate simple word problems into equations (or expressions)."

Teachers should continue to emphasize the basics for all fraction work: add, subtract, multiply, divide.

Plan for topic "Students completing the course will be able to simplify expressions by combining like terms and by using the commutative and associative properties."

The department should continue to emphasize multiplication rules with variables, but it appears that current instruction methods are working.

Plan for topic "Students completing this course will be able to evaluate expressions by substitution."

The department should continue to emphasize multiplication rules with variables, but it appears that current instruction methods are working.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
<th>Page 1828 of 2394</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to translate simple word problems into equations (or expressions).&quot;</td>
<td>These results verified that the current Math 75 course is sufficiently preparing students to meet this learning outcome. As a result, no changes were made to the Math 75 course nor to the teacher preparation materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to simplify expressions by combining like terms and by using the commutative and associative properties.&quot;</td>
<td>These results verified that the current Math 75 course is sufficiently preparing students to meet this learning outcome. As a result, no changes were made to the Math 75 course nor to the teacher preparation materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to evaluate expressions by substitution.&quot;</td>
<td>These results verified that the current Math 75 course is sufficiently preparing students to meet this learning outcome. As a result, no changes were made to the Math 75 course nor to the teacher preparation materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to perform order of operations involving adding, subtracting, multiplying, and dividing with signed numbers.&quot;</td>
<td>These results verified that the current Math 75 course is sufficiently preparing students to meet this learning outcome. As a result, no changes were made to the Math 75 course nor to the teacher preparation materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to add and subtract fractions with unlike denominators, including variables.&quot;</td>
<td>These results verified that the current Math 75 course is sufficiently preparing students to meet this learning outcome. As a result, no changes were made to the Math 75 course nor to the teacher preparation materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to solve a linear equation in one variable that contains variables on one side of the equation.&quot;</td>
<td>These results verified that the current Math 75 course is sufficiently preparing students to meet this learning outcome. As a result, no changes were made to the Math 75 course nor to the teacher preparation materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Prealgebra and Arithmetic Review - Self Paced [MATH-075SP] belonging to Mathematics [MATH]

**1080.**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Plan Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to add and subtract fractions with unlike denominators.</td>
<td>2018/19</td>
<td>This class will no longer be offered due to AB705 changes. Therefore, there is no action plan for now. These results will be revisited if the course is offered in the future.</td>
</tr>
<tr>
<td>Students completing this course will be able to evaluate expressions by substitution.</td>
<td>2018/19</td>
<td>This class will no longer be offered due to AB705 changes. Therefore, there is no action plan for now. These results will be revisited if the course is offered in the future.</td>
</tr>
<tr>
<td>Students completing this course will be able to translate simple word problems into equations (or expressions).</td>
<td>2018/19</td>
<td>This class will no longer be offered due to AB705 changes. Therefore, there is no action plan for now. These results will be revisited if the course is offered in the future.</td>
</tr>
<tr>
<td>Students completing the course will be able to add and subtract fractions with unlike denominators.</td>
<td>2016/17</td>
<td>The Math Department feels that operations with fractions is an essential topic for Math 75SP because it is needed for all math classes. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75SP students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At the beginning of each semester, the department will communicate the following to each Math 75SP instructor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Continue to use ALEKS because mastery of fractions is working with this program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in operations with fractions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included. Self-paced faculty recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.</td>
</tr>
<tr>
<td>Students completing the course will be able to solve a linear equation in one variable that contains variables on one side</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
of the equation."

The Math Department feels that solving linear equations is an essential topic in Math 75SP because it is the foundation for all math classes that follow. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75SP students.

At the beginning of each semester, the department will communicate the following to each Math 75SP instructor:

Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in solving linear equations.

The Department recommends increasing the level of difficulty of this question by assessing an equation which requires two steps for solving. Also, the Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included. Self-paced faculty recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.

Plan for topic "Students completing the course will be able to simplify expressions involving integers using order of operations."

The Math Department feels that simplifying expressions involving integers using order of operations is an essential topic in Math 75SP because it is a skill that is used for all math classes that follow. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75SP students.

At the beginning of each semester, the department will communicate the following to each Math 75SP instructor:

Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in using the order of operations and integers.

The Department wants to re-evaluate this topic to observe if there is improvement but recommends removing the division symbol in the problem and using an order of operation problem more commonly seen in ALEKS. Also, the Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that
DVC Instructional Course SLO Action Plans

SRC data is included. Self-paced faculty recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.

Plan for topic "Students completing this course will be able to evaluate expressions by substitution.": 2016/17

The Math Department feels that evaluating expressions is an essential topic in Math 75SP because it is used for other concepts in all math classes that follow. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75SP students.

At the beginning of each semester, the department will communicate the following to each Math 75SP instructor:

Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made for evaluating expressions.

The Department recommends assessing this topic again. Since it is not clear whether students are not understanding how to evaluate expressions or how to work with negative numbers. The Department also feels that this topic should have two questions, one with and one without negative numbers. The Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included. Self-paced faculty recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.

Plan for topic "Students completing this course will be able to add, subtract, multiply, divide with whole numbers, fractions, and decimals.": 2016/17

The Math Department feels that operations with fractions is an essential topic for Math 75SP because it is needed for all math classes. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75SP students.

At the beginning of each semester, the department will communicate the following to each Math 75SP instructor:
1) Continue to use ALEKS because mastery of fractions is working with this program.

2) Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in operations with fractions.

The Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included. Self-paced faculty recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.

Plan for topic "Students completing this course will be able to simplify expressions by combining like terms and by using the commutative and associative properties.": 2016/17

The Math Department feels that simplifying by combining like terms and using the commutative and associative properties is an essential topic in Math 75SP because it is used for all math classes. The department plans to take the following actions to improve the overall achievement of this outcome by all Math 75SP students.

At the beginning of each semester, the department will communicate the following to each Math 75SP instructor:

Instructors should go over SLO with students after students take the SLO assessment and check students work to understand mistakes made in simplifying expressions.

The Department recommends either changing the question or the topic because the question does not address the topic. Also, the Department wants to continue to communicate with Self-Paced instructors from the San Ramon Campus to ensure that SRC data is included. Self-paced faculty recommends that face to face courses assess fewer topics. This way there could be more questions for each topic and get a better understanding where students are making mistakes.

Plan for topic "Students completing the course will be able to simplify expressions involving integers using order of operations.": 2013/14
DVC Instructional Course SLO Action Plans

The result of Q1 is not acceptable and must be improved. The dept had a lengthy discussion regarding the "order of operations" (PEMDAS) and the use of the division symbol (÷). If the division symbol was replaced with a fraction bar, results might improve. However, some faculty members want to keep the symbol and not avoid it; it was agreed that we should emphasize the "interpretation" of the symbol in the classroom. Our plan is to emphasize that M and D have the same priority, but the operations must be applied from Left to Right. In addition, it was suggested that Math 075 instructors ask their students to come up with an alternative memory device to replace the traditional PEMDAS. It was also suggested that the wording of the question be changed to "add parentheses (and perhaps also evaluate)." The department was pleased with the results of Q2 and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 075-SP in the same cycle and semester using the same SLO testing environment as Math 075.
### DVC Instructional Course SLO Action Plans

**1081. Summer Bridge to College Math [MATH-077] belonging to Mathematics [MATH]**

#### Plan for topic "Students completing MATH-077 will be able to identify their current algebra skill level.": 2017/18

This course is only offered during the summer session and was taught during the summer 2015, 2016, and 2017, but was not assessed. The SLO committee will develop an assessment plan and communicate it to instructors teaching this course at the beginning of summer session the next time this course is offered. Instructors will be given instructions on assessing and reporting results so that the committee can input results into Webslos.

#### Plan for topic "Students completing MATH-077 will be able to identify their current algebra skill level.": 2014/15

This is the first time the course has been assessed, and as such did not have a detailed assessment for the instructor to administrate. The Math Department will develop a detailed assessment form which will include for this topic a submission of the ALEKS Course Progress Report, which may include data broken down to individual students at the end of the term.

#### Plan for topic "Students completing MATH-077 will be able to build or rebuild pre-algebra and algebra skills.": 2014/15

This is the first time the course has been assessed, and as such did not have a detailed assessment for the instructor to administrate. The Math Department will make a detailed assessment form which will include for this topic a submission of the ALEKS Course Progress Report, which may include data broken down to individual students at the end of the term.

#### Plan for topic "Students completing MATH-077 will be able to utilize college math study skills": 2014/15

This is the first time the course has been assessed, and as such did not have a detailed assessment for the instructor to administrate. The Math Department will develop a student survey which assesses both the perceived and actual study skills. There will be specific questions addressing key study skills that the Department feels are important for students studying math in college.

#### Plan for topic "Students completing MATH-077 will be able to select the appropriate sequential DVC math course.": 2014/15

This is the first time the course has been assessed, and as such did not have a detailed assessment for the instructor to administrate. The Math Department will develop a student survey which assesses both the perceived and actual knowledge of the appropriate sequential DVC Math course for each student. There will be specific questions asking the student which is the next Math course they need to take.
### 1082. Topics in Basic Skills Math [MATH-080] belonging to Mathematics [MATH]

#### Plan for topic "Students completing this course will be able to work on material specific to student to maximize the probability to succeed in their future course work by accurately assessing where they will most likely be successful.":: 2018/19

The department plans to communicate with instructors to encourage students to take the second placement assessment at the end of course. Students are more motivated to taking the second placement assessment when told that it will help the department to analyze data to improve course.

#### Plan for topic "Students completing math-80S will be able to formulate questions that can be addressed with data, then organize, display, and analyze relevant data to address these questions and communicate the results.":: 2017/18

This course, Math Leap II Individualized Review towards Transfer Level Math, is currently being offered, Fall 2018, and will be assessed this semester. The results will be reported by 12/31/19.

#### Plan for topic "Students completing this course will be able to add, subtract, multiply, divide with signed numbers and fractions.":: 2014/15

This course is designed for students ready to move quickly through pre-algebra and algebra. However, most students in this experimental section were in no way prepared for such a class. Many were placed through counselor recommendation after they answered no questions correctly on the math assessment test. As such, the department is relatively pleased that these results are comparable to the traditional sequence, and we plan to market this accelerated course sequence much more specifically and carefully when it becomes a permanent course.

#### Plan for topic "Students completing this course will be able to use formulas and solve linear equations and inequalities.":: 2014/15

This course is designed for students ready to move quickly through pre-algebra and algebra. However, most students in this experimental section were in no way prepared for such a class. Many were placed through counselor recommendation after they answered no questions correctly on the math assessment test. As such, the department is relatively pleased that these results are comparable to the traditional sequence, and we plan to market this accelerated course sequence much more specifically and carefully when it becomes a permanent course.

#### Plan for topic "Students completing this course will be able to determine and use formulas and other equations and inequalities, graphs, tables, and applications.":: 2014/15

This course is designed for students ready to move quickly through pre-algebra and algebra. However, most students in this experimental section were in no way prepared for such a class. Many were placed through counselor recommendation after they answered no questions correctly on the math assessment test. Despite this fact, the department is clearly not satisfied with the level of achievement on this topic, and plans to revisit the curriculum for the course to ensure that this essential topic is getting the time and emphasis that it requires.

#### Plan for topic "Students completing math-80S will be able to formulate questions that can be addressed with data, then organize, display, and analyze relevant data to address these questions and communicate the results.":: 2012/13

---

Course Action Plans

Outcome Assessment History

Page 1835 of 2394
Math 80S is an experimental course; it is an accelerated pathway to Math 142. The two sections had very different results. It was determined that the instructor of section A had received training for this type of accelerated course; the instructor of section B had not received training. If this course is offered again (which it probably won't be), our plan is to have the instructor receive special training so as to foster student success in the course.

Plan for topic "Students completing math-80S will be able to demonstrate numerical and algebraic reasoning skills to support statistical analysis.": 2012/13

Math 80S is an experimental course; it is an accelerated pathway to Math 142. The two sections had very different results. It was determined that the instructor of section A had received training for this type of accelerated course; the instructor of section B had not received training. If this course is offered again (which it probably won't be), our plan is to have the instructor receive special training so as to foster student success in the course.

Plan for topic "Students completing math-80S will be able to construct, use, and interpret mathematical models, specifically linear and exponential regression functions, to represent relationships in quantitative data.": 2012/13

Math 80S is an experimental course; it is an accelerated pathway to Math 142. The two sections had very different results. It was determined that the instructor of section A had received training for this type of accelerated course; the instructor of section B had not received training. If this course is offered again (which it probably won't be), our plan is to have the instructor receive special training so as to foster student success in the course.
DVC Instructional Course SLO Action Plans

1083. Arithmetic and Basic Algebra Review [MATH-085] belonging to Mathematics [MATH]
Plan for topic "Students completing this course will be able to evaluate formulas and expressions given values for variables."

": 2018/19
The Math Department feels that this question, or possibly the topic itself, could be replaced the next time Math 85 is assessed.

Plan for topic "Students completing this course will be able to solve linear equations, including those with fractions and decimals.":
2018/19
The Math Department feels that the question may be too easy, or at least that it may not assess what it is meant to assess. They recommend making this a free-response question rather than supplying students with a series of numbers to plug in and test. Alternatively, Topic 1 could be removed and a second question could be added to this topic. One would be free-response, while the other would be multiple choice. By comparing the two questions, which should otherwise be of equivalent difficulty, faculty could see whether most students actually know how to solve equations, or whether they know how to check multiple-choice answers.

Plan for topic "Students completing this course will be able to graph linear equations on a coordinate graph."
2018/19
The Math Department feels that students understand how to identify y-intercepts well enough, and recommend changing the topic to focus specifically on identifying slopes. One instructor recommended the new topic be "Students will be able to figure out the d*** slope." Faculty liked the idea of having graphs of four different lines and asking students to match the correct slope to the correct graph. One slope should be positive, one negative, one zero, and one undefined.

Plan for topic "Students completing this course will be able to write algebraic expressions and equations for situations given in word problems.": 2018/19
The Math Department recommends this question be scrapped and replaced by a question that has had more thought put into it. Before assessing this course again, faculty should decide exactly what they care about. Whether it is the translation of words to a formula or the interpretation of a word problem, the new question should be relevant and readable. One suggestion was to adopt one of the percentage questions from the Math 75 SLO assessment.

Plan for topic "Students completing this course will be able to apply the fundamental principles of algebra to the manipulation of algebraic expression." : 2018/19
The Math Department recommends revising this question. Rather than merely saying "Which does not equal the others?" and providing four different expressions, they recommended giving students an expression and asking "Which of the following is equal to (or not equal to)" the expression. Additionally, they recommended changing the answers. Currently, all four answers involve some combination of x and y, with different + and â€“ signs. They recommended having only a single variable, and replacing the other with a constant of some sort.

Plan for topic "Students completing this course will be able to evaluate formulas and expressions given values for variables."
The Math Department feels that evaluating expressions involving order of operations is an essential topic to be mastered in Math 85, especially because it is a skill that is crucial moving forward in Math 119 and on. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 85 students.

At the beginning of each semester, the department will communicate the following to each math 85 instructor:

1) Emphasize order of operations involving exponents, fractions, and negatives.

2) Emphasize evaluating expressions with several variables, for example using formulas.

3) Practice evaluating expressions without using a calculator.

The department suggest that this question be assessed again since this was a small class with only one section. Perhaps making the question more challenging by including negatives, exponents, fractions, or more variables.

Finally, the Math department will add a question at the end of the assessment in the next cycle asking the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed.

Plan for topic "Students completing this course will be able to solve linear equations, including those with fractions and decimals."

The Math Department feels that solving equations involving fractions is an essential topic to be mastered in Math 85, especially because it is a skill that is crucial moving forward in Math 119 and on. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 85 students.

At the beginning of each semester, the department will communicate the following to each math 85 instructor:

1) Emphasize fractions once learned throughout the course so that students feel more comfortable with fractions.

2) Emphasize the how and why things move from one side of the equation to the other side when solving equations so that students understand the process.
The department suggest that this question be assessed again since this was a small class with only one section.

Finally, the Math department will add a question at the end of the assessment in the next cycle asking the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed.

Plan for topic "Students completing this course will be able to graph linear equations on a coordinate graph.": 2015/16

The Math Department feels that understanding the behavior of slope is an essential topic to be mastered in Math 85, especially because it is a skill that is crucial moving forward in Math 119 and on. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 85 students.

At the beginning of each semester, the department will communicate the following to each math 85 instructor:

1) Build multiple representations of slope into the curriculum using slope formula and graphs.

2) Emphasize the meaning of positive and negative slope in formula and graphs.

The department suggest that this question be assessed again since this was a small class with only one section. Include another question using formula instead of graph to gain insight of student understanding of slopes.

Finally, the Math department will add a question at the end of the assessment in the next cycle asking the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed.

Plan for topic "Students completing this course will be able to write algebraic expressions and equations for situations given in word problems.": 2015/16

The Math Department feels that writing algebraic equations for situations given in word problems is an essential topic to be mastered in Math 85, especially because it is a skill that is crucial moving forward in Math 119 and on. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 85 students.
At the beginning of each semester, the department will communicate the following to each math 85 instructor:

1) Emphasize formula for perimeter of a rectangle and explain why the formula is twice the length plus twice the width.

2) Emphasize drawing a picture of a rectangle to understand that the formula is the same as adding all four sides.

3) Emphasize the order when translating the phrase LESS THAN.

The department suggest that this question be assessed again since this was a small class with only one section. Perhaps making the question simpler to understand where students make mistakes.

Finally, the Math department will add a question at the end of the assessment in the next cycle asking the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed.

Plan for topic "Students completing this course will be able to apply the fundamental principles of algebra to the manipulation of algebraic expression.": 2015/16

The Math Department feels that understanding when expressions are equivalent using fundamental principles of algebra is an essential topic to be mastered in Math 85, especially because it is a skill that is crucial moving forward in Math 119 and on. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 85 students.

At the beginning of each semester, the department will communicate the following to each math 85 instructor:

1) Emphasize when different expressions are equivalent.

2) Emphasize plugging in numbers to check whether expressions are equivalent.

3) Emphasize changing subtraction to addition of opposite.
The department suggest that this question be assessed again since this was a small class with only one section. In addition, have a similar question using fractions, negative in the numerator, negative in the denominator, negative on both, etc.

Finally, the Math department will add a question at the end of the assessment in the next cycle asking the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed.
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
<th>Page 1842 of 2394</th>
</tr>
</thead>
</table>

**DVC Instructional Course SLO Action Plans**

1084. Arithmetic and Basic Algebra Review Self-Paced [MATH-085SP] belonging to Mathematics [MATH]

Plan for topic "Students completing this course will be able to evaluate formulas and expressions given values for variables."

This class was taught for the first Fall 2019 and will be assessed in 2021-22.
1085. Elementary Algebra [MATH-090] belonging to Mathematics [MATH]

Plan for topic "Students completing the course will be able to simplify expressions by using the distributive property and/or combining like terms.": 2019/20

This course is no longer been offered due to AB705 changes.

Plan for topic "Students completing the course will be able to solve linear equations, including equations containing fractions.": 2016/17

The Math Department feels that solving linear equations involving integers and fractions is an essential topic to be mastered in Math 90 because it is needed for all future math classes. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 90 students.

At the beginning of each semester, the department will communicate the following to each math 90 instructor:

1) Focus on distributive property involving negative signs.

2) Recommend an alternate method of solving equations involving negatives such as changing subtraction to the addition of opposites. Specially for students who need continued support for working with negative numbers.

3) Use an alternate method of learning signed numbers which students can remember better, i.e. Battle or Teamwork.

4) Emphasize to students to not depend on calculators when working with signed numbers.

5) Use two methods of solving equations containing fractions: Clearing fractions by multiplying by the LCD and obtaining common denominators.

6) Inform students about the suggested hours needed per week for this class outside of the classroom throughout the semester.

The department suggests that this question be assessed again since it is an important skill for students to have moving forward in math.

Plan for topic "Students completing the course will be able to find the slope of a line given two points on the line, the equation of the
The Math Department feels that Math 90 students lack an understanding of graphing. The Math Department plans to take the following actions to improve the overall achievement of this outcome by all Math 90 students.

At the beginning of each semester, the department will communicate the following to each math 90 instructor:

1) Emphasize that slope is a rate so that students have a better understanding of what slope represents by giving application problems in addition to graphing using slope.

2) Emphasize that the purpose of graphing a line is to show all solutions of a linear equation.

3) Emphasize the relationship between slope as a rate and slope in a graph, i.e. direction.

4) Inform students about the suggested hours needed per week for this class outside of the classroom throughout the semester.

The department suggests that these questions be assessed again since students need to continue to improve their understanding of slope and graphing. The department suggests not to use the variable m for a quantity that is not the slope as it can be confusing for students and to make graphs easier to read. As such, a flex activity for instructors to learn how to draw clear graphs on a computer is recommended.

The Math Department feels that students did pretty well and that other topics are more essential for Math 90. Thus, the department recommends not assessing this topic during the next assessment cycle.

The Math Department feels that students did pretty well and that other topics are more essential for Math 90. Thus, the department recommends not assessing this topic during the next assessment cycle.
The Math Department feels that students did pretty well and that other topics are more essential for Math 90. Thus, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to solve linear equations, including equations containing fractions." : 2013/14

In spring 2015, the department plans to re-evaluate its SLO assessment process. In recent years, the department has seen a decline in student participation in assessments done on survey monkey, and currently there are no safeguards in place to ensure that students are taking the assessment without using a calculator or other resources that are not allowed. Additionally, the department finds that many students are not motivated to take the assessment, as it is not part of their grade and they do not see a graded result when they are finished. Last, the department plans to change the current structure of how it analyzes SLO data, so that better measure can be made of the data. Two meeting dates have been scheduled for this work in Spring 2015, and a discussion for how to structure SLO assessments is also already underway.

Plan for topic "Students completing the course will be able to find the slope of a line given two points on the line, the equation of the line, or information about a parallel or perpendicular line." : 2013/14

Plan for topic "Students completing the course will be able to graph a line in the Cartesian coordinate system by point plotting, by finding intercepts, and by using the slope-intercept form of the equation of a line." : 2013/14

Plan for topic "Students completing the course will be able to solve linear equations, including equations containing fractions." : 2010/11

The Math Department will continue to emphasize fractions throughout the Math 110 course, as this previous SLO action plan led to clear improvement in student learning. The Dept also plans to present different ideas about working with fractions to continue to address this conceptual need. Furthermore, in future SLO assessments, the Dept may
DVC Instructional Course SLO Action Plans

include an affective component to the objective question, such as "Choose how confident you are in your answer: very confident vs. I kind of guessed vs I don't recognize this at all." This extra information could help the dept parse out whether common errors are the result of a genuine misunderstanding of the material or rather a need for more review of earlier concepts at the end of the semester.

Plan for topic "Students completing the course will be able to find the slope of a line given two points on the line, the equation of the line, or information about a parallel or perpendicular line."

The Dept may add a blank graph to these assessment questions, prompting students to use graphing as an alternative technique to compute slope. The Math Dept will notify Math 110 instructors that slope needs to be revisited and reviewed throughout the semester. Furthermore, in future SLO assessments, the Dept may include an affective component to the objective question, such as "Choose how confident you are in your answer: very confident vs. I kind of guessed vs I don't recognize this at all." This extra information could help the dept parse out whether common errors are the result of a genuine misunderstanding of the material or rather a need for more review of earlier concepts at the end of the semester.

Plan for topic "Students completing the course will be able to graph a line in the Cartesian coordinate system by point plotting, by finding intercepts, and by using the slope-intercept form of the equation of a line."

The Math Dept plans to discuss as a department how to approach graphing in a more contextualized, integrated way throughout the semester. Additionally, the SLO assessment needs to be reformatted so that we can more clearly link the two paired questions together in order to discern at what point in the graphing process that the students' understanding is breaking down. Furthermore, in future SLO assessments, the Dept may include an affective component to the objective question, such as "Choose how confident you are in your answer: very confident vs. I kind of guessed vs I don't recognize this at all." This extra information could help the dept parse out whether common errors are the result of a genuine misunderstanding of the material or rather a need for more review of earlier concepts at the end of the semester.

Plan for topic "Students completing the course will be able to simplify expressions by using the distributive property and/or combining like terms."

This was the first semester that the Math Dept used the ALEKS program, and some logistical issues were discovered in this assessment process. The percentages are inaccurate because they include students who dropped their Math 110 course before the end of the semester. We have requested that instructors keep their ALEKS rosters up to date to only include currently enrolled students in order to alleviate this issue in the future. Additionally, the structure and timing of the required ALEKS assignments in this first semester did not correspond well to the 2 hour per week requirement, nor to the timing of topics in Math 110. As a result, the structure and timing of required ALEKS assignments has been modified for Spring 2010. We believe that these two changes will help us get more accurate data in the Spring of 2010. However, the results of this particular SLO were higher, relatively, than the other SLOs assessed in this cycle, so we do not feel that this SLO needs to be reassessed in the Spring 2010.

Plan for topic "Students completing the course will be able to solve linear equations, including equations containing fractions."

This was the first semester that the Math Dept used the ALEKS program, and some logistical issues were discovered in this assessment process. The percentages are inaccurate because they include students who dropped their Math 110 course before the end of the semester. We have requested that instructors keep their ALEKS rosters up
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to find the slope of a line given two points on the line, the equation of the line, or information about a parallel or perpendicular line.": 2009/10

This was the first semester that the Math Dept used the ALEKS program, and some logistical issues were discovered in this assessment process. The percentages are inaccurate because they include students who dropped their Math 110 course before the end of the semester. We have requested that instructors keep their ALEKS rosters up to date to only include currently enrolled students in order to alleviate this issue in the future. Additionally, the structure and timing of the required ALEKS assignments in this first semester did not correspond well to the 2 hour per week requirement, nor to the timing of topics in Math 110. As a result, the structure and timing of required ALEKS assignments has been modified for Spring 2010. We believe that these two changes will help us get more accurate data in the Spring of 2010.

Plan for topic "Students completing the course will be able to graph a line in the Cartesian coordinate system by point plotting, by finding intercepts, and by using the slope-intercept form of the equation of a line.": 2009/10

This was the first semester that the Math Dept used the ALEKS program, and some logistical issues were discovered in this assessment process. The percentages are inaccurate because they include students who dropped their Math 110 course before the end of the semester. We have requested that instructors keep their ALEKS rosters up to date to only include currently enrolled students in order to alleviate this issue in the future. Additionally, the structure and timing of the required ALEKS assignments in this first semester did not correspond well to the 2 hour per week requirement, nor to the timing of topics in Math 110. As a result, the structure and timing of required ALEKS assignments has been modified for Spring 2010. We believe that these two changes will help us get more accurate data in the Spring of 2010. However, the results of this particular SLO were lower, relatively, than the other SLOs assessed this semester, so the Dept feels that it is critical to keep this particular SLO on the assessment cycle for Spring 2010.

Plan for topic "Students completing the course will be able to simplify expressions by using the distributive property and/or combining like terms." : 2007/8

These results verified that the current Math 110 course is sufficiently preparing students to meet this learning outcome. As a result, no changes were made to the Math 110 course or to Math 110 teacher preparation materials.

Plan for topic "Students completing the course will be able to solve linear equations, including equations containing fractions." : 2007/8

One of these results exceeded the measurement criteria, namely that more than 80% of the students correctly answered one of the two questions. However, the criterion that 50% of the students will correctly answer both questions was just short of being met. The math department believes that a likely reason for this shortcoming was the selection of an equation that contained fractions. While fractions are a prerequisite skill for Math 110, it is evident that more remediation may be necessary so that Math 110 students...
achieve a mastery of operations and equations with fractions.
1086. Elementary Algebra with Study Skills [MATH-090E] belonging to Mathematics [MATH]
Plan for topic "Students completing MATH-090E will be able to perform arithmetic operations, including using order of operations and properties of real numbers, with signed numbers (including fractions) without a calculator.": 2019/20
This course is no longer been offered due to AB705 changes.

Plan for topic "Students completing this course will be able to solve linear equations, including equations containing fractions.": 2016/17

The Math Department feels that solving linear equations involving integers and fractions is an essential topic to be mastered in Math 90E because it is needed for all future math classes. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 90E students.

At the beginning of each semester, the department will communicate the following to each math 90E instructor:

1) Focus on distributive property involving negative signs.

2) Recommend an alternate method of solving equations involving negatives such as changing subtraction to the addition of opposites. Specially for students who need continued support for working with negative numbers.

3) Use an alternate method of learning signed numbers which students can remember better, i.e. Battle or Teamwork.

4) Emphasize to students to not depend on calculators when working with signed numbers.

5) Use two methods of solving equations containing fractions: Clearing fractions by multiplying by the LCD and obtaining common denominators.

6) Inform students about the suggested hours needed per week for this class outside of the classroom throughout the semester.

The department suggests that this question be assessed again since it is an important skill for students to have moving forward in math.
Plan for topic "Students completing this course will be able to find or interpret the slope of a line given two points on the line, the equation of the line, or information about a parallel or perpendicular line, or from a graph.": 2016/17

The Math Department feels that Math 90E students lack an understanding of graphing. The Math Department plans to take the following actions to improve the overall achievement of this outcome by all Math 90E students.

At the beginning of each semester, the department will communicate the following to each math 90E instructor:

1) Emphasize that slope is a rate so that students have a better understanding of what slope represents by giving application problems in addition to graphing using slope.

2) Emphasize that the purpose of graphing a line is to show all solutions of a linear equation.

3) Emphasize the relationship between slope as a rate and slope in a graph, i.e. direction.

4) Inform students about the suggested hours needed per week for this class outside of the classroom throughout the semester.

The department suggests that these questions be assessed again since students need to continue to improve their understanding of slope and graphing. The department suggests not to use the variable m for a quantity that is not the slope as it can be confusing for students and to make graphs easier to read. As such, a flex activity for instructors to learn how to draw clear graphs on a computer is recommended.

Plan for topic "Students completing this course will be able to factor or multiply an algebraic expression and simplify the result.": 2016/17

The Math Department feels that students did pretty well and that other topics are more essential for Math 90E. Thus, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing MATH-090E will be able to perform arithmetic operations, including using order of operations and properties of real numbers, with signed numbers (including fractions) without a calculator.": 2013/14
Math 90E was cancelled; therefore, it was not assessed. If and when Math 90E is offered in the future, it will be assessed.
### 1087. Elementary Algebra - Self Paced [MATH-090SP] belonging to Mathematics [MATH]

Plan for topic "Students completing the course will be able to determine information about a linear equation, including graphing the equation on the Cartesian plane and finding the slope of the equation given two points that are on the graph."

- **2019/20**

This course is no longer been offered due to AB705 changes.

Plan for topic "Students completing the course will be able to solve linear equations, including equations containing fractions."

- **2019/20**

This course is no longer been offered due to AB705 changes.

Plan for topic "Students completing the course will be able to solve linear equations, including equations containing fractions."

- **2016/17**

This course is no longer been offered due to AB705 changes.

Plan for topic "Students completing the course will be able to determine information about a linear equation, including graphing the equation on the Cartesian plane and finding the slope of the equation given two points that are on the graph."

- **2016/17**

This topic is an essential learning outcome. The Math Department is impressed with these results since fractions are a difficult concept for most students and the results are good. The self-paced faculty plan to review SLO assessment with students after they take the exam.

Plan for topic "Students completing the course will be able to simplify algebraic expressions by distributing and/or recognizing and combining like terms."

- **2016/17**

This topic is an essential Math 90SP learning outcome. The self-paced instructors will ensure this topic is included in 1-15 ALEKS review. The self-paced faculty plan to make a list of typical errors from these results, and to follow up with students after grading their exams. Comparing results from topics 3 and 4 reinforces the importance of including these topics in the ALEKS reviews.

Plan for topic "Students completing the course will be able to find the slope of a line given two points on the line, the equation of the line, or information about a parallel or perpendicular line."

- **2016/17**

This topic is an essential Math 90SP learning outcome. The self-paced instructors will ensure this topic is included in 1-15 ALEKS review. The self-paced faculty plan to make a list of typical errors from these results, and to follow up with students after grading their exams. Comparing results from topics 3 and 4 reinforces the importance of including these topics in the ALEKS reviews.

Plan for topic "Students completing the course will be able to solve a linear equation in one variable that contains variables on both sides of the equation."

- **2016/17**

This topic is an essential Math 90SP learning outcome. The self-pace faculty plan to make a list of typical errors from these results, and to follow up with students after grading.
### DVC Instructional Course SLO Action Plans

#### Plan for topic "Students completing the course will be able to graph a line in the Cartesian coordinate system by point plotting, by finding intercepts, or by using the slope-intercept form of the equation of a line.": 2016/17

This topic is an essential Math 90SP learning outcome. The self-pace faculty plan to make a list of typical errors from these results, and to follow up with students after grading their exams. Comparing results from topics 3 and 4 reinforces the importance of including these topics in the ALEKS reviews.

#### Plan for topic "Students completing the course will be able to determine information about a linear equation, including graphing the equation on the Cartesian plane and finding the slope of the equation given two points that are on the graph.": 2013/14

For this question, $\frac{16}{18} = 88.9\%$ students were successful in this topic. The department was pleased with the results and plans to compare them with the results in the lecture and online courses. In addition we plan to assess Math 090-SP in the same cycle and semester using the same SLO testing environment as Math 090.

#### Plan for topic "Students completing the course will be able to solve linear equations, including equations containing fractions.": 2013/14

For this question, $\frac{16}{18} = 88.9\%$ students were successful in this topic. The department was pleased with the results and plans to compare them with the results in the lecture and online courses. In addition we plan to assess Math 090-SP in the same cycle and semester using the same SLO testing environment as Math 090.

#### Plan for topic "Students completing the course will be able to simplify algebraic expressions by distributing and/or recognizing and combining like terms.": 2013/14

For this question, $\frac{15}{18} = 83.3\%$ students were successful in this topic. The department was pleased with the results and plans to compare them with the results in the lecture and online courses. In addition we plan to assess Math 090-SP in the same cycle and semester using the same SLO testing environment as Math 090.

#### Plan for topic "Students completing the course will be able to find the slope of a line given two points on the line, the equation of the line, or information about a parallel or perpendicular line.": 2013/14

For this question, $\frac{15}{18} = 83.3\%$ students were successful in this topic. The department was pleased with the results and plans to compare them with the results in the lecture and online courses. In addition we plan to assess Math 090-SP in the same cycle and semester using the same SLO testing environment as Math 090.

#### Plan for topic "Students completing the course will be able to solve a linear equation in one variable that contains variables on both sides of the equation.": 2013/14

For this question, $\frac{12}{18} or 66.7\%$ had the question correct. Although a majority of the students were correct, the dept would like to see a better result when rational expressions are subtracted. Our plan is to emphasize finding and applying common denominators. In addition, in the future, we plan to assess Math 090-SP in the same cycle and semester using the same SLO testing environment as Math 090, and to compare these results to lecture, and online Math 090, as well as comparing to results between PHC and SRC.

#### Plan for topic "Students completing the course will be able to graph a line in the Cartesian coordinate system by point plotting, by finding intercepts, or by using the slope-intercept form of the equation of a line.": 2013/14

For this question, $\frac{12}{18} or 66.7\%$ had the question correct. Although a majority of the students were correct, the dept would like to see a better result when rational expressions...
Plan for topic "Students completing the course will be able to solve linear equations, including equations containing fractions."

The Math Dept plans to continue current instructional and review strategies already in place in Math 110SP regarding solving equations.

Plan for topic "Students completing the course will be able to determine information about a linear equation, including graphing the equation on the Cartesian plane and finding the slope of the equation given two points that are on the graph."

The Self-Paced Math faculty plan to analyze how slope is taught in the Math 110SP course, and to discuss and implement new strategies to ensure that students are able to more flexibly find slope using any of the four methods available to them.

Plan for topic "Students completing the course will be able to find the slope of a line given two points on the line, the equation of the line, or information about a parallel or perpendicular line."

The Self-Paced Math faculty meet regularly during the semester, and they plan to address graphing lines as their pedagogical topic for Spring 2012. They will identify the current instructional practice on graphing in Math 110SP, and brainstorm ideas about how to supplement and change these instructional strategies in order to increase students' understanding and retention of graphing.

Plan for topic "Students completing the course will be able to simplify algebraic expressions by distributing and/or recognizing and combining like terms."

The SP program has been completely restructured, beginning in Fall 2009, so the number of students completing the course is abnormally low. As the semesters continue, the
number of students should increase, giving us a statistically significant number of students to assess. The dept plans to continue to evaluate the new SP structure as the semesters continue.

Plan for topic "Students completing the course will be able to solve linear equations, including equations containing fractions.": 2009/10
The SP program has been completely restructured, beginning in Fall 2009, so the number of students completing the course is abnormally low. As the semesters continue, the number of students should increase, giving us a statistically significant number of students to assess. The dept plans to continue to evaluate the new SP structure as the semesters continue.

Plan for topic "Students completing the course will be able to simplify algebraic expressions by distributiving and/or recognizing andcombining like terms." : 2009/10
The SP program has been completely restructured, beginning in Fall 2009, so the number of students completing the course is abnormally low. As the semesters continue, the number of students should increase, giving us a statistically significant number of students to assess. The dept plans to continue to evaluate the new SP structure as the semesters continue.

Plan for topic "Students completing the course will be able to find the slope of a line given two points on the line, the equation of the line, or information about a parallel or perpendicular line.": 2009/10
The SP program has been completely restructured, beginning in Fall 2009, so the number of students completing the course is abnormally low. As the semesters continue, the number of students should increase, giving us a statistically significant number of students to assess. The dept plans to continue to evaluate the new SP structure as the semesters continue.

Plan for topic "Students completing the course will be able to solve a linear equation in one variable that contains variables on both sides of the equation." : 2009/10
The SP program has been completely restructured, beginning in Fall 2009, so the number of students completing the course is abnormally low. As the semesters continue, the number of students should increase, giving us a statistically significant number of students to assess. The dept plans to continue to evaluate the new SP structure as the semesters continue.

Plan for topic "Students completing the course will be able to graph a line in the Cartesian coordinate system by point plotting, by finding intercepts, or by using the slope-intercept form of the equation of a line." : 2009/10
The SP program has been completely restructured, beginning in Fall 2009, so the number of students completing the course is abnormally low. As the semesters continue, the number of students should increase, giving us a statistically significant number of students to assess. The dept plans to continue to evaluate the new SP structure as the semesters continue.
DVC Instructional Course SLO Action Plans

1088. Math for Trade Pre-Apprentices [MATH-092] belonging to Mathematics [MATH]

Plan for topic "Students completing this course will be able to calculate with rational numbers expressed as integers, decimals, fractions, or percents.": 2016/17

This was the first time this course has been assessed. The Math Department feels that students need more attention and focus on word problems. Specific emphasis needs to be given on those word problems that appear in the building trades. We will work to achieve these by emphasizing the above comments with all Math 92 instructors at the beginning of each semester this course is offered.

Plan for topic "Students completing this course will be able to use appropriate formulas to solve problems encountered in the building trades.": 2016/17

This was the first time this course has been assessed. The Math Department feels that students need more attention and focus on word problems. Specific emphasis needs to be given on those word problems that appear in the building trades. We will work to achieve these by emphasizing the above comments with all Math 92 instructors at the beginning of each semester this course is offered.

Plan for topic "Students completing this course will be able to make a personal budget for the realities of work in the trades.": 2016/17

This was the first time this course has been assessed. The Math Department feels that students need more attention and focus on word problems. Specific emphasis needs to be given on those word problems that appear in the building trades. We will work to achieve these by emphasizing the above comments with all Math 92 instructors at the beginning of each semester this course is offered.
1089. Statway I [MATH-094] belonging to Mathematics [MATH]

Plan for topic "Students completing this course will be able to interpret statistics associated with linear regression.": 2018/19

The department was impressed with the results on the first question, and believes that the question should be used at least one more time to see if the results can be maintained. The results on the second question were less impressive, but the department feels that there could be a few reasons unrelated to student learning of that topic that could account for the lower success rate. The department believes that the second question should be changed so that students are not distracted by some extraneous statistical information and don't have to deal with such large numbers on the scale of the vertical axis.

The department suggests using a question where the equation of the regression line is given, along with the scatter plot and the graph of the line, but the other statistics are left out. The scenario should also be changed so that the y-axis has a smaller scale, and the line has a positive y-intercept and a smaller, non-whole number slope. Then the students should be asked to select the most accurate interpretation of the slope of the least squares regression line. To test whether students can identify the slope as well as interpret it, some of the incorrect multiple choice answers should include use of the y-intercept value. Also, the values in the multiple choice answers should be rounded to the nearest whole numbers. (For example, use "approximately 6" if the slope is 5.92.)

The department feels that this is an important Math 94 topic, so instructors should continue to emphasize and frequently review with students how to interpret the least squares regression line in various scenarios.

Plan for topic "Students completing this course will be able to find probabilities of specific events given a normally distributed random variable with a known mean and standard deviation.": 2018/19

The department feels that, because continuous distributions are introduced late in Math 94 and continue into Math 144, the current questions should be replaced with questions on discrete probability.

Plan for topic "Students completing this course will be able to interpret statistics associated with linear regression.": 2016/17

The Math Department would like to lessen the success gap between Statway and Statistics by improving the success rates of all students. The Department recommends that, since correlation is covered earlier in the semester than it typically is covered in Math 142, Statway instructors review correlation at several points throughout the semester. In addition, the Department recommends that Statway instructors give students more practice with understanding the difference between weak and strong correlations. It was
observed that while students understanding of direction was good, they struggled in their understanding of strength.

Plan for topic "Students completing this course will be able to find probabilities of specific events given a normally distributed random variable with a known mean and standard deviation.": 2016/17

The Department feels that this topic is covered to rapidly at the end of the semester in most Statway classes. The Department recommends omitting some of the optional material or arranging the schedule so that optional material is covered at the end of the semester, as time permits. Covering essential topics such as the normal distribution earlier in the course when students have more energy will also allow students more time for understanding.

Plan for topic "Students completing this course will be able to find probabilities of specific events given a normally distributed random variable with a known mean and standard deviation.": 2016/17

Plan for topic "Students completing MATH-094 will be able to Distinguish between types of statistical studies and sampling plans, including the limitations of each type.": 2013/14

The department discussed the data and agreed that the overall results were favorable. We will continue to follow the curricular and pedagogical recommendations of the Carnegie Institute as we continue to implement the Statway program. In addition, our pioneering Statway instructors will seek to obtain the national proportions of correct responses to these questions so as to compare with our local results.

Plan for topic "Students completing MATH-094 will be able to Distinguish between types of statistical studies and sampling plans, including the limitations of each type.": 2013/14

Plan for topic "Students completing MATH-094 will be able to For a linear relationship, use the least squares regression line to summarize the overall pattern and to make predictions.": 2013/14

The department discussed the data and agreed that the overall results were favorable. We will continue to follow the curricular and pedagogical recommendations of the Carnegie Institute as we continue to implement the Statway program. In addition, our pioneering Statway instructors will seek to obtain the national proportions of correct responses to these questions so as to compare with our local results.

Plan for topic "Students completing MATH-094 will be able to For a linear relationship, use the least squares regression line to summarize the overall pattern and to make predictions.": 2013/14

Plan for topic "Students completing MATH-094 will be able to Use a two-way table to analyze the association between two categorical variables."; 2013/14

The department discussed the data and agreed that the overall results were in need of improvement. The Statway Program as founded by the Carnegie Institute for Education at Stanford University emphasizes continuous improvement. Instructors are encouraged to carry out "lesson studies" to improve lesson curricula and delivery. Our plan is to carry out a lesson study on Lesson 4.2 in which students find probabilities from two-way tables, since students had the most difficulty with these questions. The instructor reviews the lesson before presentation, with focus on the learning outcomes desired. Then the lesson is presented to students with another instructor or a videographer present. Finally, the lesson is debriefed and the areas of student difficulty or confusion identified. This process is designed to improve both the materials and the delivery of the lesson.
DVC Instructional Course SLO Action Plans

1090. Geometry [MATH-114] belonging to Mathematics [MATH]

Plan for topic "Students completing the course will be able to use geometric vocabulary accurately to identify and describe geometric objects and relationships." : 2018/19

The Math Department feels that the ability of students to
connect vocabulary to visual observation is essential for
this course.

Topic #1 is stated precisely as the SLO. The word "and"
in the topic sentence requires all elements be tested.

The department suggested the topic be rewritten to
narrow down the scope and to be more specific.

The results of the first question were outstanding. The
department thought that question #1 should be changed
to test a new element of the new topic.

The department also suggested changing the second
question, as it does not seem to relate to the topic. The
acronyms ASA, SAS, SSS, SSA were felt not to be vocabulary, although these are important concepts of geometry.

The department would like to see incorrect answers to questions be written so they give meaningful feedback to common errors so underlying reasons for these mistakes could be determined.

Plan for topic "Students completing the course will be able to apply formulas for perimeter, area, volume, and surface area to solve practical geometric problems.": 2018/19

The Math Department feels it is important for students to be able to apply formulas for computation of perimeter, area, volume, and surface area to solve practical geometric problems. This is important in developing critical thinking skills.
Possibly a new question could be considered that uses a vocabulary word tested in Topic 1. See comments under Topic 1, second to the last paragraph.

Topic #2 is stated precisely as the SLO. The word "and" in the topic sentence requires all elements be tested.

The department suggested the topic be rewritten to narrow down the scope and to be more specific.

At the beginning of term that math 114 is offered, the department will communicate the following to each math 114 instructor:

1) The distribution property should be reviewed with
students, and correct use of grouping symbols should be emphasized so students understand their use.

2) An emphasis should be made on making and labeling sketches from a given description which uses geometric symbols.

3) Students should be coached to make an attempt on all problems so they do not leave any questions blank. They should be encouraged in how to approach multi-step problems and not just give up because they cannot complete the problem in one or two steps.

Plan for topic "Students completing the course will be able to use given information and valid logical reasoning to establish simple geometric relationships in proofs.": 2018/19

The Math Department feels it is important for students to be able to use given information and valid logical
reasoning to establish simple geometric relationships in proofs. This is very important in developing critical thinking skills. The department feels these are essential problems and that these are an appropriate level of difficulty for this course. We suggest doing proofs in each section of content, reminding students how to make mathematical arguments.

Topic #3 is stated precisely as the SLO. The department did not suggest this topic should be rewritten, as it is specific enough to write questions to assess it.

The second question on this topic should be replaced with one that includes more steps. As the question is posed, the students would need only two or three steps to complete the proof.

Plan for topic "Students completing the course will be able to use geometric vocabulary accurately to identify and describe geometric objects and relationships." : 2015/16

The Math Department feels that the ability of students to connect vocabulary to visual observation is essential for this course.

Topic #1 is stated precisely as the SLO. The word "and" in the topic sentence requires all elements be tested. The department suggested the topic be rewritten to narrow down the scope and to be more specific.

The results of the first question were outstanding. The department thought that question #1 should be changed to test a new element of the new topic.

The department also suggested changing the second question, as it does not seem to relate to the topic. The acronyms ASA, SAS, SSS, SSA were felt not to be vocabulary, although these are important concepts of geometry.
A suggestion for a new question is as follows: While creating new questions for Topics 2 and/or 3, perhaps those questions would make use of a vocabulary word that is tested for understanding under this topic. That is, if a subsequent question (under the other topics) assumes that the student has an understanding of a vocabulary word, then that vocabulary word itself should appear under Topic 1. That way, we can determine if a student was stumped just by not knowing the vocabulary rather than the bigger question for any subsequent SLO question.

The department would like to see incorrect answers to questions be written so they give meaningful feedback to common errors so underlying reasons for these mistakes could be determined.

Plan for topic "Students completing the course will be able to apply formulas for perimeter, area, volume, and surface area to solve practical geometric problems.": 2015/16

The Math Department feels it is important for students to be able to apply formulas for computation of perimeter, area, volume, and surface area to solve practical geometric problems. This is important in developing critical thinking skills.

Possibly a new question could be considered that uses a vocabulary word tested in Topic 1. See comments under Topic 1, second to the last paragraph.

Topic #2 is stated precisely as the SLO. The word "and" in the topic sentence requires all elements be tested. The department suggested the topic be rewritten to narrow down the scope and to be more specific.

At the beginning of term that math 114 is offered, the department will communicate the following to each math 114 instructor:

1) The distribution property should be reviewed with students, and correct use of grouping symbols should be emphasized so students understand their use.

2) An emphasis should be made on making and labeling sketches from a given description which uses geometric symbols.

3) Students should be coached to make an attempt on all problems so they do not leave any questions blank. They should be encouraged in how to approach multi-step problems and not just give up because they cannot complete the problem in one or two steps.

Plan for topic "Students completing the course will be able to use given information and valid logical reasoning to establish simple
geometric relationships in proofs.": 2015/16

The Math Department feels it is important for students to be able to use given information and valid logical reasoning to establish simple geometric relationships in proofs. This is very important in developing critical thinking skills.

Topic #3 is stated precisely as the SLO. The department did not suggest this topic should be rewritten, as it is specific enough to write questions to assess it.

The second question on this topic should be replaced with one that includes more steps. As it is, the students would need only two or three steps to complete it. In the action plan under “TOPIC 1”, it was suggested that this new question include the vocabulary word that was tested in the new question of “TOPIC 1”.

At the beginning of term that math 114 is offered, the department will communicate the following to each math 114 instructor:

Plan for topic "Students completing the course will be able to use geometric vocabulary accurately to identify and describe geometric objects and relationships.": 2012/13

In reviewing the data, the faculty determined that the SLO was met by the majority of students; the lower success rate of the second question may be due to ambiguous wording in the question (“Being as specific as possible”••). When creating multiple-choice questions, faculty should strive to use precise language.

Plan for topic "Students completing the course will be able to apply formulas for perimeter, area, volume, and surface area to solve practical geometric problems.": 2012/13

In reviewing the data, the faculty determined that the SLO was met by the majority of students; the success rates for the two questions were very consistent. The faculty have determined that the SLO assessments are well developed and will use similar versions the next time Math 114 is assessed.

Plan for topic "Students completing the course will be able to use given information and valid logical reasoning to establish simple geometric relationships in proofs.": 2012/13

In reviewing the data, the faculty determined that the SLO was met by the majority of students on the first question, but not on the second; the success rates for the two questions were very different. The second proof was similar to the first, except that more steps were required to interpret the "given"• information. It appears that interpreting "given"• information may confuse some students. Consequently, instructors should emphasize the interpretation of "given"• information when constructing geometric proofs.
DVC Instructional Course SLO Action Plans

Plan for topic “Students completing this course will be able to identify a function using multiple representations such as graphs, tables, words, or equations.”: 2017/18

The Math Department feels that it is important for math 119 students should have a good understanding of the various representations of basic functions. As such, we will work to improve the achievement of this outcome by emphasizing the following to all Math 119 instructors at the beginning of each semester:

1) The department recommends stressing to students to identify that when the base of an exponential function is between 0 and 1, the shape of the graph is reflected about the y-axis.

2) The department recommends giving students more exposure to a variety of examples of exponential functions with various bases.

In addition, some students in Math 119 tend to slack off in their attendance as the semester progresses which usually leads to disastrous results for these students. The department feels that a critical affective skill/outcome is to address their willingness to attend by fostering students confidence and resilience.

Studies of student learning show that students who are given problems to work on in groups builds confidence and community through peer interaction. Students who feel a sense of connection will be more likely to show up for class. Math 119 is taught with group work and active student participation as the primary means of instruction. The student-centered learning may be why Math 119 students tend to have better SLO outcomes than their Math 120 counterparts.

SLO Fest discussions are very productive. Continue to seek ways of getting better participation from all department members. This could sow more seeds to keep these conversations going throughout the department.

A department discussion is needed to review the contents of the course outline to determine which topics are essential in Math 119. The course is very impacted with content, and we need to seek ways of streamlining the content to enrich student success.

Plan for topic “Students completing this course will be able to determine what effect changing a value in an inverse or direct variation formula has.”: 2017/18

The Math Department feels that it is important for math 120 students should have a good understanding of the what effect changing the value of a variable has on another variable in direct and inverse variation problems. The content of the second question in this topic was not in the resource binder for this course at the time of this SLO
The topic has been added to the instructors resource binder and will be included as part of the coursework going forward. The department recommends using this topic for another assessment cycle with different questions. Suggested replacements are:

Change the first question to something more geared toward intuition for students to think about what happens to one variable when the others value is changed. Something like, If $y=1/x$ and we make $x$ larger, what does that do to the value of $y$?

Recommendation for changing the second question is to either change to an application type of problem or give the students the formula $y=kx$ and ask $y=4$ when $x=10$, what is $y$ when $x=15$?

To improve the achievement of this outcome we plan to emphasize the following to all Math 120 instructors at the beginning of each semester:

1) Instruct students in gaining a conceptual understanding of direct and inverse variation, instead of using a rote process for solving such questions.

In addition some students in Math 119 tend to slack off in their attendance as the semester progresses which usually leads to disastrous results for these students. The department feels that a critical affective skill/outcome is to address their willingness to attend by fostering students confidence and resilience.

Studies of student learning show that students who are given problems to work on in groups builds confidence and community through peer interaction. Students who feel a sense of connection will be more likely to show up for class.

SLO Fest discussions are very productive. Continue to seek ways of getting better participation from all department members. This could sow more seeds to keep these conversations going throughout the department.

A department discussion is needed to review the contents of the course outline to determine which topics are essential in Math 119. The course is very impacted with content, and we need to seek ways of streamlining the content to enrich student success.
The Math Department feels that being able to solve various types of equations is an essential topic for math 119 students. The department recommends using this topic for another assessment cycle with a change to some parts of the questions.

Recommend changing answer b) of the first question, solving a quadratic equation, by replacing the plus symbol with a product, to allow students to better see a distinction between the correct answer and this one, so the selections are not so tricky. Replacing \( x = \frac{5 + \sqrt{13}}{2} \) all divided by 2, with \( x = \frac{5 \times \sqrt{13}}{2} \).

Also recommend a slight change to the second question, solving an exponential equation, by changing the bases, 27 and 9, to something like 8 and 4, to eliminate answers obtained by incorrectly taking the ratio of the bases.

To improve the achievement of this outcome we plan to emphasize the following to all Math 120 instructors at the beginning of each semester:

1) Discuss with students the various ways exponential equations can be solved (seeking a common base and use of logarithms).

In addition Some students in Math 119 tend to slack off in their attendance as the semester progresses which usually leads to disastrous results for these students. The department feels that a critical affective skill/outcome is to address their willingness to attend by fostering students confidence and resilience.

Studies of student learning show that students who are given problems to work on in groups builds confidence and community through peer interaction. Students who feel a sense of connection will be more likely to show up for class.

SLO Fest discussions are very productive. Continue to seek ways of getting better participation from all department members. This could sow more seeds to keep these conversations going throughout the department.

A department discussion is needed to review the contents of the course outline to determine which topics are essential in Math 119. The course is very impacted with content,
DVC Instructional Course SLO Action Plans

and we need to seek ways of streamlining the content to enrich student success.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to solve any quadratic equation.&quot;: 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 119 was assessed in Spring 2015 when it was in its last semester of being an experimental course (Math 150AB). Since this course is almost equivalent to Math 120, the Math Department has planned its assessment to coincide with the assessment of Math 120 and Math 120SP, for uniformity of assessment questions and comparison of results. This assessment is planned for the three year cycle, which will be due again in the 2017-2018 academic year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to solve any quadratic equation.&quot;: 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 119 was assessed in Spring 2015 when it was in its last semester of being an experimental course (Math 150AB). Since this course is almost equivalent to Math 120, the Math Department has planned its assessment to coincide with the assessment of Math 120 and Math 120SP, for uniformity of assessment questions and comparison of results. This assessment is planned for the three year cycle, which will be due again in the 2017-2018 academic year.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to apply fundamental algebraic laws.": 2018/19
This class was taught for the first time in Fall 2019 and the Math department has decided to assess the class in 2020-2021

Plan for topic "Students completing this course will be able to identify a function using multiple representations such as graphs, tables, words, or equations.": 2017/18

The Math Department feels that it is important for math 120 students should have a good understanding of the various representations of basic functions. As such, we will work to improve the achievement of this outcome by emphasizing the following to all Math 120 instructors at the beginning of each semester:

1) The department recommends stressing to students to identify that when the base of an exponential function is between 0 and 1, the shape of the graph is reflected about the y-axis.

2) The department recommends giving students more exposure to a variety of examples of exponential functions with various bases.

In addition, some students in Math 120 tend to slack off in their attendance as the semester progresses which usually leads to disastrous results for these students. The department feels that a critical effective skill/outcome is to address their willingness to attend by fostering students confidence and resilience.

Studies of student learning show that students who are given problems to work on in groups builds confidence and community through peer interaction. Students who feel a sense of connection will be more likely to show up for class.

SLO Fest discussions are very productive. Continue to seek ways of getting better participation from all department members. This could sow more seeds to keep these conversations going throughout the department.

A department discussion is needed to review the contents of the course outline to determine which topics are essential in Math 120. The course is very impacted with content, and we need to seek ways of streamlining the content to enrich student success.

Plan for topic "Students completing this course will be able to determine what effect changing a value in an inverse or direct variation formula has.": 2017/18

The Math Department feels that it is important for math 120 students should have a good understanding of the what effect changing the value of a variable has on another variable in direct and inverse variation problems. The department recommends using this topic for another assessment cycle with different questions.
Suggested replacements are: Change the first question to something more geared toward intuition for students to think about what happens to one variable when the others value is changed. Something like, If \( y=1/x \) and we make \( x \) larger, what does that do to the value of \( y \) ?. Recommendation for changing the second question is to either change to an application type of problem or give the students the formula \( y=kx \) and ask, \( y=4 \) when \( x=10 \), what is \( y \) when \( x=15 \)?.

To improve the achievement of this outcome we plan to emphasize the following to all Math 120 instructors at the beginning of each semester:

1) Instruct students in gaining a conceptual understanding of direct and inverse variation, instead of using a rote process for solving such questions.

In addition Some students in Math 120 tend to slack off in their attendance as the semester progresses which usually leads to disastrous results for these students. The department feels that a critical affective skill/outcome is to address their willingness to attend by fostering students confidence and resilience.

Studies of student learning show that students who are given problems to work on in groups builds confidence and community through peer interaction. Students who feel a sense of connection will be more likely to show up for class.

SLO Fest discussions are very productive. Continue to seek ways of getting better participation from all department members. This could sow more seeds to keep these conversations going throughout the department.

A department discussion is needed to review the contents of the course outline to determine which topics are essential in Math 120. The course is very impacted with content, and we need to seek ways of streamlining the content to enrich student success.

Plan for topic "Students completing this course will be able to solve exponential, quadratic, or radical equation; or absolute value inequalities.": 2017/18

The Math Department feels that being able to solve various types of equations is an essential topic for math 120 students. The department recommends using this topic for another assessment cycle with a change to some parts of the questions.

Recommend changing answer b) of the first question, solving a quadratic equation, by replacing the plus symbol with a product, to allow students to better see a distinction between the correct answer and this one, so the selections are not so tricky. Replacing \( x = (5 \text{ PLUS} \sqrt{13}) \) all divided by 2, with \( x = (5 \text{ TIMES} \sqrt{13}) \) all divided by 2.
DVC Instructional Course SLO Action Plans

Also recommend a slight change to the second question, solving an exponential equation, by changing the bases, 27 and 9, to something like 8 and 4, to eliminate answers obtained by incorrectly taking the ratio of the bases.

To improve the achievement of this outcome we plan to emphasize the following to all Math 120 instructors at the beginning of each semester:

1) Discuss with students the various ways exponential equations can be solved (seeking a common base and use of logarithms).

In addition Some students in Math 120 tend to slack off in their attendance as the semester progresses which usually leads to disastrous results for these students. The department feels that a critical affective skill/outcome is to address their willingness to attend by fostering students confidence and resilience.

Studies of student learning show that students who are given problems to work on in groups builds confidence and community through peer interaction. Students who feel a sense of connection will be more likely to show up for class.

SLO Fest discussions are very productive. Continue to seek ways of getting better participation from all department members. This could sow more seeds to keep these conversations going throughout the department.

A department discussion is needed to review the contents of the course outline to determine which topics are essential in Math 120. The course is very impacted with content, and we need to seek ways of streamlining the content to enrich student success.

Plan for topic "e": 2017/18

The Math Department feels that being able to solve various types of equations is an essential topic for math 120 students. The department recommends using this topic for another assessment cycle with a change to some parts of the questions.

Recommend changing answer b) of the first question, solving a quadratic equation, by replacing the plus symbol with a product, to allow students to better see a distinction between the correct answer and this one, so the selections are not so tricky. Replacing \( x = (5 \text{ PLUS } \sqrt{13}) \) all divided by 2, with \( x = (5 \text{ TIMES } \sqrt{13}) \) all divided by 2.
Also recommend a slight change to the second question, solving an exponential equation, by changing the bases, 27 and 9, to something like 8 and 4, to eliminate answers obtained by incorrectly taking the ratio of the bases.

To improve the achievement of this outcome we plan to emphasize the following to all Math 120 instructors at the beginning of each semester:

1) Discuss with students the various ways exponential equations can be solved (seeking a common base and use of logarithms).

In addition Some students in Math 120 tend to slack off in their attendance as the semester progresses which usually leads to disastrous results for these students. The department feels that a critical affective skill/outcome is to address their willingness to attend by fostering students confidence and resilience.

Studies of student learning show that students who are given problems to work on in groups builds confidence and community through peer interaction. Students who feel a sense of connection will be more likely to show up for class.

SLO Fest discussions are very productive. Continue to seek ways of getting better participation from all department members. This could sow more seeds to keep these conversations going throughout the department.

A department discussion is needed to review the contents of the course outline to determine which topics are essential in Math 120. The course is very impacted with content, and we need to seek ways of streamlining the content to enrich student success.

Plan for topic "Students completing the course will be able to solve any quadratic equation." : 2014/15

The Math Department feels that solving quadratic equations is a core learning objective for Math 120. As such, we will work to improve achievement of this outcome by emphasizing the following to all Math 120 instructors at the beginning of each semester:

1) Discuss how to recognize which method to use to solve a given quadratic equation.
DVC Instructional Course SLO Action Plans

2) Concentrate significant attention and time on completing the square.

3) Emphasize the fact that there are two answers when using the quadratic formula and the use of the ± symbol.

4) Connect solving quadratic equations with graphs of parabolas and use multiple representations to illustrate this connection.

Additionally, the department feels that decision making and analysis of approach to problems is a critical skill to focus on in Math 120. We are considering restructuring Math 120 to have less overlap with Math 090 and to concentrate more on graphing higher order equations, logarithms and exponentials.

**Plan for topic "Students completing the course will be able to perform operations with rational expressions, including simplifying the answer to lowest terms.": 2014/15**

The Math Department feels that performing operations with rational expressions is an important learning objective for Math 120. As such, we will work to improve achievement of this outcome by emphasizing the following to all Math 120 instructors at the beginning of each semester:

1) Before teaching rational expressions, spend quality instruction time on factoring completely and accurately.

2) Emphasize rules for fractions and structure of rational expression problems. Focus on relating structure and process for all fractions (numerical and variable).

Additionally, the department plans to reconsider the problems used for this assessment topic and create more problems with fewer steps to better assess the level of achievement of this outcome.

**Plan for topic "Students completing the course will be able to determine important information about standard functions.": 2014/15**

The Math Department feels that working with functions is a critical outcome for Math 120. As such, we will work to improve achievement of this outcome by emphasizing the following to all Math 120 instructors at the beginning of each semester:
1) Emphasize critical thinking and analysis over procedural competence.

2) Utilize multiple representations when working with functions to draw more connections between equations, graphs, intercepts, domains, and ranges.

Additionally, the department plans to address this learning objective the next time the default textbook for Math 120 comes up for a vote. Many department members feel that there are better textbooks available that provide better motivation and modeling of functions. The department also would like to consider creating some type of space to share materials for this course (and others), as well as more support for instructors to share ideas, struggles, techniques, etc.

**Plan for topic "Students completing the course will be able to solve any quadratic equation."**: 2011/12

In reviewing the data the faculty have determined that the SLO was met by the majority of students. The faculty have determined that the current SLO assessments are well developed.

**Plan for topic "Students completing the course will be able to perform operations with rational expressions, including simplifying the answer to lowest terms."**: 2011/12

In reviewing the data the faculty have determined that the SLO was met by a majority of students. The faculty have determined that the current SLO assessments are well developed.

**Plan for topic "Students completing the course will be able to determine important information about standard functions."**: 2011/12

In reviewing the data the faculty have determined that the SLO was met by the majority of students. The faculty have determined that the current SLO assessments are well developed.
Plan for topic "Students completing the course will be able to solve any quadratic equation.": 2017/18

The Math Department feels that solving quadratic equations is an essential topic for Math 120SP because it comes up in applications in many other courses. The math department believes that although the results on this topic are not surprising, instructors should be aware that most students at this level memorize the quadratic formula easily, but tend not to remember the square root property of positive real numbers. Many students take the positive square root of both sides of an equation, forgetting that there are two square roots of any positive real number.

The department feels that instructors should emphasize and remind students that there is a plus/minus symbol in the square root property and that it means that there are two different square roots of a positive real number.

The department feels that the results of this assessments are not as reliable as similar results for a traditional Math 120 class because the results in this assessment include

- students who are in their first semester of Math 120SP, and are taking the test for the first time,
- students who are in their first semester of Math 120SP, but are retaking the test and are therefore answering the assessment questions for the second or third time,
- and students who are in their second or third semester of Math 120SP. These students may not have seen some of this material in some time.

The department feels that the Self-Paced program should look for a way to record who is taking a particular assessment and possibly include that in the data reporting. In particular, students who are re-taking the 11-13 test should not be given SLO assessment questions.

The Self-Paced program went through a major revision during the semesters that these assessments were administered, and that may be reflected in the number of students who answered incorrectly.

Other suggestions for the Self-Paced program and the SLO Committee:

- Instructors should start a list of problem types that students in Self-Paced classes consistently have trouble with.
DVC Instructional Course SLO Action Plans

- Each instructor for a Self-Paced course should be sent the action plan at the beginning of the semester that instructors for the corresponding lecture class received. The SLO Committee should communicate with the Self-Paced instructors the significance of the action plans and their relevance with respect to Self-Paced students. Although there is no direct instruction (lecturing) in a Self-Paced course, instructors should be made aware of the issues raised by past assessments of courses with the same learning outcomes.

Plan for topic "Students completing the course will be able to perform operations with rational expressions, including simplifying the answer to lowest terms.": 2017/18

The Math Department feels that solving quadratic equations is an essential topic for Math 120SP because it is needed in College Algebra (Math 135), Business Calculus (Math 182), and other courses. The department believes that many students confused simplifying expressions with solving equations. In particular, it appears that students multiplied the expressions in this problem by the LCD in order to clear the denominators. It appears that other students became confused because they could not eliminate the denominators, and they guessed an answer. For this reason, instructors should emphasize the differences between equations and expressions, and why cancellation of denominators is impossible with expressions.

The department feels that the results of this assessments are not as reliable as similar results for a traditional Math 120 class because the results in this assessment include

- students who are in their first semester of Math 120SP, and are taking the test for the first time,

- students who are in their first semester of Math 120SP, but are retaking the test and are therefore answering the assessment questions for the second or third time,

- and students who are in their second or third semester of Math 120SP. These students may not have seen some of this material in some time.

The department feels that the Self-Paced program should look for a way to record who is taking a particular assessment and possibly include that in the data reporting. In particular, students who are re-taking the 11-13 test should not be given SLO assessment questions.

The Self-Paced program went through a major revision during the semesters that these assessments were administered, and that may be reflected in the number of students who answered incorrectly.

Other suggestions for the Self-Paced program and the SLO Committee:
DVC Instructional Course SLO Action Plans

- Instructors should start a list of problem types that students in Self-Paced classes consistently have trouble with.

- Each instructor for a Self-Paced course should be sent the action plan at the beginning of the semester that instructors for the corresponding lecture class received. The SLO Committee should communicate with the Self-Paced instructors the significance of the action plans and their relevance with respect to Self-Paced students. Although there is no direct instruction (lecturing) in a Self-Paced course, instructors should be made aware of the issues raised by past assessments of courses with the same learning outcomes.

Plan for topic "Students completing the course will be able to determine important information about standard functions.": 2017/18

The Math Department feels that determining important information about standard functions is an essential topic for Math 120SP because it is needed in many applications and in other courses. The department feels that the results of the first question are below expectations, but that Self-Paced students may not have seen quadratic functions and the process of finding the vertex of a parabola in some time because of the recent revision of the Self-Paced program (see below). The results of the second question are more impressive, in particular because only 50% of students in the traditional Math 120 course answered the same question correctly.

The department feels that the results of this assessments may not be as reliable as similar results for a traditional Math 120 class because the results in this assessment include:

- students who are in their first semester of Math 120SP, and are taking the test for the first time,

- students who are in their first semester of Math 120SP, but are retaking the test and are therefore answering the assessment questions for the second or third time,

- and students who are in their second or third semester of Math 120SP. These students may not have seen some of this material in some time.

The department feels that the Self-Paced program should look for a way to record who is taking a particular assessment and possibly include that in the data reporting. In particular, students who are re-taking the 11-13 test should not be given SLO assessment questions.

The Self-Paced program went through a major revision during the semesters that these assessments were administered, and that may be reflected in the number of students who answered incorrectly.
DVC Instructional Course SLO Action Plans

Other suggestions for the Self-Paced program and the SLO Committee:

- Instructors should start a list of problem types that students consistently have trouble with.

In instructors should start a list of problem types that students in Self-Paced classes consistently have trouble with.

- Each instructor for a Self-Paced course should be sent the action plan at the beginning of the semester that instructors for the corresponding lecture class received. The SLO Committee should communicate with the Self-Paced instructors the significance of the action plans and their relevance with respect to Self-Paced students. Although there is no direct instruction (lecturing) in a Self-Paced course, instructors should be made aware of the issues raised by past assessments of courses with the same learning outcomes.

**Plan for topic "e": 2017/18**

The Math Department feels that determining important information about standard functions is an essential topic for Math 120SP because it is needed in many applications and in other courses. The department feels that the results of the first question are below expectations, but that Self-Paced students may not have seen quadratic functions and the process of finding the vertex of a parabola in some time because of the recent revision of the Self-Paced program (see below). The results of the second question are more impressive, in particular because only 50% of students in the traditional Math 120 course answered the same question correctly.

The department feels that the results of this assessments may not be as reliable as similar results for a traditional Math 120 class because the results in this assessment include:

- students who are in their first semester of Math 120SP, and are taking the test for the first time,

- students who are in their first semester of Math 120SP, but are retaking the test and are therefore answering the assessment questions for the second or third time,

- and students who are in their second or third semester of Math 120SP. These students may not have seen some of this material in some time.

The department feels that the Self-Paced program should look for a way to record who is taking a particular assessment and possibly include that in the data reporting. In particular, students who are re-taking the 11-13 test should not be given SLO assessment questions.
The Self-Paced program went through a major revision during the semesters that these assessments were administered, and that may be reflected in the number of students who answered incorrectly.

Other suggestions for the Self-Paced program and the SLO Committee:

- Instructors should start a list of problem types that students consistently have trouble with.

- Each instructor for a Self-Paced course should be sent the action plan at the beginning of the semester that instructors for the corresponding lecture class received. The SLO Committee should communicate with the Self-Paced instructors the significance of the action plans and their relevance with respect to Self-Paced students. Although there is no direct instruction (lecturing) in a Self-Paced course, instructors should be made aware of the issues raised by past assessments of courses with the same learning outcomes.

Plan for topic "Students completing the course will be able to solve any quadratic equation.": 2014/15

After the last Math 120SP assessment, the Math Department determined that Math 120 and Math 120SP should be on the same cycle of assessment, using the same assessment questions. This plan was carried out, and the Math 120 assessment questions were administered to the Math 120SP students via a lab assignment. After looking at the results, the Math Department has determined that the 120SP students performed significantly better than the Math 120 students, and the question arose about whether that was due to the delivery method - Math 120 students were given the questions in an exam setting. As a result, the Math 120SP (and all SP math courses) will change their delivery method to attach the SLO assessment questions to a class exam in order to better analyze and compare the results of these different modalities.

Plan for topic "Students completing the course will be able to perform operations with rational expressions, including simplifying the answer to lowest terms.": 2014/15

After the last Math 120SP assessment, the Math Department determined that Math 120 and Math 120SP should be on the same cycle of assessment, using the same assessment questions. This plan was carried out, and the Math 120 assessment questions were administered to the Math 120SP students via a lab assignment. After looking at the results, the Math Department has determined that the 120SP students performed significantly better than the Math 120 students, and the question arose about whether that was due to the delivery method - Math 120 students were given the questions in an exam setting. As a result, the Math 120SP (and all SP math courses) will change their delivery method to attach the SLO assessment questions to a class exam in order to better analyze and compare the results of these different modalities.

Plan for topic "Students completing the course will be able to determine important information about standard functions.": 2014/15
After the last Math 120SP assessment, the Math Department determined that Math 120 and Math 120SP should be on the same cycle of assessment, using the same assessment questions. This plan was carried out, and the Math 120 assessment questions were administered to the Math 120SP students via a lab assignment. After looking at the results, the Math Department has determined that the 120SP students performed significantly better than the Math 120 students, and the question arose about whether that was due to the delivery method - Math 120 students were given the questions in an exam setting. As a result, the Math 120SP (and all SP math courses) will change their delivery method to attach the SLO assessment questions to a class exam in order to better analyze and compare the results of these different modalities.

Plan for topic "e": 2014/15

The department was pleased with these results and plans to compare them with the results in the regular and online courses. In addition we plan to assess Math 120-SP in the same cycle and semester using the same SLO testing environment as Math 120.

Plan for topic "Students completing the course will be able to perform operations with rational expressions, including simplifying the answer to lowest terms.": 2013/14

The majority of students successfully answered the questions. However, it should be noted that since Math 120-SP is "self-paced," not all students have studied the same topics at the same point in time. Therefore, SP instructors plan to insure that SP students take the SLO assessment in the semester appropriate to the SLO topic being assessed. This correction should give us even better results in the future.
The majority of students successfully answered the questions. However, it should be noted that since Math 120-SP is "self-paced," not all students have studied the same topics at the same point in time. Therefore, SP instructors plan to insure that SP students take the SLO assessment in the semester appropriate to the SLO topic being assessed. This correction should give us even better results in the future.

Plan for topic "e": 2011/12

The majority of students successfully answered the questions. However, it should be noted that since Math 120-SP is "self-paced," not all students have studied the same topics at the same point in time. Therefore, SP instructors plan to insure that SP students take the SLO assessment in the semester appropriate to the SLO topic being assessed. This correction should give us even better results in the future.
1095. Plane Trigonometry [MATH-121] belonging to Mathematics [MATH]

Plan for topic "Students completing the course will be able to solve a problem by applying right triangle trigonometry.": 2016/17

The Math Department plans to initiate a department-wide discussion about the critical importance of understanding the problem in all classes. Word problems come up in all levels, and we continue to see lack of success at all levels. More specifically for Math 121, we plan to re-assess the same topic in the next round of assessment and change the first problem to be a question in which the students select which of the given labeled diagrams match the given problem. This change could help us determine how much of a factor the lack of a given picture truly is in the success of problem.

Plan for topic "Students completing this course will be able to use fundamental principles of trigonometry to answer questions about trigonometric functions.": 2016/17

The math department feels that this is an essential outcome of Math 121, but also finds that these results are satisfactory. We plan to continue to ask instructors to repeatedly emphasize the role of the terminal quadrant in the sign of trigonometric functions and to connect various methods of finding answers to these types of equations (using triangles vs. using identities). We also will assess a different topic in the next round, due to the satisfactory results on this topic.

Plan for topic "Students completing this course will be able to recognize and describe properties of the graphs of trigonometric functions.": 2016/17

The Math Department plans to ask all Math 121 instructors at the beginning of each semester to do the following:

- Emphasize what asymptotes really are and why they exist.
- Utilize k notation, where k is an integer, regularly, so that students are very comfortable working with it and do not see it as an afterthought.
- Distinguish between graphing one period and graphing more than one period.
- Give more examples, homework, and assessment questions that contain more than one period in the graph.

We plan to re-assess this topic in the next cycle of assessment in order to determine if our plan was successful in bringing up the achievement level of this topic. Specifically, we plan to change the first question in the assessment to just tanx in order to determine whether or not the issue is with asymptotes in general or with the change in period by using tan2x. We plan to keep the second question in this topic the same.

Plan for topic "Students completing the course will be able to solve problems involving the application of double angle formulas.": 
In spring 2015, the department plans to re-evaluate its SLO assessment process. In recent years, the department has seen a decline in student participation in assessments done on survey monkey, and currently there are no safeguards in place to ensure that students are taking the assessment without using a calculator or other resources that are not allowed. Additionally, the department finds that many students are not motivated to take the assessment, as it is not part of their grade and they do not see a graded result when they are finished. Last, the department plans to change the current structure of how it analyzes SLO data, so that better measure can be made of the data. Two meeting dates have been scheduled for this work in Spring 2015, and a discussion for how to structure SLO assessments is also already underway.

**Plan for topic "Students completing the course will be able to draw the graph of a trigonometric function given its formula."**: 2013/14

<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to solve a problem by applying right triangle trigonometry."**: 2013/14

<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to draw the graph of a trigonometric function given its formula."**: 2010/11

<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to solve a problem by applying right triangle trigonometry."**: 2010/11

<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to solve problems involving the application of double angle formulas."**: 2009/10

<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results indicate that more than 73% percent of the student assessed mastered this outcome. The Math 121 course is preparing students to meet this outcome. No changes.
Plan for topic "Students completing the course will be able to draw the graph of a trigonometric function given its formula.": 2009/10
Since the percentage of students that mastered this outcome was low and we think this was due to the students that dropped the course and still appeared in the ALEKS roster. We will notify the instructors teaching Math 121 to clear the drops from the ALEKS roster after the drop deadline. This way will get a better picture of what percent of the students assessed really master this outcome.

Plan for topic "Students completing the course will be able to solve a problem by applying right triangle trigonometry.": 2009/10
Since the percentage of the students that mastered this outcome was not too high and we think this was due to the people that dropped the course but still appeared in the ALEKS roster we plan to tell the instructors teaching Math 121 to clear the drops from the ALEKS roster to have a more accurate picture of the percentage of the students assessed that really mastered this outcome.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to assess possible mathematical solutions of a real-world problem.": 2016/17

The Math Department is not satisfied with these results. Much emphasis was given during the course on the topic of minimal spanning trees of graphs. The department should have a conversation about whether instructors teaching this course should focus more on the learning outcomes instead of offering more optional mathematical content.

Plan for topic "Students completing the course will be able to apply intermediate algebra to contemporary problems in mathematics.": 2016/17

The Math Department is not satisfied with these results. Perhaps more emphasis on this topic is needed. The department should have a conversation about whether instructors teaching this course should focus more on the learning outcomes instead of offering more optional mathematical content.

Plan for topic "Students completing the course will be able to correctly identify a key person or event in the development of a mathematical topic covered in the course.": 2016/17

The Math Department is not satisfied with these results. Several contemporary and early mathematicians, along with their achievements, were discussed during this course. An emphasis should be given on distinguishing use of an apportionment method with proving a theorem. Also, students confused voting with apportionment. The department should have a conversation about whether instructors teaching this course should focus more on the learning outcomes instead of offering more optional mathematical content.

Plan for topic "Students completing the course will be able to assess possible mathematical solutions of a real-world problem.": 2014/15

Although almost 80% of the students did better than 70% mastery on this outcome, the course pacing is relatively light and the exercises are not always at the level of a college-level math class. The SLO topics, due to the nature of the course outline are vague and make it difficult to precisely assess the outcomes, due to variations in what is taught from instructor to instructor. The department should begin a conversation about the content of the course, and whether it is useful to revise the course entirely.

Plan for topic "Students completing the course will be able to apply intermediate algebra to contemporary problems in mathematics.": 2014/15

Although 80% of the students did better than 70% mastery on this outcome, the course pacing is relatively light and the exercises are not always at the level of a college-level math class. The SLO topics, due to the nature of the course outline are vague and make it difficult to precisely assess the outcomes, due to variations in what is taught from instructor to instructor. The department should begin a conversation about the content of the course, and whether it is useful to revise the course entirely.

Plan for topic "Students completing the course will be able to correctly identify a key person or event in the development of a mathematical topic covered in the course.": 2014/15

Although about 80% of the students did better than 70% mastery on this outcome, the course pacing is relatively light and the exercises are not always at the level of a college-level math class. The SLO topics, due to the nature of the course outline are vague and make it difficult to precisely assess the outcomes, due to variations in what is taught from instructor to instructor. The department should begin a conversation about the content of the course, and whether it is useful to revise the course entirely.
taught from instructor to instructor. The department should begin a conversation about the content of the course, and whether it is useful to revise the course entirely.

Plan for topic "Students completing the course will be able to assess possible mathematical solutions of a real-world problem." 2010/11
The department plans to continue to emphasize real world problem solving in Math 124.

Plan for topic "Students completing the course will be able to apply intermediate algebra to contemporary problems in mathematics." 2010/11
The department plans to emphasize reviewing concepts throughout the semester that were discussed in the beginning of the semester to improve student performance.

Plan for topic "Students completing the course will be able to correctly identify a key person or event in the development of a mathematical topic covered in the course." 2010/11
The department plans to ask instructors to emphasize which historical topics they feel are most important in order to assist students in studying for exams.

Plan for topic "Students completing the course will be able to correctly identify a key person or event in the development of a mathematical topic covered in the course." 2009/10
Because the results of the responses were all good, no changes were made, either to the Math 124 course or to the teacher preparations.
The Math Department feels this is an important topic for this course and is not satisfied with these results. As future elementary school instructors, knowing how to perform operations with number systems which have a different base will foster an understanding of the difficulties their own students may have when learning how to perform operations with the base 10 system for the first time. Developing a good grasp of this concept may build confidence in their own ability which will be important as they work with their own students.

The topic was covered early in the semester. The poor results indicate a need to review topics covered early in the semester. It was further suggested that this course should be scheduled so that students meet more frequently than 2 times per week to foster more consistent exposure to the material.

The department recommends that future instructors should emphasize and review this topic throughout the semester.

Instructors should emphasize to students the need to review material periodically throughout the semester, or give them assignments which serve this purpose, especially for classes meeting two times per week.

The Math Department feels this is an important topic for this course. As future elementary school instructors, having a familiarity in rules of divisibility and a confidence in their own ability will be important skills as they work with their own students.

The department recommends that future instructors should emphasize divisibility tests with students. Although students demonstrated understanding of the concept, they did not retain knowledge of the specific tests of divisibility.

It was further suggested that this course should be scheduled so that students meet more frequently than 2 times per week to foster more consistent exposure to the material.

Instructors should emphasize to students the need to review material periodically throughout the semester, or give them assignments which serve this purpose, especially for classes meeting two times per week.

The Math Department feels this is an important topic for this course and is not satisfied with these results. As future elementary school instructors, knowing how to perform operations with number systems which have a different base will foster an understanding of the difficulties their own students may have when learning how to perform operations with the base 10 system for the first time. Developing a good grasp of this concept may build confidence in their own ability which will be important as they work with their own students.

The topic was covered early in the semester. The poor results indicate a need to review topics covered early in the semester. It was further suggested that this course should be scheduled so that students meet more frequently than 2 times per week to foster more consistent exposure to the material.

The department recommends that future instructors should emphasize and review this topic throughout the semester.

Instructors should emphasize to students the need to review material periodically throughout the semester, or give them assignments which serve this purpose, especially for classes meeting two times per week.
The Math Department feels this is an important topic for this course, as developing tools for adding/subtracting fractions is a fundamental mathematical skill. As future elementary school instructors, having confidence and a familiarity in performing this task will be vital as they work with their own students.

It was suggested that this course should be scheduled so that students meet more frequently than 2 times per week to foster more consistent exposure to the material.

The department recommends that future instructors should emphasize factors/multiples with students and use this vocabulary often when employing techniques that use them.

Instructors should emphasize to students the need to review material periodically throughout the semester, or give them assignments which serve this purpose, especially for classes meeting two times per week.
The Math Department feels that finding maximums and minimums of quadratic functions is an essential topic to be mastered in Math 135. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 135 students.

At the beginning of each semester, the department will communicate the following to each math 135 instructor:

1) Review formula for vertex.

2) Emphasize which coordinate of the vertex represents max or min value.

The department also suggested changing the second question on this assessment to be more specific. Describe what P and x represent for the given profit function. Most common incorrect answer suggests that students do not know which coordinate of the vertex represents the maximum value.

Finally, the department suggests that students need counseling for enrolling into the correct math class since many students took this class planning to take Math 191 or Math 142 after. Also, most students used scientific or graphing calculator which needs to be noted for next assessment to pick appropriate and meaningful questions.

The Math Department feels that working with graphs to determine function properties is an essential learning outcome in Math 135, particularly for students moving on the Business Calculus. As such, the department plans to continue to assess this topic and take the following actions to improve the overall achievement of this outcome by all Math 135 students.

At the beginning of each semester, the department will communicate the following to each math 135 instructor:

1) Poor results for graphing rational functions.

2) Provide opportunities for graph analysis in which students are provided the graphs of functions and asked to derive properties (zeros, leading coefficients, intercepts, turning
DVC Instructional Course SLO Action Plans

points, domain, range, etc.). Students often only work one way to create a graph from an equation, but understanding can be enhanced by working in the other direction as well.

Finally, the department suggests that students need counseling for enrolling into the correct math class since many students took this class planning to take Math 191 or Math 142 after. Also, most students used scientific or graphing calculator which needs to be noted for next assessment to pick appropriate and meaningful questions.

Plan for topic "Students completing the course will be able to solve problems involving exponential and logarithmic functions and expressions.": 2018/19

The Math Department feels that exponential and logarithmic problems are an essential learning outcome for Math 135. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 135 students.

At the beginning of each semester, the department will communicate the following to each math 135 instructor:

1) Poor results for solving log and exponential equations.

2) Emphasize this topic

3) Teach to check answers

4) Review changing percent to decimal

The department recommends to continue assessing this topic and keep the same questions.

Finally, the department suggests that students need counseling for enrolling into the correct math class since many students took this class planning to take Math 191 or Math 142 after. Also, most students used scientific or graphing calculator which needs to be noted for next assessment to pick appropriate and meaningful questions.

Plan for topic "e": 2018/19

The Math Department feels that exponential and logarithmic problems are an essential learning outcome for Math 135. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 135 students.
DVC Instructional Course SLO Action Plans

At the beginning of each semester, the department will communicate the following to each math 135 instructor:

1) Poor results for solving log and exponential equations.

2) Emphasize this topic

3) Teach to check answers

4) Review changing percent to decimal

The department recommends to continue assessing this topic and keep the same questions.

Finally, the department suggests that students need counseling for enrolling into the correct math class since many students took this class planning to take Math 191 or Math 142 after. Also, most students used scientific or graphing calculator which needs to be noted for next assessment to pick appropriate and meaningful questions.

Plan for topic "Students completing the course will be able to find the maximum or minimum of a quadratic function.": 2017/18

The math department was impressed with the performance of the Self-Paced students on the first question but wondered whether the results on the second question indicated that Self-Paced students struggled with word problems.

The department believes that the second question should be used on future assessments, but that the first question should be changed so that the quadratic function is given in general form rather than vertex form. Also, the department will communicate with the Self-Paced instructors and suggest that instructors and tutors help students to understand the relationship between the maximum/minimum value of a function and the vertex of a parabola, as well as how to obtain the coordinates of the vertex from the general form of the function in two different ways: by completing the square or by memorizing a formula for the first coordinate.

The math department will work to improve the communication between the PH Self-Paced program and the SRC Self-Paced program to ensure that students on both campuses are answering the same SLO questions. The department will also explore other ways to administer the SLO assessments at both campuses to allow meaningful comparisons to be made among different content delivery modalities.

Plan for topic "Students completing the course will be able to use graphs to determine essential properties of different types of..."
functions (polynomial, rational, logarithmic, exponential, etc.).": 2017/18

The math department was disappointed with these results because the questions are considered basic questions on an essential topic. The department believes that the first question should be used on future assessments, and will suggest that Self-Paced instructors and tutors emphasize with students how to obtain information about the end behavior of polynomial functions. The department believes that the second question should be changed to the following:

Present the graph of the logarithm base 3, translated horizontally one unit in the positive direction, with no specific points plotted. Then ask students to determine the correct equation, with the following possible choices:

(a) \( y = \log_3 (x-1) \)  (b) \( y = \log_3 (x+1) \)  (c) \(-\log_3 (x-1)\)  (d) \( y = \log_3 (1-x) \)

The math department will work to improve the communication between the PH Self-Paced program and the SRC Self-Paced program to ensure that students on both campuses are answering the same SLO questions. The department will also explore other ways to administer the SLO assessments at both campuses to allow meaningful comparisons to be made among different content delivery modalities.

Plan for topic "e": 2017/18

The math department was disappointed with these results because the questions are considered basic questions on an essential topic. The department will communicate with the Self-Paced instructors and suggest that they work with students in understanding the relationship between the natural logarithm and the natural exponential functions, and on how to use the continuously compounded interest formula.

The math department will work to improve the communication between the PH Self-Paced program and the SRC Self-Paced program to ensure that students on both campuses are answering the same SLO questions. The department will also explore other ways to administer the SLO assessments at both campuses to allow meaningful comparisons to be made among different content delivery modalities.

Plan for topic "Students completing the course will be able to solve problems involving exponential and logarithmic functions and expressions.": 2017/18

The math department was disappointed with these results because the questions are considered basic questions on an essential topic. The department will communicate with the Self-Paced instructors and suggest that they work with students in understanding the relationship between the natural logarithm and the natural exponential functions, and on how to use the continuously compounded interest formula.
DVC Instructional Course SLO Action Plans

The math department will work to improve the communication between the PH Self-Paced program and the SRC Self-Paced program to ensure that students on both campuses are answering the same SLO questions. The department will also explore other ways to administer the SLO assessments at both campuses to allow meaningful comparisons to be made among different content delivery modalities.

Plan for topic "Students completing the course will be able to find the maximum or minimum of a quadratic function.": 2015/16

The Math Department feels that finding maximums and minimums of quadratic functions is an essential topic to be mastered in Math 135. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 135 students.

At the beginning of each semester, the department will communicate the following to each math 135 instructor:

1) Emphasize maximum and minimum vocabulary: the y value is the max/min value, while the x value is where/when that value occurs.

2) Emphasize applications, including applications from science as well as from business.

3) Specify with students when it is appropriate to use \( x = -\frac{b}{2a} \) to find the vertex and how to read vertex form.

The department also suggested changing the second question on this assessment to a business application, since Math 135 is a pre-Calculus track for Business majors. The department considered delineating the topics in Math 135 that are intended to be mastered, so instructors were better able to negotiate their time through the vast amount of material.

Finally, the Math department will add two questions at the end of the assessment in the next cycle. The first one will ask about the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed. The second will be about which math class the students are going to next, again in an attempt to gain a view of the percentage of Math 135 students moving on to Calculus versus those for which Math 135 is a terminal class.

Plan for topic "Students completing the course will be able to use graphs to determine essential properties of different types of functions (polynomial, rational, logarithmic, exponential, etc.).": 2015/16

The Math Department feels that working with graphs to determine function properties is an essential learning outcome in Math 135, particularly for students moving on the Business Calculus. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 135 students.
DVC Instructional Course SLO Action Plans

At the beginning of each semester, the department will communicate the following to each math 135 instructor:

1) Emphasize and utilize interval notation as often as possible, particularly with domain and range.

2) Provide opportunities for graph analysis in which students are provided the graphs of functions and asked to derive properties (zeros, leading coefficients, intercepts, turning points, domain, range, etc.). Students often only work one way to create a graph from an equation, but understanding can be enhanced by working in the other direction as well.

The department also suggested changing the second question on this topic to a different function, perhaps a rational function, to allow the overall assessment to be a little less logarithm focused.

Finally, the Math department will add two questions at the end of the assessment in the next cycle. The first one will ask about the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed. The second will be about which math class the students are going to next, again in an attempt to gain a view of the percentage of Math 135 students moving on to Calculus versus those for which Math 135 is a terminal class.

Plan for topic "e": 2015/16

The Math Department feels that exponential and logarithmic problems are an essential learning outcome for Math 135. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 135 students.

At the beginning of each semester, the department will communicate the following to each math 135 instructor:

1) Be sure to emphasize application problems in every chapter. Much of the procedure and process is review, and Math 135 students need to be developing more critical thinking for how to approach different applications of the algebra that they have seen for years.

The department also suggested putting these questions first on the next assessment to see if the results will change if they are not subject to quiz fatigue at the end of the assessment. We also recommend that instructors are advised to change the formula given on the assessment for compound interest to whichever form of that equation that they used in their class, as there are different forms of the same equation and perhaps an unfamiliar version confused some students.
Finally, the Math department will add two questions at the end of the assessment in the next cycle. The first one will ask about the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed. The second will be about which math class the students are going to next, again in an attempt to gain a view of the percentage of Math 135 students moving on to Calculus versus those for which Math 135 is a terminal class.

Plan for topic "Students completing the course will be able to solve problems involving exponential and logarithmic functions and expressions.": 2015/16

The Math Department feels that exponential and logarithmic problems are an essential learning outcome for Math 135. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 135 students.

At the beginning of each semester, the department will communicate the following to each Math 135 instructor:

1) Be sure to emphasize application problems in every chapter. Much of the procedure and process is review, and Math 135 students need to be developing more critical thinking for how to approach different applications of the algebra they have seen for years.

The department also suggested putting these questions first on the next assessment to see if the results will change if they are not subject to quiz fatigue at the end of the assessment. We also recommend that instructors are advised to change the formula given on the assessment for compound interest to whichever form of that equation that they used in their class, as there are different forms of the same equation and perhaps an unfamiliar version confused some students.

Finally, the Math department will add two questions at the end of the assessment in the next cycle. The first one will ask about the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed. The second will be about which math class the students are going to next, again in an attempt to gain a view of the percentage of Math 135 students moving on to Calculus versus those for which Math 135 is a terminal class.

Plan for topic "Students completing the course will be able to find the maximum or minimum of a quadratic function.": 2012/13

Plan: The mathematics department believes that the low results are due to the low motivation typical in students in this class, plus the fact that there are no consequences to the student if they do poorly on this evaluation. We need to explore alternative methods to the administration of SLO assessments in this course.

Plan for topic "Students completing the course will be able to use graphs to determine essential properties of different types of functions (polynomial, rational, logarithmic, exponential, etc.).": 2012/13

Plan: The mathematics department believes that the low results are due to the low motivation typical in students in this class, plus the fact that there are no consequences to the
Plan for topic "Students completing the course will be able to solve problems involving exponential and logarithmic functions and expressions.": 2012/13

Plan: The mathematics department believes that the low results are due to the low motivation typical in students in this class, plus the fact that there are no consequences to the student if they do poorly on this evaluation. We need to explore alternative methods to the administration of SLO assessments in this course.

Plan for topic "e": 2012/13

Plan: The mathematics department believes that the low results are due to the low motivation typical in students in this class, plus the fact that there are no consequences to the student if they do poorly on this evaluation. We need to explore alternative methods to the administration of SLO assessments in this course.
Plan for topic "Students completing the course will be able to find the maximum or minimum of a quadratic function.": 2017/18

The math department was impressed with the performance of the Self-Paced students on the first question but wondered whether the results on the second question indicated that Self-Paced students struggled with word problems.

The department believes that the second question should be used on future assessments, but that the first question should be changed so that the quadratic function is given in general form rather than vertex form. Also, the department will communicate with the Self-Paced instructors and suggest that instructors and tutors help students to understand the relationship between the maximum/minimum value of a function and the vertex of a parabola, as well as how to obtain the coordinates of the vertex from the general form of the function in two different ways: by completing the square or by memorizing a formula for the first coordinate.

The math department will work to improve the communication between the PH Self-Paced program and the SRC Self-Paced program to ensure that students on both campuses are answering the same SLO questions. The department will also explore other ways to administer the SLO assessments at both campuses to allow meaningful comparisons to be made among different content delivery modalities.

Plan for topic "Students completing the course will be able to use graphs to determine essential properties of different types of functions (polynomial, rational, logarithmic, exponential, etc.).": 2017/18

The math department was disappointed with these results because the questions are considered basic questions on an essential topic. The department believes that the first question should be used on future assessments, and will suggest that Self-Paced instructors and tutors emphasize with students how to obtain information about the end behavior of polynomial functions. The department believes that the second question should be changed to the following:

Present the graph of the logarithm base 3, translated horizontally one unit in the positive direction, with no specific points plotted. Then ask students to determine the correct equation, with the following possible choices:

(a) $y=\log_3 (x-1)$  (b) $y=\log_3 (x+1)$  (c) $-\log_3 (x-1)$  (d) $y=\log_3 (1-x)$

The math department will work to improve the communication between the PH Self-Paced program and the SRC Self-Paced program to ensure that students on both campuses are answering the same SLO questions. The department will also explore other ways to administer the SLO assessments at both campuses to allow meaningful comparisons to be made among different content delivery modalities.
Plan for topic "Students completing the course will be able to solve problems involving exponential and logarithmic functions and expressions." : 2017/18

The math department was disappointed with these results because the questions are considered basic questions on an essential topic. The department will communicate with the Self-Paced instructors and suggest that they work with students in understanding the relationship between the natural logarithm and the natural exponential functions, and on how to use the continuously compounded interest formula.

The math department will work to improve the communication between the PH Self-Paced program and the SRC Self-Paced program to ensure that students on both campuses are answering the same SLO questions. The department will also explore other ways to administer the SLO assessments at both campuses to allow meaningful comparisons to be made among different content delivery modalities.

Plan for topic "Students completing the course will be able to find the maximum or minimum of a quadratic function." : 2015/16

The self-paced math program will continue to monitor the structure and content of the online and written curriculum to maintain the level of achievement on this topic. We will also add a second question to the assessment of this topic, in order to gather more information about the level of achievement.

Plan for topic "Students completing the course will be able to use graphs to determine essential properties of different types of functions (polynomial, rational, logarithmic, exponential, etc.)." : 2015/16

The self-paced faculty and the math department have determined that this topic will be assessed by a different question that is more relevant to the subsequent course, Math 182. The department has also already implemented a more thorough process of checking all SLO course assessments for formatting issues and mathematical errors before distributing them to the faculty.

Plan for topic "Students completing the course will be able to solve problems involving exponential and logarithmic functions and expressions." : 2015/16

The self-paced math program will continue to monitor the structure and content of the online and written curriculum to maintain the level of achievement on this topic. We will also add a second question to the assessment of this topic, in order to gather more information about the level of achievement.

Plan for topic "Students completing the course will be able to find the maximum or minimum of a quadratic function." : 2013/14

These results are not acceptable. Our plan is to have a focused department discussion regarding what specific topics are most important for students who plan to continue with Math 182. Once this has been done, the assessment topics for Math 135 (and 135-SP) will be rewritten. In addition we plan to assess Math 135-SP in the same cycle and semester using the same SLO testing environment as Math 135.

Plan for topic "Students completing the course will be able to use graphs to determine essential properties of different types of functions (polynomial, rational, logarithmic, exponential, etc.)." : 2013/14
These results are not acceptable. Our plan is to have a focused department discussion regarding what specific topics are most important for students who plan to continue with Math 182. Once this has been done, the assessment topics for Math 135 (and 135-SP) will be rewritten. In addition we plan to assess Math 135-SP in the same cycle and semester using the same SLO testing environment as Math 135.

**Plan for topic "Students completing the course will be able to solve problems involving exponential and logarithmic functions and expressions."**: 2013/14

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to solve problems involving exponential and logarithmic functions and expressions.</td>
<td>2013/14</td>
</tr>
</tbody>
</table>

These results are not acceptable. Our plan is to have a focused department discussion regarding what specific topics are most important for students who plan to continue with Math 182. Once this has been done, the assessment topics for Math 135 (and 135-SP) will be rewritten. In addition we plan to assess Math 135-SP in the same cycle and semester using the same SLO testing environment as Math 135.

**Plan for topic "Students completing the course will be able to find the maximum or minimum of a quadratic function."**: 2012/13

In response to the failure to assess Math 135-SP during Fall 2012, the Math Department has decided to assess all SP courses every semester so that the SP program will obtain continuous feedback regarding the success of SP students. Consequently, all sections of Math 135-SP will be assessed during Fall 2013.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to find the maximum or minimum of a quadratic function.</td>
<td>2012/13</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to use graphs to determine essential properties of different types of functions (polynomial, rational, logarithmic, exponential, etc.).": 2012/13

In response to the failure to assess Math 135-SP during Fall 2012, the Math Department has decided to assess all SP courses every semester so that the SP program will obtain continuous feedback regarding the success of SP students. Consequently, all sections of Math 135-SP will be assessed during Fall 2013.

**Plan for topic "Students completing the course will be able to use graphs to determine essential properties of different types of functions (polynomial, rational, logarithmic, exponential, etc.)."**: 2012/13

In response to the failure to assess Math 135-SP during Fall 2012, the Math Department has decided to assess all SP courses every semester so that the SP program will obtain continuous feedback regarding the success of SP students. Consequently, all sections of Math 135-SP will be assessed during Fall 2013.

**Plan for topic "Students completing the course will be able to solve problems involving exponential and logarithmic functions and expressions."**: 2012/13

In response to the failure to assess Math 135-SP during Fall 2012, the Math Department has decided to assess all SP courses every semester so that the SP program will obtain continuous feedback regarding the success of SP students. Consequently, all sections of Math 135-SP will be assessed during Fall 2013.
Plan for topic "Students completing the course will be able to utilize effective leading and/or probing questions to guide the tutee towards doing their own work on the problem." : 2017/18

These results are inconclusive, and the faculty and staff in the math lab are working to improve policies for collecting Math 140 student tutor assessments.

Plan for topic "Students completing the course will be able to demonstrate effective communication skills for a tutor, including active listening, eye contact, and genuine praise for the tutee." : 2017/18

These results are inconclusive, and the faculty and staff in the math lab are working to improve policies for collecting Math 140 student tutor assessments.

Plan for topic "Students completing the course will be able to utilize the tutee's class materials (textbook, notes, etc) to guide the tutoring session and ensure that the methods discussed align with instruction given in class." : 2017/18

Faculty teaching Math 140 in the future will expose tutors to more scenarios in which students do not know the tutor's preferred solution.

Plan for topic "e": 2017/18

Faculty teaching Math 140 in the future will expose tutors to more scenarios in which students do not know the tutor's preferred solution.

Plan for topic "Students completing the course will be able to utilize effective leading and/or probing questions to guide the tutee towards doing their own work on the problem." : 2014/15

During the school year 2013-14, the department had begun discussions of lengthening this 6-week course to 18 weeks so that students could have more time to observe classes, and to practice tutoring as informed by best practices. At present, it was decided to keep the course at 6 weeks, and to add lab hours for students to observe classes, etc. The department will monitor the success of this change, and revisit lengthening the course at some point in the next 3 years.

Plan for topic "Students completing the course will be able to demonstrate effective communication skills for a tutor, including active listening, eye contact, and genuine praise for the tutee." : 2014/15

During the school year 2013-14, the department had begun discussions of lengthening this 6-week course to 18 weeks so that students could have more time to observe classes, and to practice tutoring as informed by best practices. At present, it was decided to keep the course at 6 weeks, and to add lab hours for students to observe classes, etc. The department will monitor the success of this change, and revisit lengthening the course at some point in the next 3 years.

Plan for topic "e": 2014/15

During the school year 2013-14, the department had begun discussions of lengthening this 6-week course to 18 weeks so that students could have more time to observe classes, and to practice tutoring as informed by best practices. At present, it was decided to keep the course at 6 weeks, and to add lab hours for students to observe classes, etc. The department will monitor the success of this change, and revisit lengthening the course at some point in the next 3 years.

Plan for topic "Students completing the course will be able to utilize the tutee's class materials (textbook, notes, etc) to guide the tutoring session and ensure that the methods discussed align with instruction given in class." : 2014/15
During the school year 2013-14, the department had begun discussions of lengthening this 6-week course to 18 weeks so that students could have more time to observe classes, and to practice tutoring as informed by best practices. At present, it was decided to keep the course at 6 weeks, and to add lab hours for students to observe classes, etc. The department will monitor the success of this change, and revisit lengthening the course at some point in the next 3 years.

Plan for topic "Students completing the course will be able to utilize effective leading and/or probing questions to guide the tutee towards doing their own work on the problem.": 2011/12

The majority of students had effective tutoring sessions; the results met our expectations and the department has determined that Math 140 is adequately preparing students to utilize effective leading or probing questions when tutoring, and no changes to the course or teacher preparation are needed.

Plan for topic "Students completing the course will be able to demonstrate effective communication skills for a tutor, including active listening, eye contact, and genuine praise for the tutee.": 2011/12

The majority of students had effective tutoring sessions and passing grades; the results met our expectations and the department has determined that Math 140 is adequately preparing students to demonstrate effective communication skills when tutoring. As a result, no changes to the course or teacher preparation are needed.

Plan for topic "e": 2011/12

The majority of students had passing grades; the results met our expectations and the department has determined that Math 140 is adequately preparing students to utilize the tutee's materials and ensure that they use methods aligned with instruction in class when tutoring. As a result, no changes were made to the course or to teacher preparation are needed.

Plan for topic "Students completing the course will be able to utilize the tutee's class materials (textbook, notes, etc) to guide the tutoring session and ensure that the methods discussed align with instruction given in class.": 2011/12

The majority of students had passing grades; the results met our expectations and the department has determined that Math 140 is adequately preparing students to utilize the tutee's materials and ensure that they use methods aligned with instruction in class when tutoring. As a result, no changes were made to the course or to teacher preparation are needed.

Plan for topic "Students completing the course will be able to utilize effective leading and/or probing questions to guide the tutee towards doing their own work on the problem.": 2008/9

This results met our expectations and the department has determined that Math 140 is adequately preparing students to utilize effective leading or probing questions when tutoring, and no changes to the course or teacher preparation are needed.

Plan for topic "Students completing the course will be able to demonstrate effective communication skills for a tutor, including active listening, eye contact, and genuine praise for the tutee.": 2008/9

The results met our expectations and the department has determined that Math 140 is adequately preparing students to demonstrate effective communication skills when tutoring. As a result, no changes were made to the course or teacher preparation.
Plan for topic "Students completing the course will be able to utilize the tutee’s class materials (textbook, notes, etc) to guide the tutoring session and ensure that the methods discussed align with instruction given in class.": 2008/9

<table>
<thead>
<tr>
<th>Plan for topic &quot;e&quot;: 2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results met our expectations and the department has determined that Math 140 is adequately preparing students to utilize the tutee’s materials and ensure that they use methods aligned with instruction in class when tutoring. As a result, no changes were made to the course or to teacher preparation.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing this course will be able to interpret statistics associated with linear regression." : 2018/19

<table>
<thead>
<tr>
<th>Question 1</th>
<th>The most commonly chosen incorrect response was another scatterplot with a positive correlation. We suggest instructors emphasize the value of r in terms of strength as well as direction of correlation. We also suggest instructors invite students to calculate r squared to confirm their guess as to which scatterplot is correct. Question 2 had great results, so we will replace it with another question with a negative r-value in the next assessment.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing this course will be able to find the probability of a specified event, given a normally distributed random variable with known mean and standard deviation." : 2018/19

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>As this is a central and important skill in Statistics, we are extremely unsatisfied with these results. We suggest instructors emphasize estimating using the empirical rule, having students shade the desired areas in problems with the normal distribution and that instructors regularly review this skill with students throughout the course, especially at the end. We also ask instructors to review decimal and percent conversions, since many wrong answers were due to incorrect conversions.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing this course will be able to construct and interpret a confidence interval." : 2018/19

| We are completely puzzled about why students did poorly here. These results are barely acceptable. We ask instructors to consistently emphasize correct terminology and phrasing. The questions will be simplified and distractors removed to make sure we are assessing the skill we are intending. |

#### Plan for topic "Students completing this course will be able to explain what a P-value is and how to use it to reach a conclusion in a hypothesis test." : 2018/19

| We were unsatisfied with these results and note again that students are more successful in the mechanics than in conceptual understanding. We again ask instructors to consistently use correct terminology, and to emphasize and test for understanding as well as mechanics. |

#### Plan for topic "Students completing this course will be able to interpret statistics associated with linear regression." : 2015/16

| The math department feels that students should have a better understanding of the strength of an association. Instructors speculated that students might benefit from a better understanding of the meaning of the coefficient of determination, or through the use of Java applets that explore the meaning of strength and direction in scatterplots. |

At the beginning of each semester, the department will communicate the following to each math 142 instructor:

1) In the last SLO assessment, the department recognized that students have a weak understanding of the concept of the strength of the association between two quantitative variables.

understanding of the concept of the strength of an association and how it relates to the correlation coefficient.

3) Emphasize the meaning of $r^2$ and how the proportion of explained variability relates to the strength of an association.

The department suggest that these questions be assessed again to see whether students develop a better understanding of strength.

### Plan for topic "Students completing this course will be able to find the probability of a specified event, given a normally distributed random variable with known mean and standard deviation."

The Math Department feels that finding probabilities of events involving normally distributed variables is an essential topic in Math 142, since much of inferential statistics is based on it. As such, the department will continue to assess this topic in the future. However, they will change the assessment questions. One question will assess students' ability to work backwards from a probability to a critical value. The second will change "at least" to be "more than" to see whether the phrasing confused students.

### Plan for topic "Students completing this course will be able to construct and interpret a confidence interval."

The Math Department feels that understanding confidence intervals is vital to all students in Math 142. The department will assess these questions at least once more, to be sure that students continue to perform well and to compare scores for Math 142 and Math 144. The department plans to replace the second question with a more complicated one if students do as well in the next assessment cycle as they have done in this one.

The department will also change the first question to a 95% confidence interval, to see whether the change improves scores for Math 144 students.

Finally, the Math department will add a question at the end of the assessment in the next cycle asking the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed.

### Plan for topic "Students completing this course will be able to explain what a P-value is and how to use it to reach a conclusion in a hypothesis test."

The Math Department feels that understanding hypothesis tests is absolutely vital to Math 142 students. They plan to reuse the first question in the next SLO cycle, but they will replace it after that if students continue to do as well as they did this time. The department intends to change the second question so that the answers are more distinct. If students in both courses perform well in the next assessment cycle, the department will change both questions in the following cycle.

### Plan for topic "Students completing the course will be able to employ the basic rules of probability and its relationship to statistics."

Course Action Plans

Outcome Assessment History

Page 1906 of 2394
Plan for topic "Students completing MATH-142 will be able to: Students completing the course will be able to use statistical procedures for the presentation and summary of data. Here students were required to correctly transfer data into clear graphical/visual and mathematical displays.": 2012/13

Plan for topic "Students completing MATH-142 will be able to: Students completing the course will be able to correctly apply concepts of statistics to solve actual statistical problems from a variety of disciplines such as business, social and behavioral sciences, natural sciences etc. The two questions will demand the students to correctly read, analyze and interpret statistical results consisting of both data and descriptive and inferential computations": 2012/13

Solving these two questions were greatly facilitated by technology, i.e. sophisticated calculators, the department began discussion on whether or not the use of such technology should be mandatory by all instructors. Additionally, the dept began a discussion on the question of using the very same technology throughout all sections. Additionally, the dept agreed to continue with the emphasis within the course on real world applications.

Plan for topic "Students completing MATH-142 will be able to: Students completing the course will be able to employ the basic rules of probability and its relationship to statistics. The questions involved making correct probabilistic calculation given data and population information.": 2012/13

Plan for topic "Students completing the course will be able to use statistical procedures for the presentation and summary of data.": 2010/11

The dept plans to reword the next assessment question regarding outliers to be clearer, so as to get more accurate results of whether or not students actually understand and are able to apply the concept.

Plan for topic "Students completing the course will be able to employ the basic rules of probability and its relationship to statistics.": 2010/11

The dept plans to change the answers to the second question on this assessment to be less similar. Additionally, the dept plans to remove the "none of the above" choice and add the phrase "Choose the closest answer" to the directions.

Plan for topic "Students completing MATH-142 will be able to: Students completing the course will be able to use statistical procedures for the presentation and summary of data. Here students were required to correctly transfer data into clear graphical/visual and mathematical displays.": 2010/11
The dept plans to change the answers to the second question on this assessment to be less similar. Additionally, the dept plans to remove the “none of the above” choice and add the phrase “Choose the closest answer” to the directions.

**Plan for topic "Students completing the course will be able to correctly apply concepts of statistics to solve actual statistical problems from a variety of disciplines such as business, social and behavioral sciences, natural sciences etc."**: 2010/11

The dept plans to ask Math 142 instructors to emphasize the conclusions of hypothesis tests. This information can be placed on the section list currently being created for the course that will be distributed each semester to all instructors teaching the course.
Plan for topic "Students completing this course will be able to construct and interpret a confidence interval." : 2018/19

We ask instructors to consistently emphasize correct terminology and phrasing. The questions will be simplified and distractors removed to make sure we are assessing the skill we are intending. We especially would like to improve results in interpreting intervals.

Plan for topic "Students completing this course will be able to explain what a P-value is and how to use it to reach a conclusion in a hypothesis test." : 2018/19

We are puzzled and concerned with these results, especially for Question 2. Since the curriculum of Math-144 emphasizes conceptual understanding, we are confused about why the results of question 2 are so much worse than Math-142. We have reworded the assessment question to eliminate distractors.

Plan for topic "Students completing this course will be able to construct and interpret a confidence interval." : 2015/16

The Math Department feels that understanding confidence intervals is vital to all students in Math 144. The department will assess these questions at least once more, to be sure that students continue to perform well and to compare scores for Math 142 and Math 144. The department plans to replace the second question with a more complicated one if students do as well in the next assessment cycle as they have done in this one.

Plan for topic "Students completing this course will be able to explain what a P-value is and how to use it to reach a conclusion in a hypothesis test." : 2015/16

The Math Department feels that understanding hypothesis tests is absolutely vital to Math 144 students. They plan to reuse the first question in the next SLO cycle, but they will replace it after that if students continue to do as well as they did this time. The department intends to change the second question so that the answers are more distinct. If students in both Statway and traditional statistics perform well in the next assessment cycle, the department will change both questions in the following cycle.

The department will also remind all faculty teaching Math 144 to emphasize critical reading skills.

Plan for topic "Students completing MATH-144 will be able to Students completing the course will be able to describe the sampling distributions of sample proportions and sample means." : 2013/14

A significant majority of students successfully answered the SLO questions. The Math dept discussed these results and agreed that the assessment questions are appropriate to the course level. The dept made plans to compare SLO results of Math 142 with those of Math 144 (the two courses at DVC meeting the requirement of an elementary statistics course) during the next assessment cycle, in a manner that reflects whether or not the two course are achieving statistically commensurate results.

Plan for topic "Students completing this course will be able to construct and interpret a confidence interval." : 2013/14

A significant majority of students successfully answered the SLO questions. The Math dept discussed these results and agreed that the assessment questions are appropriate
DVC Instructional Course SLO Action Plans

to the course level. The dept made plans to compare SLO results of Math 142 with those of Math 144 (the two courses at DVC meeting the requirement of an elementary statistics course) during the next assessment cycle, in a manner that reflects whether or not the two course are achieving statistically commensurate results.
1103. Topics in Mathematics [MATH-150] belonging to Mathematics [MATH]

**Plan for topic "Students completing Math 150UD will be able to read and understand mathematical proofs.": 2017/18**

The structure of the class gave students the opportunity to brainstorm proofs and discuss them with peers. Students gave proof presentations, read and discussed challenging proofs in groups, and wrote and critiqued proofs in groups. Students had a hard time knowing when to assume certain properties versus proving them. It is recommended to rely on the content of the textbook and building on it so that students can distinguish between assuming a property or proving it. If the property was proved in previous sections or homework, it is okay to assume.

**Plan for topic "Students completing Math 150UD will be able to use concepts from logic and set theory in mathematical discussion and proofs.": 2017/18**

The structure of the class gave students the opportunity to brainstorm proofs and discuss them with peers. Students gave proof presentations, read and discussed challenging proofs in groups, and wrote and critiqued proofs in groups. Students had a hard time knowing when to assume certain properties versus proving them. It is recommended to rely on the content of the textbook and building on it so that students can distinguish between assuming a property or proving it. If the property was proved in previous sections or homework, it is okay to assume.

**Plan for topic "Students completing Math 150UD will be able to construct mathematical proofs of results in number theory.": 2017/18**

The structure of the class gave students the opportunity to brainstorm proofs and discuss them with peers. Students gave proof presentations, read and discussed challenging proofs in groups, and wrote and critiqued proofs in groups. Students had a hard time knowing when to assume certain properties versus proving them. It is recommended to rely on the content of the textbook and building on it so that students can distinguish between assuming a property or proving it. If the property was proved in previous sections or homework, it is okay to assume.

**Plan for topic "Students completing Math 150AB will be able to solve any quadratic equation.": 2014/15**

As Math 150AB includes all the content from Math 120, the action plans for each objective of Math 120 also apply to Math 150AB (soon to be Math 119). Now that this experimental course has been run again and it is time to submit a permanent course outline, the department has initiated and completed a thorough examination of the structure and content of the course, to ensure that critical topics, such as this one, are emphasized in the permanent course outline.

**Plan for topic "Students completing Math 150AB will be able to perform operations with rational expressions, including simplifying the answer to lowest terms.": 2014/15**

As Math 150AB includes all the content from Math 120, the action plans for each objective of Math 120 also apply to Math 150AB (soon to be Math 119). Now that this experimental course has been run again and it is time to submit a permanent course outline, the department has initiated and completed a thorough examination of the structure and content of the course, to ensure that critical topics, such as this one, are emphasized in the permanent course outline.
As Math 150AB includes all the content from Math 120, the action plans for each objective of Math 120 also apply to Math 150AB (soon to be Math 119). Now that this experimental course has been run again and it is time to submit a permanent course outline, the department has initiated and completed a thorough examination of the structure and content of the course, to ensure that critical topics, such as this one, are emphasized in the permanent course outline.
Plan for topic "Students completing the course will be able to use the simplex method to solve basic linear programming problems.": 2017/18

This course was taught using a flipped classroom approach. Students who participated fully in this pedagogy were more successful in the course. Instructors using this strategy in the future should employ methods to encourage more participation in doing the work before each class. One suggestion is to have a short quiz at the beginning of each class on the information students were instructed to preview. Quizzes would also be a good strategy in a traditional course to encourage students to consistently review material.

The department recommends that future instructors should emphasize and review this topic throughout the semester.

Instructors should emphasize to students the need to review material periodically throughout the semester, or give them assignments which serve this purpose, especially for classes meeting only one or two times per week.

Plan for topic "Students completing the course will be able to apply probability theory to genetics.": 2017/18

This course was taught using a flipped classroom approach. Students who participated fully in this pedagogy were more successful in the course. Instructors using this strategy in the future should employ methods to encourage more participation in doing the work before each class. One suggestion is to have a short quiz at the beginning of each class on the information students were instructed to preview. Quizzes would also be a good strategy in a traditional course to encourage students to consistently review material.

The department recommends that future instructors should emphasize and review this topic throughout the semester.

Instructors should emphasize to students the need to review material periodically throughout the semester, or give them assignments which serve this purpose, especially for classes meeting only one or two times per week.

Plan for topic "Students completing the course will be able to find the monthly payment required by an amortized loan.": 2017/18

This course was taught using a flipped classroom approach. Students who participated fully in this pedagogy were more successful in the course. Instructors using this strategy in the future should employ methods to encourage more participation in doing the work before each class. One suggestion is to have a short quiz at the beginning of each class on the information students were instructed to preview. Quizzes would also be a good strategy in a traditional course to encourage students to consistently review material.
The department recommends that future instructors should emphasize and review this topic throughout the semester.

Instructors should emphasize to students the need to review material periodically throughout the semester, or give them assignments which serve this purpose, especially for classes meeting only one or two times per week.

Plan for topic "Students completing the course will be able to use the simplex method to solve basic linear programming problems.": 2014/15

The 71% of the students that answered the question correctly was considered a sufficient indication of student mastery, but the aim will be to improve on this result. Also, the department will suggest to future instructors that more than one topic (of the three listed in the data base) be used/assessed, as this will better indicate mastery of each topic specifically and the SLO topics in general.

Plan for topic "Students completing the course will be able to apply probability theory to genetics.": 2011/12

In reviewing the data the faculty have determined that the SLO was met by a large majority of students. The faculty have determined that the current SLO assessments are well developed but would like to make a few adjustments.

Plan for topic "Students completing the course will be able to find the monthly payment required by an amortized loan.": 2011/12

In reviewing the data the faculty have determined that the SLO was met by the majority of students. The faculty have determined that the current SLO assessments are well developed.
Question 1: Although, the percent correct is well below 60%, the next highest multiple choice selection is one that could be made by a conceptual misunderstanding and not by making a major procedural error. The incorrect selection was the correct number of units (the independent variable) where the maximum profit occurs. Students either forgot, or did not know, to evaluate the function at this value to find the maximum profit. If all students amended this apparent misconception, the percent correct would have increased to 62.7% correct.

Question 2: Percent correct is below 60%. The next highest selection is the negative result of correctly optimizing the Cost function, and not by optimizing the Average Cost function.

A suggestion for improvement on this topic is for students to practice writing out complete sentences as to what the variables $n$, $C(n)$, $C(n)/n$, $x$, and $P(x)$ represent (including units) in context to the problem. By using the units of their result and relating it to the question they are addressing might help students enhance their understanding and lead them to accurate results.

During the next assessment cycle we recommend including the following: Include multiple choice answers that are in complete sentences; use a wider variety in the types of problems (such as use of non-parabolic functions). Also include an inquiry as to whether the questions were included on the final exam or given on a stand-alone quiz. This could impact the results and be more informative in the department’s analysis, as students may take questions given on a final exam more seriously than those given on a test or quiz.

We plan to communicate the following to future Math 182 instructors:

1. Emphasize application problems.

2. Recommend students practice writing out complete sentences as to what the variables $n$, $C(n)$, $C(n)/n$, $x$ and $P(x)$ represent (including units) in context to the problem. By...
using the units of their result and relating it to the question they are addressing might help students enhance their understanding and lead them to accurate results.

Plan for topic "Students completing this course will be able to find derivatives or integrals involving exponential or logarithmic functions.": 2016/17

The Math Department feels that this is an essential topic for this course. Exponential functions appear often in application problems and we are not satisfied with these results. Although the percent correct is below 60%, for both questions the answer with the next highest response could be obtained by either not using the chain rule or by not differentiating, indicating that either student’s misconception is in how to correctly take a derivative or in understanding that when finding a rate or rate of change differentiation is required.

During the next assessment cycle we recommend that in order to better evaluate whether student’s misunderstanding is failing to take a derivative or not using the chain rule when differentiating, we suggest replacing one of the problems with a function that requires students use a technique other than the chain rule, such as y=xe^x. Also include an inquiry as to whether the questions were included on the final exam or given on a stand-alone quiz. This could impact the results and be more informative in the department’s analysis, as students may take questions given on a final exam more seriously than those given on a test or quiz.

We plan to communicate the following to future Math 182 instructors:

1. Emphasize using the chain rule when differentiating. Give students plenty of practice identifying composite functions, and correctly identifying the inside and outside parts of the function. Suggest routinely asking students to identify if they have a composite function, and which is the inside and outside part of the function.

2. Ensure students understand that when finding a rate or rate of change of a function they need to take the derivative of that function.

Plan for topic "Students completing this course will be able to compute integrals using u-substitution.": 2016/17

The math department feels that this is an essential topic, as this is a vital prerequisite skill for students entering Math 183. Although we should strive to improve these results, the level of difficulty is high and the topic is covered at the end of the course. The next highest response to the second question is the result obtained by not integrating. Students apparently arrived at this result by evaluating the integrand at the limits of integration, although this question does not address this topic, as it does not require u-substitution. We recommend allowing enough time in the calendar for students to have adequate exposure to integration techniques, specifically requiring u-substitution.

During the next assessment cycle, we feel that the topic should be modified to include indefinite and definite integrals (recommendation: Students completing this course will be
able to compute indefinite and definite integrals by using u-substitution). Also, the second question needs to be replaced with a question that addresses this topic.

We plan to communicate the following to future Math 182 instructors:

1. To emphasize techniques of integration that require u-substitution, and of functions that have negative and/or rational exponents.

### Plan for topic "Students completing the course will be able to do optimization or rate of change application problems." 2015/16

The Math department plans to begin logging when instructors are asked to implement an SLO assessment, so that their participation can be more accurately reported on faculty evaluations. This task may motivate more instructors to follow through on their required SLO tasks. Additionally, for this assessment topic, the department plans to remind Math 182 faculty that these applications are essential outcomes and that the textbook may not provide enough examples to assist students with mastery of these topics. As such, faculty should be sure to provide enough repetition of examples in class lecture, assignments, etc.

### Plan for topic "Students completing this course will be able to find derivatives or integrals involving exponential or logarithmic functions." 2015/16

The Math department plans to begin logging when instructors are asked to implement an SLO assessment, so that their participation can be more accurately reported on faculty evaluations. This task may motivate more instructors to follow through on their required SLO tasks. Additionally, the department feels it may be useful for instructors to move logs and exponents to an earlier point in the class, such as before doing relative maxima/minima. Since this topic is a relatively specific, non-essential outcome for this class, we may switch to assessing a new topic in the next cycle, perhaps finding maxima/minima.

### Plan for topic "Students completing this course will be able to compute integrals using u-substitution." 2015/16

The Math department plans to begin logging when instructors are asked to implement an SLO assessment, so that their participation can be more accurately reported on faculty evaluations. This task may motivate more instructors to follow through on their required SLO tasks. The department plans to continue to assess this topic in the next cycle with a new set of questions, to get at the variety of problems included in the topic.

### Plan for topic "Students completing the course will be able to do optimization or rate of change application problems." 2012/13

The majority of students successfully answered the questions. In our discussions, faculty agreed that the assessment questions are appropriate to the course level and outcome. Both questions involved differentiating a polynomial; question #1 was a business application, whereas question #2 was a geometric application. Our plan is to share these results with all future Math 182 instructors in hope of continuing to improve.

### Plan for topic "Students completing this course will be able to find derivatives or integrals involving exponential or logarithmic functions." 2012/13

The majority of students successfully answered the question. In our discussions, faculty agreed that the assessment question is appropriate to the course level and outcome.
However, in the next assessment, a second question should be added in order to broaden the results. Our plan is to share these results with all future Math 182 instructors in hope of continuing to improve.

Plan for topic "Students completing this course will be able to compute integrals using u-substitution.": 2012/13

The majority of students successfully answered the question. In our discussions, faculty agreed that the assessment question is appropriate to the course level and outcome. However, in the next assessment, a second question should be added in order to broaden the results. Our plan is to share these results with all future Math 182 instructors in hope of continuing to improve.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to compute a simple partial derivative.&quot;</td>
<td>2017/18</td>
<td>DVC Instructional Course SLO Action Plans</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to compute derivatives and integrals of trigonometric functions.&quot;</td>
<td>2017/18</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to compute a simple partial derivative.&quot;</td>
<td>2015/16</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to compute derivatives and integrals of trigonometric functions.&quot;</td>
<td>2015/16</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use standard integration techniques to find indefinite integrals.&quot;</td>
<td>2015/16</td>
<td></td>
</tr>
</tbody>
</table>

The Math Department is reasonably satisfied with these results. It was observed that students learn most calculus concepts relatively fast but struggle with algebraic simplifications and manipulations needed for this course. Time in class was needed to review algebra and trigonometric concepts needed for each topic. Its recommended to have at least half an hour per week of lab hours as part of the course so that instructors can officially use this time to review. Also, Math Lab and Group tutoring in the Math Lab was helpful. Expanding Math Lab hours on Friday and Saturday would be beneficial.

Plan for topic "Students completing the course will be able to compute derivatives and integrals of trigonometric functions.: 2015/16

The Math Department plans to include a second question to this topic during the next round of assessment that includes a partial derivative of a polynomial function in order to compare the results. Doing so can help the department parse down if the struggle lies in the partial derivative or in the exponential function. If further evidence arises that exponential functions are the hurdle for students, this would encourage the department even more to change the order of topics in Math 182 to introduce logs and exponentials earlier in the course.

Plan for topic "Students completing the course will be able to compute derivatives and integrals of trigonometric functions.: 2015/16

The Math Department plans to reassess this topic in the next cycle with a more reasonable and typical question (or multiple questions), such as simpler derivatives or integrals involving trig functions.

Plan for topic "Students completing the course will be able to use standard integration techniques to find indefinite integrals.: 2015/16

Math 183 can seem like a topics class without continuity between chapter. However, instructors can carry topics through from chapter to chapter, and should be encouraged to
For example, in the multi-variable chapter, students should integrate by parts. When covering differential equations, they should see it again. The department will emphasize this continuity to Math 183 instructors at the beginning of each semester.

Plan for topic "Students completing the course will be able to compute a simple partial derivative.": 2012/13

All of the students who took the assessment successfully answered the question. In our discussions, faculty agreed that the assessment question was appropriate to the course level and outcome. However, there was concern over the small number (3) of responses; students were not required to take the online assessment. In the future, our plan is to have the instructor(s) include an appropriate question on the final exam so that data can be collected from all students. This is especially important when a small number of sections of a course are offered. We will share these results with all future Math 183 instructors in hopes of continuing to improve on these results.

Plan for topic "Students completing the course will be able to compute derivatives and integrals of trigonometric functions.": 2012/13

All of the students who took the assessment successfully answered the question. In our discussions, faculty agreed that the assessment question was appropriate to the course level and outcome. However, there was concern over the small number (2) of responses; students were not required to take the online assessment. In the future, our plan is to have the instructor(s) include an appropriate question on the final exam so that data can be collected from all students. This is especially important when a small number of sections of a course are offered. We will share these results with all future Math 183 instructors in hopes of continuing to improve on these results.

Plan for topic "Students completing the course will be able to use standard integration techniques to find indefinite integrals.": 2012/13

All of the students who took the assessment successfully answered the question. In our discussions, faculty agreed that the assessment question was appropriate to the course level and outcome. However, there was concern over the small number (2) of responses; students were not required to take the online assessment. In the future, our plan is to have the instructor(s) include an appropriate question on the final exam so that data can be collected from all students. This is especially important when a small number of sections of a course are offered. We will share these results with all future Math 183 instructors in hopes of continuing to improve on these results.
1107. Pre-Calculus [MATH-191] belonging to Mathematics [MATH]
Plan for topic "Students completing the course will be able to understand and use function notation, for example, in conjunction with a difference quotient.": 2018/19

The Math Department feels that evaluating difference quotients is an essential topic to be mastered in Math 191, especially because it leads to crucial calculus material like derivatives. As such, the department plans to take the following actions to continue to improve the overall achievement of this outcome by all Math 191 students. At the beginning of each semester, the department will communicate the following to each math 191 instructor: 1) Work on difference quotients throughout the semester by doing examples whenever introducing a new type of function. 2) Build up to inputs of functions starting with numbers, then variables, then expressions emphasizing x+h. 3) Discuss that difference quotients are slopes and used to find the slope of a line on a curve. 4) Warn students that f(x+h) is not equal to f(x)+f(h).

The department suggest that this question be assessed again since it is an important skill for student to have going into Math 192. When creating the next assessment, make notes about how multiple choice were chosen to help analyze results. Also, the department should not continue to add the supplemental question asking for type of calculator used during the assessment because it is not informative and it is assumed that most students use a calculator for this class. The department suggests that the results of combined top two responses be given when analyzing SLO assessment data because this information gives a better understanding of how many students either know or partly know the concept. It is recommended that instructors who give assessment for a course one semester should try to be part of the analysis of the results the following semester. This will provide very useful feedback needed for analysis.

Plan for topic "Students completing the course will be able to solve polynomial, rational, exponential, logarithmic, and trigonometric equations.": 2018/19

The Math Department feels that students need to understand solving polynomial, trigonometric, and logarithmic equations. These are important skills to have to succeed in calculus. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 191 students. At the beginning of each semester, the department will communicate the following to each math 191 instructor: 1) Emphasize not to divide by a variable since zero might be a solution. 2) Emphasize drawing angle in standard position to determine which quadrant contains the angle. 3) Remove extra topics from course outline to have more time to spend on logs and log properties and to do more log problems.

The department suggest that these questions be assessed again since it is an important skill for student to have going into Math 192. It is recommended to change the multiple choice options for the second question so that not all denominator are the same. This will inform us if students know to find the reference angle. Change the third question so
that we can determine if students know log properties. Also, when creating the next assessment, make notes about how multiple choice were chosen to help analyze results. The department should not continue to add the supplemental question asking for type of calculator used during the assessment because it is not informative and it is assumed that most students use a calculator for this class. The department suggests that the results of combined top two responses be given when analyzing SLO assessment data because this information gives a better understanding of how many students either know or partly know the concept. It is recommended that instructors who give assessment for a course one semester should try to be part of the analysis of the results the following semester. This will provide very useful feedback needed for analysis.

Plan for topic "Students completing the course will be able to find the inverse function that corresponds to a given function.": 2018/19

The Math Department feels that understanding inverse functions is an essential topic to be mastered in Math 191, especially because it leads to other function concepts. As such, the department plans to take the following actions to continue to improve the overall achievement of this outcome by all Math 191 students. At the beginning of each semester, the department will communicate the following to each math 191 instructor: 1) Show inverse functions graphically and inputting points. 2) Revisit inverse for each function introduced throughout the semester and when graphing functions. 3) Emphasize composition of a functions and its inverse is x.

The department suggest that this question not be assessed again since results are good and other topics need improvement.

Plan for topic "Students completing this course will be able to identify the domain of a rational function.": 2018/19

The Math Department feels that understanding domain of functions is an essential topic to be mastered in Math 191. As such, the department plans to take the following actions to continue to improve the overall achievement of this outcome by all Math 191 students. At the beginning of each semester, the department will communicate the following to each math 191 instructor: 1) Discuss what it actually means when the numerator is zero since students know that the denominator cannot be zero but are not sure about the numerator being zero.

The department suggest that this question not be assessed again since results are good and other topics need improvement.

Plan for topic "Students completing the course will be able to understand and use function notation, for example, in conjunction with a difference quotient.": 2017/18
DVC Instructional Course SLO Action Plans

The Math Department feels that evaluating functions for an expression and evaluating difference quotients is an essential topic to be mastered in Math 191, especially because it leads to crucial calculus material like computing limits and derivatives. As such, the department plans to take the following actions to continue to improve the overall achievement of this outcome by all Math 191 students. At the beginning of each semester, the department will communicate the following to each math 191 instructor:

1) Emphasize function notation and evaluating functions with expression as the input. 2) Emphasize function notation verbally and repeat throughout the semester. 3) Emphasize function notation every time a different type of function is introduced, not just when covering difference quotients.

The department suggest that these questions be assessed again since they are important skills for student to have going into Math 192. Also, the department will continue to add the supplemental question asking the type of calculator, if any, used during the assessment. It is important to know this when analyzing the results so that it can be taken into account in the data. Finally, the department suggests that the results of combined top two responses be given when analyzing SLO assessment data because this information gives a better understanding of how many students either know or partly know the concept asked. It is recommended that instructors who give assessment for a course one semester should try to be part of the analysis of the results the following semester. This will provide very useful feedback needed for analysis.

Plan for topic "Students completing the course will be able to solve polynomial, rational, exponential, logarithmic, and trigonometric equations.": 2017/18

The Math Department feels that students don’t understand solving trigonometric function equations. The Math Department is wondering if students are being properly assessed on trigonometric skills. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 191 students.

At the beginning of each semester, the department will communicate the following to each math 191 instructor:

1) Emphasize basic graphs of trigonometric functions.

2) Emphasize using unit circle to evaluate exact values of trigonometric functions.

3) Practice solving trigonometric functions with arguments other than x.

The math department suggest to only assess the second type of question, solving trigonometric equations, and not assess the first type of question, finding number of solutions.
of trigonometric equations, because the former is most important for next level of math. Also, the department will continue to add the supplemental question asking the type of calculator, if any, used during the assessment. It is important to know this when analyzing the results so that it can be taken into account in the data. Finally, the department suggests that the results of combined top two responses be given when analyzing SLO assessment data because this information gives a better understanding of how many students either know or partly know the concept asked. It is recommended that instructors who give assessment for a course one semester should try to be part of the analysis of the results the following semester. This will provide very useful feedback needed for analysis.

Plan for topic "Students completing this course will be able to graph polynomial, rational, exponential, logarithmic, or trigonometric functions."

The Math Department feels that this is an essential topic for Math 191 and that the results are pretty good. But this topic is difficult to analyze well when most students are using a graphing calculator. We recommend assessing a different topic for the next cycle. Also, if this topic is assessed again, it should be noted on the topic that students completing the course will be able to graph polynomial, rational, exponential, logarithmic, and trigonometric functions without a graphing calculator.

At the beginning of each semester, the department will communicate the following to each math 191 instructor: Review graphs of all basic functions covered in this course.

Finally, the department recommends that instructors who give assessment for a course one semester should try to be part of the analysis of the results the following semester. This will provide very useful feedback needed for analysis.

Plan for topic "Students completing the course will be able to understand and use function notation, for example, in conjunction with a difference quotient."

The Math Department feels that evaluating functions for an expression and evaluating difference quotients is an essential topic to be mastered in Math 191, especially because it leads to crucial calculus material like computing limits and derivatives. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 191 students.

At the beginning of each semester, the department will communicate the following to each math 191 instructor:
1) Emphasize the role of a negative leading coefficient for quadratic functions. Difference between negative x squared and (negative x)squared.

2) Emphasize how factoring helps to simplify expressions and hence making the problem simpler. Focus on examples where factoring by grouping is needed.

3) Emphasize factor by grouping throughout the semester. Students are more likely to forget factor by grouping since it is used less in algebra but it is essential in calculus.

The department suggest that these questions be assessed again since they are important skills for student to have going into Math 192.

Finally, the Math department will add two questions at the end of the assessment in the next cycle. The first one will ask about the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed. The second will be about which math class the students are going to next, in an attempt to gain a view of the percentage of Math 191 students are moving onto calculus.

Plan for topic "Students completing the course will be able to solve polynomial, rational, exponential, logarithmic, and trigonometric equations.": 2015/16

The Math Department feels that students do not understand solving trigonometric function equations. The Math Department is wondering if students are being properly assessed on trigonometric skills. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 191 students.

At the beginning of each semester, the department will communicate the following to each math 191 instructor:

1) Emphasize trigonometric functions.

2) Students need to learn to solve equations with trigonometric function.

3) Emphasize solving trigonometric functions both by isolating the variable and by using graphs, determine when each method is most appropriate.
The department also suggested to take out the logarithmic problem since the results were pretty good and focus on trigonometry. Have both questions on solving trigonometric functions.

Finally, the Math department will add two questions at the end of the assessment in the next cycle. The first one will ask about the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed. The second will be about which math class the students are going to next, in an attempt to gain a view of the percentage of Math 191 students are moving onto calculus.

Plan for topic "Students completing the course will be able to find the inverse function that corresponds to a given function.": 2015/16

The Math Department feels that understanding and finding inverse functions are both essential learning outcome for Math 191. As such, the department plans to take the following actions to improve the overall achievement of this outcome by all Math 191 students.

At the beginning of each semester, the department will communicate the following to each math 191 instructor:

1) Students do better with procedures than concept, most can learn to find inverse functions but have difficulty answering questions about inverse functions.

2) Emphasize the relationship between the graphs of functions and its inverse.

3) Evaluate points of a function and its inverse using graphs.

The department suggested increasing the difficulty of the first question by using a rational function instead of a linear function.

Finally, the Math department will add two questions at the end of the assessment in the next cycle. The first one will ask about the type of calculator used on the assessment in an attempt to gain a broader view of the tools that students are using when assessed. The second will be about which math class the students are going to next, in an attempt to gain a view of the percentage of Math 191 students are moving onto calculus.

Plan for topic "Students completing the course will be able to solve rational and absolute value inequalities.": 2012/13

A large majority of students successfully answered the questions. In our discussions, faculty agreed that question 1 is appropriate to the course level and outcome. The answers to question 2 are flawed because two different answers could reasonably be viewed as correct. This will be fixed. We will share these results, including common errors, with all future Math 191 instructors in hope of continuing to improve these results.

Plan for topic "Students completing the course will be able to solve polynomial, rational, exponential, logarithmic, and trigonometric
The majority of students successfully answered the questions. In our discussions, faculty agreed that the assessment questions were appropriate to the course level and outcome. Our plan is to share these results, including common errors, with all future Math 191 instructors in hope of continuing to improve on these results.

Plan for topic "Students completing the course will be able to find the inverse function that corresponds to a given function.": 2012/13

The majority of students successfully answered the question. In our discussions, faculty agreed that the assessment questions were appropriate to the course level and outcome. Our plan is to share these results, including common errors, with all future Math 191 instructors in hope of continuing to improve on these results.
DVC Instructional Course SLO Action Plans

1108. Pre-Calculus - Self Paced [MATH-191SP] belonging to Mathematics [MATH]
Plan for topic "Students completing this course will be able to solve trigonometric equations.": 2018/19

<table>
<thead>
<tr>
<th>This class was taught for the first time in Fall 2019 and the Math department has decided to evaluate the class in 2020-2021.</th>
<th></th>
</tr>
</thead>
</table>

Course Action Plans
DVC Instructional Course SLO Action Plans

1109. Analytic Geometry and Calculus I [MATH-192] belonging to Mathematics [MATH]

Plan for topic "Students completing the course will be able to understand the meaning of the derivative, its use in different contexts, and should be proficient with the techniques of differentiation.": 2017/18

The department believes that this is a fundamental topic that is an extremely important outcome for this course which needs to be mastered in order to succeed.

Overall, the department was not impressed with the low success rate and suggest that this topic continues to be assessed by either using the same question or a similar question. The department would like to see at least 85% of students answer this question correctly in future assessments.

The math department suggests developing a co-requisite course for Math 192 with an emphasis on trigonometric functions.

At the beginning of the term that math 192 is offered, the department will communicate the following to each math 192 instructor:

1) Assign a variety of problems that gives students an opportunity to practice using each of the rules of differentiation, especially the chain rule and product rule. Assign problems throughout the semester that requires students to continue applying the rules of differentiation. When discussing antidifferentiation, make emphasis on checking results by differentiating for further practice.

2) Whenever possible, show students alternate methods, and consider alternate ways to teach or explain new concepts.

Plan for topic "Students completing this course will be able to apply differentiation rules to solve optimization problems. [Â F Â] never": 2017/18

The department believes that optimization problems are an essential topic in differential calculus because it is a practical application of differentiation that is used in business
The department believes that there is a lot of work involved in solving an optimization problem, and so the department would like to consider using an open ended question the next time this topic is assessed to gain better insight to common mistakes when analyzing SLO results.

The department also suggest choosing a question carefully so students are forced to use differentiation to solve the question, or in the assessment question, ask students to clearly justify their solutions by using differentiation to solve the optimization problem. The department recommends to include a picture, if possible.

Overall, the department felt that the results were generally as expected. However, the department would like to see improvements in the student success rate in future assessments of this topic.

Plan for topic "Students completing the course will understand how to utilize the Fundamental Theorem of Calculus to evaluate a definite integral. [Å JÅ never": 2017/18

The department believes that the Fundamental Theorem of Calculus and the Substitution Rule are essential topics in calculus. It is necessary for students to master both topics in order to successfully complete the calculus sequence.

Overall, the department was not impressed with the low success rate and suggest that this topic continues to be assessed by either using the same question or a similar question. The department would like to see at least 85% of students answer this question correctly in future assessments.
DVC Instructional Course SLO Action Plans

At the beginning of the term that math 192 is offered, the department will communicate the following to each math 192 instructor:

1) Be sure to pace the class accordingly to have plenty of time to introduce definite integrals, the Fundamental Theorem of Calculus, and the Substitution Rule.

2) Emphasize the importance of the Substitution Rule to students. Make sure to give students enough time to practice using the Substitution Rule before the final exam and moving onto calculus 2. Students need to improve their skill in using the Substitution Rule.

**Plan for topic "Students completing the course will be able to determine if the limit of a function at a real number exists and to compute the limit if exists.": 2017/18**

The department believes that evaluating a limit is an essential topic in calculus 1, and the department wants to see better results the next time this topic is assessed. Evaluating limits reoccurs throughout differential and integral calculus and the entire calculus sequence, and so it is an essential topic that the department hopes to see students master.

The next time this topic is assessed the department suggest choosing a limit that can be evaluated using the Limit Laws or the Squeeze Theorem instead of choosing one that require using L Hospitals Rule. Or, consider a problem where the limit can be determine by using L Hospitals Rule or graphically; for example, the limit of ln x / x as x increase without bounds, or the limit of x/e^x as x increases or decreases without bounds.

**Plan for topic "Students completing the course will be able to understand the concept of continuity and how to determine if a function is continuous at a real number.": 2017/18**

The department believes that concept of continuity and how to determine if a function is continuous at a real number is an essential topic in calculus 1.
The department thought the question used to assess this topic was a great choice and suggest using this question in future assessments of this topic.

Overall, the department was not impressed with the low success rate and suggest that this topic continues to be assessed by using the same question. The department would like to see improvement in students success rates.

At the beginning of the term that math 192 is offered, the department will communicate the following to each math 192 instructor:

1) Emphasize to students the importance of knowing if a function is continuous at a particular number since it may simplify the process of evaluating the limit of the function and since continuous functions are integrable et cetera. Emphasize the importance of knowing both the intuitive and formal definition of continuity.

Plan for topic "Students completing the course will be able to understand the meaning of the derivative, its use in different contexts, and should be proficient with the techniques of differentiation.": 2014/15

The above results were considered adequate overall. Some concern however among department members over the use of an online survey being to assess students. Consequently, future assessments will be administer in a different manner; specifically future instructors will use topic questions from a data base of questions, and administered in class, e.g. as part of a final exam.

Plan for topic "Students completing the course will be able to understand the meaning of the integral, its use in different contexts and should be proficient with the integration of simple algebraic and transcendental functions.": 2014/15

The above results were considered adequate overall. Some concern however among department members over the use of an online survey being to assess students. Consequently, future assessments will be administer in a different manner; specifically future instructors will use topic questions from a data base of questions, and administered in class, e.g. as part of a final exam.

Plan for topic "Students completing the course will be able to understand the meaning of the limit and its use in differentiation.": 
The above results were considered encouraging to adequate, overall. Some concern however among department members over the use of an online survey being to assess students. Consequently, future assessments will be administer in a different manner; specifically future instructors will use topic questions from a data base of questions, and administered in class, e.g. as part of a final exam.

Plan for topic "Students completing the course will be able to understand the meaning of the derivative, its use in different contexts, and should be proficient with the techniques of differentiation."

A significant majority of students successfully answered the questions. In our discussions, faculty agreed that the assessment questions are appropriate to the course level and outcome. Our plan is to share these results, including common errors, with all future Math 1921 instructors in hope of continuing to improve.

Plan for topic "Students completing the course will be able to understand the meaning of the integral, its use in different contexts and should be proficient with the integration of simple algebraic and transcendental functions."

The majority of students successfully answered the questions. In our discussions, faculty agreed that the assessment questions were appropriate to the course level and outcome. Our plan is to share these results, including common errors, with all future Math 192 instructors in hopes of continuing to improve on these results.

Plan for topic "Students completing the course will be able to understand the meaning of the limit and its use in differentiation."

Slightly less than the majority of students successfully answered one question, and slightly more than the majority successfully answered the other question. In our discussions, faculty thought that these two assessment questions were too tricky and agreed to substitute more straightforward questions to assess this topic next time.
### DVC Instructional Course SLO Action Plans

#### 1110. Analytic Geometry and Calculus II [MATH-193] belonging to Mathematics [MATH]

**Plan for topic "Students completing the course will be able to apply theorems to determine if a series converges or diverges."**: 2017/18

**Question 5**: This question gave three different series and asked if they converged or diverged. The tests needed were: p-test, ratio test and alternating series test. We are pleased with the pass rate of 64.55%. We suspect a high pass rate because of the false answers given. Series [A] is a quick P-series (p=1/2) test that eliminates 3 out of the 5 choices; b,c,e. We wish to create better false answers here. Each series should be chosen so that they are almost equal in difficulty.

**Question 6**: This question gave an alternating series and asked if it converges, conditionally converges or diverges. We suspect that many students applied alternating series test to test for convergence, but forgot to do a separate test to see if it was absolutely convergent. Also, with the second highest response being, none of these; shows that students are not comfortable with the differences between conditionally convergent and absolutely convergent. We suggest that instructors do more example with series that highlight the differences between the two different types of convergence.

The department suggests covering the sequences and series chapter in the middle of the course, rather than the end. It can be placed after the differential equations chapter. This gives students more time with this new type of calculus. Calculus with parametric curves can be place at the end of the course. This will flow well with multivariable calculus (math 292).

We would like to see this topic stay on the next assessment so that we can compare these results to the future data.

---

#### Plan for topic "Students completing this course will be able to set up a definite integral to calculate the area of a region bounded by curves."**: 2017/18

**Question 1**: Students were given two cartesian curves and asked to find the area bounded by the curves. One of the curves was a function of y that cannot be solved explicitly for y. We believe an attractive false answer was a contributing factor for the low success rate. One of the false answers was an integral in the variable x. Many students are comfortable with finding the area by integrating with respect to x and we suspect that many students rushed and picked the answer that was most familiar to them. We suggest having all false answer be integrals in y. Instructors should spend more time on graphing functions of y and regions bounded by functions of y. Desmos.com understands functions of y. Instructors should let their students know early of graphing tools, so they can begin to understand functions of y. This will also help prepare students for
Question 2: Students were given two polar curves and asked to find the area bounded by the curves. We are moderately satisfied with the pass rate of 56.86% considering the past difficulties students have with polar functions. We believe that there was a very good false answer that students chose over the correct answer. We believe option d) was chosen because it was missing the 1/2 scaling required for area between polar coordinates and the integrand was a difference of the curves rather than the difference of the squares, as required by polar area. Therefore possibly, students comfortable with cartesian coordinates may have chosen this answer just because it was familiar. We believe that this influenced the success rate. Instructors should show students how to graph polar curves with technology so that they can better understand these curves. Desmos.com will graph r=f(theta).

We would like to see this topic stay on the next assessment so that we can compare these results to the future data. We recommend keeping the area bounded between curves and have the integrals be in the variable y.

Plan for topic "Students completing the course will be able to describe a region by boundaries or inequalities in x an y, draw a solid of revolution, set up an integral for the volume.": 2014/15
Due to the highly successful achievement of this learning outcome, the Math Department plans to change to a new assessment topic in the next round of assessment. In particular, keeping similar language, but changing to the setup of an integral to determine the area of a region is appealing because it is less dependent on formulas and requires similar conceptual understanding.

Plan for topic "Students completing the course will be able to analyze an integral to determine the correct method of integration.": 2014/15
Due to the highly successful achievement of this learning outcome, the Math Department plans to change to a new assessment topic in the next round of assessment. In particular, the department would like to create an assessment topic for the learning outcome "Students will be able to represent functions as power series".

Plan for topic "Students completing the course will be able to apply theorems to determine if a series converges or diverges.": 2014/15
The Math Department plans to create a FLEX activity to discuss the concept methodology around infinite series and to share ideas about improving the instruction around this topic. Furthermore, the department plans to ask all Math 193 instructors in future semesters to focus on strengthening concepts about convergence rather than mechanics as
well as on improving intuition about ranking of functions. If the FLEX activity produces more ideas, those will be disseminated to the department as well.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to describe a region by boundaries or inequalities in x and y, draw a solid of revolution, set up an integral for the volume.&quot;</td>
<td>The majority of students successfully answered the questions. In our discussions, faculty agreed that the assessment questions are appropriate to the course level and outcome. Our plan is to share these results, including common errors, with all future Math 193 instructors in hopes of continuing to improve on these results.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to analyze an integral to determine the correct method of integration.&quot;</td>
<td>The majority of students successfully answered the questions. In our discussions, faculty agreed that the assessment questions are appropriate to the course level and outcome. Our plan is to share these results, including common errors, with all future Math 193 instructors in hopes of continuing to improve on these results.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply theorems to determine if a series converges or diverges.&quot;</td>
<td>The majority of students successfully answered one question, and slightly less than the majority successfully answered the other question. In our discussions, faculty thought that these two assessment questions were too open-ended and agreed to substitute more straightforward questions to assess this topic next time.</td>
</tr>
</tbody>
</table>
1111. Linear Algebra [MATH-194] belonging to Mathematics [MATH]

Plan for topic "Students completing the course will be able to identify a vector space.": 2018/19

This topic was assessed in the previous assessment cycle, but the results have not improved significantly. The department feels that the ability to correctly identify a vector space is an essential skill in linear algebra, and that familiarity with vector spaces other than $\mathbb{R}^2$ and $\mathbb{R}^3$ is a particularly important outcome. Instructors should be giving students more diverse examples of vector spaces, and remind them that $\mathbb{R}^2$ and $\mathbb{R}^3$ are not the only examples of two- and three-dimensional vector spaces.

Plan for topic "Students completing the course will be able to identify a basis for a vector space.": 2018/19

The department feels that this is an essential topic for this course. Instructors should offer more opportunity for students to determine "by inspection" whether a set of vectors is linearly dependent.

Plan for topic "Students completing this course will be able to determine the dimensions of subspaces associated with a matrix.": 2018/19

The department feels that this is an essential topic for this course because students should understand the relationships among the dimensions of the three subspaces associated with a given matrix. However, the question was written in such a way that it is impossible to know what students didn't understand. The most popular incorrect answer was that two of the three statements were true, which indicated that those students either didn't know that the row space and column space have the same dimension, or that the row space and the null space are complements.

The department feels that this topic is an essential one for this course, and that it should be assessed again. However, the question should be changed to one where the students are simply asked to mark each question as true or false. The department feels that instructors should emphasize and spend more time on theorems about subspaces associated with matrices. In particular, the relationships among their dimensions should be made clear to students.

Plan for topic "Students completing the course will be able to identify a vector space.": 2015/16

The Math Department feels that the ability of students to correctly identify the description of a vector space is appropriate and essential for this course.

More emphasis is needed on direct proof, including the use of counterexamples as a method of disproving a statement. A correct result could have been obtained by checking each possible answer for the presence of the zero vector.

It was also suggested that this topic is a difficult one to assess using multiple choice questions. Perhaps testing directly on the properties of vector spaces would better fit this format, although this may pose difficult to determine whether a student understands how to use the properties.
Another suggestion was to employ weekly quizzes that are based on student homework to encourage students to put more effort into studying concepts.

The department feels that this topic is essential for this course and, given the results, should be tested again during the next assessment cycle.

Plan for topic "Students completing the course will be able to identify a basis for a vector space.": 2015/16

The Math Department feels it is essential for students to be able to identify a basis for a vector space.

Instructors should emphasize the “big theorem” with multiple equivalent statements and should regularly refer to it as a problem solving tool. Competence in using this tool would have allowed students to eliminate most of the given choices. The selection that received the second most answers was a set that contained four vectors. This result was disappointing.

The type of analysis needed for this particular question is a relatively simple proof, especially compared to other proofs. The department feels that in general Math 194 students struggle with proofs and it might serve them well to spend more time working with them. A suggestion for the future is to have a workshop or two each semester, or perhaps a one unit course could be considered to assist students with writing proofs.

Plan for topic "Students completing the course will be able to determine the number of solutions to a linear system, and if there are an infinite number of solutions, determine how many arbitrary parameters the solution has.": 2015/16

The Math Department feels it is important for students to be able to use linear algebra to solve this type of problem. The results indicate this topic should be tested during the next assessment cycle.

The department feels that using a more technology based approach to linear algebra in classes would enhance and enrich students understanding.

It was suggested that a new question for this topic be written. Perhaps one that involves giving students an augmented matrix or that gives the matrix equation of a linear system. Another idea was to give the dimensions of the augmented matrix with the number of zeros in a particular row. A system that consists of equations can be solved by techniques other than those learned in a Linear Algebra class.

Plan for topic "Students completing the course will be able to determine whether or not a set of vectors, with a parameter, can be made linearly independent and a basis for the vector space in question, by determining the correct value of this parameter.": 2012/13
The relatively high percentage of success seems to indicate that the department should continue to teach and assess this SLO topic as done currently. A possible change would be to place more emphasis in class on the Topic #1 concepts, as this topic is significant in the overall content of the course.

**Plan for topic "Students completing the course will be able to identify a vector space."**: 2010/11

Reword the question to include descriptions of vector addition and scalar multiplication.

**Plan for topic "Students completing the course will be able to identify a basis for a vector space."**: 2010/11

Perhaps include a question about a different type of vector space on the next assessment cycle.

**Plan for topic "Students completing the course will be able to determine the number of solutions to a linear system, and if there are an infinite number of solutions, determine how many arbitrary parameters the solution has."**: 2010/11

Focus efforts on teaching how to determine the number of solutions using Row-Reduced-Eschelon-Form.

**Plan for topic "Students completing the course will be able to identify a vector space."**: 2009/10

The reasonably high rate of success on this topic indicates the department should continue to teach and assess as we currently are, however instructors will be told to be certain to emphasis this topic when teaching the course.

**Plan for topic "Students completing the course will be able to identify a basis for a vector space."**: 2009/10

The reasonably high percentage of success indicates the department should continue to teach this topic in the same way, however instructors will be told to be sure to emphasize this topic to ensure continued success.

**Plan for topic "Students completing the course will be able to determine the number of solutions to a linear system, and if there are an infinite number of solutions, determine how many arbitrary parameters the solution has."**: 2009/10

The high percentage of successes indicates that the department should continue to teach and assess this SLO as they currently are.
Plan for topic "Students completing the course will be able to apply mathematical induction to problems in sequences and series."

- **2016/17**
  - The Department feels that mathematical induction should be used frequently throughout this course, and not taught only at the time that that particular chapter is covered. The department would like this topic to be assessed again in future assessments. Some members of the department expressed an interest in doing some research into the teaching and learning mathematical induction.

Plan for topic "Students completing the course will be able to write and analyze proofs."

- **2016/17**
  - This topic is not tied to any SLO, and the department feels that it should not be assessed again. The Department feels that Topics related to SLO B (Students will be able to use functions in analysis of algorithms) or G (Students will be able to construct tree diagrams in analysis and construction of programs) should be assessed in the future. If this question is used again in future assessments, the following changes should be made: The conjunctive should be changed to because the question does not assess both writing and analyzing a proof. Also, the results should be tabulated as four TRUE/FALSE questions so that the results may be analyzed more accurately.

Plan for topic "Students completing this course will be able to recognize Boolean expressions corresponding to a digital logic circuit diagram."

- **2016/17**
  - The Math Department would like to use this question again. If the results continue to be this good, the Department believes that a new topic should be assessed.

Plan for topic "Students completing the course will be able to apply principles of logic to analyze validity of arguments."

- **2015/16**
  - The Math Department feels satisfied that students in Math 195 can analyze the validity of arguments. However, the department should still remind all Math 195 instructors at the beginning of the semester to emphasize the two cases (propositional and predicate logic) in which valid means the same thing, and to ensure students can do the procedures necessary to verify validity.

The math department intends to change this topic for the next assessment cycle.

Plan for topic "Students completing the course will be able to apply mathematical induction to problems in sequences and series."

- **2015/16**
  - The Math Department feels that understanding hypothesis tests is important for Math 195 students. At the start of every semester, the department will remind all Math 195 instructors to provide their students with more induction practice, and to recommend that it appear throughout the course rather than just in the chapter on induction. In addition, the department plans to create a new question to test induction that is less likely to confuse students.

Plan for topic "Students completing the course will be able to write and analyze proofs."

- **2015/16**
The Math Department feels that proofs are absolutely vital for Math 195 students. At the start of every semester, the department will remind all Math 195 instructors that, during the last SLO assessment, almost 70% of Math 195 students were unable to pick a correct proof for a simple claim out of a list of four possible proofs, and that they should be assigning and grading proofs throughout the semester.

Plan for topic "Students completing the course will be able to apply principles of logic to analyze validity of arguments.": 2012/13

In reviewing the data, the faculty determined that the SLO was met by an overwhelming majority of students; the instructor was applauded. In order to assess continuity in teaching the course, the department will evaluate the same topic the next time the course is assessed.

Plan for topic "Students completing the course will be able to apply mathematical induction to problems in sequences and series.": 2012/13

In reviewing the data, the faculty determined that the SLO was met by an overwhelming majority of students; the instructor was applauded. In order to assess continuity in teaching the course, the department will evaluate the same topic the next time the course is assessed.

Plan for topic "Students completing the course will be able to write and analyze proofs.": 2012/13

In reviewing the data, the faculty determined that the SLO was met by an overwhelming majority of students; the instructor was applauded. In order to assess continuity in teaching the course, the department will evaluate the same topic the next time the course is assessed.

Plan for topic "Students completing the course will be able to apply principles of logic to analyze validity of arguments.": 2010/11

The dept plans to continue the current instructional practices regarding this topic. It also plans to make sure that instructors who are new to teaching Math 195 get some mentoring assistance from those that have taught it recently in order to continue the success that we are currently seeing.

Plan for topic "Students completing the course will be able to apply mathematical induction to problems in sequences and series.": 2010/11

The dept plans to continue the current instructional practices regarding this topic. It also plans to make sure that instructors who are new to teaching Math 195 get some mentoring assistance from those that have taught it recently in order to continue the success that we are currently seeing.

Plan for topic "Students completing the course will be able to write and analyze proofs.": 2010/11

The dept plans to continue the current instructional practices regarding this topic. It also plans to make sure that instructors who are new to teaching Math 195 get some mentoring assistance from those that have taught it recently in order to continue the success that we are currently seeing.
1113. Introduction to Upper Division Mathematics [MATH-289] belonging to Mathematics [MATH]

Plan for topic "Students completing the course will be able to evaluate the directional derivative of a multi-variable function.": 2018/19

The department would like to assess this SLO and topic again with a more concrete question.

Plan for topic "Students completing this course will be able to set up and calculate a volume using double integrals.": 2018/19

Math 292 instructors might consider reviewing u-substitution techniques which students learned in Math 193, but may have lost the skill by this point in Math 292. Also, the choice of technique (for example, rectangular vs polar coordinates) is a higher-level skill that students need to develop after learning the individual techniques: covering such choices makes sense in a review or overview lesson. At the beginning of each semester, the department will recommend each 292 instructor bear these points in mind.

Plan for topic "Students completing this course will be able to set up and calculate work using a line integral.": 2018/19

For a future evaluation, the department proposes using a more direct evaluation of student knowledge of, say, Green’s theorem, using a closed curve rather than the open one from this example. Also, the group felt that contextualizing the theorems, perhaps in a review session distinguishing the theorems and techniques from each other, would lead to greater student expertise in this area.

Plan for topic "Students completing this course will be able to write the equation of the tangent plane to a surface at a point and the equation of a plane given three points.": 2016/17

The Math Department believes that this topic is extremely important as an outcome for this course.

Elements involved in both questions are core concepts of math 292, such as partial derivatives, and extension of slopes of tangent lines from calculus I.

Overall the Department was pretty impressed with the results, but suggests continuing this topic for one more assessment cycle to see if we can achieve an improvement in the success of question 2.

At the beginning of the term that math 292 is offered, the department will communicate the following to each math 292 instructor:

1) Instructors should emphasize the similarities and differences between concepts involved in the analytic geometry involved in question 1, and the calculus approach in
question 2. For example, understanding how the normal vector is involved in question 2 and partial derivatives.

2) Students should understand that the equation of a plane is a linear equation and that the partial derivatives must be evaluated at the point of tangency. Leaving the partial derivatives as functions of x and y will yield a nonlinear equation for the plane.

Plan for topic "Students completing this course will be able to set up and calculate a volume using double integrals.": 2016/17

The Math Department feels it is important for students to be able to visualize and sketch regions in three-dimensional space. This is important in developing resilience, critical thinking skills, and dexterity of mind.

Maintain assessing students using two questions, one involving use of polar coordinates and the other involving Cartesian coordinates.

The second question involves finding the volume of a solid over a Cartesian plane. The Department suggests rewording the question so students are not easily misled into using polar coordinates. Replacing a paraboloid with a general surface that is not readily convertible to polar is advised. The Department also suggests replacing the function given in the second question with one that is not easily convertible to polar coordinates.

The topic states for students to use double integrals, however, they could use a triple integral on the second question. While this approach leads to the same result, use of double integrals is specified in the topic but not in the question.

Consider replacing the multiple choice with open-ended questions. The second question required use of Cartesian coordinates. Students recognizing this were given only two possible answer selections that did not involve "pi".

If multiple choice are given, the department would like to see incorrect answers to questions be written so they give meaningful feedback to common errors so underlying reasons for these mistakes could be determined, being mindful of comments in the preceding paragraph.

At the beginning of term that math 292 is offered, the department will communicate the following to each math 292 instructor:

1) Emphasize when use of polar coordinates is and is not appropriate by focusing on the region over which the function resides.
### DVC Instructional Course SLO Action Plans

2) Focus on ability to visualize and sketch regions.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply Green's Theorem to evaluate a line integral.&quot;: 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department felt the results, while good (at least 50% success rate), would be made more accurate if a list/bank of questions, approved by the dept., was developed, and from which instructors would choose the SLO questions assessed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply Green's Theorem to evaluate a line integral.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Math Dept plans to implement a new method of checking assessments before they are implemented, so at least three independent instructors have determined the assessment tool to be free of mistakes. The Dept also plans to re-evaluate the outcome statements themselves for Math 292, as there is a lack of breadth and depth with the three that currently exist.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to evaluate a line integral.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Math Dept plans to implement a new method of checking assessments before they are implemented, so at least three independent instructors have determined the assessment tool to be free of mistakes. The Dept also plans to re-evaluate the outcome statements themselves for Math 292, as there is a lack of breadth and depth with the three that currently exist.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to evaluate the directional derivative of a multi-variable function.&quot;.: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dept also plans to re-evaluate the outcome statements themselves for Math 292, as there is a lack of breadth and depth with the three that currently exist.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1115. Differential Equations [MATH-294] belonging to Mathematics [MATH]

Plan for topic "Students will be able to solve various science application problems." : 2017/18

The department was disappointed because the question was very straightforward. Students should understand the importance of an oscillator (harmonic, damped, underdamped, overdamped). Within the context of the class, students have a very concrete example of an oscillator in the form of a mass/spring system, but the oscillator is generalized and used throughout the sciences. Faculty will be asked to emphasize why things work, and not just how to do it. Also, faculty will be encouraged to spend more than just one day on this material. It may only be one section in the book, but it is a very rich topic.

Plan for topic "Students completing the course will be able to solve non-homogeneous linear differential equations by the method of variation of parameters, and by either undermined coefficients or inverse operators." : 2017/18

The department was disappointed, since more than 60% of students should be able to solve this standard question. Instructors should emphasize like terms. Upon analyzing actual student work, we found that students had trouble understanding that adding an arbitrary constant to a specific constant yields an arbitrary constant. These students got the right answer but didn't recognize it, instead choosing none of the above.

Instructors will be asked to make more of a point when they combine arbitrary constants, explaining what the constants mean and why we can combine them. Instructors will also be asked to discuss the meaning of general solutions and families of solutions.

Plan for topic "Students will be able to solve first-order equations." : 2017/18

The department was disappointed. This is a standard question, and more than 60% of students should be able to solve it. After examining actual student work, we found that at least some students forgot to divide both sides of the equation by x and thus used the wrong integrating factor. That led to some pretty ugly calculations, and students might have either given up or decided that all of the answers looked too simple, choosing "none of the above" in either case.

Instructors will be asked to emphasize standard form and impress upon students why it is important in this situation.

Plan for topic "Students completing this course will be able to solve ODEs by qualitative methods." : 2017/18

Once again, the department was disappointed. Relatively few students got this problem, although this may be because the material was only covered during the first few weeks of class. Instructors need to use phase diagrams wherever they are appropriate throughout the semester so that students don't forget them.
Plan for topic "Students will be able to solve various science application problems.": 2014/15

Due to the extreme confusion surrounding this course’s SLO administration (data not collected by question, wrong answers for one of the questions, unclear directions to instructors), the department cannot create an actionable plan to improve instruction based on the results. However, the department can plan to improve its course SLO process so that this situation does not occur again. We plan to merge two of our department committees to create more institutional memory of how SLO tasks are done with more people involved behind the scenes to get these assessments completed. We also plan to create a more organized structure for administering, gathering data, analyzing, and inputting results, as well as communicating current plans to instructors. Finally, we plan to commit to get assessment questions delivered to instructors at least two weeks before finals, to avoid the last minute rush that can create such problems.

Plan for topic "Students will be able to solve non-homogeneous linear differential equations by the method of variation of parameters, and by either undermined coefficients or inverse operators.": 2014/15

Due to the extreme confusion surrounding this course’s SLO administration (data not collected by question, wrong answers for one of the questions, unclear directions to instructors), the department cannot create an actionable plan to improve instruction based on the results. However, the department can plan to improve its course SLO process so that this situation does not occur again. We plan to merge two of our department committees to create more institutional memory of how SLO tasks are done with more people involved behind the scenes to get these assessments completed. We also plan to create a more organized structure for administering, gathering data, analyzing, and inputting results, as well as communicating current plans to instructors. Finally, we plan to commit to get assessment questions delivered to instructors at least two weeks before finals, to avoid the last minute rush that can create such problems.

Plan for topic "Students will be able to solve first-order equations.": 2014/15

Due to the extreme confusion surrounding this course’s SLO administration (data not collected by question, wrong answers for one of the questions, unclear directions to instructors), the department cannot create an actionable plan to improve instruction based on the results. However, the department can plan to improve its course SLO process so that this situation does not occur again. We plan to merge two of our department committees to create more institutional memory of how SLO tasks are done with more people involved behind the scenes to get these assessments completed. We also plan to create a more organized structure for administering, gathering data, analyzing, and inputting results, as well as communicating current plans to instructors. Finally, we plan to commit to get assessment questions delivered to instructors at least two weeks before finals, to avoid the last minute rush that can create such problems.

Plan for topic "Students will be able to solve various science application problems.": 2011/12

The majority of students successfully answered the questions. In our discussions, faculty agreed that the assessment questions were appropriate to the course level and outcome. Our plan is to share these results, including common errors, with all future Math 294 instructors in hopes of continuing to improve on these results.

Plan for topic "Students completing the course will be able to solve non-homogeneous linear differential equations by the method of variation of parameters, and by either undermined coefficients or inverse operators.": 2011/12

The majority of students successfully answered the questions. In our discussions, faculty agreed that the assessment questions were appropriate to the course level and
### Plan for topic "Students will be able to solve first-order equations.": 2011/12

The majority of students successfully answered the question. In our discussions, faculty agreed that the assessment questions were appropriate to the course level and outcome. Our plan is to share these results, including common errors, with all future Math 294 instructors in hopes of continuing to improve on these results.
### 1116. Independent Study [MATH-298] belonging to Mathematics [MATH]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to solve a Boundary-Value problem involving the damped wave equation using separation of variables.&quot;</td>
<td>The department is pleased with the level of student learning on this topic. Because of the level of difficulty of the current textbook, the instructor should supplement it with problems that demonstrate the basics, without requiring such heavy computation.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to solve Laplace’s Equation in the case of an infinite plate with given boundary conditions.&quot;</td>
<td>The department is pleased with the level of student learning on this topic. Because of the level of difficulty of the current textbook, the instructor should supplement it with problems that demonstrate the basics, without requiring such heavy computation.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to use the skills developed over the semester to solve a never before seen Partial Differential equation and present the solution.&quot;</td>
<td>The department is pleased with the level of student learning on this topic. Because of the level of difficulty of the current textbook, the instructor should supplement it with problems that demonstrate the basics, without requiring such heavy computation.</td>
</tr>
</tbody>
</table>
1117. Student Instructional Assistant [MATH-299] belonging to Mathematics [MATH]

Plan for topic "Students completing MATH-299 will be able to increase learning through involvement as a teacher's aide.": 2018/19

Math 299 is offered when requested by a faculty member

and approved through the Instruction Office (as noted in

the course outline). The math department feels that

students who complete math 299 will increase learning

by working as a teacher's aide. Instructors teaching

this course will monitor students enrolled in math 299

throughout the term to determine the effectiveness of

student progress, and provide to opportunities for

students to enhance learning. Future instructors will be

provided with the results of the last assessment.

The course has not been offered since Fall 2013 and will be assessed the next time it is offered.

Plan for topic "Students completing MATH-299 will be able to increase learning through involvement as a teacher's aide.": 2016/17

Math 299 is offered when requested by a faculty member and approved through the Instruction Office (as noted in the course outline). The math department feels that students who complete math 299 will increase learning by working as a teacher’s aide. Instructors teaching this course will monitor students enrolled in math 299 throughout the
term to determine the effectiveness of student progress, and provide to opportunities for students to enhance learning. Future instructors will be provided with the results of the last assessment.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing MATH-299 will be able to increase learning through involvement as a teacher’s aide.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results met our expectations and the department has determined that Math 299 is adequately preparing students to increase learning through involvement as a teacher’s aide. No changes to the course or instructor preparation are needed. Math 299 (Student Instructional Assistant) is only offered when requested by a faculty member; consequently, whenever a new instructor offers Math 299, they will be informed of this SLO assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing MATH-299 will be able to expand subject matter knowledge by assisting the instructor.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results met our expectations and the department has determined that Math 299 is adequately preparing students to expand subject matter knowledge by assisting the instructor. No changes to the course or instructor preparation are needed. Math 299 (Student Instructional Assistant) is only offered when requested by a faculty member; consequently, whenever a new instructor offers Math 299, they will be informed of this SLO assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing MATH-299 will be able to develop objectives which will reflect new learning or expanded responsibility.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results met our expectations and the department has determined that Math 299 is adequately preparing students to develop objectives which will reflect new learning of expanded responsibility. No changes to the course or instructor preparation are needed. Math 299 (Student Instructional Assistant) is only offered when requested by a faculty member; consequently, whenever a new instructor offers Math 299, they will be informed of this SLO assessment.</td>
</tr>
</tbody>
</table>
1118. Applied Music [MUSIC-100] belonging to Music [MUSIC]

Plan for topic "Students completing the course will be able to demonstrate improved technical facility on his/her instrument or voice."

2016/17

A rubric for each individual area (classical voice, jazz voice, piano, etc) was created for each academic semester of study. This has helped to increase outcomes for this topic. A system needs to be created to help those in the first and second semesters during practice lab hours and to increase individual practice time.

Plan for topic "Students completing the course will be able to demonstrate greater artistry on his/her instrument or voice."

2016/17

Like Assessment #1, A rubric was developed for every student's level (1-4) and their specific instrument in regard to their individual artistry. There are so many variables in the course which makes assessment very difficult. Certain areas seem to achieve this goal better than others including classical piano, jazz majors and classical guitar. More variation in outcomes are frequent in the vocal, percussion and string area. No action needed.

Plan for topic "Students completing the course will be able to discuss appropriate practice regimens for his/her instrument or voice."

2016/17

The course lecture/lab for MUS100 has changed in the past two years. There is no longer a paid instructor to oversee this course. There is greater emphasis by the individual teacher and not a class instructor. For this reason, the outcomes for SLO#3 is more ambiguous.

Plan for topic "Students completing the course will be able to demonstrate improved technical facility on his/her instrument or voice."

2013/14

A rubric needs to be developed for every student's level (1-4) and their specific instrument in regard to their individual improvement. There are so many variables in the course which makes assessment very difficult.

Plan for topic "Students completing the course will be able to demonstrate greater artistry on his/her instrument or voice."

2013/14

Like Assessment #1, A rubric needs to be developed for every student's level (1-4) and their specific instrument in regard to their individual artistry. There are so many variables in the course which makes assessment very difficult.

Plan for topic "Students completing the course will be able to discuss appropriate practice regimens for his/her instrument or voice."

2013/14

Lecture teacher needs to stress information in each class. Better communication needs to take place with the individual's APPLIED teacher. Consistency in practice expectations needs to improve.

Plan for topic "Students completing the course will be able to demonstrate improved technical facility on his/her instrument or voice."

2011/12

More generic rubric needs to be developed for assessing technique. To difficult to compare different voices and levels within single class.

Plan for topic "Students completing the course will be able to demonstrate greater artistry on his/her instrument or voice."

2011/12
Since the course can be repeated three times, the rubric needs to be broken down by semester of study.

**Plan for topic "Students completing the course will be able to discuss appropriate practice regimens for his/her instrument or voice.": 2011/12**

Lecture teacher needs to stress this SLO earlier in the semester. Lecture teacher also needs to share information given to students with private instruction teachers for the course. More unified approach for all musical instruments and voice will happen next semester.
### DVC Instructional Course SLO Action Plans


<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate correct body position.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate two basic right hand techniques.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform basic rhythms.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will appraise the quality of live performance.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate correct body position.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student achievement is stable. Students' demonstration of correct body position will continue to be measured by current method as indicated by 2012/14/15/16 analyses as these indicate consistency in achievement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate two basic right hand techniques.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students' demonstration of the &quot;thumb-brush&quot; strum and basic arpeggio picking pattern is measured adequately by current method.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform basic rhythms.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compared with 2012 assessment in which students achieved between 79% - 82% of the rubric, current assessment indicates 10%+ improvement. Methods for subdividing beats in order to increase the expectation of the rubric have been achieved for the 15/16 assessment period.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will appraise the quality of live performance.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate correct body position.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate two basic right hand techniques.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform basic rhythms.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will appraise the quality of live performance.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO action plan required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate correct body position.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. No action plan required.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>&quot;Students completing the course will be able to demonstrate two basic right hand techniques.&quot;</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1b</td>
<td>No action plan required.</td>
</tr>
<tr>
<td>2a</td>
<td>Additional guided practice activities will be added.</td>
</tr>
<tr>
<td>2b</td>
<td>Additional guided practice activities will be added.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>&quot;Students completing the course will be able to perform basic rhythms.&quot;</td>
</tr>
<tr>
<td>3a</td>
<td>No action plan required.</td>
</tr>
<tr>
<td>3b</td>
<td>No action plan required.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>&quot;Students completing the course will appraise the quality of live performance.&quot;</td>
</tr>
<tr>
<td>4a</td>
<td>No action plan required.</td>
</tr>
<tr>
<td>4b</td>
<td>No action plan required.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to tune a guitar.&quot;</td>
<td>2017/18</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to read notes in the treble staff beyond first position.&quot;</td>
<td>2017/18</td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate two intermediate right hand techniques.&quot;</td>
<td>2017/18</td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will appraise the quality of live performance.&quot;</td>
<td>2017/18</td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to tune a guitar.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>Given the consistency of student achievement since Spring 2012 in which 98% of students achieved the goal of the rubric the current methods for demonstrating guitar tuning are adequate. Instructors will encourage students to explore and/or create two additional tunings.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to read notes in the treble staff beyond first position.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>At this time the method is sufficient, and students demonstrate comprehension exceeding the criteria.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate two intermediate right hand techniques.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>Since the last assessment there has been a 23% improvement. Given the current level of achievement more challenging flamenco strumming techniques will be introduced.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to tune a guitar.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to read notes in the treble staff beyond first position.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>No action plan is required.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate two intermediate right hand techniques.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will appraise the quality of live performance.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to tune a guitar.&quot;</td>
<td>2008/9</td>
</tr>
<tr>
<td>1a. No action plan required.</td>
<td></td>
</tr>
<tr>
<td>1b. No action plan required.</td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to read notes in the treble staff beyond first position."

<table>
<thead>
<tr>
<th>2a.</th>
<th>No action plan required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b.</td>
<td>No action plan required.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to demonstrate two intermediate right hand techniques."

<table>
<thead>
<tr>
<th>3a.</th>
<th>No action plan required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b.</td>
<td>No action plan required.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will appraise the quality of live performance."

<table>
<thead>
<tr>
<th>4a.</th>
<th>No action plan required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b.</td>
<td>No action plan required.</td>
</tr>
</tbody>
</table>
### 1121. Guitar Ensemble [MUSIC-103] belonging to Music [MUSIC]

**Plan for topic "Students completing the course will be able to demonstrate basic guitar ensemble skills."**: 2018/19

<table>
<thead>
<tr>
<th>No action plan is required.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing the course will be able to demonstrate basic knowledge of the guitar as an ensemble instrument."**: 2018/19

<table>
<thead>
<tr>
<th>No action plan is required.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing the course will be able to differentiate between basic popular and basic classical guitar ensemble pieces."**: 2018/19

<table>
<thead>
<tr>
<th>No action plan is required.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing the course will be able to demonstrate basic guitar ensemble skills."**: 2015/16

- We plan to increase the level of material used in this course.

**Plan for topic "Students completing the course will be able to demonstrate basic knowledge of the guitar as an ensemble instrument."**: 2015/16

- We plan to guide students to increase the level of material they choose for this course.

**Plan for topic "Students completing the course will be able to differentiate between basic popular and basic classical guitar ensemble pieces."**: 2015/16

- 3a. We plan to increase the level of material they choose for this course.

- 3b. We plan to guide students to include appropriate popular styles to the current requirement.

**Plan for topic "Students completing the course will be able to demonstrate basic guitar ensemble skills."**: 2012/13

<table>
<thead>
<tr>
<th>No action plan required.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing the course will be able to demonstrate basic knowledge of the guitar as an ensemble instrument."**: 2011/12

<table>
<thead>
<tr>
<th>No action plan required.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing the course will be able to differentiate between basic popular and basic classical guitar ensemble pieces."**: 2011/12

<table>
<thead>
<tr>
<th>3a. No action plan required.</th>
</tr>
</thead>
</table>
### DVC Instructional Course SLO Action Plans

#### Plan for topic "Students completing the course will be able to demonstrate basic guitar ensemble skills.": 2008/9

| 1a. | No action plan required. |
| 1b. | No action plan required. |

#### Plan for topic "Students completing the course will be able to demonstrate basic knowledge of the guitar as an ensemble instrument.": 2008/9

| 2a. | No action plan required. |
| 2b. | No action plan required. |

#### Plan for topic "Students completing the course will be able to differentiate between basic popular and basic classical guitar ensemble pieces.": 2008/9

<p>| 3a. | No action plan required. |
| 3b. | No action plan required. |</p>
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1122. Advanced Guitar Ensemble [MUSIC-104] belonging to Music [MUSIC]</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate advanced guitar ensemble skills.&quot;</strong>: 2018/19</td>
<td></td>
</tr>
<tr>
<td>No action plan is required.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate advanced knowledge of the guitar as an ensemble instrument.&quot;</strong>: 2018/19</td>
<td></td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to differentiate between advanced popular and advanced classical guitar ensemble pieces.&quot;</strong>: 2018/19</td>
<td></td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will appraise the quality of live performance.&quot;</strong>: 2018/19</td>
<td></td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate advanced guitar ensemble skills.&quot;</strong>: 2015/16</td>
<td></td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate advanced knowledge of the guitar as an ensemble instrument.&quot;</strong>: 2015/16</td>
<td></td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to differentiate between advanced popular and advanced classical guitar ensemble pieces.&quot;</strong>: 2015/16</td>
<td></td>
</tr>
<tr>
<td>No action plan needed.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will appraise the quality of live performance.&quot;</strong>: 2015/16</td>
<td></td>
</tr>
<tr>
<td>No action plan needed.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate advanced guitar ensemble skills.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td>NO action plan required.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to differentiate between advanced popular and advanced classical guitar ensemble pieces.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td>No action plan needed.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will appraise the quality of live performance.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td>No action plan is needed.</td>
<td></td>
</tr>
</tbody>
</table>
**Plan for topic "Students completing the course will be able to demonstrate advanced guitar ensemble skills."**: 2008/9

1a. No action plan required.
1b. No action plan required.

**Plan for topic "Students completing the course will be able to demonstrate advanced knowledge of the guitar as an ensemble instrument."**: 2008/9

2a. No action plan required.
2b. No action plan required.

**Plan for topic "Students completing the course will be able to differentiate between advanced popular and advanced classical guitar ensemble pieces."**: 2008/9

3a. No action plan required.
3b. No action plan required.

**Plan for topic "Students completing the course will appraise the quality of live performance."**: 2008/9

4a. No action plan required.
4b. No action plan required.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to describe the 12 bar blues progression.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to improvise a basic solo over a 12 bar blues progression.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action plan was needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to perform basic accompaniment of classic blues repertoire with a small rock ensemble.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action is needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to describe the 12 bar blues progression.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to improvise a basic solo over a 12 bar blues progression.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to perform basic accompaniment of classic blues repertoire with a small rock ensemble.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of the students will be able to satisfactorily improvise a basic solo over a 12 bar blues progression per traditional rock band standards.</td>
<td></td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans


<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to describe proper and safe load-in and load-out procedures.&quot;</td>
<td>2018/19 No action plan is needed.</td>
</tr>
<tr>
<td></td>
<td>2015/16 This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to set-up and operate a basic live performance sound system.&quot;</td>
<td>2018/19 More practice with working a sound system is needed to improve scores.</td>
</tr>
<tr>
<td></td>
<td>2015/16 This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to demonstrate appropriate artist stage conduct.&quot;</td>
<td>2018/19 No action plan was needed.</td>
</tr>
<tr>
<td></td>
<td>2015/16 This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to aurally identify Western classical music styles and major works from each stylistic period.": 2016/17
- Current assessment method will continue being utilized.

Plan for topic "Students completing the course will be able to apply a basic music vocabulary.": 2016/17
- Current assessment method will continue being utilized.

Plan for topic "Students completing the course will be able to evaluate musical composition in terms of the basic elements of music including rhythm, melody, harmony, timbre, and form.": 2016/17
- Current assessment method will continue being utilized. Students will be encouraged to include more vocabulary terms in written concert reports.

Plan for topic "Students completing the course will be able to aurally identify Western classical music styles and major works from each stylistic period.": 2013/14
- Instructors will continue utilizing the current assessment method.

Plan for topic "Students completing the course will be able to apply a basic music vocabulary.": 2013/14
- Instructors will continue utilizing the current assessment method.

Plan for topic "Students completing the course will be able to evaluate musical composition in terms of the basic elements of music including rhythm, melody, harmony, timbre, and form.": 2013/14
- Instructors will continue utilizing the current assessment method.

Plan for topic "Students completing the course will be able to apply a basic music vocabulary.": 2011/12
- No plan necessary

Plan for topic "Students completing the course will be able to evaluate musical composition in terms of the basic elements of music including rhythm, melody, harmony, timbre, and form.": 2011/12
- No plan necessary

#### Plan for topic "Students completing the course will be able to compare and contrast the many diverse music cultures found in the U.S."

<table>
<thead>
<tr>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
<td>Assessment will be done when the course is next taught. Course was last taught FA2010</td>
</tr>
<tr>
<td>2015/16</td>
<td>This course is not scheduled to be taught in the current academic year. The music department will assess the course the next time it is offered.</td>
</tr>
<tr>
<td>2010/11</td>
<td>No action plan necessary at this time.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to compare and contrast polyphonic, homophonic, monophonic, and heterophonic musical textures."

<table>
<thead>
<tr>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>This course is not scheduled to be taught in the current academic year. The music department will assess the course the next time it is offered.</td>
</tr>
<tr>
<td>2010/11</td>
<td>No action plan necessary at this time.</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to demonstrate knowledge of the field of organology, the study of musical instruments."

<table>
<thead>
<tr>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>This course is not scheduled to be taught in the current academic year. The music department will assess the course the next time it is offered.</td>
</tr>
<tr>
<td>2010/11</td>
<td>No action plan necessary at this time.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to utilize evaluative skills to study musical selections and their underlying theoretical system/s.":: 2016/17

Current assessment method will continue being utilized. Additional quiz will incorporate questions testing students’ understanding of the Miller chapter.

Plan for topic "Students completing the course will be able to summarize the field of ethnomusicology, in terms of its definition, history, scope, and goals.":: 2016/17

Current assessment method will continue being utilized. Students will be encouraged to incorporate vocabulary words into their essays.

Plan for topic "Students completing MUSIC-114 will be able to discuss the basic elements of musical thought, expression and organization in world music.":: 2016/17

Current assessment method will continue being utilized. Students will be encouraged to incorporate vocabulary words into their essays.

Plan for topic "Students completing this course will be able to demonstrate an awareness of the history and scope of multiculturalism by comparing and contrasting the many diverse cultures of the world.":: 2016/17

Current assessment method will continue being utilized.

Plan for topic "Students completing the course will be able to utilize evaluative skills to study musical selections and their underlying theoretical system/s.":: 2013/14

Instructor will continue utilizing the current assessment method.

Plan for topic "Students completing the course will be able to summarize the field of ethnomusicology, in terms of its definition, history, scope, and goals.":: 2013/14

Instructor will continue utilizing the current assessment method.

Plan for topic "Students completing MUSIC-114 will be able to discuss the basic elements of musical thought, expression and organization in world music.":: 2013/14

Instructor will continue utilizing the current assessment method.

Plan for topic "Students completing the course will be able to understand basic organological principles.":: 2013/14

To the current assessment method the instructor will add the classification of instruments.

Plan for topic "Students completing the course will be able to summarize the field of ethnomusicology, in terms of its definition, history, scope, and goals.":: 2010/11

No action plan necessary at this time.

Plan for topic "Students completing MUSIC-114 will be able to discuss the basic elements of musical thought, expression and
<table>
<thead>
<tr>
<th>SLO</th>
<th>Description</th>
<th>Action Plan Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Organization in world music.</td>
<td>No action plan necessary at this time.</td>
</tr>
<tr>
<td>C2</td>
<td>Students completing the course will be able to understand basic organological principles.</td>
<td>No action plan is necessary at this time.</td>
</tr>
</tbody>
</table>
1128. Music of the Middle East and South Asia [MUSIC-115] belonging to Music [MUSIC]

Plan for topic "Students completing the course will be able to demonstrate a vocabulary for the appreciation of popular music.": 2020/21
Affirmation and reinforcement of the current curriculum. The students consistently excelled at discussion topic #1.

Plan for topic "Students completing the course will be able to aurally recognize the dominant styles of rock and R&B.".: 2020/21
Affirmation and reinforcement of the current curriculum. The students consistently excelled at objective exams.

Plan for topic "Students completing the course will be able to relate the evolution of rock styles to aspects of American culture and history.": 2020/21
Affirmation and reinforcement of the current curriculum. The students consistently excelled at discussion topic #3.

Plan for topic "Students completing the course will be able to demonstrate a vocabulary for the appreciation of popular music.": 2016/17
I began teaching at DVC Fall 2014. My student success rate has been very high, due to class group projects and constant development of my curriculum.

I ask for student feedback in all final exams and I consider relevant comments in developing my curriculum each semester.

Continue to use Canvas to place Test study guides and other key information available.

Plan for topic "Students completing the course will be able to aurally recognize the dominant styles of rock and R&B.".: 2016/17
Group projects helps individual students to be more engaged and alert to new information.

Also using Canvas by assessing students performance and supplying handouts and guides for studying; as well as using rubrics for written paper assignments has helped students understand what I am looking for.

Plan for topic "Students completing the course will be able to relate the evolution of rock styles to aspects of American culture and history.": 2016/17
The current assessment criteria suggest the instructor is becoming more adapt at reaching more students with clarity directions and information. Using Canvas to post guidelines seems to be very helpful.

Plan for topic "Students completing the course will be able to demonstrate a vocabulary for the appreciation of popular music.": 2013/14
I plan to continue with my current methods as I believe the current rate of success is very high

Plan for topic "Students completing the course will be able to aurally recognize the dominant styles of rock and R&B.".: 2013/14
I find these results to be very strong and no additional actions are needed

Plan for topic "Students completing the course will be able to relate the evolution of rock styles to aspects of American culture and
<table>
<thead>
<tr>
<th>Plan</th>
<th>Outcome</th>
<th>Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>These scores are fine and I will continue to teach my course as I have been teaching it.</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate a vocabulary for the appreciation of popular music.&quot;</td>
<td>2012/13</td>
<td>none needed</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to relate the evolution of rock styles to aspects of American culture and history.&quot;</td>
<td>2012/13</td>
<td>none needed</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to utilize a basic vocabulary for the study and understanding of jazz terminology."

In large classes, in-class discussions are tricky. There are many students who are not confident in speaking in front of the class. Utilizing note and question cards has allowed students to engage discussions and allowed them to demonstrate learning without specifically vocalizing their comments. Online discussion boards are less intimidating, but easier for students to ignore or forget. Fostering participation is key.

Plan for topic "Students completing the course will be able to use basic music vocabulary, (melody, rhythm, tonal colors, form, harmony, and improvisation) to write analytical reviews of live performances."

The rubrics I developed in conjunction with Laury Fischer have worked exceptionally well at focusing students on the specific vocabulary for these assignments. Continuing issues are the quantity of vocabulary used, as students will often use terms effectively, but at a minimum. Specific length guidelines should help.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the history of jazz music and various historical styles in the 20th century."

Reinforcement of jazz style chronology is necessary. Perhaps timeline project would help as well.

Plan for topic "Students completing the course will be able to utilize a basic vocabulary for the study and understanding of jazz terminology."

Not all students participate in class discussions. Those that do, typically feel confident and offer compelling answers. Having students fill out small note cards indicating their contributions to class discussions, may offer a way to have more students participate (and thus also have their data included).

Plan for topic "Students completing the course will be able to use basic music vocabulary, (melody, rhythm, tonal colors, form, harmony, and improvisation) to write analytical reviews of live performances."

Terms and concepts must be reviewed more often after the initial introductory course module, which happens in the first three weeks of classes. More clarity on Concert Review expectations. The significant jump in success from mid-term to final submission indicates that detailed comments written on rubrics helps students identify areas needing improvement.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the history of jazz music and various historical styles in the 20th century."

Student participation in online quizzes is often lower than in-class exams. Reminders via course management websites may help increase student participation. Creating visual timelines may lead to more success in identifying the correct chronological order.

Plan for topic "Students completing the course will be able to utilize a basic vocabulary for the study and understanding of jazz terminology."

Course Action Plans Outcome Assessment History Page 1972 of 2394
Plan for topic "Students completing the course will be able to use basic music vocabulary, (melody, rhythm, tonal colors, form, harmony, and improvisation) to write analytical reviews of live performances.": 2012/13

Plan for topic "Students completing the course will be able to demonstrate knowledge of the history of jazz music and various historical styles in the 20th century.": 2012/13

None needed.
**DVC Instructional Course SLO Action Plans**

**1132. The History and Culture of Hip Hop Music [MUSIC-119] belonging to Music [MUSIC]**

Plan for topic "Students completing this course will be able to explain of the evolution of hip hop and explain its place within the context of American popular music culture."

Using a Concert Review Rubric seemed to improve scores. I also want to develop a rubric and use for the Final Essay on the Final Exam.

Plan for topic "Students completing this course will be able to explain the global aspects of hip hop styles and movements."

Some students have anxieties on presenting in class and working in groups; instructor is working on developing an alternative solution.

Plan for topic "Students completing this course will be able to analyze and evaluate lyrics and images within hip hop music."

Students who were very uncomfortable doing an Oral Report was allowed to do a written report as an alternative.
### DVC Instructional Course SLO Action Plans

**1133. Introduction to Music Composition [MUSIC-121] belonging to Music [MUSIC]**

**Plan for topic "Students completing this course will be able to demonstrate clarity of expression on the written page."**: 2020/21

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. The students consistently excelled at the creation of musical compositions utilizing modern techniques.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to employ rhythm, melody, harmony, and simple formal structures to develop a composition from concept to finished product."**: 2020/21

<table>
<thead>
<tr>
<th>This assessment affirms the existing curriculum and validates our current instructional practices. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to demonstrate professionalism in writing for established deadlines."**: 2020/21

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to in the world of composition.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to demonstrate clarity of expression on the written page."**: 2016/17

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. The students consistently excelled at the creation of musical compositions utilizing modern techniques.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to employ rhythm, melody, harmony, and simple formal structures to develop a composition from concept to finished product."**: 2016/17

<table>
<thead>
<tr>
<th>This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to demonstrate professionalism in writing for established deadlines."**: 2016/17

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to in the world of composition.</th>
</tr>
</thead>
</table>
Plan for topic "Students completing this course will be able to take simple diatonic melodic dictation.": 2018/19

Proficiency in aural recognition of scale degrees (via solfege syllables) is a foundational skill which facilitates the taking of melodic dictation. As a plan of action, dictation will be limited to primarily stepwise melodies to better emphasize recognition of scale degrees. Leaps will be limited to those within the tonic and dominant triads only. This conclusion was arrived at after consultation with other CA community college music faculty at focused breakout at a recent conference. The instructor will share these findings with Department.

Plan for topic "Students completing this course will be able to name the quality and numeric value of any given written interval."[Â B.2Â ] never": 2018/19

Despite the reported data, this topic has been the most difficult aspect of this course. It demands mastery of major key signatures, major scale construction, and the exacting procedure for identifying the quality and numeric value of intervals. As a plan of action, more time must be spent mastering major key signatures, playing major scales at the keyboard to emphasize major scale construction, and practicing the procedures for identifying the quality and numeric value of intervals. This plan of action will be shared with the Department.

Plan for topic "Students completing this course will be able to sight-simple diatonic melodies."": 2018/19

Despite the reported data, this topic has been one of the most difficult aspect of this course. It demands mastery of the concept of scale degrees and the sound of tonic and dominant harmonies. As a plan of action, sight-singing will be limited to primarily stepwise melodies to better emphasize scale degrees. Leaps will be limited to those within the tonic and dominant triads. This conclusion was arrived at after consultation with other CA community college music faculty at focused breakout at a recent conference. The instructor will share these findings with Department.

Plan for topic "e": 2018/19

Despite the reported data, this topic has been one of the most difficult aspect of this course. It demands mastery of the concept of scale degrees and the sound of tonic and dominant harmonies. As a plan of action, sight-singing will be limited to primarily stepwise melodies to better emphasize scale degrees. Leaps will be limited to those within the tonic and dominant triads. This conclusion was arrived at after consultation with other CA community college music faculty at focused breakout at a recent conference. The instructor will share these findings with Department.

Plan for topic "Students completing the course will be able to utilize the modern, Western system of notating music."": 2015/16

Group activities designed to increase the quality and accuracy of musical notation will be added.

Plan for topic "Students completing the course will be able to apply fundamental Western theoretical concepts."": 2015/16

Specific style periods will be added to the focus of theoretical concepts (ie. Renaissance, Classical, Romantic).

Plan for topic "Students completing the course will be able to demonstrate basic musicianship skills including sight singing, rhythm
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to utilize the modern, Western system of notating music.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to apply fundamental Western theoretical concepts.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate basic musicianship skills including sight singing, rhythm reading, aural recognition, dictation, and keyboard realization.&quot;</td>
<td>2012/13</td>
</tr>
</tbody>
</table>

The number of graded "applied" musicianship will be increased.

No action plan required.
Plan for topic "Students completing the course will be able to demonstrate musicianship skills including sight singing, rhythm reading, aural recognition, dictation, and keyboard realization using diatonic materials." : 2019/20

Scores for this SLO are up from the last assessment. There is now a better balance between preparation for the musicianship final exam, written final exam, and the final composition project since they are now due evenly throughout the last three weeks of the semester instead of all in the last week. Throughout each semester, more time needs to be given to sight-reading musical examples, which will only further improve this learning outcome.

Plan for topic "Students completing this course will be able to compose music that employs a simple formal structure, the principles of diatonic harmony and four-part voice leading." : 2019/20

Scores for this SLO are slightly down from the last assessment. The final musicianship exam, final written exam, and final project are due equally distributed over the last three weeks of the semester instead of just the last so that students are not over-burdened at the very end of the semester. Students should have done better as a result. However, COVID-19 and the resulting switch to online learning halfway through this assessment period has had a negative impact on student morale and learning. Beginning Spring 2022, this class will return to primarily face-to-face learning in the classroom.

Plan for topic "Students completing this course will be able to, utilizing the principles four-part voice leading, harmonize melodies that indicate the use of diatonic triads and 7th chords." : 2019/20

Scores for this SLO are up slightly from the last assessment. The final musicianship exam, final written exam, and final project are due equally distributed over the last three weeks of the semester instead of just the last so that students are not over-burdened at the very end of the semester. Students might have done much better as a result, however, COVID-19 and the resulting switch to online learning halfway through this assessment period has had a negative impact on student morale and learning. Beginning Spring 2022, this class will return to primarily face-to-face learning in the classroom.

Plan for topic "Students completing the course will be able to demonstrate musicianship skills including sight singing, rhythm reading, aural recognition, dictation, and keyboard realization using diatonic materials." : 2016/17

Scores for this SLO are down from the last assessment. There needs to be a better balance between preparation for the written final exam and the final composition project. Students are not giving enough attention to preparing for their final musicianship exams. A better balance needs to be emphasized to all aspects of the finals.

Plan for topic "Students completing this course will be able to, utilizing the principles four-part voice leading, realize figured bass lines that indicate the use of diatonic triads and 7th chords." : 2016/17

Scores for this SLO are down from the last assessment. A final project is also assigned and due at the end of the semester. As a result, many students may be over burdened during the final weeks of the semester, when they would also be preparing for the final exams. I will adjust the schedule and method by which the final project is addressed so
that less will be asked of the students in the final weeks the semester.

Plan for topic "Students completing this course will be able to compose music that employs a simple formal structure, the principles of diatonic harmony and four-part voice leading.": 2016/17

The final composition project has always been a very popular and successful culminating activity. However, the project is assigned towards the end of the semester, along with studying for final exams. I will adjust the schedule and method by which the final project is addressed in order to ease the burden on students during the final weeks the semester.

Plan for topic "Students completing the course will be able to conduct harmonic analyses of diatonic music examples using triads and seventh chords.": 2013/14

Though harmonic analysis is an integral part in the study of music theory, in order to facilitate a more focused evaluation of the students' ability to conduct a harmonic analysis, I will consider adding a straight analysis problem on the final written examination. The analysis problem would be a harmonic analysis of an existing example from the literature with harmonies appropriate too this level of study. I will include more such analysis in class as well.

Plan for topic "Students completing the course will be able to demonstrate musicianship skills including sight singing, rhythm reading, aural recognition, dictation, and keyboard realization using diatonic materials.": 2013/14

This is a very difficult subject, for which there are expected standards at this level. This also a subject for which students come in with a great range of abilities. These abilities are a combination of inborn skill ("talent"), or acquired skill (musical experience). It is a challenge to address this full range of students. To better address each student's needs, I will be spending more time on this subject during class to insure each subject is broached on a DAILY basis. I will also consider establishing a strict schedule of assessments for the periodic musicianship milestone assignments, instead of leaving the assessments open ended. This will enforce attention to the assignments.

Plan for topic "Students completing the course will be able to utilize the principles of diatonic harmony and four-part voice leading using triads and seventh chords." 2011/12

None needed.

Plan for topic "Students completing the course will be able to utilize the principles of diatonic harmony and four-part voice leading using triads and seventh chords." 2010/11

Students who miss more than 2 weeks of class will be dropped.

Plan for topic "Students completing the course will be able to conduct harmonic analyses of diatonic music examples using triads and seventh chords." 2010/11

None needed.

Plan for topic "Students completing the course will be able to demonstrate musicianship skills including sight singing, rhythm reading, aural recognition, dictation, and keyboard realization using diatonic materials." 2010/11
| Increase amount of class time spent on musicianship skills. |

Plan for topic "Students completing the course will be able to perform an appropriate improvised solo over a jazz standard or blues composition.": 2018/19

The in-class live performances are very engaging for the students; they get to put their theory immediately into practice. Spontaneous improvisation in an incredibly challenging art form and many students simply cannot get it in one semester (or four!). Exposing them to the theoretical concepts and giving them ample time to attempt their own improvisations is the best way to encourage learning. The process is the thing.

Plan for topic "Students completing the course will be able to improvise in various jazz styles.": 2018/19

Continue to offer varied song forms and styles throughout the semester, such as swing, bossa nova, straight rock and funk. Integrating listening assignments into the curriculum would greatly improve students’ stylistic awareness.

Plan for topic "Students completing MUSIC-127 will be able to analyze chord progressions from a variety of jazz music." : 2018/19

Students who grasped the theory assignments throughout the semester did well on the final exam. Some students struggled throughout the semester. More practice both in-class and take assignments may better prepare them for the final exam.

Plan for topic "Students completing the course will be able to perform an appropriate improvised solo over a jazz standard or blues composition." : 2015/16

The students assessed were well prepared and clearly understood the final performance exam. Some complained about the amount of work involved, particular during finals week. Perhaps a slightly easier composition may alleviate some student stress.

Plan for topic "Students completing the course will be able to improvise in various jazz styles." : 2015/16

Students need more time listening to jazz masters performing in various jazz styles. Developing more listening assignments would help in this training.

Plan for topic "Students completing MUSIC-127 will be able to analyze chord progressions from a variety of jazz music." : 2015/16

We must continue drilling theoretical analyses throughout the semester, particularly when students are improvising over new jazz chord progression. Analysis and performance practice must be drilled together.

Plan for topic "Students completing the course will be able to perform an appropriate improvised solo over a jazz standard or blues composition." : 2012/13

None needed.

Plan for topic "Students completing the course will be able to improvise in various jazz styles." : 2012/13

None needed.

Plan for topic "Students completing MUSIC-127 will be able to analyze chord progressions from a variety of jazz music." : 2012/13

None needed.
Plan for topic "Students completing this course will be able to transcribe solo improvisations of iconic jazz artists."

Students who return for a second semester of Jazz Theory and Improvisation are typically music major who want to continue on to a Jazz Studies program at a four year institution. These students are typically motivated and inspired. Encouragement is often all they need to continue on their path of learning.

Plan for topic "Students completing this course will be able to demonstrate intermediate jazz theory as applied on their instruments."

One particular student struggled with their instrumental tone production. While executing the theoretical exercises clearly, the difficulty stemmed from instrumental technique. Private instrument lessons are strongly suggested and offered to all music majors. Students must practice both their instruments and the application of the theory assignments on said instruments. Perhaps integrating more technical exercises into the curriculum would help in this regard.

Plan for topic "Students completing this course will be able to improvise over jazz standards."

While continuous work toward this goal is required of any aspiring jazz musician, this culminating SLO really determines if a student is successful within the overarching goal of the course. Students that engage the weekly theory assignments, practice the instrumental application and play often with others in an improvisatory context do well in this area.

Plan for topic "Students completing this course will be able to transcribe solo improvisations of iconic jazz artists."

Getting the students engaged and prepared to play along with recordings is much easier than developing requisite notation skills. The music department should assess more carefully written notation pedagogy and how these skills are transmitted in basic theory and musicianship courses.

Plan for topic "Students completing this course will be able to demonstrate intermediate jazz theory as applied on their instruments."

The music department is working to expand and develop its percussion area. Qualified instructors and instrumental resources are available, but courses should be developed in percussion chamber music ensembles to give drummers more time at developing pitched percussion skills.

Plan for topic "Students completing this course will be able to improvise over jazz standards."

Allowing students as much time as possible to perform together is critical for individual and group success. Also, fewer songs per semester with more time allotted for each song would give the students the necessary time to understand and execute the stylistic nuances of more complex jazz standards.
### 1138. Counterpoint [MUSIC-129] belonging to Music [MUSIC]

**Plan for topic "Students completing this course will be able to compose species counterpoint, first through fifth, with or without a given cantus firmus."**: 2018/19

| Affirmation and reinforcement of the current curriculum. The students consistently excelled at the creation of musical compositions utilizing species counterpoint. |

| Plan for topic "Students completing this course will be able to demonstrate professionalism in writing for established deadlines."**: 2018/19 |

| Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to in the world of composition. |

| Plan for topic "Students completing this course will be able to engrave music using music notation software."**: 2018/19 |

| This assessment affirms the existing curriculum and validates our current instructional practices. |
1139. Jazz Workshop [MUSIC-130] belonging to Music [MUSIC]
Plan for topic "Students completing the course will be able to perform his/her part from Medium Swing, Latin, Fusion or other jazz charts with accurate intonation, rhythm and dynamic control.": 2016/17

This course is not scheduled in the current academic year. The music department will assess the course the next time it is offered.

Plan for topic "Students completing MUSIC-130 will be able to perform all twelve major and minor scales and triads on their instruments.": 2016/17

This course is not scheduled in the current academic year. The music department will assess the course the next time it is offered.

Plan for topic "Students completing the course will be able to organize an effective practice session.": 2016/17

This course is not scheduled in the current academic year. The music department will assess the course the next time it is offered.

Plan for topic "Students completing the course will be able to perform his/her part from Medium Swing, Latin, Fusion or other jazz charts with accurate intonation, rhythm and dynamic control.": 2013/14

Students should be auditioned at the beginning of each semester. Remedial students will benefit from specific assignments that target their individual instrumental and musical weaknesses.

Plan for topic "Students completing MUSIC-130 will be able to perform all twelve major and minor scales and triads on their instruments.": 2013/14

Instructor must devote a small portion of each ensemble rehearsal to developing core instrumental skills. Exercises and jazz etudes must be assigned and assessed weekly.

Plan for topic "Students completing the course will be able to organize an effective practice session.": 2013/14

Adding a graded element to the Practice Log submissions will be helpful. Continued dialogic methods and demonstrations by the instructor. Inviting more professional musicians to give workshops and clinics to the Music Department will inspire students and address organizing individual practice.
1140. Opera Theater [MUSIC-133] belonging to Music [MUSIC]

Plan for topic "Students completing MUSIC-133 will be able to Demonstrate the processes and techniques used to prepare and present a professional quality opera production or scenes." : 2017/18

- No action needed. Difficult to access due to small class enrollment.

Plan for topic "Students completing MUSIC-133 will be able to Utilize the basic vocabulary used for the study, preparation and production of a professional quality operatic performance." : 2017/18

- Criteria for success needs to be a greater %.

Plan for topic "Students completing MUSIC-133 will be able to Demonstrate a professional level of preparedness for each rehearsal and performance." : 2017/18

- The ability level of the four people completing the course were quite broad. Two were excellent, one was a beginner while the other struggled to learn notes and rhythms for the complicated music. An audition note needs to be added to the course outline, similar to the other musical ensembles. Some students need to complete MUS170 and 179 before enrolling in MUS133.

Plan for topic "Students completing MUSIC-133 will be able to Demonstrate the processes and techniques used to prepare and present a professional quality opera production or scenes." : 2014/15

- The variety of experience, talent and age in the class was very diverse. Better ways to include all levels but produce professional level performances will be challenging. The class will be divided into opera selection and scenes that are more based on talent and experience. The commitment level of each student was mixed.

Plan for topic "Students completing MUSIC-133 will be able to Utilize the basic vocabulary used for the study, preparation and production of a professional quality operatic performance." : 2014/15

- Similar to musical theater, the class probably needs more written tests/quizzes.

Plan for topic "Students completing MUSIC-133 will be able to Demonstrate a professional level of preparedness for each rehearsal and performance." : 2014/15

- This criteria has to be increased to at least 95%. Preparedness was quite poor from the students and attendance was sporadic. More detailed rehearsal schedules and expectations will be outlines for each student when the class is offered in the SPR16.
<table>
<thead>
<tr>
<th>Outcome Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to demonstrate the processes and techniques used to prepare and present a professional quality musical.</td>
<td>2017/18</td>
</tr>
<tr>
<td>This course will be assessed the next time it is offered.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing MUSIC-134 will be able to demonstrate the processes and techniques used to prepare and present a professional quality musical.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>Achieving 100% of this goal is not unrealistic. Hopefully, class interest will continue to grow and the judging criteria can be raised. The course would like to add &quot;audition&quot; before the next assessment cycle.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing MUSIC-134 will be able to sing the correct pitches as indicated by his/her choral/solo part with accurate intonation.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>Judging criteria needs to be addressed. Possibly more frequent quizzes, part checks throughout the semester. Part learning and memorization has to be completed earlier in the semester which would help this outcome better achieve this goal.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing MUSIC-134 will be able to utilize the basic vocabulary of musical theater&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>More attention needs to be given to this outcome. Since the course is taught by &quot;part-time&quot; faculty, better communication between lead faculty and part-time instructor is needed. Better assessment methods (written test/quiz) is probably needed.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome Assessment History</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to sing in time with the rest of the choir and rhythm section.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>Similar to assessment #1. Those who did not complete SLO, did not achieve this goal.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to sing the correct pitches as indicated by his/her choral part with accurate intonation.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>This class has an audition to be allowed in the class. With the increase membership, there are more people participating who have a limited background and experience in choral singing. No changes needed.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to perform in all the rehearsals and performances of the semester as assigned.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>Criteria for this rubric should be higher. Tougher guidelines to the individuals who miss rehearsal or performances.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to sing in time with the rest of the choir and rhythm section.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>Since there is an audition to be in the class, most students can easily obtain this goal. This year, many beginners were excepted into the ensemble. For this reason, the level of some of the groups was not as high.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to sing the correct pitches as indicated by his/her choral part with accurate intonation.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>Since there is an audition to be in the class, criteria for judging the SLO needs to be much higher.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to perform in all the rehearsals and performances of the semester as assigned.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>Higher expectations of the students has been achieved in the ensemble. Peer pressure for excellence has increased. Addition of paid assistants for the class have helped maintain quality and retention. Those who drop or we lose happens very early in the semester.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to sing in time with the rest of the choir and rhythm section.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Since there is an audition to be in the class, criteria for judging the SLO needs to be much higher.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to sing the correct pitches as indicated by his/her choral part with accurate intonation.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Since there is an audition to be in the class, criteria for judging the SLO needs to be much higher.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to perform in all the rehearsals and performances of the semester as assigned.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Since there is an audition to be in the class, criteria for judging the SLO needs to be much higher.</td>
<td></td>
</tr>
</tbody>
</table>

Course Action Plans  | Outcome Assessment History  | Page 1987 of 2394

Plan for topic "Students completing the course will be able to perform parts from jazz charts with section and ensemble intonation, rhythmic accuracy, blend, balance, style specific articulation, phrasing, and expression.": 2019/20

Having specific and special concert goals helps students engage, giving them an exciting challenge to work towards.

A concert program featuring a guest artist performing with the student bands is an excellent way to increase commitment to musical success and thus should be scheduled at least once each semester.

Plan for topic "Students completing the course will be able to provide effective ensemble accompaniment for a soloist during solo passages.": 2019/20

Listening to established masters perform and provide effective accompaniment is perhaps the most important educational approach to learning jazz music. While rehearsals are generally spent working on the concert repertoire, it is critical to take time each rehearsal to listen to examples of professional musicians perform recorded examples. This gives students a clear sonic goal to work towards.

Plan for topic "Students completing the course will be able to improvise an effective solo on a given set of chord changes.": 2019/20

It is necessary to include improvisation lessons in the ensemble rehearsal time, as well as introducing practice routines that will lead to enhanced success at improvisation. Students must also be encouraged to listen carefully to past masters so that they have clear models of effective musicians to emulate.

Plan for topic "Students completing the course will be able to perform parts from jazz charts with section and ensemble intonation, rhythmic accuracy, blend, balance, style specific articulation, phrasing, and expression.": 2016/17

Because many of the students returned in the SP17 semester, and the band grew in capabilities and commitment, the Music Department sponsored a trip to the Reno Jazz Festival in April, 2017. The four day, three night trip was a critical success; bonding the group both musically and personally. When we returned, the band camaraderie and musicality was significantly improved.

Jazz festival participation and band tours earlier in the semester (and academic year) will help build the program. A myriad of fall jazz festivals do exist and I plan on attending one each semester. Attending in the fall may also help recruit and retain students for the following spring semester.

Plan for topic "Students completing the course will be able to provide effective ensemble accompaniment for a soloist during solo passages.": 2019/20
The music department sponsored a number of guest artists and clinicians which came to perform for and work with the students on their specific musical selections. Having input from working professionals helps students tremendously in deciphering style-specific and appropriate accompaniments. Continued use of guest artists will encourage students' musical growth.

**Plan for topic "Students completing the course will be able to improvise an effective solo on a given set of chord changes."**: 2016/17

It is necessary to include improvisation lessons in the ensemble rehearsal time, as well as introducing practice routines that will lead to enhanced success at improvisation. Some students have previously enrolled in another course offered by the music department, Jazz Theory and Improvisation, and this helps tremendously. Students must also be encouraged to listen carefully to past masters so that they have clear models of effective musicians to emulate.

**Plan for topic "Students completing the course will be able to perform parts from jazz charts with section and ensemble intonation, rhythmic accuracy, blend, balance, style specific articulation, phrasing, and expression."**: 2013/14

Continue to improve the musical elements via earlier assessment, additional sectionals and a more rigorous audition process

**Plan for topic "Students completing the course will be able to provide effective ensemble accompaniment for a soloist during solo passages."**: 2013/14

Expand guest artist program, more rhythm sectionals, higher percentage of private instruction participation and additional lab hours

**Plan for topic "Students completing the course will be able to improvise an effective solo on a given set of chord changes."**: 2013/14

Include some improvisational coaching within ensemble rehearsals, encourage students to enroll in Jazz Theory and improvisation and encourage students to listen to jazz music more frequently

**Plan for topic "Students completing the course will be able to perform parts from jazz charts with section and ensemble intonation, rhythmic accuracy, blend, balance, style specific articulation, phrasing, and expression."**: 2010/11

continue to try to improve the music and the SLO percentages

**Plan for topic "Students completing the course will be able to provide effective ensemble accompaniment for a soloist during solo passages."**: 2010/11

continue to strive for improvement, especially in balancing the volume of the accompaniment with the solist, thus raising the percentages

**Plan for topic "Students completing the course will be able to improvise an effective solo on a given set of chord changes."**: 2010/11

continue to encourage all students to improve their improvisational abilities for better results
### 1144. Jazz Combos [MUSIC-137] belonging to Music [MUSIC]

#### Plan for topic "Students completing the course will be able to construct improvised solos in a small group context.": 2018/19

The class must remain an experiential endeavor for that is the best way to learn art; to do it. Students must be convinced to begin rehearsals on time to have as much time as possible to play together.

#### Plan for topic "Students completing the course will be able to demonstrate appropriate rehearsal techniques for small ensemble jazz.": 2018/19

Some students are natural leaders and more comfortable in this role. Others struggle to take charge and in some cases, do not have the musical knowledge and vocabulary to express their thoughts and opinions. Combining more experienced students with less skilled ones in the same band may help mentor the neophytes. Also, we do a group forum where everyone plays for each other in the same room and all students are expected to comment. Perhaps more of these early on in the semester would give confidence to new students to the music and class.

#### Plan for topic "Students completing MUSIC-137 will be able to perform in a variety of jazz styles.": 2018/19

Most students chose a concert program that showcases a wide variety of styles and thus they easily satisfy this SLO. Some student bands want to specialize according to their skill set and/or musical preferences, for instance funk or the music of Stevie Wonder. In these latter cases, professors must be more proactive in selecting and assigning material.

#### Plan for topic "Students completing the course will be able to construct improvised solos in a small group context.": 2015/16

All students are required to solo at each and every concert. Not all improvise on every song, but they must have at least one improvised solo in every performance. In art, we learn by doing.

#### Plan for topic "Students completing the course will be able to demonstrate appropriate rehearsal techniques for small ensemble jazz.": 2015/16

This is a difficult concept. Students are essentially learning to teach themselves and others; to be band leaders. Modeling correct rehearsal techniques at the beginning of the semester is critical. Having prior positive band experiences with excellent educators also offers successful models. Perhaps giving this as a tandem assignment, where two students work together, one more experienced and one new to bands and band leading may lead to improvement.

#### Plan for topic "Students completing MUSIC-137 will be able to perform in a variety of jazz styles.": 2015/16

At the beginning of each semester, all students are given three songs, each in a different style. After they learn these songs, student bands begin to choose their own material. Students tend to pick songs that they know and love. While this keeps them engaged in the class and the learning process, many of the songs are contemporary and similar. Assigned songs should be included in the final performances to ensure stylistic variety.

#### Plan for topic "Students completing the course will be able to construct improvised solos in a small group context.": 2012/13

None needed.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate appropriate rehearsal techniques for small ensemble jazz.&quot;: 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>None needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing MUSIC-137 will be able to perform in a variety of jazz styles.&quot;: 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>None needed.</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### 1145. Wind Ensemble [MUSIC-140] belonging to Music [MUSIC]

**Plan for topic "Students completing the course will be able to differentiate between "in tune" and "out of tune" pitches (correct intonation) in a wind ensemble environment."**: 2018/19  
This course will be assessed the next time it is offered.

**Plan for topic "Students completing this course will be able to accurately perform individual rhythms in a wind ensemble environment."**: 2015/16  
This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.

**Plan for topic "Students completing this course will be able to perform their parts with accurate intonation."**: 2015/16  
This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.

**Plan for topic "Students completing this course will be able to demonstrate appropriate professional rehearsal and performance practices"**: 2015/16  
This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.

**Plan for topic "Students completing the course will be able to differentiate between "in tune" and "out of tune" pitches (correct intonation) in a wind ensemble environment."**: 2012/13  
No action plan needed.
### 1146. Woodwind Ensemble [MUSIC-142] belonging to Music [MUSIC]

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to differentiate between &quot;in tune&quot; and &quot;out of tune&quot; pitches (correct intonation) in a woodwind ensemble environment.&quot;</strong>: 2018/19</td>
<td>This course will be assessed the next time it is offered.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to differentiate between &quot;in tune&quot; and &quot;out of tune&quot; pitches (correct intonation) in a woodwind ensemble environment.&quot;</strong>: 2015/16</td>
<td>This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to appraise the quality of live woodwind ensemble performance.&quot;</strong>: 2015/16</td>
<td>This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to accurately perform rhythms in a woodwind ensemble environment.&quot;</strong>: 2015/16</td>
<td>This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to appraise the quality of live woodwind ensemble performance.&quot;</strong>: 2012/13</td>
<td>No action plan required.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to classify assigned woodwind ensemble literature as being related to song or dance.&quot;</strong>: 2012/13</td>
<td>No action plan required.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to appraise the quality of live woodwind ensemble performance.&quot;</strong>: 2012/13</td>
<td>No action plan required.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to accurately perform rhythms in a woodwind ensemble environment.&quot;</strong>: 2012/13</td>
<td>No action plan required.</td>
</tr>
</tbody>
</table>
### 1147. Brass Ensemble [MUSIC-144] belonging to Music [MUSIC]

Plan for topic "Students completing the course will be able to differentiate between "in tune" and "out of tune" pitches (correct intonation) in a brass ensemble environment."**: 2018/19

This course will be assessed the next time it is offered.

Plan for topic "Students completing the course will be able to differentiate between "in tune" and "out of tune" pitches (correct intonation) in a brass ensemble environment."**: 2015/16

This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.

Plan for topic "Students completing the course will be able to appraise the quality of live brass ensemble performance."**: 2015/16

This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.

Plan for topic "Students completing the course will be able to perform rhythms in a brass ensemble environment."**: 2015/16

This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.

Plan for topic "Students completing the course will be able to differentiate between "in tune" and "out of tune" pitches (correct intonation) in a brass ensemble environment."**: 2012/13

No action plan required.

Plan for topic "Students completing the course will be able to classify assigned brass ensemble literature as being related to song or dance."**: 2012/13

No action plan required.

Plan for topic "Students completing the course will be able to appraise the quality of live brass ensemble performance."**: 2012/13

No action plan required.

Plan for topic "Students completing the course will be able to perform rhythms in a brass ensemble environment."**: 2012/13

No action plan required.
### Plan for topic "Students completing the course will be able to write and play major and minor pentascales in all keys." 2017/18

Because students have scored exceptionally well on the 14/15 assessment instructors added additional vocabulary terms and the expectations and standards of the rubric was raised from 70% to 80%. Although no further action plan is necessary at this time it is important to go over pentascales in class more frequently to prepare underachieving students for the quiz.

### Plan for topic "Students completing the course will be able to count aloud and play ten rhythm exercises." 2017/18

Assessment the playing of rhythm exercises in different rhythms was increased to fifteen since the 14/15 assessment and more individual attention was given to those students who are achieving less than 80% of the rubric. Even though the criteria for success was achieved it is important for those students who scored less than 80% to receive more tutoring during office hours.

### Plan for topic "Students completing the course will be able to recognize and define music vocabulary." 2017/18

Because students have scored exceptionally well in 14/15 instructors introduced additional vocabulary. Based on the record of 9 underachieving students instructors will spend more time using vocabulary in class before the quiz.

### Plan for topic "Students completing the course will be able to write and play major and minor pentascales in all keys." 2014/15

Because the number of students achieving the rubric is so high it is indicated that a wider variety of rhythms patterns be used for playing major and minor pentascales.

### Plan for topic "Students completing the course will be able to count aloud and play ten rhythm exercises." 2014/15

Most students indicate adequate success in achieving the rubric. For the next assessment the playing of rhythm exercises in different rhythms will be increased to fifteen and more individual attention given to those students who are achieving less than 80% of the rubric.

### Plan for topic "Students completing the course will be able to recognize and define music vocabulary." 2014/15

Because students have scored exceptionally well on this and the last assessment it important to introduce additional vocabulary and raise the expectations and standards of the rubric.

### Plan for topic "Students completing the course will be able to write and play major and minor pentascales in all keys." 2011/12

No plan necessary.

### Plan for topic "Students completing the course will be able to count aloud and play ten rhythm exercises." 2011/12

No plan necessary.

### Plan for topic "Students completing the course will be able to recognize and define music vocabulary." 2011/12

No plan necessary.

### Plan for topic "Students completing the course will be able to write and play major and minor pentascales in all keys." 2009/10

No plan necessary.
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to count aloud and play ten rhythm exercises.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>No plan necessary.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize and define music vocabulary.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>No plan necessary.</td>
<td></td>
</tr>
</tbody>
</table>
# DVC Instructional Course SLO Action Plans


**Plan for topic "Students completing the course will be able to count aloud and perform ten different rhythm exercises."**: 2016/17  
Current assessment method will continue being used. Additional rhythms using 16th notes will be incorporated.

**Plan for topic "Students completing this course will be able to harmonize melodies using primary and secondary triads, including transposition."**: 2016/17  
Instructors will continue using the current assessment methods.

**Plan for topic "Students completing this course will be able to play all Major, Minor, Augmented and diminished triads in root Position, 1st inversion and 2nd inversion."**: 2016/17  
Instructors will continue using the current assessment methods. Additional pieces of a slightly more difficult level need to be assigned.

**Plan for topic "Students completing the course will be able to demonstrate una corda and damper pedaling techniques."**: 2013/14  
Instructors will continue utilizing the current assessment.

**Plan for topic "Students completing the course will be able to recognize and define musical terms."**: 2013/14  
Instructors will continue utilizing the current assessment method.

**Plan for topic "Students completing the course will be able to count aloud and perform ten different rhythm exercises."**: 2013/14  
Instructors will continue utilizing the current assessment.

**Plan for topic "Students completing the course will be able to demonstrate una corda and damper pedaling techniques."**: 2011/12  
No plan necessary.

**Plan for topic "Students completing the course will be able to recognize and define musical terms."**: 2011/12  
No plan necessary.

**Plan for topic "Students completing the course will be able to count aloud and perform ten different rhythm exercises."**: 2011/12  
No plan necessary.

**Plan for topic "Students completing the course will be able to demonstrate una corda and damper pedaling techniques."**: 2009/10  
No plan necessary.

**Plan for topic "Students completing the course will be able to recognize and define musical terms."**: 2009/10  
No plan necessary.

**Plan for topic "Students completing the course will be able to count aloud and perform ten different rhythm exercises."**: 2009/10  
No plan necessary.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to play common jazz chord changes and scales in all keys.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing MUSIC-152 will be able to Play common jazz chord changes and scales in major and minor keys.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform standard jazz tunes in a variety of styles including swing, Be Bop, and Bossa Nova.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing MUSIC-152 will be able to Perform standard jazz tunes in a variety of styles.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to read and perform standard jazz charts with appropriate voicings and extensions.&quot;</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing MUSIC-152 will be able to Play common jazz chord changes and scales in major and minor keys.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor will continue utilizing the current assessment method.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to play common jazz chord changes and scales in all keys.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor will continue utilizing the current assessment method.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform standard jazz tunes in a variety of styles including swing, Be Bop, and Bossa Nova.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor will continue utilizing the current assessment method.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing MUSIC-152 will be able to Perform standard jazz tunes in a variety of styles.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor will continue utilizing the current assessment method.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to read and perform standard jazz charts with appropriate voicings and extensions.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor will continue utilizing the current assessment method.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to play common jazz chord changes and scales in all keys.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor will continue utilizing the current assessment method.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome Area</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>&quot;Students completing MUSIC-152 will be able to Play common jazz chord changes and scales in major and minor keys.&quot;</td>
<td>No plan necessary.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to perform standard jazz tunes in a variety of styles including swing, Be Bop, and Bossa Nova.&quot;</td>
<td>No plan necessary.</td>
</tr>
<tr>
<td>&quot;Students completing MUSIC-152 will be able to Perform standard jazz tunes in a variety of styles.&quot;</td>
<td>No plan necessary.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to read and perform standard jazz charts with appropriate voicings and extensions.&quot;</td>
<td>No plan needed.</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to sing in time with the rest of the choir as directed by the conductor."

**2017/18**

Over the past two years, the choir has attempted less difficult music which makes this goal more obtainable by most people who complete the course. However, we are trying to give opportunities to "less experienced" singers in the auditioned ensemble. We have also created, "Buddy" programs to help less and more experienced singers as partners. The department also, has spend some money for a music subscription service which helps, less experienced singers learn their parts out side of the rehearsal. We have also raised the percentage for success in the SLO criteria.

### Plan for topic "Students completing the course will be able to sing the correct pitches as indicated by his/her choral part with accurate intonation.":

**2017/18**

Similar to outcome #1. In addition and with a little less difficult music, the course has has more time to basic voice training and vocal warmups to help with various intonation issues. (vowels, formants, expanding head voice ect.) Choir will select music similar to the 17-18 academic year to hopefully build upon it's intonation accomplishments.

### Plan for topic "Students completing the course will be able to adhere to professional level performance and rehearsal practices."

**2017/18**

This is a difficult one for our community college population. It is such a diverse ensemble. The expectations of the class have been outlined sooner and are more rigorous. The "Buddy" system has helped get students to class more often, on time, with their proper materials. they also learn proper rehearsal practices from each other. Those do not complete this goal most often do not return to the ensemble the next semester.

### Plan for topic "Students completing MUSIC-162 will be able to Sing in time with the rest of the choir as directed by the conductor.":

**2014/15**

Being a community college, much of the material is often very challenging for the more inexperienced singers in the choir. Still trying to give opportunities to "less experienced" singers in the auditioned ensemble. Trying to select a wider range and scope of music throughout the semester which appeals to a wide variety of people in the ensemble.

### Plan for topic "Students completing MUSIC-162 will be able to Sing the correct pitches as indicated by his/her choral part with accurate intonation."

**2014/15**

This outcome has been increasing over the past few semesters due to the stricter audition guidelines. Enrollment has also declined proportionally. The music department probably needs to reinstate 'lower level" choral ensemble to address students with less choral/vocal experience.

### Plan for topic "Students completing MUSIC-162 will be able to Perform in all the rehearsals and performances of the semester as assigned.":

**2014/15**

75% of the individuals in the choir, this is their only DVC course. For this reason, attendance in rehearsals and performances have become more sporadic. Stricter guidelines and expectations need to be developed for the students.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Year 2011/12</th>
<th>Year 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to sing in time with the rest of the choir as directed by the conductor.</td>
<td>Most students either reach 100% of the SLO, or fail to complete the course. Criteria for judging SLO should be increased to at least 90%.</td>
<td>As enrollment continues to grow, the measurement Criteria will remain the same but assessment methods should become more difficult.</td>
</tr>
<tr>
<td>Students completing the course will be able to sing the correct pitches as indicated by his/her choral part with accurate intonation.</td>
<td>More regularly scheduled testing required. Since the course meets once a week, many people missed part of the testing. More emphasis on grade without creating negative atmosphere around testing.</td>
<td>Individual changes within my grading rubric to create greater standards on pitch and intonation.</td>
</tr>
<tr>
<td>Students completing the course will be able to sing appropriately to the period of the composition.</td>
<td>Since there is a wide variety of ages and experiences in this course, the background knowledge to understand this SLO was difficult. More generic &quot;terms&quot; probably needed in testing students. Study sheet needs to be given at beginning of semester for all &quot;required&quot; terms.</td>
<td>Increased reinforcement of music history and style characteristics each class period. Encourage more listening to &quot;outstanding&quot; performances by in concert or on recordings.</td>
</tr>
<tr>
<td>Students completing the course will be able to adhere to professional level performance and rehearsal practices.</td>
<td>Greater expectations need to be given to students about professional behavior. The amount of absences and tardies has increased. More team building.</td>
<td>Greater emphasize on professional attitude and teamwork within classroom setting.</td>
</tr>
</tbody>
</table>
### 1152. Chamber Singers [MUSIC-166] belonging to Music [MUSIC]

**Plan for topic "Students completing the course will be able to gain an historical perspective of the choral/vocal literature."**: 2017/18

More time needs to be spent on the social, historical aspect of the selection. This is often neglected due to the amount of notes/rhythms/foreign languages that must be covered in the class. More attention is often given to those choral works who are composed by underrepresented populations. There is a more of an attempt to select music of these populations. Also, there is not a formal way to evaluate the students knowledge of the music covered in the course. A fun game or quiz might also help to evaluate this SLO.

**Plan for topic "Students completing MUSIC-166 will be able to Develop sight-singing, ear training, music reading skills for the rehearsal and performance of chamber choral literature."**: 2017/18

Great attention was spent on this SLO over this academic year. The increase was excellent. The increase in ability and confidence to sight sing can also be seen for those individuals who participate in the course for many consecutive semesters. More emphasis on sight singing at the beginning of class as well as when learning literature for performance. More "friendly" competitions between sections/small groups has also helped make this SLO more fun within daily activities of the class.

**Plan for topic "Students completing MUSIC-166 will be able to Demonstrate appropriate interpersonal skills with all members of the ensemble."**: 2017/18

The use of student leadership has greatly improved over the past 3-4 years including the 17-18 academic year. However, there are a few individuals in leadership roles who were a negative influence within their section and the entire course. The leader choices by the instructor should be based on personal qualities over musical abilities. No specific action needed.

**Plan for topic "Students completing MUSIC-166 will be able to Develop sight-singing, ear training, music reading skills for the rehearsal and performance of chamber choral literature."**: 2014/15

Great attention was spent on this SLO for the Fall 14 semester. The increase was remarkable, however SLO #2 and 3 seemed to suffer a little during this semester due to the amount of class time spent on this outcome. I feel more emphasis on #2 and #3 is more important to this course DVC and retainment of singers.

**Plan for topic "Students completing MUSIC-166 will be able to Exhibit appropriate vocal control, blend and balance, intonation with the ensemble."**: 2014/15

The musical aspect of the ensemble has continued to steadily improve over the past few semesters. No further actions needed.

**Plan for topic "Students completing MUSIC-166 will be able to Demonstrate appropriate interpersonal skills with all members of the ensemble."**: 2014/15

Student leadership has continued to improve with section leaders taking attendance and implementing singing exams. Students seem more responsive to being tested by their piers instead of instructor. Although these quizzes are not graded, the preparedness of the students has vastly improved and retention has seemed to increase over the past 6 semesters.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use a basic vocabulary for the study and understanding of vocal performance as it applies to chamber choral music.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued use address vocabulary every rehearsal. Vocabulary terms used often but need more repetition. Terms are often used early and then becomes more relaxed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to critically evaluate various types of choral literature.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>A semester ending final singing exam was used to evaluate for SPR13 semester. Use of final exam, pushed students to learn material more for concert. Students were less reliant on others during the performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to gain an historical perspective of the choral/vocal literature.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral final was very successful in pushing students to learn material.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use a basic vocabulary for the study and understanding of vocal performance as it applies to chamber choral music.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor needs to address vocabulary every rehearsal. Vocabulary terms used often but need more repetition.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to critically evaluate various types of choral literature.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A new rubric needs to be developed to better assess this outcome.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to gain an historical perspective of the choral/vocal literature.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm and/or final must be given each semester for better assessment of goal.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to perform rhythms in a percussion ensemble environment."

It is vital to the quality of music making by any ensemble that all its members are able to accurately read and perform indicated rhythms. As a plan of action, students in need of help will receive focused coaching by the instructor and/or more advanced students. Effective reading and practice methods, along with working with a metronome will be emphasized. The instructor will consult with the Department and local ensemble directors regarding their experience with this issue.

Plan for topic "Students completing this course will be able to collaborate with ensemble members and a conductor to create accurate, appropriate, and expressive performances."

It is vital to the quality of music making by any ensemble that all its members are able to collaborate and thus integrate as an ensemble. As a plan of action, students in need of help will receive focused coaching by the instructor and/or more advanced students. Aural awareness of the rest of the ensemble and reading the conductor's gestures will be emphasized. The instructor will consult with the Department and local ensemble directors regarding their experience with this issue.

Plan for topic "Students completing this course will be able to demonstrate appropriate professional rehearsal and performance practices."

Professional conduct by all members of an ensemble is paramount to an effective rehearsal and an excellent performance. As a plan of action, the instructor will address any problem students individually as to the importance of professional conduct. All the students will be taught to expect professional conduct from their fellow musicians in any ensemble. The instructor will consult with the Department and local ensemble directors regarding their experience with this issue.

Plan for topic "Students completing the course will be able to perform rhythms in a percussion ensemble environment."

Some of the student not meeting the standard need to work on reading skills and/or technique. Individual plans for remediation will be devised.

Plan for topic "Students completing this course will be able to collaborate with ensemble members and a conductor to create accurate, appropriate, and expressive performances."

Some students simply need more experience and this will improve over time.

Plan for topic "Students completing this course will be able to demonstrate appropriate professional rehearsal and performance practices."

It's a good group of students with excellent esprit de corps. The "outliers" will come along just fine.

Plan for topic "Students completing the course will be able to differentiate between "in tune" and "out of tune" pitches (correct intonation) in a percussion ensemble environment."

No action plan required.

Plan for topic "Students completing the course will be able to classify assigned percussion ensemble literature as being related to song or dance."

Course Action Plans  Outcome Assessment History  Page 2004 of 2394
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to appraise the quality of live percussion ensemble performance.&quot;</td>
<td>2012/13</td>
<td></td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to perform rhythms in a percussion ensemble environment.&quot;</td>
<td>2012/13</td>
<td></td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to perform rhythms in a percussion ensemble environment.&quot;</td>
<td>2012/13</td>
<td></td>
</tr>
<tr>
<td>No action plan required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to apply general concepts of vocal production.": 2019/20

This SLO is the main objective for most people taking this course. They are motivated to reach this outcome. No action needed.

Plan for topic "Students completing the course will be able to utilize a basic vocabulary for the discussion of proper tone production, breath control, vocal placement, and song interpretation.": 2019/20

Student have trouble identifying vocabulary to discuss this SLO. The past two semesters, due to Covid, instructors have students write more written critiques of singers. Instructors say this has better help achieve this outcome. Action would be to maintain Canvas critiques when classes resume face-to-face.

Plan for topic "Students completing the course will be able to critically evaluate vocal performances in terms of proper tone production, breath control, vocal placement, and song interpretation.": 2019/20

Although the course is an introduction, there is a wide ability and experience gap in each the sections of this course. Many students will not be able to achieve this outcome during one semester if ever. This outcome should improve with the MUS179, intermediate applied voice class. Criteria for this outcome should be reduced from 80 to 70% for this SLO.

Plan for topic "Students completing the course will be able to apply general concepts of vocal production.": 2016/17

The faculty this is a fairly good outcome for this objective. Many students who might not understand the material who are not invested in the class, seem to drop before the final. Possibly more rigorous objectives could be expected.

Plan for topic "Students completing the course will be able to utilize a basic vocabulary for the discussion of proper tone production, breath control, vocal placement, and song interpretation.": 2016/17

The students were much better at SLO #1 than SLO #2. Faculty have decided to try and use more systematic vocabulary with each of the classes which is repeated throughout the semester and various levels of the class. Assessments for written quizzes were better than oral examples.

Plan for topic "Students completing the course will be able to critically evaluate vocal performances in terms of proper tone production, breath control, vocal placement, and song interpretation.": 2016/17

This was the SLO with the largest discrepancies between sections. Some instructors spend much more time on student feedback while others provided much of the feedback for the course. These sections are often cross listed with intermediate applied voice. The ones with a strong representatives of MUS179, often stimulates more student feedback throughout the course. No action needed.

Plan for topic "Students completing the course will be able to apply general concepts of vocal production.": 2013/14
A standardized test for SLO Topic #1 should be developed across the various sections of the course. Teacher vary greatly on emphasis of material and approach to the course. Generally the ones who do NOT complete this SLO topic, do not complete the course.

Plan for topic "Students completing the course will be able to utilize a basic vocabulary for the discussion of proper tone production, breath control, vocal placement, and song interpretation." 2013/14

Teachers have been trying to use a more "uniform" vocabulary in classes. This seems to help with those who continue with one of the other teachers. However, each faculty continues to emphasize those terms and interpretation which is best for their personal teaching style.

Plan for topic "Students completing the course will be able to critically evaluate vocal performances in terms of proper tone production, breath control, vocal placement, and song interpretation." 2013/14

Goal will be changed for next SLO assessment. Although this is a goal for all teachers, the assessment method for each section has been very poor. The 85% figure represents only data from 2 of the 7 sections for the academic year.

Plan for topic "Students completing the course will be able to critically evaluate vocal performances in terms of proper tone production, breath control, vocal placement, and song interpretation." 2011/12

Plan for topic "Students completing the course will be able to apply general concepts of vocal production." 2011/12

With the wide variety of abilities and experiences of the students before they enroll in the course, percentages vary greatly from semester/semester and instructor to instructor. I still believe the goals for SLO’s are good.

Plan for topic "Students completing the course will be able to critically evaluate vocal performances in terms of proper tone production, breath control, vocal placement, and song interpretation." 2010/11

Plan for topic "Students completing the course will be able to critically evaluate vocal performances in terms of proper tone production, breath control, vocal placement, and song interpretation." 2010/11

Plan for topic "Students completing the course will be able to apply general concepts of vocal production." 2010/11

Plan for topic "Students completing the course will be able to utilize a basic vocabulary for the discussion of proper tone production, breath control, vocal placement, and song interpretation." 2010/11

Plan for topic "Students completing the course will be able to critically evaluate vocal performances in terms of proper tone production, breath control, vocal placement, and song interpretation." 2010/11
Plan for topic "Students completing the course will be able to apply a knowledge and understanding of jazz and popular vocal styles."

2019/20

Since the class was not offered SU19, the number of students in this course is quite low. Those who take MUS171, have usually completed MUS170, often with the same instructor. Therefore, unlike MUS170, individuals understand expectations of the course before registering. No action needed.

Plan for topic "Students completing the course will be able to critically evaluate proper tone production, breath control, vocal placement, and song interpretation": 2019/20

Faculty have utilized more common vocabulary with each of the classes MUS107, 171, 179 which helps to assess the students progress. Students are often better at orally than written communicating concepts. Assessed through written exams, concert reports and in class performance reviews.

Plan for topic "Students completing the course will be able to describe a the form and structure of songs."

2019/20

This SLO is not a high priority for the instructors and does not get the same attention as the first two SLO outcomes. Form and song structure should be tested orally/written as SLO 1 an 2.

Plan for topic "Students completing the course will be able to apply a knowledge and understanding of jazz and popular vocal styles."

2016/17

The faculty this is a fairly good outcome for this objective. Many students who might not understand the material who are not invested in the class, seem to drop before the final. Possibly more rigorous objectives could be expected. This is the same SLO as MUS170.

Plan for topic "Students completing the course will be able to critically evaluate proper tone production, breath control, vocal placement, and song interpretation": 2016/17

The students were much better at SLO #1 than SLO #2. Faculty have decided to try and use more systematic vocabulary with each of the classes which is repeated throughout the semester and various levels of the class. Assessments for written quizzes were better than oral examples. Since students are more familiar popular vocal tone, this outcome is a little greater than MUS170.

Plan for topic "Students completing the course will be able to describe a the form and structure of songs."

2016/17

Some of the sections did not assess this SLO well. Although it was discussed, no written examination was given. In the future, assess SLO #4.

Plan for topic "Students completing the course will be able to apply a knowledge and understanding of jazz and popular vocal styles."

2013/14

Since this course is similar to MUS170, 179, the criteria should be the same for this course. Only the literature study be students in this course in different. Student achieve this goal consistently well. Maybe additional material, examples and could be introduced.

Plan for topic "Students completing the course will be able to critically evaluate proper tone production, breath control, vocal..."
DVC Instructional Course SLO Action Plans

**placement, and song interpretation**: 2013/14

The method needs to be "Verbal evaluation" instead of "Written evaluation." Students achieve this goal very well. However, with the decrease of 7 sections per year, the classes have increased in population which makes assessment more difficult. There is not enough time in the class, to hear everyone's evaluation weekly. Goal is great, assessment method needs work.

**Plan for topic "Students completing the course will be able to describe the form and structure of songs."**: 2013/14

Either SLO needs to be addressed by all teachers or removed from the evaluation process. Since most people focus on "popular" voice and NOT jazz, the idea of form and structure of the song has less importance. 2 of the 3 teachers of this course do not systematically address this SLO. For that reason, the analysis numbers are very low.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to play in time with rest of the ensemble.": 2019/20

This cohort was more highly skilled than usual. Individual attention was rarely needed. Traditional rehearsal techniques and procedures includes evaluation of student performance and addressing student learning. The students responded well to rehearsal. As a result, more challenging literature was studied. A more formalized method of evaluation did not seem necessary but will be reserved for other cohorts who may not be so skilled and may benefit from it. Literature appropriate to cohort skill level will be always be chosen.

Plan for topic "Students completing MUSIC-176 will be able to Perform his/her part with accurate intonation.": 2019/20

This cohort was more highly skilled than usual. Individual attention was rarely needed. Traditional rehearsal techniques and procedures includes evaluation of student performance and addressing student learning. The students responded well to rehearsal. As a result, more challenging literature was studied. A more formalized method of evaluation did not seem necessary but will be reserved for other cohorts who may not be so skilled and may benefit from it. Literature appropriate to cohort skill level will be always be chosen.

Plan for topic "Students completing this course will be able to play appropriately to the period of the composition." : 2019/20

This cohort was more highly skilled than usual. Aspects of period appropriate performance were easily learned and demonstrated by the students without extensive coaching during rehearsal. Extensive coaching will be reserved for other cohorts who may not be so skilled and would benefit from it.

Plan for topic "Students completing MUSIC-176 will be able to Perform his/her part with accurate intonation.": 2016/17

Intonation is commonly an issue with this level of student musician. More individual assistance will be offered to students in need of help during the first hour of class. A more formalized method of evaluation will be devised and implemented.

Plan for topic "Students completing this course will be able to play in time with rest of the ensemble." : 2013/14

Do action needed.
<table>
<thead>
<tr>
<th>No action needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing MUSIC-176 will be able to Collaborate with ensemble members to create accurate, appropriate, and expressive performances.&quot;</strong>: 2013/14</td>
</tr>
<tr>
<td>No action needed.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing this course will be able to apply intermediate concepts of vocal production." : 2017/18

Action is not much different than last plan in 14/15. Since this is a continuation of MUS170, Beginning Applied Voice, the individuals who continue in the sequence have a good understanding of vocal concepts. No further action needed.

Plan for topic "Students completing this course will be able to utilize an intermediate vocabulary for the discussion of proper tone production, breath control, vocal placement, and song interpretation." : 2017/18

Maybe increase the amount of vocabulary for each course. There is a wide variance in vocabulary used by each individual teacher. No action needed.

Plan for topic "Students completing this course will be able to critically evaluate vocal performances in terms of proper tone production, breath control, vocal placement, and song interpretation." : 2017/18

This past cycle, Pricco and Emigh's classes focused heavily on these issues. In the one week summer class by Peppo, the focus was mainly on song interpretation. Terms in this SLO (tone production, breath control, vocal placement, and song interpretation), could be broken down into multiple SLOs.

Plan for topic "Students completing this course will be able to apply intermediate concepts of vocal production." : 2014/15

Most of the students easily reach this goals. Those who did not reach the goals for MUS170 course seem to have difficulty when taking the next level. For a more accurate assessment, each level of voice should be able to be taken more than one time. Rubrics and assessments need to be rethought due to repeatability and families. The families have created a wider range of abilities in each class. Students used to take course multiple times until they achieved desired outcomes.

Plan for topic "Students completing this course will be able to utilize an intermediate vocabulary for the discussion of proper tone production, breath control, vocal placement, and song interpretation." : 2014/15

Vocabulary is easier than production for each student. Those who did not achieve this level should have remaining in the MUS170 course. Various instructors have different terms. Students who take one teacher for MUS170 and then switch to another instructor often have a disadvantage with this outcome.

Plan for topic "Students completing this course will be able to critically evaluate vocal performances in terms of proper tone production, breath control, vocal placement, and song interpretation." : 2014/15

This outcome is the same as the MUS170 course. Although it is an important emphasis in some instructors classes, other do not test for it. Faculty are trying to develop, written peer critiques for all students in all sections of MUS170, 171 and 179.
Plan for topic "Students completing the course will be able to sing his/her part with accurate intonation, rhythm, dynamics, phrasing and tone-color": 2017/18

Most people taking this course are "life long learners" with a great deal of experience singing choral music. This is the reason for the high success rate for each student. This SLO should be divided into two. Many individuals accomplish their part with proper intonation and rhythm, but their phrasing and tone color is not appropriate.

Plan for topic "Students completing the course will be able to sing his/her part with respect to his/her section and the ensemble": 2017/18

This was a great year with many great students who worked well with others in their sections. This often changes and is largely based on the individual personalities within the ensemble that semester. The change of choral formations, and increased social importance within the ensemble, has great helped this outcome. However, the result is an estimate and the difficult to quantify.

Plan for topic "Students completing the course will be able to contribute as an effective member to the organizational operation of a community chorus": 2017/18

There was great contribution of these members in the leadership of the chorus. Most people are willing to bring snacks, help pass out music, collect music, run sections, donate scholarships, set-up/tear down room or performance hall, etc. This seems for the students to take more ownership in the ensemble and build a better community feeling. I should track of individuals and their contributions each semester.

Plan for topic "Students completing MUSIC-180 will be able to Sing his/her part with accurate intonation, rhythm, dynamics, phrasing and tone-color according to the written music and the direction of the conductor.": 2014/15

No action needed. Most of these students are "life long learners" who have had a great deal of experience singing in choral ensembles.

Plan for topic "Students completing MUSIC-180 will be able to Sing his/her part with respect to his/her section and the ensemble.": 2014/15

No action needed. Most of these students are "life long learners" who have had a great deal of experience singing in choral ensembles.

Plan for topic "Students completing MUSIC-180 will be able to Contribute as an effective leader to the organizational operation of a community chorus.": 2014/15

Similar to MUS162, I will create section leaders and regular singing exams/sectionals led by the students in the ensemble. I will also give some of the "life long learning" students, a more active role in music selection, recruiting, programs, posters and the basic operation of the choral ensemble.

Plan for topic "Students completing the course will be able to sing his/her part with accurate intonation, rhythm, dynamics, phrasing and tone-color": 2013/14

Since the sample size is so small, most students either reach 100% of the SLO, or fail to complete the course. Criteria for judging SLO was increased but still difficult to assess.
due to the size and nature of the class. Most people taking this course are "life long learners" with a great deal of experience singing choral music. This is the reason for the high success rate for each student.

Plan for topic "Students completing the course will be able to sings his/her part with respect to his/her section and the ensemble":
2013/14

Criteria for judging SLO was also increased. Although 100% achieved SLO #1, one person did not sing the concert/final performance so could not successfully reach SLO #2. Grade was negatively affected.

Plan for topic "Students completing the course will be able to contribute as an effective member to the organizational operation of a community chorus": 2013/14

Class is very diverse (age), creating a strong "committee" in the class/vocal section is difficult. Team building exercises are being introduced to address this issue and help with retention and recruiting for the class. Like in other SLO outcomes, those can not complete the desired outcome, often drop the course.

Plan for topic "Students completing the course will be able to sing his/her part with accurate intonation, rhythm, dynamics, phrasing and tone-color": 2012/13

Since the sample size is so small, most students either reach 100% of the SLO, or fail to complete the course. Criteria for judging SLO should be increased to at least 90%.

Plan for topic "Students completing the course will be able to sings his/her part with respect to his/her section and the ensemble": 2012/13

Since the sample size is so small, most students either reach 100% of the SLO, or fail to complete the course. Criteria for judging SLO should be increased to at least 90%.

Plan for topic "Students completing the course will be able to contribute as an effective member to the organizational operation of a community chorus": 2012/13

Since the makeup of the class is so diverse, there are often many personality conflicts within the section or ensemble. Result seems to be more a reflection of student personality than instruction.
DVC Instructional Course SLO Action Plans

1159. Topics in Music [MUSIC-190] belonging to Music [MUSIC]
Plan for topic "Students completing 190MU will be able to employ rhythm, melody, harmony, and simple formal structures to develop a composition from concept to finished product.": 2016/17
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing 190MU will be able to create a portfolio of original compositions for various ensembles/media and present them publicly.": 2016/17
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing 190MU will be able to engrave music using music notation software.": 2016/17
This assessment affirms the existing curriculum and validates our current instructional practices.
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
<th>Page 2016 of 2394</th>
</tr>
</thead>
</table>

**1160. Rock Theory and Improvisation II [MUSIC-208] belonging to Music [MUSIC]**

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to describe the six diatonic rock chord progressions.&quot;: 2018/19</th>
</tr>
</thead>
</table>

Students need to continue to practice and work in ensembles to develop knowledge of diatonic rock chord progressions.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to improvise an intermediate level solo over any of the six diatonic rock chord progressions.&quot;: 2018/19</th>
</tr>
</thead>
</table>

No action plan is needed.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to compare and contrast the styles of individual Rock, Country, Soul, Funk, R&amp;B and Blues artists.&quot;:: 2018/19</th>
</tr>
</thead>
</table>

No action plan is needed.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to describe the six diatonic rock chord progressions.&quot;: 2015/16</th>
</tr>
</thead>
</table>

This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to improvise an intermediate level solo over any of the six diatonic rock chord progressions.&quot;: 2015/16</th>
</tr>
</thead>
</table>

This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to compare and contrast the styles of individual Rock, Country, Soul, Funk, R&amp;B and Blues artists.&quot;:: 2015/16</th>
</tr>
</thead>
</table>

This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.
### 1161. Live Music Production and Stagecraft II [MUSIC-209] belonging to Music [MUSIC]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to supervise a proper and safe load-in and load-out.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>No action plan was needed.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to devise and portray an entertaining performance persona.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>No action plan is needed.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to employ professional level blocking, acting, dancing and special effects.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>No action is needed.</td>
<td></td>
</tr>
</tbody>
</table>

This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to supervise a proper and safe load-in and load-out.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to devise and portray an entertaining performance persona.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to employ professional level blocking, acting, dancing and special effects.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>This course is not schedule to be taught in the current academic year. The music department will access the course the next time it is offered.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to demonstrate increased clarity of expression on the written page."

Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing this course will be able to employ rhythm, melody, harmony, and advanced structures to develop a composition from concept to finished product."

This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing this course will be able to demonstrate professionalism in writing for established deadlines."

Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to in the world of composition.
Plan for topic "Students completing this course will be able to take rhythmic dictation, harmonic dictation that employs tonicization, and 3-part melodic dictation that employ a diatonic modulation.": 2018/19

Proficiency in singing melodies (in functional solfege) and rhythms and keyboard performance of chord progressions compliments taking dictation of the same. As a plan of action, more time will be spent vocalizing appropriately leveled rhythms and chromatic melodies, and playing chord progressions that change key. Dictation will then be given of the same material. This issue and plan of action will be discussed at the next Music Association of California Community Colleges conference at a focused panel discussion. The instructor will share findings with Department.

Plan for topic "Students completing this course will be able to utilize applied V7 (and inversions) and applied viio7 (and inversions) to complete a chord progression that tonicizes a series of diatonic harmonies. A standard rubric was used to evaluate student answers.": 2018/19

Meticulous attention to detail is required in order to form properly functioning tonicizations and modulations. As a plan of action, more time will be spent reviewing and carefully calculating applied V7 and viio7 and their proper resolutions. This issue and plan of action will be discussed at the next Music Association of California Community Colleges conference at a focused panel discussion. The instructor will share findings with Department.

Plan for topic "Students completing this course will be able to sing a given melody while playing a chord progression at the piano which together, using applied V7 (and inversions)) tonicize a series of diatonic harmonies.": 2018/19

Singing a chromatic melody while accompanying one's self at the keyboard is one of the most effective means of learning a harmonic concept. As a plan of action, proven practice strategies for these exercises will be explained and repeatedly demonstrated with each new exercise in order to encourage effective and adequate practice. This issue and plan of action will be discussed at the next Music Association of California Community Colleges conference at a focused panel discussion. The instructor will share findings with Department.

Plan for topic "Students completing this course will be able to realize figured bass lines that indicate the use of 5/3, 6/3, 6/4 techniques, sequences, melodic and rhythmic figuration, leading-tone 7th chords, mixture, diatonic applied dominants, and diatonic modulation.": 2015/16

The method of explanation of a concept (lecture), followed by the immediate application of the concept in a collaborative learning environment has proven successful for most students. A number of students however, do not benefit as much as others due to their lack of participation. Such participation needs to be better enforced via the firmer establishment of a culture of "taking turns at the white board."

Plan for topic "Students completing this course will be able to harmonize melodies utilizing 5/3, 6/3, 6/4 techniques, sequences, melodic and rhythmic figuration, leading-tone 7th chords, mixture, diatonic applied dominants, and diatonic modulation.": 2015/16

The method of explanation of a concept (lecture), followed by the immediate application of the concept in a collaborative learning environment has proven successful for most...
A number of students however, do not benefit as much as others due to their lack of participation. Such participation needs to be better enforced via the firmer establishment of a culture of "taking turns at the white board."

Plan for topic "Students completing this course will be able to compose music that employs larger musical forms such as sonata allegro form /3, 6/3, 6/4 techniques, sequences, melodic and rhythmic figuration, leading-tone 7th chords, mixture, diatonic applied dominants, and diatonic modulation. [ NA ] never": 2015/16

This final composition project is a culminating exercise. It applies all the concepts the students have learned throughout the semester. Due to its complexity, there is a need for even clearer and concise directions for the project.

Plan for topic "Students completing the course will be able to demonstrate musicianship skills including sight singing, rhythm reading, aural recognition, dictation, and keyboard realization using materials that include simple modulations and basic chromatic material.": 2012/13

None needed.

Plan for topic "Students completing the course will be able to utilize the principles of diatonic sequences, modulation, and basic chromatic harmony.": 2011/12

None needed.

Plan for topic "Students completing the course will be able to conduct harmonic analyses of musical examples with modulation and limited chromaticism.": 2011/12

None needed.
Plan for topic "Students completing the course will be able to utilize the principles of advanced chromatic harmony and the various 20th Century harmonic practices": 2017/18

This assessment shows a marked improvement over the last assessment. I decided that an increased amount of slower paced in-depth discussion of concepts being studied would be more effective for increasing student learning than merely recording daily homework as being done. This strategy has proved successful. To build upon this success and to demonstrate relevance of the concepts being studied, I plan to increase the amount of harmonic analysis of applicable examples from the literature.

Plan for topic "Students completing the course will be able to demonstrate musicianship skills including sight singing, rhythm reading, aural recognition, dictation, and keyboard realization using highly chromatic and 20th Century material.": 2017/18

For this year, new examination materials were used. I found some of them to be too difficult. Beginning Sp19, I will return to the original examination materials in order to achieve a fairer, more accurate assessment of musicianship skills. A number of students simply did not prepare for the exam. I will also release exam materials 2 weeks instead of just 1 week before the exam to encourage better preparation.

Plan for topic "Students completing this course will be able to compose music that exercises the principles of chromatic harmony and the various 20th Century harmonic practices, and employs larger musical structures such as theme and variation.,": 2017/18

This is the first time this assessment topic has been used. The final composition project is an extensive, demanding, semester long project, for which students are required to receive much supervision from the instructor. It facilitates individual assessment of and attention to the application of concepts learned. In future semesters, instead of just one final grade for the project, I plan to grade individual sections of the project at incremental due dates throughout the semester in order to encourage a more even, balanced workflow.

Plan for topic "Students completing the course will be able to utilize the principles of advanced chromatic harmony and the various 20th Century harmonic practices": 2014/15

The result for this assessment meets the criteria for success, but is lower than the last assessment (Spring 2012). Bi-weekly take-home quizzes which address this SLO have always been collected and graded. However, daily written homework which addresses this SLO is not collected nor recorded as being done. Instead, homework solutions are discussed extensively during class. Daily homework will now be collected and recorded as being done for credit to encourage more students to actually do the homework. Extensive discussion of homework solutions will continue.

Plan for topic "Students completing the course will be able to conduct harmonic analyses of highly chromatic and 20th Century musical examples.": 2014/15

The result for this assessment meets the criteria for success, but is lower than the last assessment (Spring 2012). Bi-weekly take-home quizzes which address this SLO have always been collected and graded. However, daily written homework which addresses this SLO is not collected nor recorded as being done. Instead, homework solutions are
discussed extensively during class. Daily homework will now be collected and recorded as being done for credit to encourage more students to actually do the homework. Extensive discussion of homework solutions will continue.

Plan for topic "Students completing the course will be able to demonstrate musicianship skills including sight singing, rhythm reading, aural recognition, dictation, and keyboard realization using highly chromatic and 20th Century material.": 2014/15

The result for this assessment meets the criteria for success, and is much higher than the last assessment (Spring 2012). Since the last assessment, I have given more attention to the musicianship aspects of the class, which has apparently paid off. I will continue the current level of attention, and hone the selection of exercises to create a most effective musicianship curriculum.

Plan for topic "Students completing the course will be able to utilize the principles of advanced chromatic harmony and the various 20th Century harmonic practices": 2011/12

None needed.

Plan for topic "Students completing the course will be able to conduct harmonic analyses of highly chromatic and 20th Century musical examples.": 2011/12

None needed.

Plan for topic "Students completing the course will be able to demonstrate musicianship skills including sight singing, rhythm reading, aural recognition, dictation, and keyboard realization using highly chromatic and 20th Century material.": 2011/12

None needed.
1165. Night Jazz Band [MUSIC-236] belonging to Music [MUSIC]

Plan for topic "Students completing the course will be able to improvise an effective solo in an appropriate style."": 2017/18

This course will be assessed the next time it is offered.

Plan for topic "Students completing the course will be able to improvise an effective solo in an appropriate style."": 2014/15

Continued encouragement for improvisational improvement via active listening to jazz masters on recordings and at live concerts.

Encourage students to enroll in Jazz Theory and Improvisation courses

Guest artists that give in-class demonstrations and perform with the students are very inspiring.

Plan for topic "Students completing the course will be able to perform part from Hip-Hop, odd-meter, Fast Swing or other Big Band jazz charts with professional level musicianship."": 2014/15

Expecting professional level musicianship from a community college jazz ensemble is a fallacy, and thus the course description and SLOs have been modified in the most recent Course Revision for this class. Choosing slightly easier music will lead to better musical results. There is a problem with recruitment, especially in the areas of brass players right now. This may stem from MDUSD's deletion of beginner band programs, which has led to a significant drop in number and quality of student instrumentalists in our immediate service area. Additional recruiting efforts are needed.

Plan for topic "Students completing the course will be able to sight read at an advanced level appropriate for performing professional big band music."": 2014/15

Professional level expectations are inappropriate. High school and/or collegiate level music is better suited for this ensemble. There are a number of local jazz educators that could be brought in for sight reading clinics and this will be scheduled for the SP16 semester. Continued sight reading is crucial for success in this area as it is a skill that can and should be developed.

Plan for topic "Students completing the course will be able to improvise an effective solo in an appropriate style."": 2010/11

continued encouragement for striving for improvisational improvement

Plan for topic "Students completing the course will be able to perform part from Hip-Hop, odd-meter, Fast Swing or other Big Band jazz charts with professional level musicianship."": 2010/11

continued emphasis on a variety of jazz styles for increased ability to play them professionally

Plan for topic "Students completing the course will be able to sight read at an advanced level appropriate for performing professional big band music."": 2010/11

continue emphasis on sight reading for continued improvement
### 1166. Symphonic Band [MUSIC-240] belonging to Music [MUSIC]

#### Plan for topic "Students completing the course will be able to play in time with their section and the symphonic band as directed by the conductor": 2018/19

It is vital to the quality of music making by any ensemble that all its members are able to play in time. As a plan of action, students will be asked to practice well with a metronome, specific sections of the music that are to be rehearsed at a given rehearsal, to rehearse as an ensemble with a self-provided beat (i.e., without a conductor), and to rehearse passages of the music as an ensemble at a variety of tempi. The instructor will consult with the Department and local ensemble directors regarding their experience with this issue.

#### Plan for topic "Students completing this course will be able to play correct pitches as indicated with accurate intonation.": 2018/19

It is vital to the quality of music making by any ensemble that all its members are able to play the correct pitches, and in tune. As a plan of action, instructors will place a greater emphasis upon harmonic awareness and spend more time tuning passages. Fast, chromatic passages will be practiced very slowly so that students have a chance to find their pitches and realize how they fit into the harmony. The instructor will consult with the Department and local ensemble directors regarding their experience with this issue.

#### Plan for topic "Students completing this course will be able to adhere to professional level symphonic band performance and rehearsal standards of conduct.": 2018/19

Professional conduct by all members of an ensemble is paramount to an effective rehearsal and an excellent performance. As a plan of action, the instructor will address any problem students individually as to the importance of professional conduct. All the students will be taught to expect professional conduct from their fellow musicians in any ensemble. The instructor will consult with the Department and local ensemble directors regarding their experience with this issue.

#### Plan for topic "Students completing the course will be able to play in time with their section and the symphonic band as directed by the conductor": 2015/16

Not all students were able to play with 100% rhythmic accuracy in more complex rhythmic structures. In simpler rhythmic situations, nearly 100% of students were able to play in time. By assigning enough complex music to challenge the skills of the weaker players without overwhelming them, their deficiencies can be improved over time.

#### Plan for topic "Students completing this course will be able to play correct pitches as indicated with accurate intonation.": 2015/16

For developing students, accurate intonation is still evolving. As they mature, these skills should improve on an individual basis; as a group, the ability to play in tune also varies with the skill level of new players, who must then be brought up to standard of the group if they are not already there.

#### Plan for topic "Students completing this course will be able to adhere to professional level symphonic band performance and rehearsal standards of conduct.": 2015/16

New guidelines and procedures will be developed that address the different circumstances of the undergraduate students and the community members. Expectations,
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Title</th>
<th>2012/13</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to differentiate between &quot;in tune&quot; and &quot;out of tune&quot; pitches (correct intonation) in a symphonic band environment.&quot;</strong>:</td>
<td>No action plan required.</td>
<td>No action planned.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to classify assigned symphonic band literature as being related to song or dance.&quot;</strong>:</td>
<td>2012/13</td>
<td>2010/11</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to appraise the quality of live symphonic band performance.&quot;</strong>:</td>
<td>No action plan required.</td>
<td>No action planned.</td>
</tr>
<tr>
<td><strong>Plan for topic “Students completing the course will be able to play in time with their section and the symphonic band as directed by the conductor”</strong>:</td>
<td>2012/13</td>
<td>2010/11</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to differentiate between &quot;in tune&quot; and &quot;out of tune&quot; pitches (correct intonation) in a symphonic band environment.&quot;</strong>:</td>
<td>No action plan required.</td>
<td>No action planned.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to classify assigned symphonic band literature as being related to song or dance.&quot;</strong>:</td>
<td>2010/11</td>
<td>2010/11</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to appraise the quality of live symphonic band performance.&quot;</strong>:</td>
<td>No action planned.</td>
<td>No action planned.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to play in time with their section and the symphonic band as directed by the conductor&quot;</strong>:</td>
<td>2010/11</td>
<td>No action planned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to discuss a historical perspective concerning the development of prominent keyboard instruments and their relationship to keyboard literature.&quot;</td>
<td></td>
</tr>
<tr>
<td>Current assessment method will continue being used. Students should be required to mark phrases on their scores prior to instructor feedback in order to demonstrate their ability to successfully indicate Baroque and Classical phrasing.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing MUSIC-250 will be able to Demonstrate Baroque and Classical phrasing through in-class performances.&quot;</td>
<td>2016/17</td>
</tr>
<tr>
<td>Current assessment method will continue being used. Students should be required to mark phrases on their scores prior to instructor feedback in order to demonstrate their ability to successfully indicate Baroque and Classical phrasing.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to utilize basic vocabulary for the study and understanding of period- and composer-specific technique in Baroque, Classical, Romantic, Impressionistic, and Contemporary periods.&quot;</td>
<td>2016/17</td>
</tr>
<tr>
<td>Current assessment method will continue being used. Students should be encouraged to use vocabulary terms during class discussion and when giving objective feedback to students who perform.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing MUSIC-250 will be able to Demonstrate Baroque and Classical phrasing through in-class performances.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>Instructor will continue utilizing the current assessment method.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to play the piano in a physically relaxed manner.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>Future assessments will utilize intermediate works that allow greater attention to playing in a physically relaxed manner.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing MUSIC-250 will be able to Demonstrate Baroque and Classical phrasing through in-class performances.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>Instructor will continue utilizing the current assessment method.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to discuss a historical perspective concerning the development of prominent keyboard instruments and their relationship to keyboard literature.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>Instructor will continue utilizing the current assessment method.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to utilize a basic vocabulary for the study and understanding of period- and composer-specific technique in Baroque, Classical, Romantic, Impressionistic, and Contemporary periods.&quot;</td>
<td>2013/14</td>
</tr>
<tr>
<td>A single comprehensive test measuring period-specific vocabulary will be preceded with two preparatory tests, one emphasizing Baroque, Classical and Romantic Periods vocabulary and the other emphasizing Impressionistic and Contemporary Periods vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to play the piano in a physically relaxed manner.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to discuss a historical perspective concerning the development of prominent keyboard instruments and their relationship to keyboard literature.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>&quot;Students completing MUSIC-250 will be able to Demonstrate Baroque and Classical phrasing through in-class performances.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to utilize a basic vocabulary for the study and understanding of period- and composer-specific technique in Baroque, Classical, Romantic, Impressionistic, and Contemporary periods.&quot;</td>
<td>2012/13</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to play the piano in a physically relaxed manner.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to discuss a historical perspective concerning the development of prominent keyboard instruments and their relationship to keyboard literature.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing MUSIC-250 will be able to Demonstrate Baroque and Classical phrasing through in-class performances.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to utilize a basic vocabulary for the study and understanding of period- and composer-specific technique in Baroque, Classical, Romantic, Impressionistic, and Contemporary periods.&quot;</td>
<td>2010/11</td>
</tr>
<tr>
<td>Course Action Plans</td>
<td>Outcome Assessment History</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing this course will be able to utilize a basic vocabulary&quot;: 2016/17</strong></td>
<td></td>
</tr>
<tr>
<td>Current assessment method is adequate and will continue being used. Students should be encouraged to use vocabulary terms during class discussions and objective performance assessments.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing this course will be able to demonstrate an advanced understanding of the relationship between breathing and musical phrasing through learning and performing three period-specific works&quot;: 2016/17</strong></td>
<td></td>
</tr>
<tr>
<td>Current assessment method is adequate and will continue being used. Students should be encouraged to sing and mark their musical scores in order to demonstrate an understanding of the relationship between breath and phrasing.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing this course will be able to critically evaluate various types of composition and performance practices of the 19th, 20th and 21st Centuries&quot;: 2016/17</strong></td>
<td></td>
</tr>
<tr>
<td>Current assessment method will continue being used. Additional quiz will incorporate questions testing students’ understanding of performance practices.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing this course will be able to utilize a basic vocabulary&quot;: 2014/15</strong></td>
<td></td>
</tr>
<tr>
<td>Additional vocabulary will be introduced and students will be expected to identify these with regard to musical scores from music periods, and study guides will be provided earlier in the semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing this course will be able to demonstrate an advanced understanding of the relationship between breathing and musical phrasing through learning and performing three period-specific works&quot;: 2014/15</strong></td>
<td></td>
</tr>
<tr>
<td>Although no action plan is indicated the students will benefit from being assigned more challenging works for the next assessment.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing this course will be able to critically evaluate various types of composition and performance practices of the 19th, 20th and 21st Centuries&quot;: 2014/15</strong></td>
<td></td>
</tr>
<tr>
<td>Although no action plan is indicated since 80% of the students met the goal of the rubric it is important that more time be spent analyzing period-specific works and using more teacher demonstration of these so that students will be better prepared to identify differences and similarities.</td>
<td></td>
</tr>
</tbody>
</table>
1169. Piano Ensemble [MUSIC-252] belonging to Music [MUSIC]

Plan for topic "Students completing the course will be able to utilize a basic vocabulary for the study, understanding, and interpretation of ensemble playing.": 2016/17

Current assessment method is adequate and will continue being used. Students should be encouraged to use vocabulary terms during class discussions and objective performance assessments.

Plan for topic "Students completing the course will be able to utilize skills in piano technique." : 2016/17

Current assessment method will continue being used.

Plan for topic "Students completing the course will be able to discuss a historical perspective of the mechanical development of the piano with regard to phrasing in chamber music." : 2016/17

Current assessment method is adequate and will continue being used.

Plan for topic "Students completing MUSIC-252 will be able to Utilize skills in musical preparation, technique, interpretation, and performance." : 2016/17

Current assessment method is adequate and will continue being used.

Plan for topic "Students completing the course will be able to utilize a basic vocabulary for the study, understanding, and interpretation of ensemble playing." : 2013/14

Instructor will continue utilizing the current assessment method and will add additional vocabulary concerned with multiple player ensemble work.

Plan for topic "Students completing the course will be able to utilize skills in piano technique." : 2013/14

Instructor will continue utilizing the current assessment method and will add one additional ensemble performance to the next assessment.

Plan for topic "Students completing MUSIC-252 will be able to Utilize skills in musical preparation, technique, interpretation, and performance." : 2013/14

Instructor will continue utilizing the current assessment method.

Plan for topic "Students completing the course will be able to discuss a historical perspective of the mechanical development of the piano with regard to phrasing in chamber music." : 2013/14

Instructor will continue utilizing the current assessment method.

Plan for topic "Students completing the course will be able to utilize a basic vocabulary for the study, understanding, and interpretation of ensemble playing." : 2012/13

No plan needed.

Plan for topic "Students completing the course will be able to utilize skills in piano technique." : 2012/13
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing MUSIC-252 will be able to Utilize skills in musical preparation, technique, interpretation, and performance.&quot;</td>
<td>No plan required.</td>
<td>2012/13</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to discuss a historical perspective of the mechanical development of the piano with regard to phrasing in chamber music.&quot;</td>
<td>No plan required.</td>
<td>2012/13</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to utilize skills in piano technique.&quot;</td>
<td>No action plan necessary at this time.</td>
<td>2011/12</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to discuss a historical perspective of the mechanical development of the piano with regard to phrasing in chamber music.&quot;</td>
<td>I will assign an additional outside reading assignment.</td>
<td>2011/12</td>
</tr>
<tr>
<td>&quot;Students completing MUSIC-252 will be able to Utilize skills in musical preparation, technique, interpretation, and performance.&quot;</td>
<td>I will assign an additional outside reading assignment.</td>
<td>2011/12</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to utilize a basic vocabulary for the study, understanding, and interpretation of ensemble playing.&quot;</td>
<td>No action plan necessary at this time.</td>
<td>2010/11</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**1170. Piano Repertoire Master Class [MUSIC-255] belonging to Music [MUSIC]**

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to interpret and play classical piano music in the specific performance practice rules of the 18th through 20th centuries.&quot;</td>
<td>Adequate and will continue being used. Students will be encouraged to spend more time analyzing and interpreting their music through identifying Period-specific indicators.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to define and interpret basic music vocabulary used to describe dynamics, articulation, ornamentation, touch, pedaling, and tempo.&quot;</td>
<td>Adequate and will continue being used. Students should be encouraged to use vocabulary terms during class discussions and objective performance assessments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to compare and contrast musical forms from the repertory of different historical periods.&quot;</td>
<td>Adequate and will continue being used. Students will be encouraged to visit the music department library to survey musical forms from the classical repertory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to interpret and play classical piano music in the specific performance practice rules of the 18th through 20th centuries.&quot;</td>
<td>Because 100% of students showed mastery in two performances, the instructor will add an additional performance of a third stylistic period to the next assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to define and interpret basic music vocabulary used to describe dynamics, articulation, ornamentation, touch, pedaling, and tempo.&quot;</td>
<td>Instructor will continue utilizing the current assessment method and will add additional vocabulary terms regarding ornamentation the next assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to interpret and play classical piano music in the specific performance practice rules of the 18th through 20th centuries.&quot;</td>
<td>No plan needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to define and interpret basic music vocabulary used to describe dynamics, articulation, ornamentation, touch, pedaling, and tempo.&quot;</td>
<td>No plan needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to demonstrate ability to count aloud and play 10 advanced rhythm exercises using dotted sixteenth, eighth, and quarter notes and rests.&quot;</td>
<td>No plan needed.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to interpret and play classical piano music in the specific performance practice rules of the 18th through 20th centuries.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No plan necessary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to define and interpret basic music vocabulary used to describe dynamics, articulation, ornamentation, touch, pedaling, and tempo.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No plan necessary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate ability to count aloud and play 10 advanced rhythm exercises using dotted sixteenth, eighth, and quarter notes and rests.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No plan necessary.</td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to diagnose and correct technical problems.": 2016/17

This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.

Plan for topic "Students completing the course will be able to critically evaluate and expand use of teaching materials and performance repertoire currently available.": 2016/17

This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.

Plan for topic "Students completing the course will be able to discuss necessary skills for working with diverse student populations and colleagues.": 2016/17

This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.

Plan for topic "Students completing MUSIC-256 will be able to Demonstrate knowledge of traditional and contemporary pedagogical concepts, ideas, and skills.": 2016/17

This course is not scheduled to be taught in the current academic year. The music department will access the course the next time it is offered.

Plan for topic "Students completing the course will be able to diagnose and correct technical problems.": 2013/14

Instructor will continue utilizing the current assessment.

Plan for topic "Students completing the course will be able to critically evaluate and expand use of teaching materials and performance repertoire currently available.": 2013/14

Instructor will continue utilizing the current assessment.

Plan for topic "Students completing the course will be able to discuss necessary skills for working with diverse student populations and colleagues.": 2013/14

Instructor will continue utilizing the current assessment.

Plan for topic "Students completing MUSIC-256 will be able to Demonstrate knowledge of traditional and contemporary pedagogical concepts, ideas, and skills.": 2013/14

Instructor will continue utilizing the current assessment.

Plan for topic "Students completing the course will be able to diagnose and correct technical problems.": 2010/11

No action plan is necessary at this time.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to critically evaluate and expand use of teaching materials and performance repertoire currently available.</td>
<td>2010/11 No action plan necessary.</td>
</tr>
<tr>
<td>Students completing the course will be able to discuss necessary skills for working with diverse student populations and colleagues.</td>
<td>2010/11 No action plan necessary at this time.</td>
</tr>
<tr>
<td>Students completing MUSIC-256 will be able to Demonstrate knowledge of traditional and contemporary pedagogical concepts, ideas, and skills.</td>
<td>2010/11 No action plan necessary at this time.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to play in tune with the rest of their section and the orchestra as a whole.": 2018/19

It is vital to the quality of music making by any ensemble that all its members are able to play the correct pitches, and in tune. As a plan of action, instructor will place a greater emphasis upon harmonic awareness and spend more time tuning passages. Fast, chromatic passages will be practiced very slowly so that students have a chance to find their pitches and realize how they fit into the harmony. The instructor will consult with the Department and local ensemble directors regarding their experience with this issue.

Plan for topic "Students completing this course will be able to contribute to a productive rehearsal by adhering to professional level orchestral rehearsal standards of behavior, engagement, and etiquette.": 2018/19

Professional conduct by all members of an ensemble is paramount to an effective rehearsal. As a plan of action, the instructor will make professional conduct mandatory for the class, as it should be for any college music performance class. The instructor has too often been lenient with those lax with this standard of conduct, and will now insist upon this standard from each and every student in the class. Students will be taught to expect professional conduct from their classmates as well. The instructor will consult with the Department and local ensemble directors regarding their experience with this issue.

Plan for topic "Students completing this course will be able to contribute to successful performances by participating in all assigned rehearsals.": 2018/19

Full participation by all members of an ensemble is paramount to an effective rehearsal. Too often, students place other classes or activities ahead of participation in this class. As a plan of action, the instructor will make very clear the importance of full participation. The instructor has too often been lenient with those with frequent unexcused absences, and will now devise and enforce grading consequences for lack of participation. The instructor will consult with the Department and local ensemble directors regarding their experience with this issue.

Plan for topic "Students completing the course will be able to play the correct pitches as indicated by his/her orchestral part with accurate intonation." 2015/16

Intonation is always an issue with this level of orchestra. Making students aware of who is doubling their part helps. Students need to be made more aware of the harmonic context of their individual part.

Plan for topic "Students completing this course will be able to demonstrate an awareness of ensemble within the orchestra and section thereof." 2015/16

Having different sections play their part of a chosen passage effectively brings awareness of what each section is playing during that passage. A number of students however still focus only on their part. Assigned listening to recordings of literature being rehearsed will help all students increase their awareness the musical context of their part.

Plan for topic "Students completing this course will be able to adhere to professional level performance and rehearsal practices."
Community Education members of the orchestra tend to well demonstrate professional level performance and rehearsal practices to regular student members. A more effective and convenient record keeping system needs to be devised and implemented to keep all students more accountable for their professionalism.

Plan for topic "Students completing the course will be able to play in time with rest of the orchestra as directed by the conductor."

<table>
<thead>
<tr>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase criteria to 80% of the students will achieve a grade of at least &quot;B&quot;? based traditional orchestral performance standards.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to play the correct pitches as indicated by his/her orchestral part with accurate intonation."

<table>
<thead>
<tr>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase criteria to 80% of the students will achieve a grade of at least &quot;B&quot;? based traditional orchestral performance standards.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to play with the articulation, dynamics, phrasing and expression as directed by his/her orchestral part and/or the conductor's direction."

<table>
<thead>
<tr>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase criteria to 80% of the students will achieve a grade of at least &quot;B&quot;? based traditional orchestral performance standards.</td>
</tr>
</tbody>
</table>
A documentary essay at the end of the semester was very effective in determining the success of the student. However, periodic documentation of the student's experience is needed. As a plan of action, the instructor will require student(s) to document their experience with an ongoing journal to back up their final documentary essay on what they gained from the independent study. Such documentation could be shared with the Department to encourage others to engage in an independent study.

Plan for topic "Students completing this course will be able to meet outcomes as specified in the approved Application for Independent Study.": 2017/18

This course will be assessed the next time it is offered.

Plan for topic "Students completing this course will be able to meet outcomes as specified in the approved Application for Independent Study.": 2014/15

One student enrolled in Independent Study during Spring 2015 demonstrated a thorough understanding of the history of piano pedagogy. Current methods of analyzing and summarizing texts will continue being utilized.

Plan for topic "Students completing this course will be able to gain knowledge and skill through the successful completion of an independent study course.": 2014/15

One student was enrolled in Independent Study with an emphasis on piano pedagogy during Spring 2015. Although assessment of the student demonstrated a thorough understanding of group piano teaching, future assessments will require three or more group teaching demonstrations rather than one.

Plan for topic "Students completing this course will be able to demonstrate and/or apply independent academic learning skills.": 2014/15

One student was enrolled in Independent Study with an emphasis on piano pedagogy during Spring 2015. Future students enrolled in independent study with a focus on piano pedagogy will also evaluate the teaching methods of historical piano pedagogues through autobiographical writings and the notes compiled by their students.
### DVC Instructional Course SLO Action Plans

#### 1174. Student Instructional Assistant [MUSIC-299] belonging to Music [MUSIC]

Plan for topic "Students completing this course will be able to effectively assist the instructor with students in need of further instruction and guidance."

<table>
<thead>
<tr>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student made great strides in his level of communication with students and in devising effective pedagogy. However, better documentation of student progress is needed. As a plan of action, the instructor will require student(s) to document their experience with an ongoing journal and final analytical essay on what they gained from the assistantship. Such documentation could be shared with the Department to encourage others to engage a student instructional assistant.</td>
</tr>
</tbody>
</table>
### 1175. AV Essentials: Systems and Analysis [MUSX-100] belonging to Music [MUSX]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to describe audio and video systems.&quot;</td>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to employ current industry best practices in video, audio and networking AV installations.&quot;</td>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to describe the duties and role of an AV Tech Specialist.&quot;</td>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
</tr>
</tbody>
</table>
### 1176. AV Essentials: Management and Solutions [MUSX-101] belonging to Music [MUSX]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to describe a variety of networking projects.&quot;</th>
<th>2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to employ current industry best practices in video, audio and networking AV installations.&quot;</th>
<th>2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to describe the duties and role of an AV Tech Specialist.&quot;</th>
<th>2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
<td></td>
</tr>
</tbody>
</table>
**DVC Instructional Course SLO Action Plans**


Plan for topic "Students completing this course will be able to identify electronic music styles from the first electronic sound experiments through the second half of the Twentieth Century."

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing this course will be able to analyze electronic music instruments and how they affect musical content and aesthetics."

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing this course will be able to discuss electronic music instruments and how they affect musical content and aesthetics."

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**1178. Live Sound [MUSX-120] belonging to Music [MUSX]**

- **Plan for topic "Students completing this course will be able to mix live performances in a variety of genres.":** 2017/18
  
  This assessment affirms the existing curriculum and validates our current instructional practices.

- **Plan for topic "Students completing this course will be able to describe the principles of a live sound system.":** 2017/18
  
  This assessment affirms the existing curriculum and validates our current instructional practices.

- **Plan for topic "Students completing this course will be able to diagnose and troubleshoot common problems encountered in a live sound reinforcement environment.":** 2017/18
  
  This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic “Students completing the course will be able to produce recorded music projects utilizing a multi-track recording studio.”:
2017/18
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic “Students completing the course will be able to demonstrate professional behaviors required in the music industry.”:
2017/18
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic “Students completing the course will be able to apply vocabulary used while working in a multi-track recording studio.”:
2017/18
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic “Students completing the course will be able to produce recorded music projects utilizing a multi-track recording studio.”:
2014/15
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic “Students completing the course will be able to demonstrate professional behaviors required in the music industry.”:
2014/15
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific time management issues. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic “Students completing the course will be able to apply vocabulary used while working in a multi-track recording studio.”:
2014/15
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the exam questions will need to be updated very soon as changes in recording studio technology may outpace the exam, text and tutorials. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with updated exam questions reflecting current recording studio technology.

Plan for topic “Students completing the course will be able to produce recorded music projects utilizing a multi-track recording studio.”:
2010/11
Affirmation and reinforcement of the current curriculum. The students consistently excelled at their recorded music projects. Several students exceeded expectations with
Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing the course will be able to apply vocabulary used while working in a multi-track recording studio."

Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing the course will be able to produce advanced recorded music projects utilizing a multi-track recording studio.": 2017/18
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.": 2017/18
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to apply vocabulary used while working in an advanced multi-track recording studio.": 2017/18
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to produce advanced recorded music projects utilizing a multi-track recording studio.": 2014/15
This assessment affirms the existing curriculum and validates our current instructional practices. The small sample size though makes it difficult to be absolutely certain of our conclusions. The small sample size is due to the present practice of scheduling sections of MUSX 124 & 125 concurrently. Our plan is to offer an independent section of MUSX 125 to increase the sample size of the cohort and to improve instructional quality. This section will be offered once a year during spring semester and replace the present practice of concurrent enrollment with MUSX 124.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":: 2014/15
This assessment affirms the existing curriculum and validates our current instructional practices. The small sample size though makes it difficult to be absolutely certain of our conclusions. The small sample size is due to the present practice of scheduling sections of MUSX 124 & 125 concurrently. Our plan is to offer an independent section of MUSX 125 to increase the sample size of the cohort and to improve instructional quality. This section will be offered once a year during spring semester and replace the present practice of concurrent enrollment with MUSX 124.

Plan for topic "Students completing the course will be able to apply vocabulary used while working in an advanced multi-track recording studio.":: 2014/15
This assessment affirms the existing curriculum and validates our current instructional practices. The small sample size though makes it difficult to be absolutely certain of our conclusions. The small sample size is due to the present practice of scheduling sections of MUSX 124 & 125 concurrently. Our plan is to offer an independent section of MUSX 125 to increase the sample size of the cohort and to improve instructional quality. This section will be offered once a year during spring semester and replace the present practice of concurrent enrollment with MUSX 124.
Plan for topic "Students completing the course will be able to produce advanced recorded music projects utilizing a multi-track recording studio.": 2010/11
Affirmation and reinforcement of the current curriculum. The students excelled at their recorded music projects. Several students exceeded expectations with professional quality recordings.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.": 2010/11
Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing the course will be able to apply vocabulary used while working in an advanced multi-track recording studio.": 2010/11
Affirmation and reinforcement of the current curriculum.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to discuss audio, video, networking essentials.&quot;</td>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to design and test an AV control system&quot;</td>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to describe proper approaches when working with clients.&quot;</td>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Digital Audio Workstation that is MIDI capable." : 2017/18
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry." : 2017/18
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Digital Audio Workstation that is MIDI capable." : 2017/18
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Digital Audio Workstation that is MIDI capable." : 2014/15
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording and editing techniques. In addition perhaps we are at a point in the program where the 75% success level should be raised. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria and perhaps raising the bar of success.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry." : 2014/15
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific time management issues. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric. What is not apparent in the data is that the hours by arrangement required by our students barely passed muster with only 75% of reaching our benchmark. HBA must be monitored more closely with weekly progress reports.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Digital Audio Workstation that is MIDI capable." : 2014/15
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the exam questions will need to be updated very soon as the software versions have outpaced the exam, text and tutorials. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with updated exam questions reflecting current software updates.

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Digital Audio Workstation that is MIDI capable." : 2012/13
Affirmation and reinforcement of the current curriculum. The students consistently excelled at recording their music projects.

**Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":** 2012/13

Affirmation and reinforcement of the current curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus.

**Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Digital Audio Workstation that is MIDI capable.":** 2012/13

Affirmation and reinforcement of the current curriculum. Although test scores indicate that this outcome needs to be carefully monitored.

**Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Digital Audio Workstation that is MIDI capable.":** 2009/10

1a. No action plan required.

1b. No action plan required.

**Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":** 2009/10

1a. No action plan required.

2a. No action plan required.

**Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Digital Audio Workstation that is MIDI capable.":** 2009/10

No action plan required.

**Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Digital Audio Workstation that is MIDI capable.":** 2008/9

1a. No action plan required.

1b. No action plan required.

**Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":** 2008/9

1a. No action plan required.
<table>
<thead>
<tr>
<th>2a. No action plan required.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to apply vocabulary used in working with a Digital Audio Workstation that is MIDI capable.&quot; <strong>: 2008/9</strong></td>
</tr>
<tr>
<td>No action plan required.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to produce recorded music projects utilizing an advanced Digital Audio Workstation that is MIDI capable.": 2017/18

This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.": 2017/18

This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with an advanced Digital Audio Workstation that is MIDI capable.": 2017/18

This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing an advanced Digital Audio Workstation that is MIDI capable.": 2014/15

On reflection however it is felt that the rubric needs to be broadened and include more detail regarding specific advanced recording and editing techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.": 2014/15

On reflection however it is felt that the rubric needs to be broadened and include more detail regarding specific time management issues. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric. A small number of students also need to improve their hours by arrangement. HBA must be monitored more closely to keep students on track.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with an advanced Digital Audio Workstation that is MIDI capable.": 2014/15

On reflection however it is felt that the exam questions will need to be updated very soon as the software versions have outpaced the exam and tutorials. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with updated exam questions reflecting current software and hardware updates.

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing an advanced Digital Audio Workstation that is MIDI capable.": 2012/13
Affirmation and reinforcement of the current curriculum. These advanced students excelled at their recorded music projects. Several students exceeded expectations with near-professional recordings.

**Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":** 2012/13

Affirmation and reinforcement of the current curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus.

**Plan for topic "Students completing the course will be able to apply vocabulary used in working with an advanced Digital Audio Workstation that is MIDI capable."**: 2012/13

Affirmation and reinforcement of the current curriculum.

**Plan for topic "Students completing the course will be able to produce recorded music projects utilizing an advanced Digital Audio Workstation that is MIDI capable."**: 2009/10

Affirmation and reinforcement of the current curriculum. The students consistently excelled at recording their music projects.

**Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":** 2009/10

Affirmation and reinforcement of the current curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus.

**Plan for topic "Students completing the course will be able to apply vocabulary used in working with an advanced Digital Audio Workstation that is MIDI capable."**: 2009/10

Affirmation and reinforcement of the current curriculum.
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Pro Tools equipped Digital Audio Workstation.":: 2020/21

This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":: 2020/21

This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific time management issues. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Pro Tools equipped Digital Audio Workstation.":: 2020/21

This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the exam questions will need to be updated very soon as the software versions have outpaced the exam, text and tutorials. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with updated exam questions reflecting current software updates.

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Pro Tools equipped Digital Audio Workstation.":: 2016/17

This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":: 2016/17

This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific time management issues. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Pro Tools equipped Digital Audio Workstation.":: 2016/17

Course Action Plans

Outcome Assessment History

Page 2053 of 2394
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the exam questions will need to be updated very soon as the software versions have outpaced the exam, text and tutorials. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with updated exam questions reflecting current software updates.

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Pro Tools equipped Digital Audio Workstation."

This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific time management issues. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Pro Tools equipped Digital Audio Workstation."

This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the exam questions will need to be updated very soon as the software versions have outpaced the exam, text and tutorials. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with updated exam questions reflecting current software updates.

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Pro Tools equipped Digital Audio Workstation."

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing an advanced Pro Tools equipped Digital Audio Workstation.":: 2018/19

Verification and support of the current curriculum. The students consistently excelled at their recorded music projects. Several students exceeded expectations with professional quality recordings.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":: 2018/19

Affirmation and reinforcement of the existing curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with an advanced Pro Tools equipped Digital Audio Workstation.":: 2018/19

Confirmation and corroboration of the present curriculum through the successful completion of AVID, Inc. Pro Tools 101 certification exam.

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing an advanced Pro Tools equipped Digital Audio Workstation.":: 2015/16

Verification and support of the current curriculum. The students consistently excelled at their recorded music projects. Several students exceeded expectations with professional quality recordings.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":: 2015/16

Affirmation and reinforcement of the existing curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with an advanced Pro Tools equipped Digital Audio Workstation.":: 2015/16

Confirmation and corroboration of the present curriculum through the successful completion of AVID, Inc. Pro Tools 101 certification exam.

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing an advanced Pro Tools equipped Digital Audio Workstation.":: 2012/13

Verification and support of the current curriculum. The students consistently excelled at their recorded music projects. Several students exceeded expectations with professional quality recordings.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.":: 2012/13

Affirmation and reinforcement of the existing curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus.
### DVC Instructional Course SLO Action Plans

#### Plan for topic "Students completing the course will be able to apply vocabulary used in working with an advanced Pro Tools equipped Digital Audio Workstation.": 2012/13

Confirmation and corroboration of the present curriculum through the successful completion of AVID, Inc. Pro Tools 101 certification exam.

#### Plan for topic "Students completing the course will be able to produce recorded music projects utilizing an advanced Pro Tools equipped Digital Audio Workstation.": 2009/10

Affirmation and reinforcement of the current curriculum. The students consistently excelled at their recorded music projects. Several students exceeded expectations with professional quality recordings.

#### Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry.": 2009/10

Affirmation and reinforcement of the current curriculum.

#### Plan for topic "Students completing the course will be able to apply vocabulary used in working with an advanced Pro Tools equipped Digital Audio Workstation.": 2009/10

Affirmation and reinforcement of the current curriculum.
1186. Introduction to Ableton Live [MUSX-176] belonging to Music [MUSX]

Plan for topic "Students completing this course will be able to produce musical projects utilizing a DAW equipped with the software Ableton Live.":

This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with a DAW equipped with the software Ableton Live."

This assessment affirms the existing curriculum and validates our current instructional practices.
1187. Introduction to Reason [MUSX-177] belonging to Music [MUSX]
Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Reason/ACID equipped Digital Audio Workstation."
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing MUSIC 177 will be able to ... produce recorded music projects utilizing a Digital Audio Workstation equipped with the software Reason."
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Reason/ACID equipped Digital Audio Workstation."
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing MUSIC 177 will be able to ... apply vocabulary used in working with a Digital Audio Workstation equipped with the software Reason."
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

Plan for topic "Students completing MUSIC 177 will be able to ... produce recorded music projects utilizing a Digital Audio Workstation equipped with the software Reason."
This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

**Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Reason/ACID equipped Digital Audio Workstation."**: 2013/14

This assessment affirms the existing curriculum and validates our current instructional practices. On reflection however it is felt that the rubric needs to be broadened and more detailed regarding specific recording techniques. Our plan is to reevaluate the same topic the next time this course is due for assessment and reassess a new cohort with additional criteria in the instructor developed rubric.

**Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."**: 2013/14

This assessment affirms the existing curriculum and validates our current instructional practices. But the sections small sample size makes it difficult to be absolutely certain of our conclusions. Our plan is to reevaluate the same topic the next time this course is due for assessment and compare and contrast the two cohorts to strengthen our conclusions.

**Plan for topic "Students completing MUSIC 177 will be able to ... apply vocabulary used in working with a Digital Audio Workstation equipped with the software Reason."**: 2013/14

This assessment affirms the existing curriculum and validates our current instructional practices. Our success is tempered by the knowledge that our sample size was small, both in the number of students and in the number of questions used in the assessment. Our plan is to reevaluate the same topic the next time this course is due for assessment and compare and contrast the two cohorts to strengthen our conclusions. We will also include a larger sample of exam questions to assure a better assessment of our students' knowledge.

**Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Reason/ACID equipped Digital Audio Workstation."**: 2013/14

This assessment affirms the existing curriculum and validates our current instructional practices. Our success is tempered by the knowledge that our sample size was small, both in the number of students and in the number of questions used in the assessment. Our plan is to reevaluate the same topic the next time this course is due for assessment and compare and contrast the two cohorts to strengthen our conclusions. We will also include a larger sample of exam questions to assure a better assessment of our students' knowledge.

**Plan for topic "Students completing MUSIC 177 will be able to ... produce recorded music projects utilizing a Digital Audio Workstation equipped with the software Reason."**: 2012/13

Affirmation and reinforcement of the current curriculum. Although project scores indicate that this outcome needs to be carefully monitored.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Reason/ACID equipped Digital Audio Workstation."

2012/13

Affirmation and reinforcement of the current curriculum. Although project scores indicate that this outcome needs to be carefully monitored.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

2012/13

Affirmation and reinforcement of the current curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Reason/ACID equipped Digital Audio Workstation."

2012/13

Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing MUSIC 177 will be able to ... apply vocabulary used in working with a Digital Audio Workstation equipped with the software Reason."

2012/13

Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing the course will be able to produce recorded music projects utilizing a Reason/ACID equipped Digital Audio Workstation."

2009/10

Affirmation and reinforcement of the current curriculum. The students consistently excelled at recording their music projects. Several exceeded expectations with broadcast quality recordings.

Plan for topic "Students completing MUSIC 177 will be able to ... produce recorded music projects utilizing a Digital Audio Workstation equipped with the software Reason."

2009/10

Affirmation and reinforcement of the current curriculum. The students consistently excelled at recording their music projects. Several exceeded expectations with broadcast quality recordings.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

2009/10

Affirmation and reinforcement of the current curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus.

Plan for topic "Students completing MUSIC 177 will be able to ... apply vocabulary used in working with a Digital Audio Workstation equipped with the software Reason."

2009/10

Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing the course will be able to apply vocabulary used in working with a Reason/ACID equipped Digital Audio Workstation."

2009/10
Affirmation and reinforcement of the current curriculum.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Plan Details</th>
<th>Assessment Year</th>
</tr>
</thead>
</table>
| Music and Sound for Visual Media (MUSX-178) | **Plan for topic "Students completing the course will be able to create, arrange, and produce an original soundtrack for a short pre-existing film."
This assessment affirms the existing curriculum and validates our current instructional practices. | 2018/19 |
| | **Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music and film industry."
Affirmation and reinforcement of the current curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus. | 2018/19 |
| | **Plan for topic "Students completing the course will be able to apply vocabulary used in working with sound for picture on a Digital Audio Workstation."
Affirmation and reinforcement of the current curriculum. | 2018/19 |
| | **Plan for topic "Students completing the course will be able to create, arrange, and produce an original soundtrack for a short pre-existing film."
Affirmation and reinforcement of the current curriculum. Continued collaboration with DVC Film Production students. | 2015/16 |
| | **Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music and film industry."
Affirmation and reinforcement of the current curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus. | 2015/16 |
| | **Plan for topic "Students completing the course will be able to apply vocabulary used in working with sound for picture on a Digital Audio Workstation."
Affirmation and reinforcement of the current curriculum. The low number of students also played a factor in the % of success. We will begin offering MUSX-178 in the Spring only beginning in 2016-2017. | 2015/16 |
| | **Plan for topic "Students completing the course will be able to create, arrange, and produce an original soundtrack for a short pre-existing film."
Affirmation and reinforcement of the current curriculum. We were surprised at the high quality of the sound for picture projects given that this was the inaugural semester for the course. | 2012/13 |
| | **Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music and film industry."
Affirmation and reinforcement of the current curriculum. Stressing these core values: dependability, time management, work ethic, and participation will continue to be a focus. | 2012/13 |
| | **Plan for topic "Students completing the course will be able to apply vocabulary used in working with sound for picture on a Digital Audio Workstation."
Affirmation and reinforcement of the current curriculum. | 2012/13 |
<table>
<thead>
<tr>
<th>Audio Workstation.&quot;': 2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current curriculum.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to analyze processes and techniques that are used in the marketing and distribution of commercial music projects."

*Affirmation and reinforcement of the current curriculum. Excellent written essays were culled from the Music Supervisor Exercise/Final Projects.*

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

*Confirmation and corroboration of the current curriculum.*

Plan for topic "Students completing the course will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights."

*Verification and support of the existing curriculum. Students were a solid cohesive unit that demonstrated an overall interest and commitment to the subject matter and course objectives.*

---

Plan for topic "Students completing the course will be able to analyze processes and techniques that are used in the marketing and distribution of commercial music projects."

*Affirmation and reinforcement of the current curriculum. Excellent written essays were culled from the Music Supervisor Exercise/Final Projects.*

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

*Confirmation and corroboration of the current curriculum.*

Plan for topic "Students completing the course will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights."

*Verification and support of the existing curriculum. Students were a solid cohesive unit that demonstrated an overall interest and commitment to the subject matter and course objectives.*

---

Plan for topic "Students completing the course will be able to analyze processes and techniques that are used in the marketing and distribution of commercial music projects."

*Affirmation and reinforcement of the current curriculum. Excellent written essays were culled from the Music Supervisor Exercise/Final Projects.*

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

*Confirmation and corroboration of the current curriculum.*

Plan for topic "Students completing the course will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights."

*Verification and support of the existing curriculum. Students were a solid cohesive unit that demonstrated an overall interest and commitment to the subject matter and course objectives.*
### DVC Instructional Course SLO Action Plans

#### Plan for topic "Students completing the course will be able to analyze processes and techniques that are used in the marketing and distribution of commercial music projects."

- **2010/11**
- Affirmation and reinforcement of the current curriculum.

#### Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

- **2010/11**
- Affirmation and reinforcement of the current curriculum.

#### Plan for topic "Students completing the course will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights."

- **2010/11**
- Affirmation and reinforcement of the current curriculum.

Verification and support of the existing curriculum. Students were a solid cohesive unit that demonstrated an overall interest and commitment to the subject matter and course objectives.
### DVC Instructional Course SLO Action Plans

**1190. Songwriting I [MUSX-182] belonging to Music [MUSX]**

#### Plan for topic "Students completing the course will be able to create musical compositions utilizing modern song writing techniques."

2018/19

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. The students consistently excelled at the creation of musical compositions utilizing modern song writing techniques.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

2018/19

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to foster good working relationships in songwriting collaborations and in the music industry.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing the course will be able to apply vocabulary used in creating musical compositions that utilize modern song writing techniques."

2018/19

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. At the end of course, through responses to the written portion of the final exam students were able to demonstrate an understanding of basic songwriting vocabulary, and of the strategies and structures used to organize musical and lyrical ideas and format them so that they become recognizable as songs.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing the course will be able to create musical compositions utilizing modern song writing techniques."

2015/16

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. The students consistently excelled at the creation of musical compositions utilizing modern song writing techniques.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

2015/16

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to foster good working relationships in songwriting collaborations and in the music industry.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing the course will be able to apply vocabulary used in creating musical compositions that utilize modern song writing techniques."

2015/16

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. At the end of course, through responses to the written portion of the final exam students were able to demonstrate an understanding of basic songwriting vocabulary, and of the strategies and structures used to organize musical and lyrical ideas and format them so that they become recognizable as songs.</th>
</tr>
</thead>
</table>

#### Plan for topic "Students completing the course will be able to create musical compositions utilizing modern song writing techniques."

2012/13

<table>
<thead>
<tr>
<th>Affirmation and reinforcement of the current curriculum. The students consistently excelled at the creation of musical compositions utilizing modern song writing techniques.</th>
</tr>
</thead>
</table>
| Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2012/13</strong></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to foster good working relationships in songwriting collaborations and in the music industry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply vocabulary used in creating musical compositions that utilize modern songwriting techniques.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2012/13</strong></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current curriculum. At the end of course, through responses to the written portion of the final exam students were able to demonstrate an understanding of basic songwriting vocabulary, and of the strategies and structures used to organize musical and lyrical ideas and format them so that they become recognizable as songs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to create musical compositions utilizing modern songwriting techniques.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010/11</strong></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current curriculum. The students consistently excelled at the creation of musical compositions utilizing modern songwriting techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate professional behaviors required in the music industry.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010/11</strong></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply vocabulary used in creating musical compositions that utilize modern songwriting techniques.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010/11</strong></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current curriculum.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to analyze processes and techniques utilized by music industry professionals responsible for the identification, development, and promotion of successful artists."

- 2018/19
  Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

- 2018/19
  Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to foster good working relationships in the music industry.

Plan for topic "Students completing the course will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights."

- 2018/19
  Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing the course will be able to analyze processes and techniques utilized by music industry professionals responsible for the identification, development, and promotion of successful artists."

- 2015/16
  Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

- 2015/16
  Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to foster good working relationships in the music industry.

Plan for topic "Students completing the course will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights."

- 2015/16
  Affirmation and reinforcement of the current curriculum.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing this course will be able to prepare digital arrangements for various instruments and ensembles using a MIDI sequencing software application.&quot;</td>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
<td>2018/19</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to create a portfolio of arrangements for various ensembles.&quot;</td>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
<td>2018/19</td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to transpose a variety of musical instruments.&quot;</td>
<td>This assessment affirms the existing curriculum and validates our current instructional practices.</td>
<td>2018/19</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1193. DIY Music Production and Promotion Projects [MUSX-270] belonging to Music [MUSX]
Plan for topic "Students completing the course will be able to apply processes and techniques that are used in the production, marketing and distribution of commercial music projects."
- : 2020/21
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."
- : 2020/21
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights."
- : 2020/21
This assessment affirms the existing curriculum and validates our current instructional practices.

Plan for topic "Students completing the course will be able to apply processes and techniques that are used in the production, marketing and distribution of commercial music projects."
- : 2016/17
This assessment affirms the existing curriculum and validates our current instructional practices. The small sample size though makes it difficult to be absolutely certain of our conclusions. Our plan is to reevaluate the same topic the next time this course is due for assessment and compare and contrast the two cohorts to strengthen our conclusions.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."
- : 2016/17
This assessment affirms the existing curriculum and validates our current instructional practices. The small sample size though makes it difficult to be absolutely certain of our conclusions. Our plan is to reevaluate the same topic the next time this course is due for assessment and compare and contrast the two cohorts to strengthen our conclusions.

Plan for topic "Students completing the course will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights."
- : 2016/17
This assessment affirms the existing curriculum and validates our current instructional practices. The small sample size though makes it difficult to be absolutely certain of our conclusions. Our plan is to reevaluate the same topic the next time this course is due for assessment and compare and contrast the two cohorts to strengthen our conclusions.

Plan for topic "Students completing the course will be able to apply processes and techniques that are used in the production, marketing and distribution of commercial music projects."
- : 2013/14
This assessment affirms the existing curriculum and validates our current instructional practices. The small sample size though makes it difficult to be absolutely certain of our conclusions. Our plan is to reevaluate the same topic the next time this course is due for assessment and compare and contrast the two cohorts to strengthen our conclusions.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."
- : 2013/14
This assessment affirms the existing curriculum and validates our current instructional practices. The small sample size though makes it difficult to be absolutely certain of our conclusions. Our plan is to reevaluate the same topic the next time this course is due for assessment and compare and contrast the two cohorts to strengthen our conclusions.
This assessment affirms the existing curriculum and validates our current instructional practices. The small sample size though makes it difficult to be absolutely certain of our conclusions. Our plan is to reevaluate the same topic the next time this course is due for assessment and compare and contrast the two cohorts to strengthen our conclusions.

Plan for topic "Students completing the course will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights."

- 2013/14

This assessment affirms the existing curriculum and validates our current instructional practices. The small sample size though makes it difficult to be absolutely certain of our conclusions. Our plan is to reevaluate the same topic the next time this course is due for assessment and compare and contrast the two cohorts to strengthen our conclusions.

Plan for topic "Students completing the course will be able to apply processes and techniques that are used in the production, marketing and distribution of commercial music projects."

- 2009/10

Affirmation and reinforcement of the current curriculum.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

- 2009/10

Affirmation and reinforcement of the current curriculum, but consider reducing the number of late assignments that are allowed. Students seem to need more structure.

Plan for topic "Students completing the course will be able to apply vocabulary and demonstrate processes that are used in the protection of intellectual property rights."

- 2009/10

Affirmation and reinforcement of the current curriculum.
DVC Instructional Course SLO Action Plans

1194. Songwriting II [MUSX-282] belonging to Music [MUSX]

Plan for topic "Students completing the course will be able to create musical compositions utilizing modern song writing techniques."

- 2020/21
  Affirmation and reinforcement of the current curriculum. The students consistently excelled at the creation of musical compositions utilizing modern song writing techniques.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

- 2020/21
  Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to foster good working relationships in songwriting collaborations and in the music industry.

Plan for topic "Students completing the course will be able to apply vocabulary used in creating musical compositions that utilize modern song writing techniques."

- 2020/21
  Affirmation and reinforcement of the current curriculum. At the end of course, through responses to the written portion of the final exam students were able to demonstrate an understanding of basic songwriting vocabulary, and of the strategies and structures used to organize musical and lyrical ideas and format them so that they become recognizable as songs.

Plan for topic "Students completing the course will be able to create musical compositions utilizing modern song writing techniques."

- 2016/17
  Affirmation and reinforcement of the current curriculum. The students consistently excelled at the creation of musical compositions utilizing modern song writing techniques.

Plan for topic "Students completing the course will be able to demonstrate professional behaviors required in the music industry."

- 2016/17
  Affirmation and reinforcement of the current curriculum. At the end of course students were able to demonstrate an understanding of the professional behaviors required to foster good working relationships in songwriting collaborations and in the music industry.

Plan for topic "Students completing the course will be able to apply vocabulary used in creating musical compositions that utilize modern song writing techniques."

- 2016/17
  Affirmation and reinforcement of the current curriculum. At the end of course, through responses to the written portion of the final exam students were able to demonstrate an understanding of basic songwriting vocabulary, and of the strategies and structures used to organize musical and lyrical ideas and format them so that they become recognizable as songs.
Plan for topic ""SLO’s are getting revamping and to talk to Mario Tejada." - Marisa Greenberg

Program Coordinator, Workforce Development

925-969-2026: 2016/17

"SLO’s are getting revamping and to talk to Mario Tejada." - Marisa Greenberg

Program Coordinator, Workforce Development

925-969-2026
**DVC Instructional Course SLO Action Plans**

1196. Internship in Occupational Work Experience Education in MUSX [MUSX-296] belonging to Music [MUSX]

Plan for topic """"SLOâ€™s are getting revamping and to talk to Mario Tejada."""" - Marisa Greenberg

Program Coordinator, Workforce Development

<table>
<thead>
<tr>
<th>925-969-2026</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;&quot;&quot;&quot;SLOâ€™s are getting revamping and to talk to Mario Tejada.&quot;&quot;&quot;&quot; - Marisa Greenberg</td>
<td></td>
</tr>
</tbody>
</table>

Program Coordinator, Workforce Development

925-969-2026
DVC Instructional Course SLO Action Plans

1197. Introduction to the Nutrition Professions [NUTRI-100] belonging to Health Science [NUTRI]
Plan for topic "Students completing the course will be able to assess diet for nutritional adequacy." : 2017/18

This diet analysis assignment is a program we use in NUTRI 160. It is a very detailed assignment and requires competency in the software. We may further develop this assignment to include ways to improve the diet rather than to only identify inadequacies.

Plan for topic "Students completing the course will be able to assess the diet for nutritional adequacy." : 2018/19

This diet analysis assignment is a program we use in NUTRI 160. It is a very detailed assignment and requires competency in the software. We may further develop this assignment to include ways to improve the diet rather than to only identify inadequacies.

Plan for topic "Students completing the course will be able to distinguish the 6 different nutrients and their roles in the body." : 2014/15

The plan is to assess a different learning outcome topic the next time this course is due for assessment.

Plan for topic "Students completing the course will be able to assess diet for nutritional adequacy." : 2014/15

Plans are to add more classroom activities to practice dietary assessment. A variety of methods can be included such as food labels, worksheets, software diet analysis programs used continuously throughout the semester. Instructors will attempt to use diet assessment concepts in projects throughout the semester to reinforce learning.

Plan for topic "Students completing the course will be able to assess the diet for nutritional adequacy." : 2014/15

Plans are to add more classroom activities to practice dietary assessment. A variety of methods can be included such as food labels, worksheets, software diet analysis programs used continuously throughout the semester. Instructors will attempt to use diet assessment concepts in projects throughout the semester to reinforce learning.

Plan for topic "Students completing the course will be able to identify the key dietary factors influencing the development of leading chronic diseases in the U.S." : 2013/14

Because the students did score above the criteria set for the learning outcome, instructors will continue their teaching strategies for this learning outcome. Either diet and disease will be covered in more depth in future semesters and/or other learning outcomes will be tested in the next assessment cycle.

Plan for topic "Students completing the course will be able to distinguish the 6 different nutrients and their roles in the body." : 2012/13

Instructors can add more material to add detail to lecture; learning objective questions may use higher level of Bloom's taxonomy in next cycle.

Plan for topic "Students completing the course will be able to assess diet for nutritional adequacy." : 2012/13

More questions can be added to formative evaluations for this learning objective. Also Nutrition Diet projects are a perfect opportunity to practice nutrient adequacy concepts using their own diets.

Plan for topic "Students completing the course will be able to assess the diet for nutritional adequacy." : 2012/13

More questions can be added to formative evaluations for this learning objective. Also Nutrition Diet projects are a perfect opportunity to practice nutrient adequacy concepts using their own diets.

Plan for topic "Students completing the course will be able to distinguish the 6 different nutrients and their roles in the body." : 2011/12
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to assess diet for nutritional adequacy.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors will continue current activities and lesson plans.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to assess the diet for nutritional adequacy.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors will add more activities throughout the semester to re-apply and maintain concepts learned earlier</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to assess the diet for nutritional adequacy.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors will add more activities throughout the semester to re-apply and maintain concepts learned earlier</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to identify the key dietary factors influencing the development of leading chronic diseases in the U.S.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors will continue many of their usual lesson plans/content but strive to add other interactive tools and interesting videos, activities to gain students' knowledge in chronic disease factors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to distinguish the 6 different nutrients and their roles in the body.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Two questions were consistently missed by many students. Instructors will be certain to cover content better.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to assess diet for nutritional adequacy.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Instructions were modified for better clarification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to assess the diet for nutritional adequacy.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Instructions were modified for better clarification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to distinguish the 6 different nutrients and their roles in the body.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Instructions and lecture were modified to help students better understand the topic of disease and diet factors, as well as expectations of the assignment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to assess the diet for nutritional adequacy.&quot;</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Instructors will improve in covering content for this objective.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students will be able to determine optimum intake of nutrients around exercise": 2017/18
Because all of the students scored above the success criteria set for the learning outcome, the instructor(s) will continue to use current strategies, while incorporating new learning methods to enhance pedagogy effectiveness. However, the instructor will use a different learning outcome to assess for the next cycle.

Plan for topic "Students completing the course will be able to determine the optimum intake of nutrients around exercise.": 2017/18
Because all of the students scored above the success criteria set for the learning outcome, the instructor(s) will continue to use current strategies, while incorporating new learning methods to enhance pedagogy effectiveness. However, the instructor will use a different learning outcome to assess for the next cycle.

Plan for topic "Students completing Nutri-120 will be able to differentiate the types of ergogenics used in athletics.": 2017/18
Because all of the students scored above the success criteria set for the learning outcome, the instructor(s) will continue to use current strategies, while incorporating new learning methods to enhance pedagogy effectiveness. However, the instructor will use a different learning outcome to assess for the next cycle.

Plan for topic "Students will be able to assess an athlete's diet for overall adequacy of energy needs for weight control.": 2017/18
Students did score above the success rate criteria for the first question. However, students failed to score above the success criteria for the second question. Instructor(s) will incorporate more teaching methods to emphasize on the categories of athletes that are predisposed to eating disorders. Case scenarios and websites with personal testimonies can be incorporated.

Plan for topic "Students completing the course will be able to assess an athlete's diet for overall adequacy of energy needs.": 2017/18
Students did score above the success rate criteria for the first question. However, students failed to score above the success criteria for the second question. Instructor(s) will incorporate more teaching methods to emphasize on the categories of athletes that are predisposed to eating disorders. Case scenarios and websites with personal testimonies can be incorporated.

Plan for topic "Students completing Nutri-120 will be able to identify the potential causes of disordered eating behavior among athletes.": 2017/18
Students did score above the success rate criteria for the first question. However, students failed to score above the success criteria for the second question. Instructor(s) will incorporate more teaching methods to emphasize on the categories of athletes that are predisposed to eating disorders. Case scenarios and websites with personal testimonies can be incorporated.

Plan for topic "Students will be able to evaluate efficacy of ergogenic aids for athletes": 2017/18
It is evident that students need improvement in demonstrating calculations pertaining to how to properly rehydrate. Taking obligatory water losses into consideration needs to be emphasized more when dealing with athletes. Providing learning opportunities and strategies that allow students to consider various components when providing hydration recommendations, will be implemented. Case scenarios, and team solving activities can be a great example of implementing strategies in one’s pedagogy to improve students ability to learn the hydration material in athletic settings.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to describe guidelines to maintain hydration status around exercise in the heat.":: 2017/18

It is evident that students need improvement in demonstrating calculations pertaining to how to properly rehydrate. Taking obligatory water losses into consideration needs to be emphasized more when dealing with athletes. Providing learning opportunities and strategies that allow students to consider various components when providing hydration recommendations, will be implemented. Case scenarios, and team solving activities can be a great example of implementing strategies in oneâ€™s pedagogy to improve students ability to learn the hydration material in athletic settings.

Plan for topic "Students completing Nutri-120 will be able to differentiate the types of ergogenics used in athletics.":: 2014/15

Because all of the students scored above the criteria set for the learning outcome, the instructor(s) will continue to use the improved strategies and modified learning styles for this topic and consider using a new learning outcome to assess for the next cycle.

Plan for topic "Students completing the course will be able to determine the optimum intake of nutrients around exercise.":: 2014/15

Because all of the students scored above the criteria set for the learning outcome, the instructor(s) will continue to use the improved strategies and modified learning styles for this topic and consider using a new learning outcome to assess for the next cycle.

Plan for topic "Students will be able to determine optimum intake of nutrients around exercise":: 2014/15

Because all of the students scored above the criteria set for the learning outcome, the instructor(s) will continue to use the improved strategies and modified learning styles for this topic and consider using a new learning outcome to assess for the next cycle.

Plan for topic "Students will be able to evaluate efficacy of ergogenic aids for athletes": 2014/15

Students did not score above the criteria set for this learning outcome (for Q #2). The topic of hydration is more complex and difficult than students initially expect with calculations involved to determine water needs under various conditions. Therefore, more lecture and practice time must be committed to allow students to improve in their understanding and math skills around this topic. More formative evaluations will be conducted to determine their understanding and time and feedback to improve will be adjusted.

Plan for topic "Students completing the course will be able to describe guidelines to maintain hydration status around exercise in the heat.":: 2014/15

Students did not score above the criteria set for this learning outcome (for Q #2). The topic of hydration is more complex and difficult than students initially expect with calculations involved to determine water needs under various conditions. Therefore, more lecture and practice time must be committed to allow students to improve in their understanding and math skills around this topic. More formative evaluations will be conducted to determine their understanding and time and feedback to improve will be adjusted.

Plan for topic "Students will be able to determine optimum intake of nutrients around exercise": 2012/13

Because the students did not score above the criteria set for the learning outcome on the first question, the instructor will spend more time on teaching strategies for this...
learning outcome. More examples and visual aids to describe "biomechanical" ergogenic aids will be necessary, as well as the need to define terms better, using the chalkboard and more written text on powerpoints.

**Plan for topic "Students completing the course will be able to determine the optimum intake of nutrients around exercise."**: 2012/13

Because the students did not score above the criteria set for the learning outcome on the first question, the instructor will spend more time on teaching strategies for this learning outcome. More examples and visual aids to describe "biomechanical" ergogenic aids will be necessary, as well as the need to define terms better, using the chalkboard and more written text on powerpoints.

**Plan for topic "Students completing Nutri-120 will be able to differentiate the types of ergogenics used in athletics."**: 2012/13

Because the students did not score above the criteria set for the learning outcome on the first question, the instructor will spend more time on teaching strategies for this learning outcome. More examples and visual aids to describe "biomechanical" ergogenic aids will be necessary, as well as the need to define terms better, using the chalkboard and more written text on powerpoints.

**Plan for topic "Students completing Nutri-120 will be able to identify the potential causes of disordered eating behavior among athletes."**: 2012/13

Because the students did score above the criteria set for the learning outcome, the instructor will continue her teaching strategies for this learning outcome, for the most part. However, it would be desirable for the students' scores and understanding to increase further and this topic is covered towards the end of the semester when students' attendance and attention span may be waning. Therefore, a plan of action is to include more of this topic earlier in this semester when appropriate throughout other chapters.

**Plan for topic "Students completing the course will be able to assess an athlete's diet for overall adequacy of energy needs."**: 2012/13

Because the students did score above the criteria set for the learning outcome, the instructor will continue her teaching strategies for this learning outcome, for the most part. However, it would be desirable for the students' scores and understanding to increase further and this topic is covered towards the end of the semester when students' attendance and attention span may be waning. Therefore, a plan of action is to include more of this topic earlier in this semester when appropriate throughout other chapters.

**Plan for topic "Students will be able to determine optimum intake of nutrients around exercise."**: 2012/13

Because the students did score above the criteria set for the learning outcome, the instructor will continue her teaching strategies for this learning outcome, for the most part. However, it would be desirable for the students' scores and understanding to increase further and this topic is covered towards the end of the semester when students' attendance and attention span may be waning. Therefore, a plan of action is to include more of this topic earlier in this semester when appropriate throughout other chapters.

**Plan for topic "Students completing Nutri-120 will be able to differentiate the types of ergogenics used in athletics."**: 2011/12

Instructor will provide more chances for students to practice formulas to calculate nutrients around exercise through homework assignments and class activities.

**Plan for topic "Students completing the course will be able to determine the optimum intake of nutrients around exercise."**: 2011/12

Instructor will provide more chances for students to practice formulas to calculate nutrients around exercise through homework assignments and class activities.

**Plan for topic "Students will be able to determine optimum intake of nutrients around exercise"**: 2011/12
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Topic</th>
<th>Plan Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students will be able to assess an athlete's diet for overall adequacy of energy needs for weight control.&quot;</strong>: 2011/12</td>
<td>Although most of the students were able to correctly calculate energy needs for a variety of athletic endeavors, one question was more consistently missed by many students. The instructor will emphasize teaching time on selected topics as appropriate.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to assess an athlete's diet for overall adequacy of energy needs.&quot;</strong>: 2011/12</td>
<td>Although most of the students were able to correctly calculate energy needs for a variety of athletic endeavors, one question was more consistently missed by many students. The instructor will emphasize teaching time on selected topics as appropriate.</td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing Nutri-120 will be able to identify the potential causes of disordered eating behavior among athletes.&quot;</strong>: 2011/12</td>
<td>Although most of the students were able to correctly calculate energy needs for a variety of athletic endeavors, one question was more consistently missed by many students. The instructor will emphasize teaching time on selected topics as appropriate.</td>
</tr>
</tbody>
</table>
| **Plan for topic "Students will be able to evaluate efficacy of ergogenic aids for athletes": 2011/12** | 2012-04-12: no modifications needed.  
2013-11-18: Because the students did score above the criteria set for this learning outcome, the instructor will continue most of her teaching methods. However, she will still try to add media clips and worksheets (and other methods of instruction) to provide a better variety of learning styles since the main method currently used is power point and lecture. |
| **Plan for topic "Students completing the course will be able to describe guidelines to maintain hydration status around exercise in the heat."**: 2011/12 | 2012-04-12: no modifications needed.  
2013-11-18: Because the students did score above the criteria set for this learning outcome, the instructor will continue most of her teaching methods. However, she will still try to add media clips and worksheets (and other methods of instruction) to provide a better variety of learning styles since the main method currently used is power point and lecture. |
| **Plan for topic "Students will be able to determine optimum intake of nutrients around exercise": 2008/9** | a. Lecture power points and notes were modified to describe content better. Examples were included in lecture to demonstrate points and calculations better.  
b. The modifications above will also help improve students' understanding to improve in diet planning assignment. |
<p>| <strong>Plan for topic &quot;Students completing the course will be able to determine the optimum intake of nutrients around exercise.&quot;</strong>: 2008/9 | a. Lecture power points and notes were modified to describe content better. Examples were included in lecture to demonstrate points and calculations better. |</p>
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
<th>Page 2082 of 2394</th>
</tr>
</thead>
</table>

Plan for topic "Students completing Nutri-120 will be able to differentiate the types of ergogenics used in athletics.": 2008/9

- a. Lecture power points and notes were modified to describe content better. Examples were included in lecture to demonstrate points and calculations better.
- b. The modifications above will also help improve students' understanding to improve in diet planning assignment.

Plan for topic "Students will be able to assess an athlete's diet for overall adequacy of energy needs for weight control.": 2008/9

- a. Handouts were given in class to provide more examples of how to calculate energy balance, as well as strategies for weight gain and weight loss.
- b. The modifications above will also help improve students' understanding to improve scores in calculations done in class activities.

Plan for topic "Students completing the course will be able to assess an athlete's diet for overall adequacy of energy needs.": 2008/9

- a. Handouts were given in class to provide more examples of how to calculate energy balance, as well as strategies for weight gain and weight loss.
- b. The modifications above will also help improve students' understanding to improve scores in calculations done in class activities.

Plan for topic "Students completing the course will be able to assess an athlete's diet for overall adequacy of energy needs.": 2008/9

- a. Handouts were given in class to provide more examples of how to calculate energy balance, as well as strategies for weight gain and weight loss.
- b. The modifications above will also help improve students' understanding to improve scores in calculations done in class activities.

Plan for topic "Students will be able to evaluate efficacy of ergogenic aids for athletes": 2008/9

- a. Library workshops have been included to improve students' ability to discern between scholarly information and other sources of information. Rubric was created to better communicate with students expectations of assignment and grading criteria. An extra class session is now dedicated on the use of quackery in the media.
- b. No modifications were made (regarding post-test) as scores were above standards set.

Plan for topic "Students will be able to assess an athlete's diet for overall adequacy of energy needs for weight control.": 2008/9

- a. Library workshops have been included to improve students' ability to discern between scholarly information and other sources of information. Rubric was created to better communicate with students expectations of assignment and grading criteria. An extra class session is now dedicated on the use of quackery in the media.
- b. No modifications were made (regarding post-test) as scores were above standards set.
a. Handouts were given in class to provide more examples of how to calculate energy balance, as well as strategies for weight gain and weight loss.

b. The modifications above will also help improve students' understanding to improve scores in calculations done in class activities.

Plan for topic "Students will be able to evaluate efficacy of ergogenic aids for athletes": 2008/9

a. Library workshops have been included to improve students' ability to discern between scholarly information and other sources of information. Rubric was created to better communicate with students expectations of assignment and grading criteria. An extra class session is now dedicated on the use of quackery in the media.

b. No modifications were made (regarding post-test) as scores were above standards set.
### Plan for topic "Differentiate among food habits and practices related to traditional food in selected cultures": 2017/18

The learning units covering the content for these particular question did have an online YouTube lecture provided in the learning unit for learning the content. Learning units are well organized and show a user-friendly format for students. Instructor will incorporate more critical thinking assignments that involve academic journals explore more. CQ researcher from our library resources will be used as a resource for these types of assignments. More videos will also be incorporated to enhance the learning experience of online courses. Finally, another field assignment will be added to give students a more social experience.

### Plan for topic "Trace the history of regions in relation to the impact of wars and world trade on food patterns.": 2017/18

The question that they scored the lowest on was related to the trading route known as the "slave triangle" for the Caribbean Islanders chapter. We did not provide an online YouTube lecture for this learning unit, due to the fact that the instructor was ill. A modified written lecture was provided instead. All the other questions that scored above a 70% did have an online YouTube lecture provided in the learning unit for learning the content. The instructor has determined that the different formats of lecture had a lot to do with the results of the question that scored a 34%. In addition, the instructor will have to find ways to encourage students to utilize their textbook and to read any additional documents that supplement or replace YouTube lectures in the future. It has been determined that the course will evaluate further the functions of migration patterns of countries and their influences on nutrition and food safety. Other methodologies that will be implemented to meet the is the use of CQ Researcher available through the Pleasant Hill library for students to learn more about the content of the response that most students got incorrect.

### Plan for topic "Compare and contrast different cultural views of health, illness, and their healing practices.": 2017/18

The learning units covering the content for these particular question did have an online YouTube lecture provided in the learning unit for learning the content. Learning units are well organized and show a user-friendly format for students. Instructor will incorporate more critical thinking assignments that involve academic journals explore more. CQ researcher
from our library resources will be used as a resource for
types of assignments. More videos will also be
incorporated to enhance the learning experience of online
courses. Finally, another field assignment will be added
to give students a more social experience. The grading rubrics for these updated assignments will be modified to reflect the changes.
Plan for topic "Students completing the course will be able to integrate basic mathematical skills in the study and application of nutrition information.": 2016/17

This SLO included math which is an area still needing improvement since the last assessment. Instructors will be advised and more diligent to include math in most of their class projects and activities. Diet analysis projects, food label activities, and self-assessment handouts to apply the math skills needed in nutrition will all be encouraged.

Plan for topic "Students completing the course will be able to demonstrate knowledge of nutrient digestion, absorption and metabolism.": 2016/17

This SLO covers the area of digestion and absorption. There is a chapter on digestion early in the semester. However, there is opportunities to cover digestion/absorption in subsequent chapters when lecturing on macronutrients. Therefore, the topic needs to be reinforced in other chapters and instructors need to include more class activities to have students learn and retain knowledge. Group work, board illustrations and videos all can be incorporated in class plans.

Plan for topic "Students completing the course will be able to integrate basic mathematical skills in the study and application of nutrition information.": 2013/14

Students scored lower on this this learning objective than on other objectives and fell short on the expectations. Therefore, instructors will be advised and expected to spend more time with class activities to practice math applications. Projects, assignments and other formative testing can help learners improve basic math skills needed in nutrition.

Plan for topic "Students completing the course will be able to demonstrate knowledge of nutrient digestion, absorption and metabolism.": 2013/14

More time needs to be planned in course calendar for "lipids" topic, particularly essential fatty acids and roles on health. Instructors will have students use case studies or projects to critically think and understand the relationship among various dietary fats and other dietary patterns and overall health effects.

Plan for topic "Students completing the course will be able to summarize the sources and functions of nutrients.": 2011/12

Instructors will improve in covering the content for this objective. Wording of questions will be changed to clarify meanings better.

Plan for topic "Students completing the course will be able to identify reliable nutrition resources and distinguish between scientific information and pseudo-scientific misinformation.": 2011/12

Instructors will improve in covering the content for this objective. Wording of questions will be changed to clarify meanings better.

Plan for topic "Students completing the course will be able to integrate basic mathematical skills in the study and application of nutrition information.": 2011/12

Instructors will maintain current instruction, using class activites to practice concepts

Plan for topic "Students completing the course will be able to demonstrate knowledge of nutrient digestion, absorption and metabolism.": 2011/12
DVC Instructional Course SLO Action Plans

Instructors continue lesson plan content but include other tools such as case studies that help students further explore and critically think about relationship between food choices and health status.

Plan for topic "Students completing the course will be able to identify reliable nutrition resources and distinguish between scientific information and pseudo-scientific misinformation.": 2008/9

a. Handouts were provided to help students better identify potential nutrition quackery and misinformation.

b. Instructions for assignments were modified with examples of scholarly sources. In-class ("hands-on") practice of using the library database for locating scholarly articles are now included in class activities.

Plan for topic "Students completing the course will be able to summarize the sources and functions of nutrients.": 2008/9

a. Handouts were provided to help students better identify potential nutrition quackery and misinformation.

b. Instructions for assignments were modified with examples of scholarly sources. In-class ("hands-on") practice of using the library database for locating scholarly articles are now included in class activities.

Plan for topic "Students completing the course will be able to integrate basic mathematical skills in the study and application of nutrition information.": 2008/9

a. Instructions for the assignment were modified for better clarification. Example calculations are done in class for practice before project due date.

b. No modifications were made, as most students were able to successfully complete the calculations.

Plan for topic "Students completing the course will be able to demonstrate knowledge of nutrient digestion, absorption and metabolism.": 2008/9

a. Instructors will be more thorough and clear in covering content of questions missed by the majority of students.

b. Instructions in diet project were modified to better clarify expectations. Students are referred to specific chapter and page numbers in textbook to assist them in locating proper information to answer questions.
DVC Instructional Course SLO Action Plans

DVC Instructional Course SLO Action Plans

1204. Student Instructional Assistant [NUTRI-299] belonging to Health Science [NUTRI]
### Plan for topic "Students completing the course will be able to apply basic knowledge of natural selection as it affects organisms within marine environment." 2016/17

The question worked. Results are below our goal of 75% correct. As a program, we will work on instruction methods for this particular topic. Some students seemed unclear about what an "adaptation" was and how natural selection can lead to adaptations.

**Plan for topic "Students completing the course will be able to apply basic knowledge of the scientific method." 2016/17**

Ocean 101 instruction methods for scientific method are working well.

**Plan for topic "e": 2016/17**

Ocean 101 instruction methods for scientific method are working well.

### Plan for topic "Students completing the course will be able to describe the interaction of marine organisms within and with the marine environment." 2013/14

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.

**Plan for topic "Students completing the course will be able to apply basic knowledge of the scientific method." 2013/14**

Results indicate that students are understanding this topic very well. Will continue to teach this topic as we have been.

**Plan for topic "e": 2013/14**

Results indicate that students are understanding this topic very well. Will continue to teach this topic as we have been.

### Plan for topic "Students completing the course will be able to apply basic knowledge of natural selection as it affects organisms within marine environment." 2012/13

Our goal was 70-75% of students answering question correctly. We will spend more time on natural selection in Ocean 101 sections in the future.

**Plan for topic "Students completing the course will be able to apply basic knowledge of the scientific method." 2012/13**

Results indicate that our methods of teaching scientific method are working well and we will continue to utilize these methods.

**Plan for topic "e": 2012/13**

Results indicate that our methods of teaching scientific method are working well and we will continue to utilize these methods.

**Plan for topic "Students completing the course will be able to apply basic knowledge of natural selection as it affects organisms within marine environment." 2010/11**

Instructors will spend more time teaching natural selection as it affects marine organisms. Specific examples and in-class discussion will be used in increase understanding of this topic.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply basic knowledge of the scientific method.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will continue teaching topic as we have been and will assess other outcomes in future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;e&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will continue teaching topic as we have been and will assess other outcomes in future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;e&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will sustain teaching methods of scientific method in Ocean 101.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply basic knowledge of the scientific method.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will sustain teaching methods of scientific method in Ocean 101.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to apply basic knowledge of the scientific method." : 2014/15
Oceanography instructors will discuss results at Fall flex meeting and share ideas for improving outcomes.

Plan for topic "Students completing the course will be able to apply basic knowledge of the scientific method." : 2013/14
Results indicate that methods for teaching scientific method are successful and we will continue to utilize these methods for this topic.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the geological, chemical, physical, biological, and ecological features of the oceans." : 2012/13
Results indicate that we need to spend more time working on concepts related to geological oceanography. We will possibly incorporate a work sheet requiring students to draw concepts.

Plan for topic "Students completing the course will be able to apply basic knowledge of the scientific method." : 2012/13
Results indicate that we are our methods of teaching the scientific method are succeeding. We will continue to teach this topic as we have been.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the geological, chemical, physical, biological, and ecological features of the oceans." : 2011/12
Question may be unnecessarily complicated. Will reword question for future use and also rework lecture material to make connections more clear.

Plan for topic "Students completing the course will be able to apply basic knowledge of the scientific method." : 2011/12
Question is too basic and easy/obvious. Will rewrite question so that students need to understand the order of the steps of the scientific method (rather than which of the following isn’t a part of the scientific method).

Plan for topic "e": 2011/12
Question seems to be working. Will increase amount of class time spent on biological evolution and adaptation in an effort to increase percentage of students answering question correctly.
### DVC Instructional Course SLO Action Plans

#### Plan for topic "Students completing the course will be able to apply basic knowledge of biological evolution."

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply basic knowledge of biological evolution.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question seems to be working. Will increase amount of class time spent on biological evolution and adaptation in an effort to increase percentage of students answering question correctly.</td>
<td></td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to apply basic knowledge of the scientific method."

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply basic knowledge of the scientific method.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will continue to teach scientific method as we have been. We will assess other outcomes in the future.</td>
<td></td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to apply basic knowledge of biological evolution."

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply basic knowledge of biological evolution.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will continue to teach about biological evolution as we have been. We will assess additional outcomes in the future.</td>
<td></td>
</tr>
</tbody>
</table>

#### Plan for topic "e": 2010/11

<table>
<thead>
<tr>
<th>Plan for topic &quot;e&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will continue to teach about biological evolution as we have been. We will assess additional outcomes in the future.</td>
</tr>
</tbody>
</table>
1207. Topics in Oceanography [OCEAN-150] belonging to Biological Science [OCEAN]
1208. Student Instructional Assistant [OCEAN-299] belonging to Biological Science [OCEAN]

Plan for topic "Students completing this course will be able to expand subject matter knowledge by assisting the instructor."  

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
</tr>
</tbody>
</table>

Ocean 299 students assist Ocean 102 lab instructors and work directly with individual or groups of Ocean 102 students during Ocean 102 lab sessions. Recommendation is that Ocean 102 instructors meet with Ocean 299 students individually or as a group prior to each lab to reinforce the day's course content and teaching strategies.

Plan for topic "Students completing this course will be able to increase learning through involvement as a lab assistant."  

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
</tr>
</tbody>
</table>

Instructors will continue to monitor Ocean 299 lab assistant engagement and increase dialogue with assistants about their instructional strategies.
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DVC Instructional Course SLO Action Plans</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1209. First Term Persian [PERSN-120] belonging to Foreign Language [PERSN]</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to communicate verbally in basic life situations.&quot;</strong>: 2016/17</td>
<td></td>
</tr>
<tr>
<td>We can say by confidence that the text book which is created specifically for this course and the audio-visual method that we use for improving the vocabulary, pronunciation and conversation have been very useful. We will continue to use the same textbook and the same method for the next Persian 120 class.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to write a short sentence using calligraphy.&quot;</strong>: 2015/16</td>
<td></td>
</tr>
<tr>
<td>We will assess this course SLO and report it in the next cycle.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate knowledge of the Persian alphabet and basic Persian sentence structure.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td>Writing from right to left, having one or three dots above or under some Persian characters and connecting most of the letters together to form a word made the students very excited and eager to learn more words. Very satisfy with results, will continue to use the same textbook and the same methods</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to write a short sentence using calligraphy.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td>The textbook specifically created for this course, the audio-visual method and presentations have been very useful. We will continue to use the same textbook and the same methods for We will continue using the same teaching methods to achieve similar or better results. The instructor plans to incorporate more skits for the students to partake in presentation form.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to communicate verbally in basic life situations.&quot;</strong>: 2011/12</td>
<td></td>
</tr>
<tr>
<td>Using Persian movies and panel discussion were useful for students~ conversation and their vocabulary. I will continue my system. Teacher's lectures for teaching grammar and practicing pronunciation of the Persian words were very good.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to communicate verbally in basic life situations.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>A small number of students responded. Instead of using the online survey, we are planning to conduct the assessment in class and also add the direct method in the next cycle.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to demonstrate knowledge of the Persian alphabet and basic Persian sentence structure.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>Very Satisfied with results, but a small number of students responded. Instead of using the online survey, we are planning to conduct the assessment in class and also add the direct method in the next cycle.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to write a short sentence using calligraphy.&quot;</strong>: 2009/10</td>
<td></td>
</tr>
<tr>
<td>A small number of students responded. Instead of using the online survey, we are planning to conduct the assessment in class and also add the direct method in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1210. Second Term Persian [PERSN-121] belonging to Foreign Language [PERSN]

Plan for topic "Students completing the course will be able to write the basic letters and their variations using calligraphy.": 2019/20

WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

Plan for topic "Students completing this course will be able to write paragraphs of 400 or more words in Persian.": 2015/16

I was happy with the results, but will continue to improve student's writing skills assigning the cross-word puzzles which I created 200 of them and published as a book.

Plan for topic "Students completing the course will be able to write the basic letters and their variations using calligraphy.": 2012/13

The assigned homework have been effective in improving the vocabulary, writing. We are satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We will continue using the same teaching methods to achieve similar or better results.

Plan for topic "Students completing the course will be able to write paragraphs of 400 or more words in Persian.": 2012/13

I was happy with the results, but will continue to improve student's writing skills assigning the cross-word puzzles which I created 200 of them and published as a book.

Plan for topic "Students completing the course will be able to write the basic letters and their variations using calligraphy.": 2010/11

Results are satisfactory. We plan to change the method of assessment from self to active.

Plan for topic "Students completing the course will be able to pronounce Persian words clearly and accurately and use them in sentences.": 2010/11

Results are satisfactory. We plan to change the method of assessment from self to active.

Plan for topic "Students completing the course will be able to use past and future tenses of verbs.": 2010/11

Results are satisfactory. We plan to change our method of assessment from self to active in the future.

Plan for topic "Students completing the course will be able to write the basic letters and their variations using calligraphy.": 2009/10

Very Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to pronounce Persian words clearly and accurately and use them in sentences.": 2009/10

Course Action Plans  Outcome Assessment History  Page 2098 of 2394
<table>
<thead>
<tr>
<th>Plan for topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to use past and future tenses of verbs.&quot;</td>
</tr>
</tbody>
</table>

| Very Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------|

<table>
<thead>
<tr>
<th>Plan for topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to use past and future tenses of verbs.&quot;</td>
</tr>
</tbody>
</table>

| Very Satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------|
DVC Instructional Course SLO Action Plans

1211. Topics in Persian [PERSN-150] belonging to Foreign Language [PERSN]
DVC Instructional Course SLO Action Plans

1212. Student Instructional Assistant [PERSN-299] belonging to Foreign Language [PERSN]

Plan for topic "Students completing this course will be able to help students pronounce Persian words clearly and accurately.": 2016/17

As a plan of action, the department will encourage instructors to dialogue about pronunciation approaches, as well as execution of cultural pragmatics and discussions when integrating a 299 student in the classroom. Also, the department will address the efficiency of their performance, not only focusing on their established proficiency, but their accessibility to students.

Plan for topic "Students completing this course will be able to help students pronounce Persian words clearly and accurately.": 2014/15

It was very helpful to have an assistant in class since some students constantly needed extra help. We will continue accepting students for this course and give native Persian students or advanced Persian learners an opportunity to use their skills and help others.
1213. Introduction to Philosophy [PHILO-120] belonging to Humanities and Philosophy [PHILO]

Plan for topic "Students completing the course will be able to recognize central philosophical issues and their application to everyday life." : 2018/19

In the Fall of 2019, we will create an SLO assessment kit for all Philosophy adjuncts. This kit will provide guidelines for SLO assessment and data collection. This will allow the Humanities and Philosophy department to more accurately analyze all student data over the course of the year.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the differing responses to basic philosophical issues such as the relationship between causality and free will, mind and body, knowledge and experience." : 2015/16

Methods of instruction that worked included: homework assignments, carefully constructed lectures and discussion, completion of study materials prior to testing and optional submission of those materials to the instructor for ungraded feedback prior to the test, time spent in class discussing various philosophers’ positions with regard to philosophical issues. Preparation for quizzes and exams was very important in most sections. Problems to address/possible solutions: Some students were not willing to do the work, and a large number dropped when the paper was due. The instructor noting this problem will likely drop the paper requirement. One instructor noted that continuous and regular evaluation of students combined with adapting to the students’ learning trends and needs could improve student success. Faculty noted a need for philosophy tutors. Several faculty noted that more one-on-one time with students would be helpful. One faculty suggested an assessment of basic skills be conducted in the first class meeting of the semester in order to better assess student needs. This is the first year the department has conducted assessment using this questionnaire method. Prior assessments used Survey Monkey questions answered by students, with students stating whether they considered themselves as having achieved success. The department was pleased that 75% of students completing the course achieved success, but notes that only 58% of students enrolled at census achieved success, with 22% of census enrollment withdrawing from the course. One of the problems lies with the difficulty of the subject matter, and the institutional lack of prerequisite skill levels for a course that must meet transfer requirements.

Plan for topic "Students completing PHILO-120 will be able to Students completing PHILO-120 will be able to demonstrate an understanding of the differing responses to basic philosophical issues such as the relationship between causality and free will, mind and body, knowledge and experience." : 2014/15

Methods of instruction that worked included: homework assignments, carefully constructed lectures and discussion, completion of study materials prior to testing and optional submission of those materials to the instructor for ungraded feedback prior to the test, time spent in class discussing various philosophers’ positions with regard to philosophical issues. Preparation for quizzes and exams was very important in most sections. Problems to address/possible solutions: Some students were not willing to do the work, and a large number dropped when the paper was due. The instructor noting this problem will likely drop the paper requirement. One instructor noted that continuous and regular evaluation of students combined with adapting to the students’ learning trends and needs could improve student success. Faculty noted a need for philosophy tutors.

Course Action Plans

Outcome Assessment History
DVC Instructional Course SLO Action Plans

Tutors. Several faculty noted that more one-on-one time with students would be helpful. One faculty suggested an assessment of basic skills be conducted in the first class meeting of the semester in order to better assess student needs. This is the first year the department has conducted assessment using this questionnaire method. Prior assessments used Survey Monkey questions answered by students, with students stating whether they considered themselves as having achieved success. The department will be using these results to refine future assessment questionnaires, and at this point is involved in discussion about the best ways to measure success in courses that are not "cookie cuttered" but rather allow for a range of methodologies and variety of reading materials in order to fulfill course requirements per the course outline of record. The department was pleased that 75% of students completing the course achieved success, but notes that only 58% of students enrolled at census achieved success, with 22% of census enrollment withdrawing from the course. One of the problems lies with the difficulty of the subject matter, and the institutional lack of prerequisite skill levels for a course that must meet transfer requirements.

Plan for topic "Students completing PHILO-120 will be able to recognize central philosophical issues and their application to everyday life.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing PHILO-120 will be able to demonstrate an understanding of the differing responses to basic philosophical issues such as the relationship between causality and free will, mind and body, knowledge and experience.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing PHILO-120 will be able to assess these important philosophical issues in both oral and written form.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz
question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing the course will be able to assess these important philosophical issues in both oral and written form.": 2012/13

This is a small number of respondents. The department will give frequent reminders to adjunct faculty that participation in SLO assessment is mandatory. The department will discuss ways to encourage students to participate in the survey.

Plan for topic "Students completing the course will be able to recognize central philosophical issues and their application to everyday life.": 2011/12

In future assessments all sections of the course will be asked to distribute questions to student respondents in order that a stronger response can be evaluated.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the differing responses to basic philosophical issues such as the relationship between causality and free will, mind and body, knowledge and experience.": 2011/12

The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to recognize central philosophical issues and their application to everyday life.": 2010/11

Proper training of adjunct faculty

Plan for topic "Students completing the course will be able to recognize central philosophical issues and their application to everyday life.": 2009/10

The other 10% not answering correctly need to be assisted in the classroom in understanding the basic content for this course prior to their being asked questions on it.

Plan for topic "Students completing the course will be able to demonstrate an understanding of the differing responses to basic philosophical issues such as the relationship between causality and free will, mind and body, knowledge and experience.": 2009/10

The other 10% not answering correctly need to be assisted in the classroom in understanding the basic content for this course prior to their being asked questions on it.

Plan for topic "Students completing the course will be able to assess these important philosophical issues in both oral and written form.": 2009/10

The other 10% not answering correctly need to be assisted in the classroom in understanding the basic content for this course prior to their being asked questions on it.
### DVC Instructional Course SLO Action Plans

#### 1214. Introduction to Ethics [PHILO-122] belonging to Humanities and Philosophy [PHILO]

**Plan for topic "Students completing the course will be able to analyze ethical issues from the perspective of different ethical theories.": 2017/18**

| Action plan for future student success: continue to assign short homework tasks that require attention to the assigned reading; encourage students to think of themselves as participating in an on-going conversation about ethical challenges all of us face in daily living; work a bit harder to touch base with students who don't seem engaged. |

**Plan for topic "Students completing PHILO-122 will be able to describe the nature of and justification of ethics.": 2013/14**

| Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data. |

**Plan for topic "Students completing PHILO-122 will be able to recognize ethical issues in decision-making.": 2013/14**

| Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data. |

**Plan for topic "Students completing PHILO-122 will be able to assess traditional and contemporary ethical positions.": 2013/14**

| Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data. |

**Plan for topic "Students completing PHILO-122 will be able to analyze ethical issues from the perspective of different ethical theories.": 2013/14**

| Course Action Plans | Outcome Assessment History | Page 2105 of 2394 |
Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing the course will be able to describe the nature of and justification of ethics.": 2011/12
The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to recognize ethical issues in decision-making.": 2011/12
The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to assess traditional and contemporary ethical positions.": 2011/12
The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to analyze ethical issues from the perspective of different ethical theories.": 2011/12
The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to describe the nature of and justification of ethics.": 2010/11
This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

Plan for topic "Students completing the course will be able to recognize ethical issues in decision-making.": 2010/11
This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

Plan for topic "Students completing the course will be able to assess traditional and contemporary ethical positions.": 2010/11
This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.

Plan for topic "Students completing the course will be able to analyze ethical issues from the perspective of different ethical theories.":
This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.
Plan for topic "Students completing PHILO-130 will be able to Students completing PHILO-130 will be able to differentiate between inductive and deductive arguments and use correctly the various forms of each.": 2017/18

Action plan for future student success: One more class session dedicated to drills demonstrating validity via deductive proof. With extra time spent reviewing and doing more in-class exercises, the success rate should increase.

Plan for topic "Students completing PHILO-130 will be able to Students completing PHILO-130 will be able to demonstrate a comprehension of the relationship between language and logic.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing PHILO-130 will be able to Students completing PHILO-130 will be able to differentiate fact from opinion and knowledge from belief.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing PHILO-130 will be able to Students completing PHILO-130 will be able to differentiate between inductive and deductive arguments and use correctly the various forms of each.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing PHILO-130 will be able to Students completing PHILO-130 will be able to analyze and evaluate increasingly complex arguments from a variety of oral and written sources, and examine their assumptions and implications.": 2013/14
DVC Instructional Course SLO Action Plans

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing PHILO-130 will be able to construct well organized, sustained written arguments advocating ideas and positions."

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing PHILO-130 will be able to write a progression of substantial essays demonstrating an increasingly sophisticated use of structure, coherence and style."

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing the course will be able to demonstrate a comprehension of the relationship between language and logic."

The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to differentiate fact from opinion and knowledge from belief."

The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to differentiate between inductive and deductive arguments and use correctly the various forms of each."

Course Action Plans

Outcome Assessment History
The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to analyze and evaluate increasingly complex arguments from a variety of oral and written sources, and examine their assumptions and implications.": 2011/12

The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to construct well organized, sustained written arguments advocating ideas and positions.": 2011/12

The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to construct well organized, sustained written arguments advocating ideas and positions.": 2011/12

The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to construct well organized, sustained written arguments advocating ideas and positions.": 2011/12

The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to construct well organized, sustained written arguments advocating ideas and positions.": 2011/12

The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to analyze and evaluate increasingly complex arguments from a variety of oral and written sources, and examine their assumptions and implications.": 2009/10

The other 10% not answering correctly need to be assisted in the classroom in understanding the basic content for this course prior to their being asked questions on it.

Plan for topic "Students completing the course will be able to differentiate fact from opinion and knowledge from belief.": 2009/10

The other 10% not answering correctly need to be assisted in the classroom in understanding the basic content for this course prior to their being asked questions on it.

Plan for topic "Students completing the course will be able to differentiate between inductive and deductive arguments and use correctly the various forms of each.": 2009/10

The other 10% not answering correctly need to be assisted in the classroom in understanding the basic content for this course prior to their being asked questions on it.

Plan for topic "Students completing the course will be able to analyze and evaluate increasingly complex arguments from a variety of oral and written sources, and examine their assumptions and implications.": 2009/10

The other 10% not answering correctly need to be assisted in the classroom in understanding the basic content for this course prior to their being asked questions on it.
### Plan for topic "Students completing the course will be able to compare and contrast various creeds, doctrines, and religious beliefs in Western religious tradition.": 2019/20

<table>
<thead>
<tr>
<th>This assessment demonstrates that the percentage of students comprehending the material remains high (85% success). This class is not offered frequently, so data analysis and action plans are challenging to determine.</th>
</tr>
</thead>
</table>

The next time this course is offered, we plan on discussing various pedagogical techniques that might increase student success. These might include more group work and offering quizzes and exams online instead of in person.

### Plan for topic "Students completing the course will be able to describe the role of religion in Judeo-Christian tradition": 2016/17

<table>
<thead>
<tr>
<th>The level of learning by the current assessment demonstrates that the percentage of students comprehending the material remains high (93% success).</th>
</tr>
</thead>
</table>

This is the first cycle of evaluation for this course (PHILO 140).

Outside accrediting agencies for this course are not applicable at this point.

Information gained from this assessment does not affect the program or certificate.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to describe the role of religion in Judeo-Christian tradition": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to demonstrate proficiency in a basic vocabulary for the study and understanding of Judaism and Christianity.": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to evaluate critically the beliefs of various faith groups in Western religious tradition": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to compare and contrast various creeds, doctrines, and religious beliefs in Western religious tradition": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to comprehend his or her own religious values": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to appraise the beliefs and actions of people within various Western religious traditions": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to analyze the historical relationship of various Western faiths to one another": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to describe the role of religion in Judeo-Christian tradition.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated and must be taken seriously. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate proficiency in a basic vocabulary for the study and understanding of Judaism and Christianity.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated and must be taken seriously. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to evaluate critically the beliefs of various faith groups in Western religious tradition.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated and must be taken seriously. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to compare and contrast various creeds, doctrines, and religious beliefs in Western religious tradition.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated and must be taken seriously. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to comprehend his or her own religious values.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated and must be taken seriously. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to appraise the beliefs and actions of people within various Western religious traditions.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated and must be taken seriously. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to analyze the historical relationship of various Western faiths to one another.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>This has been dealt with by the department. We have made it clear to our adjunct faculty that SLO assessment is mandated and must be taken seriously. The department has sent reminders to faculty, along with suggestions for having students participate in the Survey Monkey questionnaire. This will also be a topic at department meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1217. Introduction to the Philosophy of Religion [PHILO-141] belonging to Humanities and Philosophy [PHILO]

Plan for topic "Students completing the course will be able to assess attempts to establish the existence of God from diverse historical periods and cultures.":: 2018/19

Because the average grade was a solid B, the instructor does not intend to make significant changes to the exams, but leaving more time during review sessions would be a way to give trailing students an opportunity to get more clarifications.

Plan for topic "Students completing the course will be able to extract the central themes and issues from a wide variety of religious discourse.":: 2017/18

This course has not been offered since Fall 2016. This course will be assessed when it is next offered in Fall 2019.

Plan for topic "Students completing PHILO-141 will be able to extract the central themes and issues from a wide variety of religious discourse.":: 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing PHILO-141 will be able to critique definitions and methodologies from the study of religion.":: 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing PHILO-141 will be able to identify the characteristics both of primal religions and of historical descriptions of ultimate reality.":: 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing PHILO-141 will be able to establish the existence of God from diverse historical periods and cultures.": 2013/14

Our department has used the SurveyMonkey format for this and previous assessments. Now that a larger number of faculty are participating in the process, it is time to stop using this method and to actually assess real student outcomes via a completely different methodology. In the 2014-15 assessment, the instructors in any given course will assess the scheduled SLOs (the department will choose one or two SLOs per course scheduled for assessment). Instructors may link the SLO to an assignment or quiz question, or may conduct an assessment using another pedagogical method that is part of the actual course curriculum. The instructor will then give the results to the department. This will provide the department with meaningful data.

Plan for topic "Students completing PHILO-141 will be able to explain concepts of revelation, faith, miracles and authority.": 2013/14

Plan for topic "Students completing PHILO-141 will be able to compare and contrast religion and science.": 2013/14

Plan for topic "Students completing PHILO-141 will be able to formulate and analyze some of the pertinent issues in religion.": 2013/14
DVC Instructional Course SLO Action Plans

department. This will provide the department with meaningful data.

Plan for topic "Students completing the course will be able to extract the central themes and issues from a wide variety of religious discourse.": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to critique definitions and methodologies from the study of religion.": 2011/12

Action plan:

Plan for topic "Students completing the course will be able to identify the characteristics both of primal religions and of historical descriptions of ultimate reality.": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to assess attempts to establish the existence of God from diverse historical periods and cultures.": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to explain concepts of revelation, faith, miracles and authority.": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to compare and contrast religion and science.": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.

Plan for topic "Students completing the course will be able to formulate and analyze some of the pertinent issues in religion.": 2011/12

We have only one full-time faculty member teaching philosophy. This course is taught by adjuncts only. The department will send several reminders to adjunct faculty that they must participate in this process. The department is considering ways to encourage students to participate in the survey. Other methods of assessment must also be discussed.
Plan for topic "Students completing this course will be able to discuss the fundamental metaphysical, epistemological, and ethical tenets of Asian philosophy.": 2019/20

This assessment demonstrates that the percentage of students comprehending the material remains high (90% success). Due to the sudden transition to DE from the Covid pandemic, a large number of students dropped the course mid-semester. Future assessments of this course will provide more accurate data concerning student success.

When this class is offered again spring 2021, we plan on having students utilize small group work on a more consistent basis. This method is successful in other classes, and I am confident it will affect positive student success in the future courses.
DVC Instructional Course SLO Action Plans

1219. Topics in Philosophy [PHILO-150] belonging to Humanities and Philosophy [PHILO]
1220. Introduction to Social and Political Philosophy [PHILO-160] belonging to Humanities and Philosophy [PHILO]
Plan for topic "Students completing the course will be able to identify, describe, compare, and critically analyze (in both oral and written form) the political theories of Plato, Aristotle, Hobbes, Locke, Marx, John Stuart Mill, John Rawls, and Robert Nozick.": 2018/19

Given the low enrollment (7 students), adequate data analysis and action plan will need to wait until the course is offered again.
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
<th>Page 2120 of 2394</th>
</tr>
</thead>
</table>

**DVC Instructional Course SLO Action Plans**

1221. Symbolic Logic [PHILO-170] belonging to Humanities and Philosophy [PHILO]
Plan for topic "Students completing this course will be able to evaluate the validity of arguments by using truth tables and formulas for arguments in the language of sentential logic.": 2018/19

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When this course is offered again in Fall 2020, the instructor plans to spend one more class session demonstrating validity via the truth-table method in order to increase student success.</td>
<td></td>
</tr>
</tbody>
</table>
1222. Comparative Religion [PHILO-220] belonging to Humanities and Philosophy [PHILO]

Plan for topic "Students completing the course will be able to describe the origins, development, thinking, and practice of the major living religions.": 2018/19

This assessment demonstrates that the percentage of students comprehending the material remains high (89% success). Student success was high due to the large number of university students enrolled. Approximately half of student enrolled are attending a four-year university and are home for the summer taking PHILO 220 as a GE requirement for their university.

When this class is offered again, hopefully in 2020, we plan on having students utilize small group work on a more consistent basis. This method is successful in other classes, and we are confident it will affect positive student success in the future courses.

Plan for topic "Students completing the course will be able to describe the origins, development, thinking, and practice of the major living religions.": 2017/18

This course has not been offered since Fall 2016. This course will be assessed when it is next offered in Fall 2019.

Plan for topic "Students completing the course will be able to describe the origins, development, thinking, and practice of the major living religions.": 2016/17

This topic is being assessed this semester (Spring 2017)

Plan for topic "Students completing the course will be able to describe the origins, development, thinking, and practice of the major living religions.": 2012/13

The department was disappointed with these results, and have subsequently emphasized that this assessment is mandatory. We are still struggling to bring our entire faculty in compliance with this process, and this is particularly problematic since most members of our faculty are adjunct. In Assessments gathered in AY 2013-14, individual sections will be assessed.

Plan for topic "Students completing the course will be able to compare and contrast the widely divergent religious positions currently held in various parts of the world.": 2012/13

The department was disappointed with these results, and have subsequently emphasized that this assessment is mandatory. We are still struggling to bring our entire faculty in compliance with this process, and this is particularly problematic since most members of our faculty are adjunct. In Assessments gathered in AY 2013-14, individual sections will be assessed.

Plan for topic "Students completing the course will be able to compare and contrast his or her own philosophies of life to the religious positions and experience of individuals in other cultures and historical periods.": 2012/13
The department was disappointed with these results, and have subsequently emphasized that this assessment is mandatory. We are still struggling to bring our entire faculty in compliance with this process, and this is particularly problematic since most members of our faculty are adjunct. In Assessments gathered in AY 2013-14, individual sections will be assessed.
1223. History of Western Philosophy: Pre-Socratic to Medieval Period [PHILO-224] belonging to Humanities and Philosophy [PHILO]

Plan for topic "Students completing the course will be able to evaluate diverse perspectives about human nature, the nature of human knowledge, and realities of the world around us through a study of ancient and medieval philosophy.": 2018/19

This assessment demonstrates that the percentage of students comprehending the material remains high (87% success). Student success is usually high in PHILO 224 due to the large number of philosophy majors/minors who have previously taken philosophy classes and are familiar with the methods and goals of philosophy courses.

When this class is offered again 2019, we plan on having students utilize small group work on a more consistent basis. This method is successful in other classes, and I am confident it will affect positive student success in the future courses.

Plan for topic "Students completing the course will be able to describe the historical development of major philosophical ideas from the pre-Socratics to the Medieval period.": 2012/13

The same format for gathering responses is in place for AY 2013-14, and data is being gathered for the Fall 2013 semester. The department will next discuss a different method to gather assessment information for this course for AY 2014-15 in order to assess what number of students actually have accomplished this outcome.

Plan for topic "Students completing the course will be able to analyze the central problems, conflicts, and contributions of philosophical thought to Western tradition from pre-Socratics to the Medieval period.": 2012/13

The same format for gathering responses is in place for AY 2013-14, and data is being gathered for the Fall 2013 semester. The department will next discuss a different method to gather assessment information for this course for AY 2014-15 in order to assess what number of students actually have accomplished this outcome.

Plan for topic "Students completing the course will be able to compare and contrast the main questions and solutions proposed by the major thinkers of the era.": 2012/13

The same format for gathering responses is in place for AY 2013-14, and data is being gathered for the Fall 2013 semester. The department will next discuss a different method to gather assessment information for this course for AY 2014-15 in order to assess what number of students actually have accomplished this outcome.
### 1224. History of Western Philosophy: Descartes to Present [PHILO-225] belonging to Humanities and Philosophy [PHILO]

**Plan for topic "Students completing the course will be able to evaluate diverse perspectives about human nature, the nature of human knowledge, and realities of the world around us through a study of 17th Century through 20th Century philosophy."**: 2019/20

This assessment demonstrates that the percentage of students comprehending the material remains high (90% success). Due to the sudden transition to DE from the Covid pandemic, a large number of students dropped the course mid-semester. Future assessments of this course will provide more accurate data concerning student success.

When this class is offered again 2021, we plan on having students utilize small group work on a more consistent basis. This method is successful in other classes, and I am confident it will affect positive student success in the future courses.

### Plan for topic "Students completing the course will be able to describe the historical development of major philosophical ideas from Descartes to the 20th Century."**: 2016/17

The level of learning by the current assessment demonstrates that the percentage of students comprehending the material remains high (89% success).

This is the first cycle of evaluation for this course (PHILO 225).

Outside accrediting agencies for this course are not applicable at this point.

Information gained from this assessment does not affect the program or certificate.
DVC Instructional Course SLO Action Plans

Action plan for future student success: When this class is offered again in Spring 2018, I plan on having students break into small groups the day of the quiz to review material together in preparation. I have recently found that this method is successful in other classes, and I am confident it will affect positive student success in future subsequent courses.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe the historical development of major philosophical ideas from Descartes to the 20th Century.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>The same format for gathering responses is in place for AY 2013-14, and data will be gathered for the Spring 2014 semester. The department will next discuss a different method to gather assessment information for this course for AY 2014-15 in order to assess what number of students actually have accomplished this outcome.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze the central problems, conflicts, and contributions of philosophical thought to Western tradition from Descartes to the 20th Century.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>The same format for gathering responses is in place for AY 2013-14, and data will be gathered for the Spring 2015 semester. The department will next discuss a different method to gather assessment information for this course for AY 2014-15 in order to assess what number of students actually have accomplished this outcome.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare and contrast the main questions and solutions proposed by the major thinkers of the era.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>The same format for gathering responses is in place for AY 2013-14, and data is being gathered for the Fall 2013 semester. The department will next discuss a different method to gather assessment information for this course for AY 2014-15 in order to assess what number of students actually have accomplished this outcome.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1225. Independent Study [PHILO-298] belonging to Humanities and Philosophy [PHILO]
Plan for topic "Students completing this course will be able to demonstrate and/or apply independent academic learning skills."

2018/19
This course will be assessed when it is next offered.

Plan for topic "Students completing this course will be able to demonstrate and/or apply independent academic learning skills."
2015/16
The student did suggest that some of the reading material was dense, and the paper assignments were high in number/content, compared to comparable courses she had taken. In the future, should this course be offered, actions will be taken to tailor the requirements more to an introductory level of such a course.
1226. Student Instructional Assistant [PHILO-299] belonging to Humanities and Philosophy [PHILO]
1227. Elementary Physics [PHYS-110] belonging to Physical Science/Physics/Astronomy/Geology/Geography [PHYS]

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: position, speed, velocity, and acceleration.": 2019/20

| The department would like to maintain positive results on this SLO, as well as improve performance in the future. |
| Instructors will be encouraged to maintain their current methods of engagement, as well as exploring additional methods, such as group worksheets and active discussion. |

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: conservation of momentum and conservation of energy.": 2019/20

| The department would like to maintain positive results on this SLO, as well as improve performance in the future. |
| Instructors will be encouraged to maintain their current methods of engagement, as well as exploring additional methods, such as group worksheets and active discussion. |
Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: position, speed, velocity, and acceleration.": 2016/17

The department would like to maintain positive results on this SLO, as well as improve performance in the future. Instructors will be encouraged to maintain their current methods of engagement, as well as exploring additional methods, such as group worksheets and active discussion.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: conservation of momentum and conservation of energy.": 2016/17

The department would like to maintain positive results on this SLO, as well as improve performance in the future. Instructors will be encouraged to maintain their current methods of engagement, as well as exploring additional methods, such as group worksheets and active discussion. We plan to assess this SLO again in the next cycle.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: position, speed, velocity, and acceleration.": 2013/14

Our goals were met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: conservation of momentum and conservation of energy.": 2013/14

Our goals were met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: fluid, temperature, and heat.": 2013/14

Our goals were met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: position, speed, velocity, and acceleration.": 2012/13

Our goal was met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: conservation of momentum and conservation of energy.": 2012/13

Our goal was met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: fluid, temperature, and heat.": 2012/13

Our goal was met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: position, speed, velocity, and acceleration.": 2011/12
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: conservation of momentum and conservation of energy.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our goals were met; no changes are necessary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to correctly identify and apply one or more of the following skills sets or principles to solve a problem at the algebra level: fluid, temperature, and heat.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our goals were met; no changes were necessary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra level: position, speed, velocity, and acceleration.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our goal was achieved; no changes are necessary.</td>
<td></td>
</tr>
</tbody>
</table>

| 2010-10-13: Our results have been very good and we plan to continue what we've been doing. The success comes from the following. One, we have a tutoring budget that enables us to provide free tutoring in our building. Two, we use our budget to purchase demonstration equipment and video demonstrations that help to clarify the concepts for our tutors and students. | |
| 2011-08-11: Our results have been very good and we plan to continue what we've been doing. The success comes from the following. One, we have a tutoring budget that enables us to provide free tutoring in our building. Two, we use our budget to purchase demonstration equipment and video demonstrations that help to clarify the concepts for our tutors and students. | |
### Plan for topic "Students completing the course will be able to determine the total uncertainty in a measured quantity using a combination of the uncertainty in the measuring instrument and the uncertainty due to their experimental technique." 2019/20

The department would like to maintain positive results on this SLO, as well as improve performance in the future.

Instructors will be encouraged to maintain their current methods of engagement, as well as exploring additional methods, such as group worksheets and active discussion. This assessment may be anomalous due to the physical campus closure.

### Plan for topic "Students completing the course will be able to determine the correct number of significant digits in experimental results using the total uncertainty in the measured quantities." 2016/17

The department would like to maintain positive results on this SLO, as well as improve performance in the future. One possible action is to devote a few more questions/worksheets to highlight the meaning of uncertainty reporting and contrast reporting uncertainty to the method of significant figures. We plan to assess another SLO topic in the future.

### Plan for topic "Students completing PHYS-111 will be able to determine an experimental result by finding the trend-line of a graph of their data." 2013/14

Our goals were met; no changes are necessary.

### Plan for topic "Students completing the course will be able to determine the correct number of significant digits in experimental results using the total uncertainty in the measured quantities." 2012/13

Our goal was met; no changes are necessary.
Plan for topic "Students completing the course will be able to determine the total uncertainty in a measured quantity using a combination of the uncertainty in the measuring instrument and the uncertainty due to their experimental technique.": 2012/13

Our goal was met; no changes are necessary.

Plan for topic "Students completing PHYS-111 will be able to determine an experimental result by finding the trend-line of a graph of their data.": 2012/13

Our goal was met; no changes are necessary.
Plan for topic "Students completing the course will be able to describe gravity as a curvature of space-time."": 2018/19
While a 74% success rate has room for improvement, the success criterion of 100% correct completion of two multiple choice questions is overly stringent, as 91% achieved a score over 50%. We may adjust our success criteria in the next cycle, with a plan to assess SLO #2.

Plan for topic "Students completing the course will be able to apply the concepts of velocity, acceleration, force, and energy in the conceptual analysis of simple physical systems."": 2016/17
The course was not offered during the 2016/2017 assessment cycle. So it was not assessed. One of us is going on sabbatical in spring 2018 to write a book for this course. We plan on offering the class in the fall of 2018 and in subsequent semesters using the new book. Not only will the new book decrease the cost to our students by being made available through the DVC print shop, we also expect this book to have a positive impact on student learning. We plan on doing assessment topic # 3 in the fall of 2018, when this course is taught again.

Plan for topic "Students completing the course will be able to apply the concepts of velocity, acceleration, force, and energy in the conceptual analysis of simple physical systems."": 2013/14
Our goals were met; no changes are necessary.

Plan for topic "Students completing the course will be able to describe the relative nature of space and time when an observer is moving near light speed."": 2013/14
Our goals were met; no changes are necessary.

Plan for topic "Students completing the course will be able to describe gravity as a curvature of space-time."": 2013/14
Our goals were met; no changes are necessary.

Plan for topic "Students completing the course will be able to determine the possible number of photons and the energy of each photon emitted or absorbed given the energy levels of an atom or molecule."": 2013/14
Our goals were met; no changes are necessary.

Plan for topic "e": 2013/14
Our goals were met; no changes are necessary.
1230. General College Physics I [PHYS-120] belonging to Physical Science/Physics/Astronomy/Geology/Geography [PHYS]

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a mechanics problem at the algebra/trigonometry level: accelerated motion, momentum conservation, energy conservation and rotational motion."**: 2017/18

Inquiry design flaw: 36 students were assessed with a problem involving both momentum conservation AND the impulse-momentum theorem, which led to 13 students applying the skill set, but with significant misconceptions. Future SLO assessments will be sure to test one learning outcome in a given question.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve an oscillation problem at the algebra/trigonometry level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions."**: 2012/13

Our goal was met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a mechanics problem at the algebra/trigonometry level: accelerated motion, momentum conservation, energy conservation and rotational motion."**: 2012/13

Our goal was met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify at the algebra/trigonometry level the forces acting on an object, draw a free-body diagram and apply Newton's laws of motion."*: 2014/15

This assessment covers important concepts, since it is fundamental to success in the more advanced topics that come later. Our initial target was that 70% of the students should be able to pass this requirement; therefore, we are pleased with the 77% success rate. Our plan is to continue our efforts to emphasize force identification and application of Newton's laws through both group problem sessions and lab work.

Plan for topic "Students completing the course will be able to correctly identify at the algebra/trigonometry level the forces acting on an object, draw a free-body diagram and apply Newton's laws of motion."*: 2011/12

Our goals were met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify at the algebra/trigonometry level the forces acting on an object, draw a free-body diagram and apply Newton's laws of motion."*: 2012/13
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve an oscillation problem at the algebra/trigonometry level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions.&quot;</td>
<td>2011/12</td>
<td>Our goals were met; no changes are necessary.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve an oscillation problem at the algebra/trigonometry level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions.&quot;</td>
<td>2011-08-12</td>
<td>Goals were met - no changes are needed.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve an oscillation problem at the algebra/trigonometry level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions.&quot;</td>
<td>2011-08-12</td>
<td>Our goal was achieved; no changes are necessary.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a mechanics problem at the algebra/trigonometry level: accelerated motion, momentum conservation, energy conservation and rotational motion.&quot;</td>
<td>2010/11</td>
<td>2011-08-12: Goals were met - no changes are needed.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a mechanics problem at the algebra/trigonometry level: accelerated motion, momentum conservation, energy conservation and rotational motion.&quot;</td>
<td>2010-08-12</td>
<td>Our goal was achieved; no changes are necessary.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve an oscillation problem at the algebra/trigonometry level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions.&quot;</td>
<td>2010/11</td>
<td>2011-08-12: Our goal was achieved; no changes are necessary.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve an oscillation problem at the algebra/trigonometry level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions.&quot;</td>
<td>2011-08-12</td>
<td>Goals were met - no changes are needed.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in electricity and/or magnetism at the algebra/trigonometry level: Coulomb's law, electric and magnetic fields, electric and magnetic force laws, electric potential, capacitance, electric current, resistance, Ampere's law, Faraday's law and basic electromagnetic waves.": 2017/18

Greater than 70% of students were successful. We will continue our current methods.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in geometric and/or wave optics at the algebra/trigonometry level: light as an electromagnetic wave, refraction and reflection, ray diagrams for lenses and mirrors, virtual images and objects, the lens/mirror equation, interference, diffraction and polarization.": 2017/18

Surpassed 70% student success rate. Will continue current methods.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in electricity and/or magnetism at the algebra/trigonometry level: Coulomb's law, electric and magnetic fields, electric and magnetic force laws, electric potential, capacitance, electric current, resistance, Ampere's law, Faraday's law and basic electromagnetic waves.": 2014/15

We plan to make changes in how we prepare students for the analysis of circuit components that are connected in parallel. The changes, focusing on parallel resistors, will involve group work during lab hours and discussion sections. We would like to increase the success rate to 70% or above.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in geometric and/or wave optics at the algebra/trigonometry level: light as an electromagnetic wave, refraction and reflection, ray diagrams for lenses and mirrors, virtual images and objects, the lens/mirror equation, interference, diffraction and polarization.": 2012/13

Our goals were met; therefore, we will continue our current methods.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in geometric and/or wave optics at the algebra/trigonometry level: light as an electromagnetic wave, refraction and reflection, ray diagrams for lenses and mirrors, virtual images and objects, the lens/mirror equation, interference, diffraction and polarization.": 2012/13

Our goals were met; therefore, we will continue with our current methods.
Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in modern physics at the algebra/trigonometry level: light as a particle (photons), particles (electrons, protons, neutrons) as waves, quantum uncertainty, interaction of light with matter, atoms, molecules and atomic nuclei.": 2012/13

Our goals were met; therefore, we will continue with our current methods.
Plan for topic "Students completing the course will be able to apply integration in one dimension to calculate the center of mass or moment of inertia of highly symmetrical objects, or to analyze its motion."  2017/18
Since greater than 70% of students were successful, course will maintain current practices and assess a different topic next cycle.

Plan for topic "Students completing the course will be able to apply differentiation to analyze motion."  2014/15
Our plan is to continue offering this course in the current format where we emphasize group problem solving during class meetings. We had hoped to obtain at least 70% success rates and we have done so.

Plan for topic "Students completing the course will be able to apply differentiation to analyze motion."  2011/12
2011-08-06: This the first slo evaluated during the semester. Students were more successful in the second and third evaluation indicating that they might need more time to learn this concept. We can't give them more time; however, we will begin having a review session at the start of the second class meeting in order to provide more practice with this concept.
2012-11-20: Our goal was met; no changes are necessary.

Plan for topic "Students completing the course will be able to apply optimization to analyze motion."  2011/12
Goals were met; no changes are needed.

Plan for topic "Students completing the course will be able to apply integration in one dimension to calculate the center of mass or moment of inertia of highly symmetrical objects, or to analyze its motion."  2011/12
Goals were met; no changes are necessary.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
<th>Year</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus Supplement for Physics 121 [PHYS-125] belonging to Physical Science/Physics/Astronomy/Geology/Geography [PHYS]</td>
<td>Students completing the course will be able to apply integration to calculate the electric field and electric potential resulting from a one dimensional charge distribution for points that are collinear with the charge distribution.</td>
<td>2017/18</td>
<td>Surpassed 70% success rate. Will continue current methods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to apply integration and vector analysis to calculate the electric field and electric potential resulting from a charge distribution for points that are not collinear and/or coplanar with the charge distribution.</td>
<td>2017/18</td>
<td>Surpassed 70% success rate. Will continue current methods.</td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to apply methods of integration, differentiation, vector analysis and Faraday's Law to evaluate the electromotive force generated in a wire loop within a magnetic field as conditions change.</td>
<td>2017/18</td>
<td>Surpassed 70% success rate. Will continue current methods.</td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to apply integration to calculate the electric field and electric potential resulting from a one dimensional charge distribution for points that are collinear with the charge distribution.</td>
<td>2014/15</td>
<td>We had hoped to achieve a 70% success rate. As in PHYS-124, we are happy with the way the course is delivered where we focus on problem solving during class sessions. Given the 89% success rate, which is quite high, we plan to change the assessment to include different geometries.</td>
</tr>
<tr>
<td></td>
<td>Students completing the course will be able to apply integration to calculate the electric field and electric potential resulting from a one dimensional charge distribution for points that are collinear with the charge distribution.</td>
<td>2011/12</td>
<td>Our goal was met; no changes are necessary.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to correctly identify at the algebra/trigonometry level the forces acting on an object, draw a free-body diagram and apply Newton's laws of motion.": 2018/19

The success rate was excellent, showing that nearly all the students knew how to approach and solve the problem with only minor mistakes. As a plan of action, the department will continue to use worksheets and formative assessments with teaching emphasis on vector component equations. In addition, the department will be adopting a new textbook for this course sequence that emphasizes vector notation earlier than textbooks currently in use.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a mechanics problem at the algebra/trigonometry level: accelerated motion, momentum conservation, energy conservation and rotational motion.": 2018/19

This was the first time that this SLO has been assessed, and the success rate was lower than other 129 SLOs have been. A new lab experiment has recently been developed by one of our faculty members that focuses on exactly this material, and at least two of our faculty members plan to incorporate it for the first time in the Spring 2019 semester. This lab will be made available to all 129 professors in the future. The action plan is to implement this lab and re-assess this SLO at the next opportunity.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem at the algebra/trigonometry and beginning calculus level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions.": 2015/16

Our action plan is to continue work with group activity sheets to support student learning of the physics principles and the correct application of math skills to the physics context. In future assessments, we would like to continue the investigation of applying the algebra and trigonometry skills to the physics context. We plan to assess topics one and two in the next cycle.

Plan for topic "e": 2015/16

Our action plan is to continue work with group activity sheets to support student learning of the physics principles and the correct application of math skills to the physics context. In future assessments, we would like to continue the investigation of applying the algebra and trigonometry skills to the physics context. We plan to assess topics one and two in the next cycle.

Plan for topic "Students completing the course will be able to correctly identify at the algebra/trigonometry level the forces acting on an object, draw a free-body diagram and apply Newton's laws of motion.": 2012/13

Our goals were met; therefore, we will continue with our current methods.
Plan for topic "Students completing the course will be able to correctly identify at the calculus level the forces acting on an object, draw a free-body diagram, and apply Newton's laws of motion.": 2015/16

Professors will incorporate more active-learning, for example interactive exercises utilizing new classroom video illustrations (Rodriguez Spring 2016 sabbatical project) to...
improve learning regarding the forces involved in circular motion. We plan to assess this SLO again in the next cycle.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a mechanics problem at the calculus level: accelerated motion, momentum conservation, energy conservation and rotational motion." : 2015/16

We have concerns about student proficiency with using algebra to solve physics problems. This informs our action plan. Professors will focus on improving student skills sets regarding translation from verbal to pictorial representation, and translation from verbal/pictorial to an algebraic expression representing the problem. We plan to assess this SLO again in the next cycle.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve an oscillation problem at the calculus level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions." : 2015/16

We have concerns about student proficiency with using algebra to solve physics problems. This informs our action plan. Professors will focus on improving student skills sets regarding translation from verbal to pictorial representation, and translation from verbal/pictorial to an algebraic expression representation.

Plan for topic "e": 2015/16

We have concerns about student proficiency with using algebra to solve physics problems. This informs our action plan. Professors will focus on improving student skills sets regarding translation from verbal to pictorial representation, and translation from verbal/pictorial to an algebraic expression representation.

Plan for topic "Students completing the course will be able to correctly identify at the calculus level the forces acting on an object, draw a free-body diagram, and apply Newton's laws of motion." : 2012/13

Our goal was met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a mechanics problem at the calculus level: accelerated motion, momentum conservation, energy conservation and rotational motion." : 2012/13

Our goal was met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve an oscillation problem at the calculus level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions." : 2012/13

Our goal was met; no changes are necessary.

Plan for topic "e": 2012/13

Our goal was met; no changes are necessary.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to correctly identify at the calculus level the forces acting on an object, draw a free-body diagram, and apply Newton's laws of motion.": 2011/12

- Our goals were met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a mechanics problem at the calculus level: accelerated motion, momentum conservation, energy conservation and rotational motion.": 2011/12

- Our goals were met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve an oscillation problem at the calculus level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions.": 2011/12

- Our goals were met; no changes are necessary.

Plan for topic "e": 2011/12

- Our goals were met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify at the calculus level the forces acting on an object, draw a free-body diagram, and apply Newton's laws of motion.": 2010/11

- 2010-11-09: Goals were met - no changes are needed.
- 2011-08-12: Our goal was achieved; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a mechanics problem at the calculus level: accelerated motion, momentum conservation, energy conservation and rotational motion.": 2010/11

- 2011-08-12: Our goal was achieved; no changes are necessary.
- 2011-08-12: Goals were met - no changes are needed.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve an oscillation problem at the calculus level: simple harmonic motion, wave motion, fluid interactions and gravitational interactions.": 2010/11

- 2011-08-12: Our goal was achieved; no changes are necessary.
- 2011-08-12: Goals were met - no changes are needed.

Plan for topic "e": 2010/11
2011-08-12: Our goal was achieved; no changes are necessary.
2011-08-12: Goals were met - no changes are needed.
1236. Topics in Physics [PHYS-150] belonging to Physical Science/Physics/Astronomy/Geology/Geography [PHYS]
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in thermodynamics at the calculus level: temperature, heat, thermal expansion, kinetic theory, the ideal gas law, PV diagrams, internal energy, specific heat, the laws of thermodynamics, heat engines and entropy."

- 2018/19
  
  69% success rate can be improved. Previous success rate of 90% in Fall 2012 indicates greater emphasis on thermodynamic problem solving is needed. Difficulty level of questions may also have changed with new faculty and shifting department culture. Did not assess part-time faculty sections.

- 2015/16
  
  We have concerns about student proficiency with using algebra to solve physics problems. This informs our action plan. Professors will focus on improving student skills sets regarding translation from verbal to pictorial representation, and translation from verbal/pictorial to an algebraic expression representation. Special attention should be applied to the 3-D visualization skill set at the 230 level. Instructors can utilize interactive discussions or activities focused on 3-D visualization.

- 2012/13
  
  Our goal was met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem concerning moving charges and/or time-varying fields at the calculus level: electric current, resistance, Biot-Savart law, magnetic fields, magnetic force laws, Ampere's law, Faraday's law, Maxwell's equations and plane electromagnetic waves."

- 2015/16
  
  We have concerns about student proficiency with using algebra to solve physics problems. This informs our action plan. Professors will focus on improving student skills sets regarding translation from verbal to pictorial representation, and translation from verbal/pictorial to an algebraic expression representation. Special attention should be applied to the 3-D visualization skill set at the 230 level. Instructors can utilize interactive discussions or activities focused on 3-D visualization.

- 2012/13
  
  Our goal was met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem concerning static electric charges at the calculus level: Coulomb's law, electric fields and their superposition, Gauss' law, the electric force, the electric potential and capacitance."

- 2012/13
  
  Our goal was met; no changes are necessary.

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in thermodynamics at the calculus level: temperature, heat, thermal expansion, kinetic theory, the ideal gas law, PV diagrams, internal energy, specific heat, the laws of thermodynamics, heat engines and entropy."

- 2011/12
  
  Our goals were met; no changes are necessary.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem concerning static electric charges at the calculus level: Coulomb's law, electric fields and their superposition, Gauss' law, the electric force, the electric potential and capacitance." : 2011/12

| Our goals were met; no changes are necessary. |

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem concerning moving charges and/or time-varying fields at the calculus level: electric current, resistance, Biot-Savart law, magnetic fields, magnetic force laws, Ampere's law, Faraday's law, Maxwell's equations and plane electromagnetic waves." : 2011/12

| Our goals were met; no changes are necessary. |

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in thermodynamics at the calculus level: temperature, heat, thermal expansion, kinetic theory, the ideal gas law, PV diagrams, internal energy, specific heat, the laws of thermodynamics, heat engines and entropy." : 2010/11

| Our target goal was achieved; no changes are necessary. |

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem concerning static electric charges at the calculus level: Coulomb's law, electric fields and their superposition, Gauss' law, the electric force, the electric potential and capacitance." : 2010/11

| We were very close to reaching our goal; therefore, we plan to emphasize this material a bit more in the future. |

Plan for topic "Students completing the course will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem concerning moving charges and/or time-varying fields at the calculus level: electric current, resistance, Biot-Savart law, magnetic fields, magnetic force laws, Ampere's law, Faraday's law, Maxwell's equations and plane electromagnetic waves." : 2010/11

<p>| Our goal was achieved; no changes are necessary. |</p>
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DVC Instructional Course SLO Action Plans</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1238. Physics for Engineers and Scientists C: Optics and Modern Physics [PHYS-231] belonging to Physical Science/Physics/Astronomy/Geology/Geography [PHYS]</strong></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in geometric and/or wave optics at the calculus level: light as an electromagnetic wave, refraction and reflection, ray diagrams for lenses and mirrors, virtual images and objects, the lens/mirror equation, interference, diffraction and polarization.&quot;**: 2017/18</td>
<td></td>
</tr>
<tr>
<td>69% success rate can be improved. Previous success rate of 79% indicates greater emphasis on geometrical optics problem-solving for complex geometries is needed.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a special relativity problem at the calculus level: relativity principle, proper time, proper length, lack of simultaneity, Lorentz transformation, relativistic momentum and energy.&quot;**: 2017/18</td>
<td></td>
</tr>
<tr>
<td>At least 70% success rate is desired, so previous plan is working (more non-numerical problem-solving in relativity problems). Continue with additional practice resources.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in modern physics at the calculus level: light as a particle (photons), particles (electrons, protons, neutrons) as waves, quantum uncertainty, interaction of light with matter, atoms, molecules and atomic nuclei.&quot;**: 2017/18</td>
<td></td>
</tr>
<tr>
<td>Surpassed desired 70% success rate. Plan to continue current approach and assess a different quantum mechanics topic next cycle.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in geometric and/or wave optics at the calculus level: light as an electromagnetic wave, refraction and reflection, ray diagrams for lenses and mirrors, virtual images and objects, the lens/mirror equation, interference, diffraction and polarization.&quot;**: 2014/15</td>
<td></td>
</tr>
<tr>
<td>We plan to maintain our approach, which includes problem sets, reading assignments, group discussions and weekly quizzes. We also have students perform lab experiments which cover geometric and wave optics. With this multi-faceted approach, we hope to maintain at least a 70% success rate.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a special relativity problem at the calculus level: relativity principle, proper time, proper length, lack of simultaneity, Lorentz transformation, relativistic momentum and energy.&quot;**: 2014/15</td>
<td></td>
</tr>
<tr>
<td>We want at least a 70% success rate and we achieved that. Therefore, we plan to maintain our current approach, but also give more in-class practice in special relativity during the lab sessions, which currently tend to focus on numerical analysis.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in modern physics at the calculus level: light as a particle (photons), particles (electrons, protons, neutrons) as waves, quantum uncertainty, interaction of light with matter, atoms, molecules and atomic nuclei.&quot;**: 2014/15</td>
<td></td>
</tr>
<tr>
<td>We want at least a 70% success rate and we surpassed that; therefore, we plan to maintain our current approach. In our next assessment cycle, we plan to choose a different</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in geometric and/or wave optics at the calculus level: light as an electromagnetic wave, refraction and reflection, ray diagrams for lenses and mirrors, virtual images and objects, the lens/mirror equation, interference, diffraction and polarization.": 2011/12

Our goal was met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a special relativity problem at the calculus level: relativity principle, proper time, proper length, lack of simultaneity, Lorentz transformation, relativistic momentum and energy.": 2011/12

Our goal was met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in modern physics at the calculus level: light as a particle (photons), particles (electrons, protons, neutrons) as waves, quantum uncertainty, interaction of light with matter, atoms, molecules and atomic nuclei.": 2011/12

Our goal was met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in geometric and/or wave optics at the calculus level: light as an electromagnetic wave, refraction and reflection, ray diagrams for lenses and mirrors, virtual images and objects, the lens/mirror equation, interference, diffraction and polarization.": 2010/11

Our goals were met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a special relativity problem at the calculus level: relativity principle, proper time, proper length, lack of simultaneity, Lorentz transformation, relativistic momentum and energy.": 2010/11

Our goals were met; no changes are necessary.

Plan for topic "Students will be able to correctly identify and apply one or more of the following skill sets or principles to solve a problem in modern physics at the calculus level: light as a particle (photons), particles (electrons, protons, neutrons) as waves, quantum uncertainty, interaction of light with matter, atoms, molecules and atomic nuclei.": 2010/11

Our goals were met; no changes are necessary.
DVC Instructional Course SLO Action Plans

1239. Student Instructional Assistant [PHYS-299] belonging to Physical Science/Physics/Astronomy/Geology/Geography [PHYS]
Plan for topic "Students will be able to balance the stoichiometric coefficients of a chemical equation.": 2018/19

82% success rate is acceptable, but can be improved. Will adjust SLO assessment topics in future to better match course SLOs, and ensure they match the official COR SLOs.

Plan for topic "Students will be able to apply the concepts of energy, power and efficiency to analyze alternative energy systems such as solar electric systems or gas/electric hybrid cars.": 2016/17

The department would like to maintain positive results on this SLO, as well as improve performance in the future. Instructors will be encouraged to maintain their current methods of engagement, as well as exploring additional methods, such as group worksheets and active discussion.

Plan for topic "Students will be able to describe what types of circular motions are responsible for producing the day, the lunar month and the year.": 2013/14

Our goals were met; no changes are necessary.
Students were able to learn the LaTeX typesetting language and the relevant particle physics for the table independently with regular faculty assistance. Creating a timeline for completion may improve efficacy of independent study courses in the future.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for topic</td>
<td>2018/19</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to acquire the skill and certification of CPR.&quot;</td>
<td>The department feels that the students understand this topic and that other topics are more essential for Stmft 110. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2017/18</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2017/18</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply job safety and its application in the field.&quot;</td>
<td>The Construction Program feels that the students understand this topic and that other topics are more essential for Plumb 110. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2013/14</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2013/14</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply job safety and its application in the field.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2013/14</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2013/14</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply job safety and its application in the field.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2009/10</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to acquire the skill and certification of CPR.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2009/10</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to discuss the role the plumber plays in a safe work site.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2009/10</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to acquire the skill and certification of CPR.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2009/10</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to discuss the role the plumber plays in a safe work site.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2009/10</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to discuss the role the plumber plays in a safe work site.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

#### 1243. Trade Mathematics [PLUMB-111] belonging to Architecture/Engineering [PLUMB]

Plan for topic "Students completing the course will be able to measure and convert metric measurements.": 2017/18
The department feels that the students understand this topic and that other topics are more essential for Stmft 111. Therefore, the department recommends not assessing this topic during the next assessment cycle.

<table>
<thead>
<tr>
<th>Year</th>
<th>Topic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>Students completing the course will be able to measure and convert metric measurements.</td>
</tr>
<tr>
<td></td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2012/13</td>
<td>Students completing the course will be able to apply mathematical formulae used in plumbing.</td>
</tr>
<tr>
<td></td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2011/12</td>
<td>Students completing the course will be able to Take pipe and pipe fitting measurements.</td>
</tr>
<tr>
<td></td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
</tbody>
</table>

Plan for topic "e": 2013/14
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "e": 2012/13
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "e": 2011/12
No SLO related changes are recommended for this course.

---

Course Action Plans

Outcome Assessment History
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>2010/11</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to measure and convert metric measurements.&quot;</td>
<td>No SLO related changes are recommended for this course.</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply mathematical formulae used in plumbing.&quot;</td>
<td>No SLO related changes are recommended for this class.</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to Take pipe and pipe fitting measurements.&quot;</td>
<td>No SLO related changes are recommended for this course.</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans


#### Plan for topic "Students completing the course will demonstrate knowledge of the hazards of cross connection in the potable water system.": 2018/19

The department feels that the students understand this topic and that other topics are more essential for Plumbing 112. Therefore, the department recommends not assessing this topic during the next assessment cycle.

#### Plan for topic "Students completing the course will apply basic water treatment principles.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

#### Plan for topic "Students completing the course will be able to maintain the potable water system within a structure.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

#### Plan for topic "Students completing the course will demonstrate knowledge of the hazards of cross connection in the potable water system.": 2011/12

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will apply basic water treatment principles.": 2011/12

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will be able to maintain the potable water system within a structure.": 2011/12

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will demonstrate knowledge of the hazards of cross connection in the potable water system.": 2010/11

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will apply basic water treatment principles.": 2010/11

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will be able to maintain the potable water system within a structure.": 2010/11

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will demonstrate knowledge of the hazards of cross connection in the potable water system.": 2009/10

No SLO related changes are recommended for this course.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will apply basic water treatment principles.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to maintain the potable water system within a structure.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td>2009/10</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will explain the importance of dependable water treatment and recycling technology":
2018/19
The department feels that the students understand this topic and that other topics are more essential for Plumb 113. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to design a basic waste and vent system.":
2014/15
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will know how to properly install a waste system underground.":
2014/15
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will explain the importance of dependable water treatment and recycling technology":
2014/15
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to design a basic waste and vent system.":
2013/14
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will know how to properly install a waste system underground.":
2013/14
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will explain the importance of dependable water treatment and recycling technology":
2013/14
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to design a basic waste and vent system.":
2011/12
No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will know how to properly install a waste system underground.":
2011/12
No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will explain the importance of dependable water treatment and recycling technology":
2011/12
No SLO related changes are recommended for this course.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to design a basic waste and vent system.&quot;</td>
<td>: 2010/11</td>
</tr>
<tr>
<td>&quot;Students completing the course will know how to properly install a waste system underground.&quot;</td>
<td>: 2010/11</td>
</tr>
<tr>
<td>&quot;Students completing the course will explain the importance of dependable water treatment and recycling technology.&quot;</td>
<td>: 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to design a basic waste and vent system.&quot;</td>
<td>: 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will know how to properly install a waste system underground.&quot;</td>
<td>: 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to install residential and commercial plumbing fixtures.": 2018/19

The department feels that the students understand this topic and that other topics are more essential for Plumb 114. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to install residential and commercial plumbing fixtures.": 2015/16

Results are acceptable. Will incorporate students feedback in the future course design.

Plan for topic "Students completing the course will be able to organize an efficient work plan to achieve satisfactory on-the-job productivity.".: 2015/16

Results are acceptable. Will incorporate students feedback in the future course design.

Plan for topic "Students completing the course will be able to install residential and commercial plumbing fixtures.": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to organize an efficient work plan to achieve satisfactory on-the-job productivity.".: 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to identify and troubleshoot a wide variety of plumbing system problems.".: 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to install residential and commercial plumbing fixtures.": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to organize an efficient work plan to achieve satisfactory on-the-job productivity.".: 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to identify and troubleshoot a wide variety of plumbing system problems.".: 2010/11

No SLO related changes are recommended for this course.
Plan for topic "Students completing the course will be able to demonstrate knowledge of manpower requirements and tool requirements.": 2018/19

The department feels that the students understand this topic and that other topics are more essential for Plumb 115. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to demonstrate knowledge of manpower requirements and tool requirements.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to do an analysis of the paper trail for a job on a job site.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to explain the responsibilities of the many agencies, departments, and specific districts that require variances or permits for construction": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate knowledge of manpower requirements and tool requirements.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to do an analysis of the paper trail for a job on a job site.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to explain the responsibilities of the many agencies, departments, and specific districts that require variances or permits for construction": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate knowledge of manpower requirements and tool requirements.": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to do an analysis of the paper trail for a job on a job site.": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to explain the responsibilities of the many agencies, departments, and specific districts that require variances or permits for construction": 2011/12
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to demonstrate knowledge of manpower requirements and tool requirements.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>&quot;Students completing the course will be able to do an analysis of the paper trail for a job on a job site.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td></td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>&quot;Students completing the course will be able to explain the responsibilities of the many agencies, departments, and specific districts that require variances or permits for construction&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td></td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to apply the regulations set by the NFPA for health care facilities.": 2018/19
The department feels that the students understand this topic and that other topics are more essential for Plumb 116. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will use the proper method to install medical gas piping.": 2014/15
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate proper maintenance of medical gas systems.": 2014/15
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to apply the regulations set by the NFPA for health care facilities.": 2011/12
No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will use the proper method to install medical gas piping.": 2011/12
No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to demonstrate proper maintenance of medical gas systems.": 2011/12
No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to apply the regulations set by the NFPA for health care facilities.": 2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will use the proper method to install medical gas piping.": 2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to demonstrate proper maintenance of medical gas systems.": 2009/10
Affirmation and reinforcement of the current methods and curriculum.
DVC Instructional Course SLO Action Plans

**1249. Related Science in the Piping Trades [PLUMB-117] belonging to Architecture/Engineering [PLUMB]**

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>&quot;Students completing the course will be able to apply the fundamental principles and uses of water and steam.&quot;</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018/19</strong></td>
<td>We will schedule the assessment of this course the next time it is offered.</td>
<td></td>
</tr>
<tr>
<td><strong>2015/16</strong></td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
<tr>
<td><strong>2011/12</strong></td>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to analyze the laws governing liquids, gases, and mechanics."**

<table>
<thead>
<tr>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015/16</strong></td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
<tr>
<td><strong>2011/12</strong></td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to explain the materials used in piping systems, their characteristics and reactions to various forces."**

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan for topic &quot;e&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2011/12</strong></td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to apply the fundamental principles and uses of water and steam."**

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan for topic &quot;e&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010/11</strong></td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to analyze the laws governing liquids, gases, and mechanics."**

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan for topic &quot;e&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010/11</strong></td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

**Affirmation and reinforcement of the current methods and curriculum.**

**Plan for topic "Students completing the course will be able to analyze the laws governing liquids, gases, and mechanics."**

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan for topic &quot;e&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009/10</strong></td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>

---

Course Action Plans

Outcome Assessment History

Page 2164 of 2394
<table>
<thead>
<tr>
<th>Plan for topic &quot;e&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to explain the materials used in piping systems, their characteristics and reactions to various forces.&quot;: 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>1250. Beginning Drawing and Plan Reading for the Piping Trades [PLUMB-118] belonging to Architecture/Engineering [PLUMB]</td>
</tr>
<tr>
<td>Plan for topic</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use and interpret the graphic symbols used for pipe fitting.&quot;</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate proper use of basic drawing and measuring tools associated with the plumbing trade.&quot;</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify and interpret different types of plans specific to the plumbing trade.&quot;</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use and interpret the graphic symbols used for pipe fitting.&quot;</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate proper use of basic drawing and measuring tools associated with the plumbing trade.&quot;</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify and interpret different types of plans specific to the plumbing trade.&quot;</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use and interpret the graphic symbols used for pipe fitting.&quot;</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate proper use of basic drawing and measuring tools associated with the plumbing trade.&quot;</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify and interpret different types of plans specific to the plumbing trade.&quot;</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans


Plan for topic "Students completing the course will be able to identify and interpret advanced plumbing plans including foundation walls and wall sleeves.": 2018/19

The department feels that the students understand this topic and that other topics are more essential for Plumb 119. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to identify and interpret advanced plumbing plans including foundation walls and wall sleeves.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to illustrate finished deck and sleeve drawings.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to apply the uses and applications of computer aided drafting (CAD).": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "e": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to identify and interpret advanced plumbing plans including foundation walls and wall sleeves.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to illustrate finished deck and sleeve drawings.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to apply the uses and applications of computer aided drafting (CAD).": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "e": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to identify and interpret advanced plumbing plans including foundation walls and wall sleeves.": 2011/12

No SLO related changes are recommended for this course.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to illustrate finished deck and sleeve drawings.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the uses and applications of computer aided drafting (CAD).&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify and interpret advanced plumbing plans including foundation walls and wall sleeves.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to illustrate finished deck and sleeve drawings.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply the uses and applications of computer aided drafting (CAD).&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to illustrate finished deck and sleeve drawings.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify and interpret advanced plumbing plans including foundation walls and wall sleeves.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize and use the common tools involved on the worksite.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize and use the common tools involved on the worksite.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use tools safely.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize and use the common tools involved on the worksite.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use tools safely.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>&quot;Students completing the course will demonstrate basic worksite operations including soldering, brazing, threading pipes and installing drainage.&quot;</td>
<td>2011/12</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1253. Plumbing Tool Workshop II [PLUMB-121] belonging to Architecture/Engineering [PLUMB]

Plan for topic "Students completing the course will be able to recognize and use the advanced tools involved on the worksite.": 2018/19

The department feels that the students understand this topic and that other topics are more essential for Plumb 121. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to recognize and use the advanced tools involved on the worksite.": 2015/16

Results are acceptable. Will incorporate students feedback in the future course design.

Plan for topic "Students completing the course will be able to demonstrate safe use and care of the tools.": 2015/16

Results are acceptable. Will incorporate students feedback in the future course design.

Plan for topic "Students completing the course will be able to demonstrate advanced worksite operations including T-drilling, hot taps, and freeze pipe installation": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to demonstrate safe use and care of the tools.": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to demonstrate advanced worksite operations including T-drilling, hot taps, and freeze pipe installation": 2009/10

Affirmation and reinforcement of the current methods and curriculum. To get similar results between sections we need to use similar lab facilities.

Plan for topic "Students completing the course will be able to demonstrate safe use and care of the tools.": 2009/10

Affirmation and reinforcement of the current methods and curriculum. To get similar results between sections we need to use similar lab facilities.

Plan for topic "Students completing the course will be able to demonstrate advanced worksite operations including T-drilling, hot taps, and freeze pipe installation": 2009/10

Affirmation and reinforcement of the current methods and curriculum. To get similar results between sections we need to use similar lab facilities.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>SLO Action Plans</th>
</tr>
</thead>
</table>
| 1254. Plumbing Code I [PLUMB-122] belonging to Architecture/Engineering [PLUMB] | Plan for topic "Students completing the course will be able to interpret Uniform Plumbing Code, sections 100-900.": 2017/18  
The department feels that the students understand this topic and that other topics are more essential for Plumb 122. Therefore, the department recommends not assessing this topic during the next assessment cycle.  
Plan for topic "Students completing the course will be able to interpret Uniform Plumbing Code, sections 100-900.": 2013/14  
Results are acceptable. Will incorporate student feedback into future course design.  
Plan for topic "Students completing the course will be able to assess the necessity of the code requirements in protecting lives.": 2013/14  
Results are acceptable. Will incorporate student feedback into future course design.  
Plan for topic "Students completing the course will be able to use current plumbing codes in practical situations.": 2013/14  
Results are acceptable. Will incorporate student feedback into future course design.  
Plan for topic "Students completing the course will be able to interpret Uniform Plumbing Code, sections 100-900.": 2012/13  
No SLO related changes are recommended for this course.  
Plan for topic "Students completing the course will be able to assess the necessity of the code requirements in protecting lives.": 2012/13  
No SLO related changes are recommended for this course.  
Plan for topic "Students completing the course will be able to use current plumbing codes in practical situations.": 2012/13  
No SLO related changes are recommended for this course.  
Plan for topic "Students completing the course will be able to interpret Uniform Plumbing Code, sections 100-900.": 2009/10  
Affirmation and reinforcement of the current methods and curriculum.  
Plan for topic "Students completing the course will be able to assess the necessity of the code requirements in protecting lives.": 2009/10  
Affirmation and reinforcement of the current methods and curriculum.  
Plan for topic "Students completing the course will be able to use current plumbing codes in practical situations.": 2009/10  
Affirmation and reinforcement of the current methods and curriculum. |
Plan for topic "Students completing the course will be able to interpret Uniform Plumbing Code, sections 901-1622." : 2018/19
The department feels that the students understand this topic and that other topics are more essential for Plumb 123. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to interpret Uniform Plumbing Code, sections 901-1622." : 2014/15
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to assess the necessity of the code requirements in protecting lives." : 2014/15
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to use current plumbing codes in practical situations." : 2014/15
Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to interpret Uniform Plumbing Code, sections 901-1622." : 2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to assess the necessity of the code requirements in protecting lives." : 2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to use current plumbing codes in practical situations." : 2009/10
Affirmation and reinforcement of the current methods and curriculum.
### DVC Instructional Course SLO Action Plans

**1256. Welding for Plumbers [PLUMB-124] belonging to Architecture/Engineering [PLUMB]**

<table>
<thead>
<tr>
<th>Topic</th>
<th>2018/19 Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to demonstrate proper safety practices for welding and cutting</td>
<td>The department feels that the students understand this topic and that other topics are more essential for Plumb 124. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>2014/15 Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to demonstrate proper safety practices for welding and cutting</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>Students completing the course will be able to perform oxyacetylene cutting and welding</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>Students completing the course will be able to perform shield metal-arc welding</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>2012/13 Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to demonstrate proper safety practices for welding and cutting</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>Students completing the course will be able to perform oxyacetylene cutting and welding</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>Students completing the course will be able to perform shield metal-arc welding</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>2009/10 Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to demonstrate proper safety practices for welding and cutting</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Students completing the course will be able to perform oxyacetylene cutting and welding</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Students completing the course will be able to perform shield metal-arc welding</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to analyze the theory of electrical circuits and their characteristics.&quot;</td>
<td>2018/19</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply the uses of electrical devices, circuits, and electrical measuring instruments as they relate to the installation of mechanical equipment.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to assess safe work habits with respect towards electricity.&quot;</td>
<td>2015/16</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to analyze the theory of electrical circuits and their characteristics.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply the uses of electrical devices, circuits, and electrical measuring instruments as they relate to the installation of mechanical equipment.&quot;</td>
<td>2009/10</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to assess safe work habits with respect towards electricity.&quot;</td>
<td>2009/10</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to analyze the properties of gas.": 2018/19
The department feels that the students understand this topic and that other topics are more essential for Plumb 126. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to analyze the properties of gas.": 2015/16
Results are acceptable. Will incorporate students feedback in the future course design.

Plan for topic "Students completing the course will be able to demonstrate proper gas piping systems installation.": 2015/16
Results are acceptable. Will incorporate students feedback in the future course design.

Plan for topic "Students completing the course will be able to apply the basic principles of gas piping system and size gas lines.": 2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to demonstrate proper gas piping systems installation.": 2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to apply the basic principles of gas piping system and size gas lines.": 2009/10
Affirmation and reinforcement of the current methods and curriculum.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify and define possible back flow and cross-connections.&quot;: 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will schedule the assessment of this course the next time it is offered.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify and define possible back flow and cross-connections.&quot; 2015/16</td>
</tr>
<tr>
<td>We will schedule the assessment of this course the next time it's offered.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify and define possible back flow and cross-connections.&quot; 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to apply proper methods of back flow prevention.&quot; 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate how to prevent and correct the dangers posed by cross-connections.&quot; 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

#### 1260. Plumbing Fixtures [PLUMB-128] belonging to Architecture/Engineering [PLUMB]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to provide safe and sanitary installation of plumbing fixtures and appliances.&quot;</td>
<td>2017/18</td>
<td>The department feels that the students understand this topic and that other topics are more essential for Plumb 128. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to provide safe and sanitary installation of plumbing fixtures and appliances.&quot;</td>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify and correct fixture and appliance malfunctions.&quot;</td>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to provide estimates for water supply demands.&quot;</td>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to provide safe and sanitary installation of plumbing fixtures and appliances.&quot;</td>
<td>2013/14</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify and correct fixture and appliance malfunctions.&quot;</td>
<td>2013/14</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to provide estimates for water supply demands.&quot;</td>
<td>2013/14</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to provide safe and sanitary installation of plumbing fixtures and appliances.&quot;</td>
<td>2012/13</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify and correct fixture and appliance malfunctions.&quot;</td>
<td>2012/13</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to provide estimates for water supply demands.&quot;</td>
<td>2012/13</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to provide safe and sanitary installation of plumbing fixtures and appliances.&quot;</td>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify and correct fixture and appliance malfunctions.&quot;: 2009/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to provide estimates for water supply demands.&quot;: 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to explain the purpose for state certification.&quot;: 2017/18</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for Plumb 129. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
</tbody>
</table>
1262. Green Awareness [PLUMB-130] belonging to Architecture/Engineering [PLUMB]

Plan for topic "Students completing this course will be able to demonstrate general knowledge in the operation of water and mechanical systems."

The department feels that the students understand this topic and that other topics are more essential for Plumb 130. Therefore, the department recommends not assessing this topic during the next assessment cycle.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to interpret combinations of blueprint drawings, specifications, and submittals specific to the plumbing industry.": 2017/18

The department feels that the students understand this topic and that other topics are more essential for Plumb 131. Therefore, the department recommends not assessing this topic during the next assessment cycle.
1264. Topics in Plumbing [PLUMB-150] belonging to Architecture/Engineering [PLUMB]
1265. Independent Study [PLUMB-298] belonging to Architecture/Engineering [PLUMB]
### Plan for topic "Students completing the course will be able to locate themselves with some discernment and judgment among the assertions and choices in public life."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>Overall assessments proved to illustrate student success on this particular Student Learning Outcome. Having used a mixed-method exam allowed for students to grasp content in varying ways. This may have assisted in their applying their understanding when assessed. However, summer 2017 showed higher rates of success. This may be due to the compressed nature of the course. One take away from this may be to assess earlier or often throughout regular semester. One professor indicated with this latest assessment it may be wise to expand on these questions earlier in the semester. In addition, professor also mentions that more emphasis on SLO's to students in beginning may enhance opportunities for their success.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to describe the choices of American political values and structures in the context of systems of political thought."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>Overall students demonstrated an understanding of the SLO. Stressing this material earlier and reviewing it along the way will increase overall level of mastery and will be addressed in subsequent semesters. There is a serious issue with foreign students lacking the comprehension skills necessary to do well on essay questions. To parse this with the SLO, foreign students do well &quot;describing the choices of American political values&quot;, but continue to have difficulty understanding &quot;the context of systems of political thought.&quot; Foreign students do fine with this, often memorizing slides verbatim. Foreign students consistently have difficulty with applying theory. It is easy for them to slip through the cracks of class discussion and group assignments. We must develop early assignments that can provide feedback, alerting these students to this deficiency; then make sure we guide them through the critical thinking process instead of providing direct answers (that they can once again memorize verbatim) to theory questions that may show up on tests.</td>
</tr>
<tr>
<td>2010/11</td>
<td>We will continue to monitor student accomplishment. The next assessment of this outcome will rely on a different method to assess student learning.</td>
</tr>
<tr>
<td>2009/10</td>
<td>We will continue to monitor the outcomes and respond to any negative change in success rates when and if it occurs.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1268. Introduction to United States Government [POLSC-121] belonging to Social Science [POLSC]
Plan for topic "Students completing the course will be able to analyze the pathways of public policy formation.": 2016/17

| The assessment indicates substantial overall success. However, student performance was higher during Fall semester. It was also noted by one professor (Spring semester) that most students scoring below the passing threshold were students for whom English was their second language. This indicates early intervention may have a positive effect on these students™ success. It may be advantageous to monitor this finding in future assessments and to devise a means to address if warranted. Tutoring will be considered. This is the first time this outcome was assessed and the first time we have used multiple points to measure student success. Due to the number of instructors and the variety of methods and materials covered, the use of this format was somewhat cumbersome. Subsequent assessment of this outcome will take this into consideration when implementing. Otherwise, we appear to be doing well, with the understanding that we can continually strive to improve. |

Plan for topic "Students completing the course will be able to describe the basic structures and procedures of American government.": 2013/14

| While the assessment indicates substantial overall success, the data demonstrates a correlation between attendance, early success (quiz 1 performance) and subsequent mastery. Early intervention counseling may be helpful and will be stressed in subsequent semesters. |
DVC Instructional Course SLO Action Plans

1271. Introduction to Law and Democracy [POLSC-127] belonging to Social Science [POLSC]

Plan for topic "Students completing this course will be able to provide basic information about the history of law in American society."

<table>
<thead>
<tr>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Though scores overall are very strong, greater emphasis on the part of the Instructor of the primal significance of key cases accompanied by more studying on the part of student could improve the scores.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to assess and evaluate the political forces that are likely to shape the agenda and influence California policy choices.": 2017/18

The vast majority of students in both semesters successfully demonstrated comprehension of the material and their ability to achieve the learning outcome. Student success may have benefitted by the fact that the same instructor conducted both assessments and this Outcome factors prominently in a later writing assignment. The reinforcement of the Outcome over the course of the semester was likely influential. As a plan of action it is recommended that instructors scaffold the material over the course of the semester to reinforce student learning. The next assessment cycle will rely on a different method and rubric to measure student success.

Plan for topic "Students completing the course will be able to analyze issues and policy choices in California government."": 2014/15

Faculty have determined that students are able to successfully identify a current policy issue and most are able to determine an appropriate policy response as demonstrated via two assessment methods: in class exam (2012) and final research paper (2014, 2015). More instruction will be given in the future as to evaluating policy choices. For the next assessment cycle a different Assessment topic will be evaluated.

Plan for topic "Students completing the course will be able to analyze issues and policy choices in California government."": 2012/13

The faculty have determined that quiz based assessment needs to be replaced with a written demonstration of comprehension of the learning objective. This will be assessed against a SLO rubric to determine success. The new assessment system will be used during the next SLO cycle.
**DVC Instructional Course SLO Action Plans**

1273. Topics in Political Science [POLSC-155] belonging to Social Science [POLSC]

Plan for topic "Students completing this course will be able to: Provide basic information about the history of law in American society."

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019/20</strong></td>
<td><strong>2014/15</strong></td>
</tr>
<tr>
<td>Dept. Chair will assess class next time it is offered - posted by SLO Chair</td>
<td>Encourage more studying on the part of students, which could improve the scores. Greater transparency in presenting course material so that it is clear that the students will be evaluated on that material.</td>
</tr>
</tbody>
</table>
1274. Comparative Politics [POLSC-220] belonging to Social Science [POLSC]

Plan for topic "Students completing the course will be able to evaluate the institutional consequences of the adoption of any particular philosophy." : 2016/17

The assessment indicates substantial overall success. However, weaker students exhibited difficulty producing specific examples of the broader points they were making. This indicates a gap in utilizing the material in the assigned readings as evidence. This issue was discussed at our Fall 17 area meeting. Strategies to model the practice and encourage more timely reading were suggested and will be tested beginning Sp 18. Otherwise, we appear to be doing well, with the understanding that we can continually strive to improve.

Plan for topic "Students completing the course will be able to describe the content and origins of several significant world political philosophies." : 2013/14

These results indicate that most students are successful. A trend does appear in that students who struggle in early assessments are more likely to struggle with the final exam. Instructor is making an on-going effort to counsel those students and encourage them to seek additional help in office hours.

Plan for topic "Students completing the course will be able to differentiate the institutional structures which organize political behavior in several different political environments." : 2010/11

First, section 3556 was comprised of a large number of POLSC majors or those who had taken other POLSC courses while the vast majority of students in section 3557 had not taken a POLSC course prior to enrolling in this course. We will continue to monitor student accomplishment.

Plan for topic "Students completing the course will be able to differentiate the institutional structures which organize political behavior in several different political environments." : 2009/10

Results demonstrate the accomplishment of this outcome. We will continue to monitor the outcome and respond to any negative change in success if and when it occurs.
DVC Instructional Course SLO Action Plans

1275. Political Theory [POLSC-240] belonging to Social Science [POLSC]

Plan for topic "Students completing the course will be able to recognize concepts and principles of political thought in the routine operations of political systems.": 2017/18

Students met expectations in political theory. This course is designed to provide foundational inquiry into political philosophies, doing so allowed students to develop their own analysis and critique of thinkers. Faculty teaching this course have noted that international students need more resource and time to developing proper format structure. Perhaps providing more library workshop time and/or having writing center tutorials on formatting would prove useful.

Plan for topic "Students completing the course will be able to compare and contrast various political theories and theorists.": 2014/15

For the next assessment cycle it may be worthwhile to assess in both the Midterm and Final to determine if there is any measurable improvement in student performance within the semester.

Plan for topic "Students completing the course will be able to recognize fundamental political concepts as expressed by major political thinkers.": 2011/12

I will include the same 2 questions in the final exam of Fall 2012, compare the findings, and assess whether the question or the instruction needs to be modified.

Plan for topic "Students completing the course will be able to recognize concepts and principles of political thought in the routine operations of political systems.": 2010/11

This was the first assessment for this course. We will continue to monitor student accomplishment.
1276. International Relations [POLSC-250] belonging to Social Science [POLSC]

Plan for topic "Students completing the course will be able to discuss the principle historical factors, including the development of foreign policy, leading to the present international situation." : 2017/18

This course is designed to provide foundational inquiry into international relations. The curriculum allows students to develop their own analysis and critique of theorists and policy makers. Overall students completing the course met expectations in the theory of International Politics. The great unknown is how the students who leave the course without completing would perform on similar assessments and whether their inability to complete the tasks is the reason for their departure. Faculty teaching this course have noted that international students need more resources and time to developing writing and exam skill.

Plan for topic "Students completing the course will be able to recognize and discuss various elements of power in international relations." : 2014/15

While the assessment indicates that students who persist (to the midterm paper and final respectively) are successful in mastering the objective, the papers indicated a need for additional support for international students and English Language Learners. In future semesters, existing content provided to support issues revealed in those areas of weakness will be delivered in smaller segments and repeated to provide redundancy in instruction.

Plan for topic "Students completing POLSC-250 will be able to analyze major international problems with an understanding of (1) the identification of the actors, (2) the differing past-future linkages of the actors, and (3) the counterbalancing interests of the actors." : 2011/12

While the assessment indicates substantial overall success, the data demonstrates a correlation between early success (quiz 1 performance) and subsequent mastery. Early intervention counseling may be helpful and will be stressed in subsequent semesters.
DVC Instructional Course SLO Action Plans

1278. Independent Study [POLSC-298] belonging to Social Science [POLSC]
DVC Instructional Course SLO Action Plans

1279. Student Instructional Assistant [POLSC-299] belonging to Social Science [POLSC]
Plan for topic "Students completing PSYCH-101 will be able to explain the relationship between theory and research in psychology.": 2018/19

These finding correlate with our 2018 Annual Program Review data that shows very high levels of success in all instructional formats of our classes.

For this round of SLO assessments, we allowed professors to choose the items to measure the SLO’s- which allowed for flexibility in assessment approaches. As mentioned in the last assessment of Psychology 101- Although using a set of standardized items are a good practice, there was some logistical difficulties, especially with uploading new MC items into all proctored online sections via CANVAS.

Future assessments of the class will continue to include both F2F/Online sections.

Plan for topic "Students completing this course will be able to demonstrate knowledge and understanding of the following nine general domains: Cognition, consciousness": 2018/19

These SLO finding correlate with our 2018 Annual Program Review data that shows very high levels of success in all instructional formats of our classes.

For this round of SLO assessments, we allowed professors to choose the items to measure the SLO’s- which allowed for flexibility in assessment approaches. As mentioned in the last assessment of Psychology 101- Although using a set of standardized items are a good practice, there was some logistical difficulties, especially with uploading new MC items

Future assessments of the class will continue to include both F2F/Online sections.

Plan for topic "Students will be able to demonstrate knowledge and understanding of the following nine general domains: Social
These findings correlate with our 2018 Annual Program Review data that shows very high levels of success in all instructional formats of our classes.

For this round of SLO assessments, we allowed professors to choose the items to measure the SLO’s- which allowed for flexibility in assessment approaches. As mentioned in the last assessment of Psychology 101- Although using a set of standardized items are a good practice, there was some logistical difficulties, especially with uploading new MC items into all proctored online sections via CANVAS.

Future assessments of the class will continue to include both F2F/Online sections.

Plan for topic "Students completing PSYCH-101 will be able to After taking this class I can apply psychological concepts and principles to everyday life." : 2016/17

This completes the Fall 2017 Assessment of Psychology 101. We found no significant differences between the s SLO’s outcomes for F2F and Online.

This was our first attempt at evaluating multiple sections of Psychology 101 Online. For this round of online assessments, we decided to use the same MC questions to measure the SLO’s- which helped standardize the items. Although a good practice, there was some difficulties, loading the new MC items into all proctored online sections via CANVAS. For future assessments, we will employ the same strategy we use in our face-to-face classes- allowing the professor to choose the items that best measure the SLO’s.

Our next assessment of the class will include both F2F and Online sections.

Plan for topic "Students completing PSYCH-101 will be able to #9 After taking this class I can identify various types of development that an individual experiences across the life-course." : 2016/17
This completes the Fall 2017 Assessment of Psychology 101. We found no significant differences between the SLO's outcomes for F2F and Online.

This was our first attempt at evaluating multiple sections of Psychology 101 Online. For this round of online assessments, we decided to use the same MC questions to measure the SLO's- which helped standardize the items. Although a good practice, there was some difficulties, loading the new MC items into all proctored online sections via CANVAS. For future assessments, we will employ the same strategy we use in our face-to-face classes- allowing the professor to choose the items that best measure the SLO's.

Our next assessment of the class will include both F2F and Online sections

Plan for topic "Students completing PSYCH-101 will be able to apply psychological concepts and principles to everyday life.": 2014/15

Plan for topic "Students completing PSYCH-101 will be able to Demonstrate knowledge and understanding of the following nine general domains: Biological bases of behavior and mental processes.": 2014/15

Plan for topic "Students completing PSYCH-101 will be able to Demonstrate knowledge and understanding of the following nine general domains: Psychological disorders.": 2014/15

Plan for topic "Students completing PSYCH-101 will be able to After taking this class I can discuss the goals of the scientific enterprise in psychology.": 2012/13

Plan for topic "Students completing PSYCH-101 will be able to explain the relationship between theory and research in psychology.": 2012/13

Plan for topic "Students completing PSYCH-101 will be able to After taking this class I can apply psychological concepts and principles to everyday life.": 2012/13
| Plan for topic "Students completing PSYCH-101 will be able to #4 After taking this class I can explain how a social issue might be addressed using one or more theories of contemporary psychology." | 2012/13 |
| Plan for topic "Students completing PSYCH-101 will be able to #5 After taking this class I can discuss the biological bases of behavior." | 2012/13 |
| Plan for topic "Students completing PSYCH-101 will be able to #6 After taking this class I can summarize the processes involved in learning and cognition." | 2012/13 |
| Plan for topic "Students completing PSYCH-101 will be able to # After taking this class I can compare and contrast theories concerning the origins of psychological disorders." | 2012/13 |
| Plan for topic "Students completing PSYCH-101 will be able to #8 After taking this class I can describe theories concerning human behavior in a social context." | 2012/13 |
| Plan for topic "Students completing PSYCH-101 will be able to #9 After taking this class I can identify various types of development that an individual experiences across the life-course." | 2012/13 |
DVC Instructional Course SLO Action Plans

1281. Psychology in Modern Life [PSYCH-122] belonging to Social Science [PSYCH]
Plan for topic "Students completing this course will be able to define and use basic biological, physiological, and psychological terminology to describe adjustment and psychological development across the lifespan." : 2016/17

This completes the SLO cycle of Psychology 122.

We had some issues with one of Psych122 sections that was taught by a specific PT professor for many years. Through our assessment and evaluation process of the course we learned that the instructor was not teaching the class based on the course outline.

We met with the instructor with our concerns and requested that the teaching of the course was aligned with the SLOs. Unfortunately, the professor would not change the approach to teaching the class and eventually lost their re-staffing preferences.

The use of SLOs coupled with a greater emphasis of how we evaluate our professors has strengthened our pedagogy and in turn, improved the classroom learning environment for our students.

Plan for topic "Students completing this course will be able to apply psychological principles to develop interpersonal, occupational, and social skills for life-long personal growth." : 2016/17

This completes the SLO cycle of Psychology 122.

We had some issues with one of Psych122 sections that was taught by a specific PT professor for many years. Through our assessment and evaluation process of the course we learned that the instructor was not teaching the class based on the course outline.

We met with the instructor with our concerns and requested that the teaching of the course was aligned with the SLOs. Unfortunately, the professor would not change the approach to teaching the class and eventually lost their re-staffing preferences.
The use of SLOâ€™s coupled with a greater emphasis of how we evaluate our professors has strengthened our pedagogy and in turn, improved the classroom learning environment for our students.

Plan for topic "Students completing the course will be able to analyze the relationship of social processes in everyday life to the basic concepts of psychology."

Because SLO #1 for Psychology 122 that were accessed in FA13 FAILED to meet the 70% criteria, the Psychology area re-access this course in the Fall14. The discussion with the professors teaching the course allowed us to choose items better suited for the measurement of SLO#1. This improved both the measurement and outcome. One note was that a professor teaching the course realized that students were not taking notes on information not written on chalk-board. The professor realized this issue after the assessment and will adjust his teaching approach in the class. This completes the assessment for this course.

Plan for topic "Students completing PSYCH-122 will be able to Explain theories and research in the field of psychology to modern life.":

Because SLO #1 for Psychology 122 that were accessed in FA13 FAILED to meet the 70% criteria, the Psychology area re-access this course in the Fall14. The discussion with the professors teaching the course allowed us to choose items better suited for the measurement of SLO#1. This improved both the measurement and outcome. One note was that a professor teaching the course realized that students were not taking notes on information not written on chalk-board. The professor realized this issue after the assessment and will adjust his teaching approach in the class. This completes the assessment for this course.

Plan for topic "Students completing the course will be able to analyze the relationship of social processes in everyday life to the basic concepts of psychology."

1. Because the four of six sections of Psychology 122 that were re-accessed in FA13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall14/SP15 academic year. For this course, we have allowed professors to choose the MC items for assessment. Since this approach has not worked well for (2) assessments (SP13/FA13), we will develop 2-3 standardized MC items to be administered across all the assessed sections of Psychology122.

Plan for topic "Students completing PSYCH-122 will be able to Explain theories and research in the field of psychology to modern life."

1. Because the four of six sections of Psychology 122 that were re-accessed in FA13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall14/SP15 academic year. For this course, we have allowed professors to choose the MC items for assessment. Since this approach has not worked well for (2) assessments (SP13/FA13), we will develop 2-3 standardized MC items to be administered across all the assessed sections of Psychology122.

Plan for topic "Students completing PSYCH-122 will be able to Describe the nature and operation of personality and interpersonal
relationships in everyday life and apply principles to new situations."

Because the four of six sections of Psychology 122 that were re-accessed in FA13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall14/SP15 academic year. For this course, we have allowed professors to choose the MC items for assessment. Since this approach has not worked well for (2) assessments (SP13/FA13), we will develop 2-3 standardized MC items to be administered across all the assessed sections of Psychology122.

Plan for topic "Students completing the course will be able to compare various methods used in the scientific study of personality and social processes." 2013/14

Because the four of six sections of Psychology 122 that were re-accessed in FA13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall14/SP15 academic year. For this course, we have allowed professors to choose the MC items for assessment. Since this approach has not worked well for (2) assessments (SP13/FA13), we will develop 2-3 standardized MC items to be administered across all the assessed sections of Psychology122.

Plan for topic "Students completing the course will be able to relate theories and research in the field of psychology to modern life." 2013/14

Because the four of six sections of Psychology 122 that were re-accessed in FA13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall14/SP15 academic year. For this course, we have allowed professors to choose the MC items for assessment. Since this approach has not worked well for (2) assessments (SP13/FA13), we will develop 2-3 standardized MC items to be administered across all the assessed sections of Psychology122.

Plan for topic "Students completing PSYCH-122 will be able to Critically analyze the relationship of social processes in everyday life to the basic concepts of psychology, such as motivation, emotion, perception, learning, cognitive processes and physiological processes." 2013/14

Because the four of six sections of Psychology 122 that were re-accessed in FA13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall14/SP15 academic year. For this course, we have allowed professors to choose the MC items for assessment. Since this approach has not worked well for (2) assessments (SP13/FA13), we will develop 2-3 standardized MC items to be administered across all the assessed sections of Psychology122.

Plan for topic "Students completing the course will be able to analyze the relationship of social processes in everyday life to the basic concepts of psychology." 2012/13

Because the two sections of Psychology 122 that were accessed in SP13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall13/Sp14 academic year. One of the major issues that will be addressed is the choice of assessment tools used by instructors to evaluate the SLO's for this course. PT professors taught both sections that were accessed in SP13 and the measures chosen/employed did not correlate well with the three outcomes for the course. Dr. Akiyama will be working closely with the professors teaching the course to develop/choose more appropriate measures for the upcoming assessment.

Plan for topic "Students completing PSYCH-122 will be able to Explain theories and research in the field of psychology to modern life." 2012/13
Because the two sections of Psychology 122 that were accessed in SP13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall13/Sp14 academic year. One of the major issues that will be addressed is the choice of assessment tools used by instructors to evaluate the SLO's for this course. PT professors taught both sections that were accessed in SP13 and the measures chosen/employed did not correlate well with the three outcomes for the course. Dr. Akiyama will be working closely with the professors teaching the course to develop/choose more appropriate measures for the upcoming assessment.

### Plan for topic "Students completing PSYCH-122 will be able to Describe the nature and operation of personality and interpersonal relationships in everyday life and apply principles to new situations."

Because the two sections of Psychology 122 that were accessed in SP13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall13/Sp14 academic year. One of the major issues that will be addressed is the choice of assessment tools used by instructors to evaluate the SLO's for this course. PT professors taught both sections that were accessed in SP13 and the measures chosen/employed did not correlate well with the three outcomes for the course. Dr. Akiyama will be working closely with the professors teaching the course to develop/choose more appropriate measures for the upcoming assessment.

### Plan for topic "Students completing the course will be able to compare various methods used in the scientific study of personality and social processes."

Because the two sections of Psychology 122 that were accessed in SP13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall13/Sp14 academic year. One of the major issues that will be addressed is the choice of assessment tools used by instructors to evaluate the SLO's for this course. PT professors taught both sections that were accessed in SP13 and the measures chosen/employed did not correlate well with the three outcomes for the course. Dr. Akiyama will be working closely with the professors teaching the course to develop/choose more appropriate measures for the upcoming assessment.

### Plan for topic "Students completing PSYCH-122 will be able to Critically analyze the relationship of social processes in everyday life to the basic concepts of psychology, such as motivation, emotion, perception, learning, cognitive processes and physiological processes."

Because the two sections of Psychology 122 that were accessed in SP13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall13/Sp14 academic year. One of the major issues that will be addressed is the choice of assessment tools used by instructors to evaluate the SLO's for this course. PT professors taught both sections that were accessed in SP13 and the measures chosen/employed did not correlate well with the three outcomes for the course. Dr. Akiyama will be working closely with the professors teaching the course to develop/choose more appropriate measures for the upcoming assessment.

### Plan for topic "Students completing the course will be able to relate theories and research in the field of psychology to modern life."

Because the two sections of Psychology 122 that were accessed in SP13 FAILED to meet the 70% criteria, the Psychology area will re-access this course in the Fall13/Sp14 academic year. One of the major issues that will be addressed is the choice of assessment tools used by instructors to evaluate the SLO's for this course. PT professors taught both sections that were accessed in SP13 and the measures chosen/employed did not correlate well with the three outcomes for the course. Dr. Akiyama will be working closely with the professors teaching the course to develop/choose more appropriate measures for the upcoming assessment.
with the professors teaching the course to develop/choose more appropriate measures for the upcoming assessment.
### 1282. Introduction to Biological Psychology [PSYCH-130] belonging to Social Science [PSYCH]

**Plan for topic "Students completing this course will be able to define and use basic biological, physiological, and psychological terminology of the neurosciences."**: 2018/19

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>This completes the SLO cycle of Psychology 130.</td>
<td></td>
</tr>
<tr>
<td>The DVC Psychology Area is confident in the pedagogy expertise the professors brings to teaching our Psychology 130.</td>
<td></td>
</tr>
<tr>
<td>One reason we see continuous high performance with SLOâ€™s in this course is due Professor Chris Capozzo. He is a highly engaging professor and from his class evaluations, students feel both challenged and supported in his course.</td>
<td></td>
</tr>
</tbody>
</table>

There are no plans in the near future to change the approach we gather SLO data for Psychology 130.

**Plan for topic "Students completing this course will be able to describe neural conduction and synaptic transmission."**: 2018/19

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>This completes the SLO cycle of Psychology 130.</td>
<td></td>
</tr>
<tr>
<td>The DVC Psychology Area is confident in the pedagogy expertise the professors brings to teaching our Psychology 130.</td>
<td></td>
</tr>
<tr>
<td>One reason we see continuous high performance with SLOâ€™s in this course is due Professor Chris Capozzo. He is a highly engaging professor and from his class evaluations, students feel both challenged and supported in his course.</td>
<td></td>
</tr>
</tbody>
</table>

There are no plans in the near future to change the approach we gather SLO data for Psychology 130.
Plan for topic "Students completing this course will be able to discuss the role of the neuroendocrine system in the regulation of internal processes and in behavior.": 2018/19

This completes the SLO cycle of Psychology 130.

The DVC Psychology Area is confident in the pedagogy expertise the professors brings to teaching our Psychology 130.

One reason we see continuous high performance with SLOâ€™s in this course is due Professor Chris Capozzo. He is a highly engaging professor and from his class evaluations, students feel both challenged and supported in his course.

There are no plans in the near future to change the approach we gather SLO data for Psychology 130.

Plan for topic "Students completing this course will be able to explain the general anatomy and physiology of the nervous system and its relationship to behavior.": 2016/17

This completes the SLO cycle of Psychology 130.

The DVC Psychology Area is confident in the pedagogy expertise the FT/PT professors brings to teaching our Psychology 130.

The class evaluations for this course are very high and students feel both challenged and supported in the course.
There are no plans in the near future to change the approach we gather SLO data for Psychology 130.

Plan for topic "Students completing this course will be able to generate concrete examples of various brain-behavior relationships such as motivation (including hunger and sexual behavior), sleep, learning and memory, stress, drug dependence, and psychiatric disorders.": 2016/17

This completes the SLO cycle of Psychology 130.

The DVC Psychology Area is confident in the pedagogy expertise the FT/PT professors brings to teaching our Psychology 130.

The class evaluations for this course are very high and students feel both challenged and supported in the course.

There are no plans in the near future to change the approach we gather SLO data for Psychology 130.

Plan for topic "Students will be able to demonstrate a fundamental understanding of the brain and its role in such processes as emotions, learning and learning disabilities, development, and social behavior.": 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOs and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing PSYCH-130 will be able to Explain a basic model of brain functioning.": 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOs and the best methodology
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing this course will be able to distinguish chemical (neurotransmitter and hormones) determinants of behavior." : 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLO's and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing PSYCH-130 will be able to Explain chemical (neurotransmitters and hormones) determinants of emotional, sexual, and social behavior." : 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLO's and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing PSYCH-130 will be able to Compare theories of motor and perceptual development." : 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLO's and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing this course will be able to synthesize models of brain functioning into an understanding of the brain as a determinant of behavior and apply this understanding practically." : 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLO's and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing PSYCH-130 will be able to Explain a basic model of brain functioning." : 2014/15
The Psychology area continues to collect SLO data—changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOs and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle—which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing PSYCH-130 will be able to explain a basic model of brain functioning.": 2013/14

A new set of SLO outcome measures will be implemented for the next assessment cycle.

Plan for topic "Students will be able to demonstrate a fundamental understanding of the brain and its role in such processes as emotions, learning and learning disabilities, development, and social behavior.": 2013/14

A new set of SLO outcome measures will be implemented for the next assessment cycle.

Plan for topic "Students completing this course will be able to synthesize models of brain functioning into an understanding of the brain as a determinant of behavior and apply this understanding practically.": 2013/14

A new set of SLO outcome measures will be implemented for the next assessment cycle.

Plan for topic "Students completing PSYCH-130 will be able to compare theories of motor and perceptual development.": 2013/14

A new set of SLO outcome measures will be implemented for the next assessment cycle.

Plan for topic "Students completing PSYCH-130 will be able to explain a basic model of brain functioning.": 2011/12

This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

Plan for topic "Students will be able to demonstrate a fundamental understanding of the brain and its role in such processes as emotions, learning and learning disabilities, development, and social behavior.": 2011/12

This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

Plan for topic "Students completing this course will be able to distinguish chemical (neurotransmitter and hormones) determinants of behavior.": 2011/12

This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

Plan for topic "Students completing PSYCH-130 will be able to explain chemical (neurotransmitters and hormones) determinants of emotional, sexual, and social behavior.": 2011/12

This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

Plan for topic "Students completing this course will be able to synthesize models of brain functioning into an understanding of the brain as a determinant of behavior and apply this understanding practically.": 2011/12
This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing PSYCH-130 will be able to Compare theories of motor and perceptual development.&quot;: 2011/12</td>
<td></td>
</tr>
<tr>
<td>This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students will be able to demonstrate a fundamental understanding of the brain and its role in such processes as emotions, learning and learning disabilities, development, and social behavior.&quot;: 2010/11</td>
<td></td>
</tr>
<tr>
<td>A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing PSYCH-130 will be able to Explain a basic model of brain functioning.&quot;: 2010/11</td>
<td></td>
</tr>
<tr>
<td>A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to distinguish chemical (neurotransmitter and hormones) determinants of behavior.&quot;: 2010/11</td>
<td></td>
</tr>
<tr>
<td>A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing PSYCH-130 will be able to Explain chemical (neurotransmitters and hormones) determinants of emotional, sexual, and social behavior.&quot;: 2010/11</td>
<td></td>
</tr>
<tr>
<td>A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing this course will be able to synthesize models of brain functioning into an understanding of the brain as a determinant of behavior and apply this understanding practically.&quot;: 2010/11</td>
<td></td>
</tr>
<tr>
<td>A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing PSYCH-130 will be able to Compare theories of motor and perceptual development.&quot;: 2010/11</td>
<td></td>
</tr>
<tr>
<td>A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.</td>
<td></td>
</tr>
</tbody>
</table>
1283. Psychology of African-Americans in a Multicultural Society [PSYCH-140] belonging to Social Science [PSYCH]
Plan for topic "Students completing the course will be able to analyze those factors which are necessary to the creation and development of a psychologically healthy self-image in African Americans.": 2017/18

The "C" letter grade was attained for over 70% of the students enrolled in Psychology 140.

Using multiple methods to access our course SLO's has provided professor's flexibility in the methods they employ to gather data. We are discussing the idea of using mixed-methods to gather SLO data for a single outcome- for example an essay question and a MC question that correlate/converge for a single SLO.

Plan for topic "Students completing the course will be able to examine the psychological nature of prejudice and use the understanding to formulate solutions for prejudice reduction.": 2017/18

A 70% success rate for the 3 MC questions was attained for the students enrolled in Psychology 140.

Using multiple methods to access our course SLO's has provided professor's flexibility in the methods they employ to gather data. We are discussing the idea of using mixed-methods to gather SLO data for a single outcome- for example an essay question and a MC question that correlate/converge for a single SLO.

Plan for topic "Students completing the course will be able to appraise the experiences of African-Americans, as one of the "first minority groups," to subsequent treatment of Latinos/as, Asian Americans, and Native Americans, and how each group has reciprocally changed White, European-American Culture.": 2017/18

The "C" letter grade was attained for over 70% of the students enrolled in Psychology 140.

Using multiple methods to access our course SLO's has provided professor's flexibility in the methods they employ to gather data. We are discussing the idea of using mixed-methods to gather SLO data for a single outcome- for example an essay question and a MC question that correlate/converge for a single SLO.

Plan for topic "Students completing the course will be able to analyze those factors which are necessary to the creation and development of a psychologically healthy self-image in African Americans.": 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLO's and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of
standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing the course will be able to examine the psychological nature of prejudice and use the understanding to formulate solutions for prejudice reduction."**: 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOs and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing the course will be able to appraise the experiences of African-Americans, as one of the "first minority groups," to subsequent treatment of Latinos/as, Asian Americans, and Native Americans, and how each group has reciprocally changed White, European-American Culture."**: 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOs and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing the course will be able to analyze those factors which are necessary to the creation and development of a psychologically healthy self-image in African Americans."**: 2011/12

This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

Plan for topic "Students completing the course will be able to examine the psychological nature of prejudice and use the understanding to formulate solutions for prejudice reduction."**: 2011/12

This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

Plan for topic "Students completing the course will be able to appraise the experiences of African-Americans, as one of the "first minority groups," to subsequent treatment of Latinos/as, Asian Americans, and Native Americans, and how each group has reciprocally changed White, European-American Culture."**: 2011/12

This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.
Plan for topic "Students completing the course will be able to compare similarities and differences between Mexican Americans, Cuban Americans, Puerto Rican Americans and others in the Latino collective."

The DVC Psychology Area has still not been able to systematically offer Psychology 141 due to P/T staffing shortages and lack of content expertise. We secured a new P/T faculty member to offer the class in Fall 2019- but had to cancel the class due to low enrollments. We plan to offer psychology 141 again in Fall 2020- the semester we plan to re-assess the course SLO’s.

Plan for topic "Students completing the course will be able to compare similarities and differences between Mexican Americans, Cuban Americans, Puerto Rican Americans and others in the Latino collective."

Psychology has offered 141 only two times in the last three years which has made gathering SLO’s very difficult. Once of my main reasons is finding qualified faculty to teach the 141 class. For three years, we have actively sought qualified faculty to teach the this course via our job P/T job postings with no success.

This term (Fall 2018) our area will be discussing other options for offering Psychology 141 in the near future. We will submit a new SLO plan at the end of the Fall 2018 Term that will outline the SLO plan for 141.

Plan for topic "Students completing the course will be able to analyze those factors which are necessary to the creation and development of a psychologically healthy self-image."

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLO’s and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing the course will be able to analyze the psychological nature of prejudice, and use this understanding to formulate solutions for prejudice reduction."

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLO’s and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.
## DVC Instructional Course SLO Action Plans

To collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle— which means a new set of validated measures would need to be developed every other term for 5-7 courses.

### Plan for topic "Students completing the course will be able to compare similarities and differences between Mexican Americans, Cuban Americans, Puerto Rican Americans and others in the Latino collective.":

- **2012/13**
  - This completes the one year SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment in 15/16.

### Plan for topic "Students completing the course will be able to analyze those factors which are necessary to the creation and development of a psychologically healthy self-image.":

- **2012/13**
  - This completes the one year SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment in 15/16.

### Plan for topic "Students completing the course will be able to analyze the psychological nature of prejudice, and use this understanding to formulate solutions for prejudice reduction."

- **2012/13**
  - This completes the one year SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment in 15/16.

## Plan for topic "Students completing the course will be able to compare similarities and differences between Mexican Americans, Cuban Americans, Puerto Rican Americans and others in the Latino collective."

- **2011/12**
  - The instructors for the course will met to develop and intervention to improve the success rate for SLO #2. We will reassess the SLO in Fall 2012.

### Plan for topic "Students completing the course will be able to analyze those factors which are necessary to the creation and development of a psychologically healthy self-image."

- **2011/12**
  - The instructors for the course will met to develop and intervention to improve the success rate for SLO #2. We will reassess the SLO in Fall 2012.

### Plan for topic "Students completing the course will be able to analyze the psychological nature of prejudice, and use this understanding to formulate solutions for prejudice reduction."

- **2011/12**
  - The instructors for the course will met to develop and intervention to improve the success rate for SLO #2. We will reassess the SLO in Fall 2012.
DVC Instructional Course SLO Action Plans

1285. Critical Thinking in Psychology [PSYCH-145] belonging to Social Science [PSYCH]
Plan for topic "Students in this course will be able to prepare well-organized and supported written arguments advocating ideas and positions.": 2016/17

This completes the Fall 2017 Assessment of Psychology 145.

For SP18- The Psychology Area is working on re-organizing the content of the course. We have been encouraging the class to be more presentation/discussion versus lecture based- which we are realizing is difficult for some teachers who have never taught a non-lecture style course.

We would like to develop a series of debate topics and writing assignments supported by content and class activities that can be used across all sections of Psychology 145.

We believe that these tools will help standardize the content and approach to the course and provide both students and professors more structure and greater accessibility to the content.

Plan for topic "Students completing PSYCH-145 will be able to Prepare well-organized and supported written arguments advocating ideas and positions.": 2016/17

This completes the Fall 2017 Assessment of Psychology 145.

For SP18- The Psychology Area is working on re-organizing the content of the course. We have been encouraging the class to be more presentation/discussion versus lecture based- which we are realizing is difficult for some teachers who have never taught a non-lecture style course.
We would like to develop a series of debate topics and writing assignments supported by content and class activities that can be used across all sections of Psychology 145.

We believe that these tools will help standardize the content and approach to the course and provide both students and professors more structure and greater accessibility to the content.

Plan for topic "Students completing PSYCH-145 will be able to Utilize critical thinking skills to analyze, evaluate, and make decisions concerning complex contemporary issues in psychology.": 2016/17

This completes the Fall 2017 Assessment of Psychology 145.

For SP18- The Psychology Area is working on re-organizing the content of the course. We have been encouraging the class to be more presentation/discussion versus lecture based- which we are realizing is difficult for some teachers who have never taught a non-lecture style course.

We would like to develop a series of debate topics and writing assignments supported by content and class activities that can be used across all sections of Psychology 145.

We believe that these tools will help standardize the content and approach to the course and provide both students and professors more structure and greater accessibility to the content.

Plan for topic "Students completing the course will be able to utilize critical thinking skills to analyze, evaluate, and make decisions..."
Plan for topic "Students completing the course will be able to utilize critical thinking skills to analyze, evaluate, and make decisions regarding complex contemporary issues in psychology.": 2014/15

Plan for topic "Students completing PSYCH-145 will be able to Evaluate the quality of evidence used to support a claim, including statistical evidence, controlled studies and expert testimony.": 2014/15

Plan for topic "Students completing PSYCH-145 will be able to Prepare well-organized and supported written arguments advocating ideas and positions.": 2014/15

Plan for topic "Students in this course will be able to prepare well-organized and supported written arguments advocating ideas and positions.": 2014/15
Plan for topic "Students completing PSYCH-145 will be able to Utilize critical thinking skills to analyze, evaluate, and make decisions concerning complex contemporary issues in psychology.":: 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOs and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing the course will be able to utilize critical thinking skills to analyze, evaluate, and make decisions regarding complex contemporary issues in psychology.":: 2013/14

Although the assessed course met the assessment criteria, it was only 1 of 3 sections of Psychology 145. Two of the three Psychology 145 faculty members were still in their first year of teaching classes at DVC and had little or no exposure to developing, implementing and evaluating SLOs. For this reason, the Psychology Area will reassess Psychology 145 in the FA14/SP15 academic year in order to achieve a larger course section sample along with better SLO support/instruction for the new faculty.

Plan for topic "Students completing PSYCH-145 will be able to Evaluate the quality of evidence used to support a claim, including statistical evidence, controlled studies and expert testimony.":: 2013/14

Although the assessed course met the assessment criteria, it was only 1 of 3 sections of Psychology 145. Two of the three Psychology 145 faculty members were still in their first year of teaching classes at DVC and had little or no exposure to developing, implementing and evaluating SLOs. For this reason, the Psychology Area will reassess Psychology 145 in the FA14/SP15 academic year in order to achieve a larger course section sample along with better SLO support/instruction for the new faculty.

Plan for topic "Students completing the course will be able to utilize critical thinking skills to analyze, evaluate, and make decisions regarding complex contemporary issues in psychology": 2013/14

Although the assessed course met the assessment criteria, it was only 1 of 3 sections of Psychology 145. Two of the three Psychology 145 faculty members were still in their first year of teaching classes at DVC and had little or no exposure to developing, implementing and evaluating SLOs. For this reason, the Psychology Area will reassess Psychology 145 in the FA14/SP15 academic year in order to achieve a larger course section sample along with better SLO support/instruction for the new faculty.

Plan for topic "Students in this course will be able to evaluate the quality of evidence used to support a claim, including statistical evidence, controlled studies, and expert testimony.":: 2013/14

Although the assessed course met the assessment criteria, it was only 1 of 3 sections of Psychology 145. Two of the three Psychology 145 faculty members were still in their first year of teaching classes at DVC and had little or no exposure to developing, implementing and evaluating SLOs. For this reason, the Psychology Area will reassess Psychology 145 in the FA14/SP15 academic year in order to achieve a larger course section sample along with better SLO support/instruction for the new faculty.

Plan for topic "Students completing PSYCH-145 will be able to Identify errors in reasoning.":: 2013/14

Although the assessed course met the assessment criteria, it was only 1 of 3 sections of Psychology 145. Two of the three Psychology 145 faculty members were still in their first year of teaching classes at DVC and had little or no exposure to developing, implementing and evaluating SLOs. For this reason, the Psychology Area will reassess Psychology 145 in the FA14/SP15 academic year in order to achieve a larger course section sample along with better SLO support/instruction for the new faculty.
### DVC Instructional Course SLO Action Plans

Although the assessed course met the assessment criteria, it was only 1 of 3 sections of Psychology 145. Two of the three Psychology 145 faculty members were still in their first year of teaching classes at DVC and had little or no exposure to developing, implementing and evaluating SLOs. For this reason, the Psychology Area will reassess Psychology 145 in the FA14/SP15 academic year in order to achieve a larger course section sample along with better SLO support/instruction for the new faculty.

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;Students in this course will be able to prepare well-organized and supported written arguments advocating ideas and positions.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td><strong>&quot;Students completing PSYCH-145 will be able to Prepare well-organized and supported written arguments advocating ideas and positions.&quot;</strong>: 2012/13</td>
<td></td>
</tr>
<tr>
<td><strong>&quot;Students completing PSYCH-145 will be able to Evaluate the quality of evidence used to support a claim, including statistical evidence, controlled studies and expert testimony.&quot;</strong>: 2010/11</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to utilize critical thinking skills to analyze, evaluate, and make decisions regarding complex contemporary issues in psychology.&quot;</strong>: 2010/11</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to utilize critical thinking skills to analyze, evaluate, and make decisions regarding complex contemporary issues in psychology&quot;</strong>: 2010/11</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students in this course will be able to evaluate the quality of evidence used to support a claim, including statistical evidence, controlled studies, and expert testimony.&quot;</strong>: 2010/11</td>
<td></td>
</tr>
</tbody>
</table>

This completes the second year SLO cycle of Psychology 145. An important issue to note is the ability to critically evaluate evidence is a skill set that has to be continuously developed. For Psychology, the scientific method is the emphasis in many courses but is usually taught as a lecture(s) and not continuous across the semester (except for Psych 215- research methods). When considering Psych 145 and the results from the two sections that did not meet the assessment criteria, as an area we will have to consider how to best develop and implement “evaluation” skills across the semester.
This completes the second year SLO cycle of Psychology 145. An important issue to note is the ability to critically evaluate evidence is a skill set that has to be continuously developed. For Psychology, the scientific method is the emphasis in many courses but is usually taught as a lecture(s) and not continuous across the semester (except for Psych 215 - research methods). When considering Psych 145 and the results from the two sections that did not meet the assessment criteria, as an area we will have to consider how to best develop and implement “evaluation” skills across the semester.

Plan for topic "Students completing PSYCH-145 will be able to Identify errors in reasoning.": 2010/11

This completes the second year SLO cycle of Psychology 145.

Plan for topic "Students completing the course will be able to utilize critical thinking skills to analyze, evaluate, and make decisions regarding complex contemporary issues in psychology.": 2009/10

For the Fall 2009 semester, the results were satisfactory for SLO outcome #1. The same SLO outcome will be administered again for the Spring 2010 Semester.

Plan for topic "Students completing the course will be able to utilize critical thinking skills to analyze, evaluate, and make decisions regarding complex contemporary issues in psychology.": 2009/10

For the Fall 2009 semester, the results were satisfactory for SLO outcome #1. The same SLO outcome will be administered again for the Spring 2010 Semester.

Plan for topic "Students completing PSYCH-145 will be able to Evaluate the quality of evidence used to support a claim, including statistical evidence, controlled studies and expert testimony.": 2009/10

For the Fall 2009 semester, the results were satisfactory for SLO outcome #1. The same SLO outcome will be administered again for the Spring 2010 Semester.

Plan for topic "Students completing PSYCH-145 will be able to Identify errors in reasoning.": 2009/10

For the Fall 2009 semester, the results were satisfactory for SLO outcome #2. The same SLO outcome will be administered again for the Spring 2010 Semester.

Plan for topic "Students in this course will be able to evaluate the quality of evidence used to support a claim, including statistical evidence, controlled studies, and expert testimony.": 2009/10

For the Fall 2009 semester, the results were satisfactory for SLO outcome #2. The same SLO outcome will be administered again for the Spring 2010 Semester.

Plan for topic "Students in this course will be able to prepare well-organized and supported written arguments advocating ideas and positions.": 2009/10

This completes the second year SLO cycle of Psychology 145.

Plan for topic "Students completing PSYCH-145 will be able to Prepare well-organized and supported written arguments advocating ideas and positions.": 2009/10

This completes the second year SLO cycle of Psychology 145.
Plan for topic "Students completing 155D will be able to..."

1. have several working definitions of consciousness.

2. understand the states, levels, types, functions, and purposes of consciousness.

3. understand the purpose that dreams and dreaming play in our lives.

4. have a basic understanding of various approaches to dream analysis, and begin to be capable of analyzing their personal dreams."

Psychology 155 has not been offered since 2011. The class had been traditionally offered for "experimental" classes. Due to the development and alignment with the State's CID system, we have not offered courses that meet this criteria for 8 years. We seek guidance on whether this class should be removed from our course offerings and assessment schedule.

Plan for topic "Students completing 155D will be able to..."

1. have several working definitions of consciousness.

2. understand the states, levels, types, functions, and purposes of consciousness.

3. understand the purpose that dreams and dreaming play in our lives.

4. have a basic understanding of various approaches to dream analysis, and begin to be capable of analyzing their personal dreams."

Psychology 155 is a topics course and is not offered regularly in our area. The next time the course is offered, the plan will be to develop specific SLO's for the experimental course and measure the students success rate. As of right now (~ May 2015, SP16)- there are no plans to offer a Psychology 155 class in the near future.
1. have several working definitions of consciousness.

2. understand the states, levels, types, functions, and purposes of consciousness.

3. understand the purpose that dreams and dreaming play in our lives.

4. have a basic understanding of various approaches to dream analysis, and begin to be capable of analyzing their personal dreams."

For the Fall 2009 semester, the results were satisfactory for SLO outcome #3. The same SLO outcome will be administered again for the Spring 2010 Semester.
Plan for topic "Students completing PSYCH-160 will be able to Compare and contrast theories of gender development": 2018/19

As with previous assessments, Psychology 160 has been very easy to gather SLO data. This year, we had one of our new PT professor to assess the class SLOâ€™s. This allowed the Area to provide both training/information on gathering SLOâ€™s and ways to assess them to our new PT faculty member.

Our area continues to have discussions on both the name and outcomes for this course. Some faculty feel that thee class would attract more male students as a Psychology of "Gender" class (a more modern name). â€“Genderâ€• and not just women are typically covered in the class.

Plan for topic "Students completing PSYCH-160 will be able to Identify social, cultural, and physiological factors in gender identity formation and gender-related behavior.": 2018/19

As with previous assessments, Psychology 160 has been very easy to gather SLO data. This year, we had one of our new PT professor to assess the class SLOâ€™s. This allowed the Area to provide both training/information on gathering SLOâ€™s and ways to assess them to our new PT faculty member.

Our area continues to have discussions on both the name and outcomes for this course. Some faculty feel that thee class would attract more male students as a Psychology of "Gender" class (a more modern name). â€“Genderâ€• and not just women are typically covered in the class.

Plan for topic "Students completing PSYCH-160 will be able to Demonstrate knowledge of research findings in gender studies in psychology such as motivation, perception, learning, interpersonal relations, communication, and cognitive processes.": 2018/19

As with previous assessments, Psychology 160 has been very easy to gather SLO data. This year, we had one of our new PT professor to assess the class SLOâ€™s. This allowed the Area to provide both training/information on gathering SLOâ€™s and ways to assess them to our new PT faculty member.

Our area continues to have discussions on both the name and outcomes for this course. Some faculty feel that thee class would attract more male students as a Psychology of "Gender" class (a more modern name). â€“Genderâ€• and not just women are typically covered in the class.
This completes the second year SLO cycle of Psychology 160. Generally, Psychology 160 has been very easy to gather SLO data, since the two professors who typically teach 2 or more sections per term have experience with gathering SLO's in other Psychology courses (Hartshorn and Burnaford).

The area has been having discussions on both the name and outcomes for this course. Some feel that the class would attract more male students as a Psychology of “Gender” class (a more modern name). Gender and not just women are typically covered in the class.

Looking at the CID for the course this term showed that the official course outline is still framed as a “women” class. The psychology area has tabled the discussion for SP17 where we will consider alternatives to offering a more inclusive course.

*** With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure SLO’s beyond MC questions and essay rubrics. For instance- in a dance class/drama class- how do professor’s measure their course outcomes? This info may allow other departments/areas/programs to increase the methods they could use to collect SLO data.

Plan for topic "Students completing the course will be able to compare and contrast theories of gender development.": 2015/16

This completes the second year SLO cycle of Psychology 160. Generally, Psychology 160 has been very easy to gather SLO data, since the two professors who typically teach 2 or more sections per term have past experience with SLO's in other Psychology courses (Hartshorn and Burnaford).
The area has been having discussions on both the name and outcomes for this course. Some feel that the class would attract more male students as a Psychology of “Gender” class (a more modern name). Gender and not just women are typically covered in the class.

Looking at the CID for the course this term showed that the official course outline is still framed as a “women” class. The psychology area has tabled the discussion for SP17 where we will consider alternatives to offering a more inclusive course.

*** With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure SLO’s beyond MC questions and essay rubrics. For instance- in a dance class/drama class- how do professor’s measure their course outcomes? This info may allow other departments/areas/programs to increase the methods they could use to collect SLO data.

Plan for topic "Students completing the course will be able to identify social, cultural and physiological factors in gender identity formation and gender-related behavior.": 2015/16

This completes the second year SLO cycle of Psychology 160. Generally, Psychology 160 has been very easy to gather SLO data, since the two professors who typically teach 2 or more sections per term have experience with gathering SLO’s in other Psychology courses (Hartshorn and Burnaford).
The area has been having discussions on both the name and outcomes for this course. Some feel that this class would attract more male students as a Psychology of “Gender” class (a more modern name). Gender and not just women are typically covered in the class.

Looking at the CID for the course this term showed that the official course outline is still framed as a “women” class. The psychology area has tabled the discussion for SP17 where we will consider alternatives to offering a more inclusive course.

*** With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure SLO’s beyond MC questions and essay rubrics. For instance- in a dance class/drama class- how do professor’s measure their course outcomes? This info may allow other departments/areas/programs to increase the methods they could use to collect SLO data.

Plan for topic "Students completing PSYCH-160 will be able to Compare and contrast theories of gender development": 2014/15
This completes the SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment cycle.

Plan for topic "Students completing PSYCH-160 will be able to Identify social, cultural, and physiological factors in gender identity formation and gender-related behavior.": 2014/15
This completes the SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment cycle.

Plan for topic "Students completing PSYCH-160 will be able to Demonstrate knowledge of research findings in gender studies in psychology such as motivation, perception, learning, interpersonal relations, communication, and cognitive processes.": 2014/15
This completes the SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment cycle.

Plan for topic "Students completing the course will be able to demonstrate knowledge of research findings in gender studies in psychology such as motivation, perception, learning, cognition, interpersonal relations and communication.": 2012/13
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare and contrast theories of gender development.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
</table>

This completes the SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment cycle.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify social, cultural and physiological factors in gender identity formation and gender-related behavior.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
</table>

This completes the SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment cycle.
Plan for topic "Students completing the course will be able to explain the unique aspects of human growth and development during the adolescent period.": 2017/18

For Fall 2017, SLO #1 did not meet the 70% criteria for success.

The SLO coordinator (Akiyama) met with our Psychology 190 Professor (Idelson) and discussed the findings as well as other pedagogy approaches used to teach SLO #1.

Data for SLO #1 & #3 again in SP18- For the Spring 2018 semester, the 70% cumulative criteria was for Psychology 190 SLOâ€™s #1

Results for SLO #1- Spring 2018

SLO #1- Item #1 = 83% Success
SLO #1- Item #2 = 80.5% Success

Psychology 190 will be reassessed based on the SLO data cycle.

Plan for topic "Students completing the course will be able to define and analyze the basic concepts of psychology that contribute to a fuller understanding of human behavior generally and adolescent behavior specifically.": 2017/18

For Fall 2017, SLO #3 did meet the 70% criteria for success.
We did gather data on SLO #1 in SP18- with the same professor and same items used this term.

The re-assessment of SLO #1 using the same items results in meeting the 70% standard.

We will reassess new SLO's for Psychology 190 based on the SLO's Calendar.

Plan for topic "Students completing the course will be able to explain the unique aspects of human growth and development during the adolescent period." : 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLO's Ts and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing the course will be able to explain the process nature of human development, the antecedents of the adolescent period, as well as specific problem areas of this period as identified by our society." : 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLO's Ts and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing the course will be able to define and analyze the basic concepts of psychology that contribute to a fuller understanding of human behavior generally and adolescent behavior specifically." : 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLO's Ts and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of
standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle - which means a new set of validated measures would need to be developed every other term for 5-7 courses.

### Plan for topic "Students completing the course will be able to explain the unique aspects of human growth and development during the adolescent period."
- 2011/12

This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

### Plan for topic "Students completing the course will be able to explain the process nature of human development, the antecedents of the adolescent period, as well as specific problem areas of this period as identified by our society."
- 2011/12

This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

### Plan for topic "Students completing the course will be able to define and analyze the basic concepts of psychology that contribute to a fuller understanding of human behavior generally and adolescent behavior specifically."
- 2011/12

This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

### Plan for topic "Students completing the course will be able to explain the unique aspects of human growth and development during the adolescent period."
- 2010/11

Because the Psych 190 course is a single section - the area plans to meet with the part-time professor to discuss ways to improve the pedagogy approach to outcome #1. Once an agreed upon approach has been developed - the same SLO measure will be administered and analyzed for Fall 2011/Spring 2012.

### Plan for topic "Students completing the course will be able to explain the process nature of human development, the antecedents of the adolescent period, as well as specific problem areas of this period as identified by our society."
- 2010/11

A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.

### Plan for topic "Students completing the course will be able to define and analyze the basic concepts of psychology that contribute to a fuller understanding of human behavior generally and adolescent behavior specifically."
- 2010/11

A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.
1289. Psychology of Adult Development and Aging [PSYCH-195] belonging to Social Science [PSYCH]
Plan for topic "Students completing PSYCH-200 will be able to Apply lifespan principles to personal experience.": 2018/19

Psychology 200 is one of our most highly demanded classes by our students. Much of this popularity is due to its prerequisite status for many nursing programs.

With the recent retirements of Professor’s Hartshorn and Fournier, we have not been able to offer online/Hybrid sections of the course. Dr. Burnaford is now teaching a majority of the sections of Psychology 200 and is also developing an online version of her class.

In order to sustain the high quality of teaching offered to our students, the Psychology Area will be submitting a Box 2A for Fall 2019 and we hope to gain another (2) FT faculty due to the loss of a total of (3) FT faculty in two years.

Plan for topic "Students completing this course will be able to examine the nature of change over the lifespan.": 2018/19

Psychology 200 is one of our most highly demanded classes by our students. Much of this popularity is due to its prerequisite status for many nursing programs.

With the recent retirements of Professor’s Hartshorn and Fournier, we have not been able to offer online/Hybrid sections of the course. Our most recent FT hire- Dr. Burnaford is now teaching a majority of the sections of Psychology 200 and is also developing an online version of her class.

In order to sustain the high quality of teaching offered to our students, the Psychology Area will be submitting a Box 2A for Fall 2019 and we hope to gain another (2) FT faculty due to the loss of a total of (3) FT faculty in two years.

Plan for topic "Students completing this course will be able to discuss the influence of technology on experience and development.":
Psychology 200 is one of our most highly demanded classes by our students.

With the recent retirements of Professorâ€™s Hartshorn and Fournier, we have not been able to offer online/Hybrid sections of the course. Our most recent FT hire- Dr. Burnaford is now teaching a majority of the sections of Psychology 200 and is also developing an online version of her class.

The Psychology Area will be submitting a Box 2A for Fall 2019 and we hope to gain another (2) FT faculty due to the loss of a total of (3) FT faculty in two years.

Plan for topic "Students completing the course will be able to outline the stages of development throughout the lifespan according to major theorists such as Piaget, Erikson, Vygotsky, and Gillian.": 2016/17

This completes the SLO cycle of Psychology 200.

SLOâ€™s online and face to face found no significant differences in success rates.

One interesting results was for SLO #2: Which of the following is consistent with the proximodistal trend of body growth? 200-1601: 46/73 63% correct; 200-5165: 20/33 61% correct.

We found that both F2F and Online students had low success rates for this item.
Our plan is to discuss these findings with the Professor and determine if thereâ€™s a need to develop more activities around the topic of Proximodistal growth or if the finding are a confound with the wording of the MC item. If we find that there needs to be emphasis on this topic â€“ we will assist in the professor in developing additional resources around the topic.

Plan for topic "Students completing this course will be able to describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.": 2016/17

This completes the SLO cycle of Psychology 200.

SLOâ€™s online and face to face found no significant differences in success rates.

One interesting results was for SLO #2: Which of the following is consistent with the proximodistal trend of body growth? 200-1601: 46/73  63% correct; 200-5165: 20/33  61% correct.

We found that both F2F and Online students had low success rates for this item.

Our plan is to discuss these findings with the Professor and determine if thereâ€™s a need to develop more activities around the topic of Proximodistal growth or if the finding are a confound with the wording of the MC item. If we find that there needs to be emphasis on this topic â€“ we will assist in the professor in developing additional resources around the topic.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing PSYCH-200 will be able to Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>This completes the SLO cycle for Psychology 200. The course will be reassessed based on the next scheduled DVC SLO assessment cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing PSYCH-200 will be able to Apply lifespan principles to personal experience.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>This completes the SLO cycle for Psychology 200. The course will be reassessed based on the next scheduled DVC SLO assessment cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing PSYCH-200 will be able to Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>This completes the SLO cycle for Psychology 200. The course will be reassessed based on the next scheduled DVC SLO assessment cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to outline the stages of development throughout the lifespan according to major theorists such as Piaget, Erikson, Vygotsky, and Gillian.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply lifespan developmental principles to personal experience.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>Fall 2011-Spring 2012 academic year, 70% criteria were met for the multiple-choice SLO across three sections of psychology 200 at the DVC main campus.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to describe physical, social, emotional, and cognitive changes from the prenatal period throughout the lifespan.&quot;</td>
<td>2011/12</td>
</tr>
<tr>
<td>This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing PSYCH-215 will be able to identify a researchable topic that can be supported by the appropriate literature." : 2016/17

This completes the SLO cycle of Psychology 215.

Our psychology 215 course is typically the last course requirement that students take for our Psychology AA-T degree. With Math 142/Bus 240 Statistics as the prerequisite course for taking Psych 215- we have been concerned that statistics could be a road-block to our students completing our degree.

With this road-block in mind, we will be offering Psychology 214 (Psych Stats) in Fall 2018. Our plan is to eventually have cohorts of students taking our Psych214/215 classes- which should not only increase the numbers of students who obtain out SLO criteria but also the number of degrees we award each academic year.

Plan for topic "Students completing this course will be able to describe the basic characteristics of the scientific method." : 2016/17

This completes the SLO cycle of Psychology 215.

Our psychology 215 course is typically the last course requirement that students take for our Psychology AA-T degree. With Math 142/Bus 240 Statistics as the prerequisite course for taking Psych 215- we have been concerned that statistics could be a road-block to our students completing our degree.

With this road-block in mind, we will be offering Psychology 214 (Psych Stats) in Fall 2018. Our plan is to eventually have cohorts of students taking our Psych214/215 classes- which should not only increase the numbers of students who obtain out SLO criteria but also the number of degrees we award each academic year.

Plan for topic "Students completing PSYCH-215 will be able to identify a researchable topic that can be supported by the appropriate literature." : 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOs and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.
Plan for topic "Students completing PSYCH-215 will be able to Formulate testable research hypotheses.": 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOs and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing PSYCH-215 will be able to Demonstrate APA style effectively for a research report.": 2014/15

This completes the SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment.

Plan for topic "Students completing PSYCH-215 will be able to Demonstrate APA style effectively for a research report.": 2013/14

This completes the SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment.

Plan for topic "Students completing PSYCH-215 will be able to Demonstrate APA style effectively for a research report.": 2012/13

This completes the SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment in 15/16.

Plan for topic "Students completing the course will be able to articulate strengths and limitations of various research designs.": 2012/13

This completes the SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment in 15/16.

Plan for topic "Students completing the course will be able to apply the APA Code of Ethics in the treatment of human and nonhuman research participants": 2012/13

This completes the SLO cycle for this course. The course will be reassessed based on the next scheduled DVC SLO assessment in 15/16.
#### Plan for topic "Students completing the course will be able to compare and apply theories used to explain behavior and mental processes."

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare and apply theories used to explain behavior and mental processes.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a continued discussion if whether the Psychology Area would like to move back to standardized MC items across all assessed courses.</td>
<td></td>
</tr>
<tr>
<td>We also discussed having ALL MC SLO items be reviewed before employment as a general policy for our area. This would help in ensuring reliable and valid questions were being employed to measure the SLO outcomes. This practice would also help ensure alignment between MC items and course outcomes.</td>
<td></td>
</tr>
<tr>
<td>The 220 course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
</tbody>
</table>

---

#### Plan for topic "Students completing the course will be able to articulate and evaluate the source, context, strengths, and limitations of various personality theorists."

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to articulate and evaluate the source, context, strengths, and limitations of various personality theorists.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a continued discussion if whether the Psychology Area would like to move back to standardized MC items across all assessed courses.</td>
<td></td>
</tr>
<tr>
<td>We also discussed having ALL MC SLO items be reviewed before employment as a general policy for our area. This would help in ensuring reliable and valid questions were being employed to measure the SLO outcomes. This practice would also help ensure alignment between MC items and course outcomes.</td>
<td></td>
</tr>
<tr>
<td>The 220 course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
</tbody>
</table>

---

#### Plan for topic "Students completing PSYCH-220 will be able to identify different theorists' views of personality development and
There is a continued discussion if whether the Psychology Area would like to move back to standardized MC items across all assessed courses.

We also discussed having ALL MC SLO items be reviewed before employment as a general policy for our area. This would help in ensuring reliable and valid questions were being employed to measure the SLO outcomes. This practice would also help ensure alignment between MC items and course outcomes.

The 220 course will be reassessed based on the next DVC SLO assessment date.

Plan for topic "Students completing the course will be able to compare and apply theories used to explain behavior and mental processes.": 2015/16

This completes the SLO cycle for this course. There were some difficulties coordinating the SLO's with a new PT instructor. Although the three sections that were assessed employed different MC questions to measure the indicated outcomes- After reviewing all the items, questions seemed highly correlated with the intended course outcomes for 2 of the 3 sections assessed.

One section of 220 (section) employed two MC items that did not correlate well with outcomes #2 & #3. A meeting between the SLO coordinator and professor was scheduled and during the meeting it was agreed that the professor submit the MC items before measurement the next time he/she collects SLO data.

There was discussion in FA16 whether the Psych Area wanted to return to using standardized MC items across all assessed courses. We also discussed having ALL new SLO items be reviewed before employment as a general policy. This would help ensure alignment between MC items and course outcomes. We tabled the conversation for SP17.
The 220 course will be reassessed based on the next DVC SLO assessment date.

Plan for topic "Students completing the course will be able to articulate and evaluate the source, context, strengths, and limitations of various personality theorists.": 2015/16

This completes the SLO cycle for this course. There were some difficulties coordinating the SLOâ€™s with a new PT instructor. Although the three sections that were assessed employed different MC questions to measure the indicated outcomes, after reviewing all the items, questions seemed highly correlated with the intended course outcomes for 2 of the 3 sections assessed.

One section of 220 (section) employed two MC items that did not correlate well with outcomes #2 & #3. A meeting between the SLO coordinator and professor was scheduled and during the meeting it was agreed that the professor submit the MC items before measurement the next time he/she collects SLO data.

There was discussion in FA16 whether the Psych Area wanted to return to using standardized MC items across all assessed courses. We also discussed having ALL new SLO items be reviewed before employment as a general policy. This would help ensure alignment between MC items and course outcomes. We tabled the conversation for SP17.

The 220 course will be reassessed based on the next DVC SLO assessment date.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing PSYCH-220 will be able to identify different theorists' views of personality development and growth.": 2015/16

This completes the SLO cycle for this course. There were some difficulties coordinating the SLOs with a new PT instructor. Although the three sections that were assessed employed different MC questions to measure the indicated outcomes- After reviewing all the items, questions seemed highly correlated with the intended course outcomes for 2 of the 3 sections assessed.

One section of 220 (section) employed two MC items that did not correlate well with outcomes #2 & #3. A meeting between the SLO coordinator and professor was scheduled and during the meeting it was agreed that the professor submit the MC items before measurement the next time he/she collects SLO data.

There was discussion in FA16 whether the Psych Area wanted to return to using standardized MC items across all assessed courses. We also discussed having ALL new SLO items be reviewed before employment as a general policy. This would help ensure alignment between MC items and course outcomes. We tabled the conversation for SP17.

The 220 course will be reassessed based on the next DVC SLO assessment date.

Plan for topic "Students completing PSYCH-220 will be able to demonstrate understanding of factors contributing to personality development": 2013/14

This completes the SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.

Plan for topic "Students completing PSYCH-220 will be able to apply principles of various models of personality to behavior change and maintenance of psychological health.": 2013/14

This completes the SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.
## DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic &quot;Students completing PSYCH-220 will be able to identify different theorists' views of personality development and growth.&quot;</strong>: 2013/14</td>
<td></td>
</tr>
<tr>
<td>This completes the SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to compare and apply theories used to explain behavior and mental processes.&quot;</strong>: 2011/12</td>
<td></td>
</tr>
<tr>
<td>This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to articulate and evaluate the source, context, strengths, and limitations of various personality theorists.&quot;</strong>: 2011/12</td>
<td></td>
</tr>
<tr>
<td>This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to evaluate discrepancies between theoretical constructs and empirical data, in order to compare psychological explanations varying across cultural and temporal contexts.&quot;</strong>: 2011/12</td>
<td></td>
</tr>
<tr>
<td>This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to compare and apply theories used to explain behavior and mental processes.&quot;</strong>: 2006/7</td>
<td></td>
</tr>
<tr>
<td>1a. Spring 2006- SLO Essay #1: After summarizing the data- professors met and discussed modifications to specific class content to emphasize compare and contrast of theorists with the goal to enhance student comprehension.</td>
<td></td>
</tr>
<tr>
<td>1b. Fall 2006- SLO Essay #1: After adjustment to teaching methods, data was collected again with unsatisfactory results. Professors have decided to adopt a new Personality workbook that emphasizes the compare and contrast of theorists in the Fall 2007 semester. We will again proctor the SLO Essay question to determine if the additional of the workbook improves students' ability to compare/contrast theorists.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to articulate and evaluate the source, context, strengths, and limitations of various personality theorists.&quot;</strong>: 2006/7</td>
<td></td>
</tr>
<tr>
<td>For the Spring/Fall 2006 semesters, the results were satisfactory for SLO outcomes #2. New SLO outcomes will be developed and implemented for the Fall 2007 Semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to evaluate discrepancies between theoretical constructs and empirical data, in order to compare psychological explanations varying across cultural and temporal contexts.&quot;</strong>: 2006/7</td>
<td></td>
</tr>
<tr>
<td>For the Spring/Fall 2006 Semesters, the results were satisfactory for SLO outcomes #3. New SLO outcomes will be developed and implemented for the Fall 2007 Semester.</td>
<td></td>
</tr>
</tbody>
</table>
1294. Social Psychology [PSYCH-225] belonging to Social Science [PSYCH]

Plan for topic "Students completing the course will be able to evaluate the applicability of social-psychological research to everyday life experiences.": 2016/17

This completes the SLO cycle of Psychology 225.

This course is taught by 3 FT faculty who have strong interest and training in Social Psychology. Although each professor approaches the course in slightly different ways, the grounding of materials in real world examples and the use of instructional aides (videos and in class assignments) coupled with the high level of expertise on the topic provides students with an excellent learning environment.

We have no plans in the future to change how we gather SLO's for this course.

Plan for topic "Students completing PSYCH-225 will utilize social psychology to uncover the common fallacies and misconceptions in human behavior.": 2016/17

This completes the SLO cycle of Psychology 225.

This course is taught by 3 FT faculty who have strong interest and training in Social Psychology. Although each professor approaches the course in slightly different ways, the grounding of materials in real world examples and the use of instructional aides (videos and in class assignments) coupled with the high level of expertise on the topic provides students with an excellent learning environment.

We have no plans in the future to change how we gather SLO's for this course.

Plan for topic "Students completing PSYCH-225 will be able to Critically evaluate social-psychological theories based upon current research evidence.": 2014/15

This completes the SLO cycle for Psychology 225. The course will be reassessed based on the next scheduled DVC SLO assessment cycle.

Plan for topic "Students completing PSYCH-225 will utilize social psychology to uncover the common fallacies and misconceptions in human behavior.": 2014/15
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing PSYCH-225 will be able to identify how factors such as race, gender, social class, sexual orientation and culture interact with social-psychological phenomena.&quot;</td>
<td>: 2014/15</td>
</tr>
<tr>
<td>This completes the SLO cycle for Psychology 225. The course will be reassessed based on the next scheduled DVC SLO assessment cycle.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to critically evaluate social psychological theories based upon current research evidence.&quot;</td>
<td>: 2010/11</td>
</tr>
<tr>
<td>This completes the two year SLO cycle for this course.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to critically evaluate social psychological theories based upon current research evidence.&quot;</td>
<td>: 2009/10</td>
</tr>
<tr>
<td>For the Fall 2009 semester, the results were satisfactory for SLO outcome #1. The same SLO outcome will be administered again for the Spring 2010 Semester.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to evaluate the applicability of social-psychological research to everyday life experiences.&quot;</td>
<td>: 2010/11</td>
</tr>
<tr>
<td>This completes the two year SLO cycle for this course.</td>
<td></td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to recognize that individual differences and socio-cultural contexts may influence the applicability of research findings.&quot;</td>
<td>: 2009/10</td>
</tr>
<tr>
<td>For the Fall 2009 semester, the results were satisfactory for SLO outcome #3. The same SLO outcome will be administered again for the Spring 2010 Semester.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1295. Abnormal Psychology [PSYCH-230] belonging to Social Science [PSYCH]

Plan for topic "Students completing the course will be able to recognize how symptoms, treatments, and causes of abnormality vary across differing human populations and contextual situations, thus respecting human diversity and the complexity of human functioning." 2016/17

This completes the SLO cycle of Psychology 230.

Typically, this course is taught by 2 FT faculty who have a strong background in Abnormal Psychology. Although each professor approaches the course in slightly different approaches, the grounding of materials in real world examples and the use of instructional aides (videos and in class assignments) coupled with the high level of expertise on the topic provides students with an excellent learning environment.

There are no plans in the future to change how we gather SLOâ€™s for this course.

Plan for topic "Students completing this course will be able to define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes." 2016/17

Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.

Plan for topic "Students completing the course will be able to use the major perspectives of psychology (examples: behavioral, biological, cognitive, existential, psychoanalytic/dynamic) to explain the causes of abnormal behavior." 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOâ€™Ts and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.

Plan for topic "Students completing the course will be able to recognize how symptoms, treatments, and causes of abnormality vary across differing human populations and contextual situations, thus respecting human diversity and the complexity of human functioning." 2014/15

The Psychology area continues to collect SLO data- changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOâ€™Ts and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle- which means a new set of validated measures would need to be developed every other term for 5-7 courses.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to critically evaluate ethical, legal, and privacy issues in abnormal psychology.&quot;</td>
<td></td>
</tr>
<tr>
<td>Developed every other term for 5-7 courses.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong></td>
<td>&quot;Students completing the course will be able to use the major perspectives of psychology (examples: behavioral, biological, cognitive, existential, psychoanalytic/dynamic) to explain the causes of abnormal behavior.&quot;</td>
</tr>
<tr>
<td>The Psychology area continues to collect SLO data - changing the SLO outcomes every cycle. The Psychology area is in discussion about SLOs and the best methodology to collect accurate data. Generally we have been using 2-3 MC questions for each SLO outcome imbedded in quizzes/exams. We are discussing pre/post testing and the use of standardized items for specific courses. The difficulty comes with the SLO outcomes changing every cycle - which means a new set of validated measures would need to be developed every other term for 5-7 courses.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong></td>
<td>&quot;Students completing the course will be able to recognize how symptoms, treatments, and causes of abnormality vary across differing human populations and contextual situations, thus respecting human diversity and the complexity of human functioning.&quot;</td>
</tr>
<tr>
<td>This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong></td>
<td>&quot;Students completing the course will be able to critically evaluate ethical, legal, and privacy issues in abnormal psychology.&quot;</td>
</tr>
<tr>
<td>This completes the one year SLO cycle for this course. The course will be reassessed based on the next DVC SLO assessment date.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong></td>
<td>&quot;Students completing the course will be able to use the major perspectives of psychology (examples: behavioral, biological, cognitive, existential, psychoanalytic/dynamic) to explain the causes of abnormal behavior.&quot;</td>
</tr>
<tr>
<td>A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong></td>
<td>&quot;Students completing the course will be able to recognize how symptoms, treatments, and causes of abnormality vary across differing human populations and contextual situations, thus respecting human diversity and the complexity of human functioning.&quot;</td>
</tr>
<tr>
<td>A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic</strong></td>
<td>&quot;Students completing the course will be able to critically evaluate ethical, legal, and privacy issues in abnormal psychology.&quot;</td>
</tr>
<tr>
<td>A new SLO outcome measure will be developed and implemented for the Fall 2011/Spring 2012 semester.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1296. Transpersonal Psychology [PSYCH-240] belonging to Social Science [PSYCH]
Plan for topic "Students completing the course will be able to recognize theoretical assumptions about consciousness from a variety of approaches": 2018/19

The professor for Psychology 240 (Dr. Ray Faulkenberry) is well known to use very effective non-traditional teaching methods in class. There was some concern about how to measure the course outcomes based on the non-traditional approaches being deployed in the class. After a few informal discussions about data gathering methods- we agreed that an essay formatted SLO assessment aligned best with the professor's teaching methodologies.

As discussed in the previous assessment of Psychology 240- With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure Psychology 240 SLO's beyond MC questions and essay rubrics.

Plan for topic "Students completing the course will be able to assess the effect of personal beliefs on everyday life.": 2018/19

The professor for Psychology 240 (Dr. Ray Faulkenberry) is well known to use very effective non-traditional teaching methods in class. There was some concern about how to measure the course outcomes based on the non-traditional approaches being deployed in the class. After a few informal discussions about data gathering methods- we agreed that an essay formatted SLO assessment aligned best with the professor's teaching methodologies.

As discussed in the previous assessment of Psychology 240- With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure Psychology 240 SLO's beyond MC questions and essay rubrics.
As discussed in previous assessment of Psychology 240- With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure SLO’s beyond MC questions/essay rubrics.

Plan for topic "Students completing the course will employ empirical findings in the evaluation of assumptions about psychological phenomena.": 2018/19

The professor for Psychology 240 (Dr. Ray Faulkenberry) is well known to use very effective non-traditional teaching methods in class. There was some concern about how to measure the course outcomes based on the non-traditional approaches being deployed in the class. After a few informal discussions about data gathering methods- we agreed that an essay formatted SLO assessment aligned best with the professor’s teaching methodologies.

As discussed in previous assessment of Psychology 240- With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure SLO’s beyond MC questions/essay rubrics.

Plan for topic "Students completing the course will be able to recognize theoretical assumptions about consciousness from a variety of approaches.": 2015/16

This completes the second year SLO cycle of Psychology 240.

There were some logistical issues/miscommunication concerning the SLO data gathering for Psych240-FA16 with a PT professor who had not gathered info for us in the past. These small concerns were addressed and solved without issue.

The professor is well known to use very effective non-traditional teaching methods in class. There was some concern about how to measure the course outcomes based on the non-traditional approaches being deployed in the class. After a few discussions about data gathering methods- we decided to gather SLO data using the short MC quizzes.
DVC Instructional Course SLO Action Plans

*** With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure SLO™s beyond MC questions and essay rubrics. For instance- in a dance class/drama class- how do professor™s measure their course outcomes? This info may allow other departments/areas/programs to increase the methods they could use to collect SLO data.

Plan for topic "Students completing the course will be able to recognize theoretical assumptions about consciousness from a variety of approaches": 2015/16

This completes the second year SLO cycle of Psychology 240.

There were some logistical issues/miscommunication concerning the SLO data gathering for Psych240-FA16 with a PT professor who had not gathered info for us in the past. These small concerns were addressed and solved without issue.

The professor is well known to use very effective non-traditional teaching methods in class. There was some concern about how to measures the course outcomes based on the non-traditional approaches being deployed in the class. After a few discussions about data gathering methods- we decided to gather SLO data using the short MC quizzes.

*** With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure SLO™s beyond MC questions and essay rubrics. For instance- in a dance class/drama class- how do professor™s measure their course outcomes? This info may allow other departments/areas/programs to increase the methods they could use to collect SLO data.

Plan for topic "Students completing the course will be able to assess the effect of personal beliefs on everyday life.": 2015/16
This completes the second year SLO cycle of Psychology 240.

There were some logistical issues/miscommunication concerning the SLO data gathering for Psych240-FA16 with a PT professor who had not gathered info for us in the past. These small concerns were addressed and solved without issue.

The professor is well known to use very effective non-traditional teaching methods in class. There was some concern about how to measures the course outcomes based on the non-traditional approaches being deployed in the class. After a few discussions about data gathering methods- we decided to gather SLO data using the short MC quizzes.

*** With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure SLOâ€™s beyond MC questions and essay rubrics. For instance- in a dance class/drama class- how do professorâ€™s measure their course outcomes? This info may allow other departments/areas/programs to increase the methods they could use to collect SLO data.

Plan for topic "Students completing the course will employ empirical findings in the evaluation of assumptions about psychological phenomena.": 2015/16

This completes the second year SLO cycle of Psychology 240.

There were some logistical issues/miscommunication concerning the SLO data gathering for Psych240-FA16 with a PT professor who had not gathered info for us in the past. These small concerns were addressed and solved without issue.
The professor is well known to use very effective non-traditional teaching methods in class. There was some concern about how to measure the course outcomes based on the non-traditional approaches being deployed in the class. After a few discussions about data gathering methods we decided to gather SLO data using the short MC quizzes.

*** With the many innovative pedagogy approaches being used in our classes, it would be good to discuss other ways to measure SLOs beyond MC questions and essay rubrics. For instance- in a dance class/drama class- how do professors measure their course outcomes? This info may allow other departments/areas/programs to increase the methods they could use to collect SLO data.

Plan for topic "Students completing the course will be able to recognize theoretical assumptions about consciousness from a variety of approaches": 2013/14

For the Spring 2013 semester, the results were satisfactory for SLO outcome #1. The area is working on improving the coordination of SLO measurement between DVC and SRC in the future.

Plan for topic "Students completing the course will be able to recognize theoretical assumptions about consciousness from a variety of approaches.": 2013/14

For the Spring 2013 semester, the results were satisfactory for SLO outcome #1. The area is working on improving the coordination of SLO measurement between DVC and SRC in the future.

Plan for topic "Students completing the course will be able to assess the effect of personal beliefs on everyday life.": 2013/14

For the Spring 2013 semester, the results were satisfactory for SLO outcome. The area is not satisfied with the instructor's method of assessment for this SLO and will discuss methods to improve measurement with current instructors for the next round of SLOs for this course.

Plan for topic "Students completing the course will employ empirical findings in the evaluation of assumptions about psychological phenomena.".: 2013/14

For the Spring 2013 semester, the results were satisfactory for SLO outcome #4. The area is not satisfied with the instructor's method of assessment for this SLO and will discuss methods to improve measurement with current instructors for the next round of SLOs for this course.

Plan for topic "Students completing PSYCH-240 will be able to Analyze models of human nature from traditional schools of psychology and compare these views with the transpersonal paradigm.".: 2013/14

For the Spring 2013 semester, the results were satisfactory for SLO outcome #2. The area is working on improving the coordination of SLO measurement between DVC and
Plan for topic "Students completing the course will be able to recognize theoretical assumptions about consciousness from a variety of approaches.": 2010/11
This completes the second year SLO cycle of Psychology 240.

Plan for topic "Students completing the course will be able to recognize theoretical assumptions about consciousness from a variety of approaches": 2010/11
This completes the second year SLO cycle of Psychology 240.

Plan for topic "Students completing the course will be able to assess the effect of personal beliefs on everyday life.": 2010/11
This completes the second year SLO cycle of Psychology 240.

Plan for topic "Students completing the course will employ empirical findings in the evaluation of assumptions about psychological phenomena.": 2010/11
This completes the second year SLO cycle of Psychology 240.

Plan for topic "Students completing the course will be able to recognize theoretical assumptions about consciousness from a variety of approaches": 2009/10
For the Fall 2009 semester, the results were satisfactory for SLO outcome #1. The area would like to improve the coordination of SLO measurement between DVC and SRC in the future.

Plan for topic "Students completing the course will be able to recognize theoretical assumptions about consciousness from a variety of approaches": 2009/10
For the Fall 2009 semester, the results were satisfactory for SLO outcome #1. The area would like to improve the coordination of SLO measurement between DVC and SRC in the future.

Plan for topic "Students completing the course will be able to assess the effect of personal beliefs on everyday life.": 2009/10
For the Fall 2009 semester, the results were satisfactory for SLO outcome #2. The area would like to improve the coordination of SLO measurement between DVC and SRC in the future.

Plan for topic "Students completing the course will employ empirical findings in the evaluation of assumptions about psychological phenomena.": 2009/10
For the Fall 2009 semester, the results were satisfactory for SLO outcome #3. The area would like to improve the coordination of SLO measurement between DVC and SRC in the future.
1297. Occupational Work Experience Education in PSYCH [PSYCH-295] belonging to Social Science [PSYCH]
DVC Instructional Course SLO Action Plans

1298. Internship in Occupational Work Experience Education in PSYCH [PSYCH-296] belonging to Social Science [PSYCH]
1299. Independent Study [PSYCH-298] belonging to Social Science [PSYCH]
DVC Instructional Course SLO Action Plans

1300. Student Instructional Assistant [PSYCH-299] belonging to Social Science [PSYCH]
Plan for topic "Students completing this course will be able to increase learning through involvement as a teacher's aide, lab assistant or research assistant."

| Plan for topic "Students completing this course will be able to increase learning through involvement as a teacher's aide, lab assistant or research assistant."
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
</tr>
<tr>
<td>A Psychology 299 has been offered un-systematically to individual students serving as instructional aides to some of our faculty. Faculty have not traditionally reported to the department when they will offer a 299 to a specific student. Recognizing this practice has resulted in our inability to systematically evaluate the course, we will now begin to request that all Psychology faculty report when they will offer Psychology 299. We plan to access the course in the same term that the course is offered next.</td>
</tr>
</tbody>
</table>

| Plan for topic "Students completing this course will be able to increase learning through involvement as a teacher's aide, lab assistant or research assistant."
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
</tr>
<tr>
<td>For FA16- Psychology was able to meet it's criteria for success for the two students enrolled in Psychology 299.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For FA16- Psychology was able to meet it's criteria for success for the two students enrolled in Psychology 299.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon reflection with one of the two faculty supervising students, it became clear that the area needs to develop better/more objective measures of success for students enrolled in this course. Psychology 299 has not been offered widely and for this reason, we are not satisfied with the current methodologies to measure the 299 SLO's for this course.</td>
</tr>
</tbody>
</table>

| Plan for topic "Students completing this course will be able to expand subject matter knowledge by assisting the instructor."
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
</tr>
<tr>
<td>For our first SP17 area meeting- the topic of SLO's for Psychology 299 will be discussed and an action plan to develop and implement new SLO's measures will be developed among the full-time faculty.</td>
</tr>
</tbody>
</table>

| Plan for topic "Students completing this course will be able to expand subject matter knowledge by assisting the instructor."
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
</tr>
<tr>
<td>For FA16- Psychology was able to meet it's criteria for success for the two students enrolled in Psychology 299.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For FA16- Psychology was able to meet it's criteria for success for the two students enrolled in Psychology 299.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon reflection with one of the two faculty supervising students, it became clear that the area needs to develop better/more objective measures of success for students enrolled in this course. Psychology 299 has not been offered widely and for this reason, we are not satisfied with the current methodologies to measure the 299 SLO's for this course.</td>
</tr>
</tbody>
</table>
For our first SP17 area meeting- the topic of SLO's for Psychology 299 will be discussed and an action plan to develop and implement new SLO's measures will be developed amongst the full-time faculty.

**Plan for topic "Students completing this course will be able to improve skills related to student-teacher relations, subject matter, values and defining goals and objectives."**: 2015/16

For FA16- Psychology was able to meet it's criteria for success for the two students enrolled in Psychology 299.

Upon reflection with one of the two faculty supervising students, it became clear that the area needs to develop better/more objective measures of success for students enrolled in this course. Psychology 299 has not been offered widely and for this reason, we are not satisfied with the current methodologies to measure the 299 SLO's for this course.

For our first SP17 area meeting- the topic of SLO's for Psychology 299 will be discussed and an action plan to develop and implement new SLO's measures will be developed amongst the full-time faculty.
1301. Topics in Real Estate [RE-150] belonging to Business Administration [RE]
<table>
<thead>
<tr>
<th>Topic</th>
<th>Plan for topic</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>1302. Real Estate Principles [RE-160] belonging to Business Administration [RE]</td>
<td>Students completing the course will be able to define and explain the meaning of concepts and terminology relevant to real estate and real estate transactions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016/17</td>
<td></td>
</tr>
<tr>
<td>From Monique Young's On Line section:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to define and explain the meaning of concepts and terminology relevant to real estate and real estate transactions.&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>For the 3 chapters under 90% we can add a discussion topic on the discussion board to increase students' on the topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to discern between different forms of ownership and tenancy of real property&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>Include additional material on subject topic to pertinent module (online course). Modify related question on final exam to cover more aspects of topic. Interact with students' online discussions re topic to determine whether students are properly understanding topic and respond accordingly to the individual discussion groups and/or entire class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to complete an appraisal form or narrative.&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>Continue to include on line discussion topics relevant to the significance of Real Estate contracts so that students maintain focus on contractual issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing RE-160 will be able to Structure real estate transactions so as to achieve the best property rights arrangement possible for the person being represented (buyer or seller).&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>Continue to include on line discussion topics relevant to the significance of Real Estate contracts so that students maintain focus on contractual issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to describe and implement all legal and procedural steps in the conduct and completion of a real estate transaction.&quot;</td>
<td>2013/14</td>
<td></td>
</tr>
<tr>
<td>the 88% score was on chapter about closing Escrow. We can add a discussion topic about closing escrow on the Discussion Board to increase student focus on the subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to define and explain the meaning of concepts and terminology relevant to real estate and real estate transactions.&quot;</td>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td>In the future we will try to have all assessing sections assess the same SLO.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing RE-160 will be able to Structure real estate transactions so as to achieve the best property rights arrangement possible for the person being represented (buyer or seller).&quot;</td>
<td>2009/10</td>
<td></td>
</tr>
<tr>
<td>Continue to do in class appraisal discussions using local MLS, public records from the county assessor's office and real appraisal examples</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to complete an appraisal form or narrative.": 2009/10

Continue to do in class appraisal discussions using local MLS, public records from the county assessor's office and real appraisal examples
### 1303. Legal Aspects of Real Estate [RE-161] belonging to Business Administration [RE]

#### Plan for topic "Students completing the course will be able to identify legal aspects of real estate ownership and transactions."

- **2016/17**: Lecturing without engaging students in case studies of the issue surrounding legal aspects of transactions yields poor outcomes on testing. Retesting on issues that were introduced in this way improves scores and outcomes. But, in coming semesters we will engage in more "classroom flipping" strategies that, we expect, will yield much higher scores by (we hope) a higher percentage of test takers.

- **2013/14**: In future students will be reminded via D2L email of quiz deadlines so they will not have points deducted for missing or late quizzes.

#### Plan for topic "Students completing the course will be able to recognize and avoid legal problems."

- **2013/14**: In future students will be reminded via D2L email of the due date for the assignment and they will be directed toward the chapters in the textbook that address some examples of laws that assist the practitioner in avoiding problems for their clients and themselves. This should increase the percentage of students participating in the assigned discussions who will earn a score of 70% or higher.

#### Plan for topic "Students completing the course will be able to define legal responsibilities and liabilities of real estate licensees."

- **2013/14**: In future D2L email will be used to remind students of due dates for the discussion and quiz deadlines. This should increase percentage of students participation in the discussions and decrease number of students having points deducted for missing or late quizzes.

#### Plan for topic "Students completing RE-161 will be able to Students completing RE-161 will be able to satisfy the law course prerequisite for the real estate broker’s license"

- **2013/14**: In future will use D2L email to remind students of the quiz deadlines so students will not have points deducted for missing or late quizzes.

#### Plan for topic "Students completing the course will be able to apply techniques for the preparation of real estate transaction and transfer documents."

- **2013/14**: In future remind students via D2L email of the quiz deadlines. This should increase the scores of students because fewer students will have points deducted for missing or late quizzes.

#### Plan for topic "Students completing the course will be able to recognize and avoid legal problems."

- **2009/10**: In the future we will use the WebCT mail feature to remind students of the due date for the assigned discussion and point them toward the chapters in the textbook that address some examples of laws that assist the practitioner in avoiding problems for their clients and themselves. This should increase the percentage of students participating in the assigned discussions who will earn a score of 70% or higher.
Plan for topic "Students completing the course will be able to diagram the various steps of the appraisal process.": 2019/20

85% (17 out of 20 students) enrolled took the mid-term exam. Instructor will identify and concentrate on the course elements exposed by exam where students needed more reinforcement along with enhanced checking for comprehension during class discussions.

Plan for topic "Students completing the course will be able to relate real estate history, principles, finance, macro and microeconomics, construction, real estate development and related fields to solve valuation problems.": 2019/20

85% (17 of 20) of students took the final exam. Instructor will identify and concentrate on the course elements exposed by the exam where students needed more reinforcement in the future.

Plan for topic "Students completing the course will be able to complete an appraisal form or narrative.": 2019/20

Continue to discuss preparation of the demonstration appraisal in-class and answer student inquiries via email or teleconference. Students are supplied with appraisal examples, MLS data, public records from the county assessor's office, and the appraisal forms for students who do not have a laptop or computer access.

Plan for topic "Students completing the course will be able to diagram the various steps of the appraisal process.": 2015/16

100% of students enrolled took the mid-term exam. Instructor will identify and concentrate on the course elements exposed by the exam where students needed more reinforcement along with enhanced checking for comprehension during class discussions.

Plan for topic "Students completing the course will be able to complete an appraisal form or narrative.": 2015/16

Continue to discuss preparation of the demonstration appraisal in-class and answer student inquiries via email or telephone. Students are supplied with appraisal examples, MLS data, public records from the county assessor’s office and appraisal forms for those who do not have a laptop or computer access.

Plan for topic "Students completing the course will be able to estimate a property's value based on sound theoretical principles of appraisal.": 2011/12

There were 34 students enrolled in the course. 23 of 34 (68%) of the students enrolled in the course achieved a score of 70 or higher on the paper. Next time the instructor will spend more classroom time discussing the secondary market to encourage more students to write this paper.

Plan for topic "Students completing the course will be able to complete an appraisal form or narrative.": 2010/11

Continue to do in-class appraisal discussions using local MLS, public records from the county assessor’s office and real appraisal examples.
DVC Instructional Course SLO Action Plans

1305. Real Estate Practice [RE-163] belonging to Business Administration [RE]

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:

Students completing the course will be able to analyze and identify salesman/broker relationships." : 2019/20

Dept. Chair will assess SP20 sections and submit by 6/1/20 - posted by SLO Chair

Plan for topic "Students completing the course will be able to analyze and identify salesman/broker relationships." : 2019/20

Dept. Chair will assess SP20 sections and submit by 6/1/20 - posted by SLO Chair

Plan for topic "Students completing this course will be able to learn and understand the various California Statutory Mandatory Disclosures governing the sale of real estate residential properties for 1-4 units, in line with SLO [B]" : 2019/20

The level of learning is higher when class discussions and case exampples are given relevant to lecture topic at hand. Encourage participation through regular class attendance. Note: students learning results are typically lower to failing when they miss class or show very little interest. Invite guest speakers from different fields within RE community to giude students in their career choices. Include more visual aids, especially to illustrate various forms or examples. Provide students more handouts for class overview. Conduct field trip in lieu of class time to walk students through a Visual Inspection Project

Plan for topic "Students completing this course will be able to perform and complete a real estate purchase offer agreement and compliance with the agency confirmation for single family residence 1-4 unit properties. in line with SLO [E]" : 2015/16

While the success rate of individual students completing this project is encouraging, next semester, I plan to divide the class into small groups and making this a group project. I expect that this will encourage student success further and improve cohesiveness and teamwork. Share in their understanding of the subject matter and team work are essential soft skills in the practice of real estate.

Plan for topic "Students completing this course will be able to learn and understand the various California Statutory Mandatory Disclosures governing the sale of real estate residential properties for 1-4 units, in line with SLO [B]" : 2015/16

Should time permit and if our Division would allow, a field trip with the class to visit a vacant property to conduct a visual inspection project may prove beneficial. This will allow discussion and comparison of individual observations, as required by law in disclosing material facts.

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:

Students completing the course will be able to Identify and complete standard and required disclosure forms" : 2012/13

The faculty has determined that the current SLO assessments are sufficient and will further develop more hands on projects so the students can have a better understanding of...
Plan for topic "Students completing the course will be able to identify and complete standard and required disclosure forms." : 2012/13

The faculty has determined that the current SLO assessments are sufficient and will further develop more hands on projects so the students can have a better understanding of these topics and at the same time have the experience of completing them as what is required in the industry.

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:

Students completing the course will be able to identify and complete standard and required disclosure forms": 2011/12

The faculty has determined that the current SLO assessments are sufficient

Plan for topic "Students completing the course will be able to identify and complete standard and required disclosure forms." : 2011/12

The faculty has determined that the current SLO assessments are sufficient

Plan for topic "Students completing the course will be able to describe the practical responsibilities and ethics of a real estate agent." : 2009/10

2011-06-01: No students received totally unacceptable scores.
2012-01-27: We will continue to monitor this SLO for a possible developing trend

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:

Students completing the course will be able to describe the practical responsibilities and ethics of a real estate agent." : 2009/10

No SLO-related changes are recommended for the Title V course outline or instructional practice.

At the time of a curriculum update for this course, no later than once every five years, the measurement criteria for one of the stated student learning outcomes will be identified, implemented and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site.

Plan for topic "Students completing the course will be able to analyze and identify salesman/broker relationships." : 2008/9

No SLO-related changes are recommended for the Title V course outline or instructional practice.

At the time of a curriculum update for this course, no later than once every five years, the measurement criteria for one of the stated student learning outcomes will be identified, implemented and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site.

Plan for topic "The Title V course objectives serve as student learning outcomes for this course. The SLO being evaluated this round is:
DVC Instructional Course SLO Action Plans

Students completing the course will be able to identify and complete standard and required disclosure forms": 2008/9

| No SLO-related changes are recommended for the Title V course outline or instructional practice. |

At the time of a curriculum update for this course, no later than once every five years, the measurement criteria for one of the stated student learning outcomes will be identified, implemented and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site.

Plan for topic "Students completing the course will be able to identify and complete standard and required disclosure forms."": 2008/9

| No SLO-related changes are recommended for the Title V course outline or instructional practice. |

At the time of a curriculum update for this course, no later than once every five years, the measurement criteria for one of the stated student learning outcomes will be identified, implemented and analyzed. Any recommended changes in the curriculum outline or in instruction will be noted on the e-SLO data site.
### 1306. Real Estate Finance [RE-164] belonging to Business Administration [RE]

#### Plan for topic "Students completing the course will be able to describe the operation of the secondary mortgage market."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>6 students did notsubmit their 100 point paper describing the operations of and the players in the secondary market. 3 of those 6 students did complete the course. In the future the instructor will endeavor to encourage all students to complete this assignment by searching for a better video that may make this a more interesting topic.</td>
</tr>
<tr>
<td>2014/15</td>
<td>The current teaching method is very interactive. With a Median score of 83% we can continue teaching this subject in the same way.</td>
</tr>
<tr>
<td>2011/12</td>
<td>There were 34 students enrolled in the course. 23 of 34 (68%) of the students enrolled in the course achieved a score of 70 or higher on the paper. Next time the instructor will spend more classroom time discussing the secondary market to encourage more students to write this paper.</td>
</tr>
<tr>
<td>2009/10</td>
<td>In the future I will spend more class time discussing and explaining the Secondary Market in order to help the remaining students feel more competent to discuss this subject and encourage them to write their paper and submit in in a timely manner. This should increase the percentage of students earning a grade of 70 or higher on the secondary Market paper</td>
</tr>
</tbody>
</table>

#### Plan for topic "Students completing the course will be able to perform calculations regarding real estate loan payments, annual percentage rates APRs, and discount points for buying down interest rates."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>We will continue to teach the calculation methods, then assign homework that includes mortgage calculations and then review the calculations in class because that seems to be working well now.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to account for the impact of legal and regulatory restrictions on real estate markets": 2016/17

Although instructor was pleased that the results met the criteria, this activity covered too much material. Instructor plans on breaking the reading assignments down into 4 or 5 units and having two mid-term exams covering less material for the next offering of this course.

Plan for topic "Students completing RE-165 will be able to #4. apply economic principles in order to discuss, assess or critique the impact and role of government on real estate markets.": 2013/14

It is important to alter the readings for Real Estate Economics to include more economic theory of property rights so that students can understand the various meanings of ownership and rights on goods such as land and its uses.

Plan for topic "Students completing RE-165 will be able to recognize important factors that determine or impact value and return dynamics of commercial real estate": 2013/14

Will reassess in Spring of 2016. This SLO (#2) is key for students in Real Estate Economics. The main purpose of this class is for students to competently assess what factors affect property values--in this case, for commercial property. So the use of the present value model is a constant factor to be reassessed with regularity. Its coverage is so key that we want to ensure our students come out of the class using the spread sheet as a tool that is as intuitive to use as a phone app.

Plan for topic "Students completing RE-165 will be able to Students completing the course will be able to describe some of the impacts of technology and globalization on real estate markets and prices. (#5 follow-up from SP2010 to reassessment in SP2012)"": 2011/12

My expectations that at least 75% of students can read, comprehend, and create-within-a-team, a feasibility study was met. In some cases the students worked â?oharder and longer than they expectedâ?t on this project. More than half felt the assignment was â?overy difficultâ?t. But the learning outcome was met and the course goal is meaningfully improving the knowledge base of students; all agree this gives them a sense of the complexity of a real estate development and how globalization is impacting developments all over the world.

Plan for topic "Students completing the course will be able to describe some of the impacts of technology and globalization on real estate markets and prices.": 2009/10

The activity was very hard for some students, although all students learned a lot from it and their awareness of the complexity of the global mortgage finance system was very enlightening to all. The activity will be simplified a bit in future years (Spring 2012)
1308. Escrow Procedures [RE-166] belonging to Business Administration [RE]
Plan for topic "Students completing the course will be able to pro-rate taxes, figure title insurance, analyze lender's instruction and comply with the same, figure pay offs to existing lenders; figure transfer tax.": 2016/17

Next we will evaluate SLO [D] and hope that creation of these packets of activities serve as a manual that will guide students through these computation processes and job tasks in title companies correctly.

Plan for topic "Students completing the course will be able to create a rough draft of escrow instructions and settlement of funds in a property transfer file based upon parameters given in the transfer agreement." : 2013/14

The next time this course is offered we will submit SLO metrics for one of the five SLO's associated with this course.
### Plan for topic "Students completing this course will be able to identify the protected classes under the Federal and California Fair Housing laws": 2017/18

Almost every student submitting paper exceeded the criteria. Action needed is to motivate more students to write and submit the paper. As a plan of action the department will encourage instructors to suggest students utilize the library resources, including handouts or presentations/workshops put on by librarians. Most students are working full time with families. Motivations vary according to their circumstance, and time available to devote to the course. This information will be shared with the BUS Area Advisory Board.

### Plan for topic "Students completing the course will be able to demonstrate three methods of determining the value of commercial and multi-family residential properties.": 2014/15

1 student who took the Final exam did not submit the assignment. We could suggest that students who did not submit the assignment on time come to office hours for additional assistance with the accounting process or using Excel to encourage them to submit the assignment.

### Plan for topic "Students completing the course will be able to define and use techniques for the selection of tenants.": 2013/14

We will continue discussing this issue in class in order to maintain students focus on this important point.

### Plan for topic "Students completing the course will be able to demonstrate proficiency in using commonly accepted practices in financial management.": 2013/14

We will more time practicing creating Income Statements an Balance Sheets in the Computer Lab to ascertain that all students will be able to create these statements when requested to do so.

### Plan for topic "Students completing the course will be able to analyze financial data and create periodic reports for property owners in Excel or other spreadsheet format.": 2013/14

We will continue spending several class sessions in the computer lab so all students can improve their monthly reporting skills and continue to earn 70% or more on this assignment.

### Plan for topic "Students completing the course will be able to demonstrate three methods of determining the value of commercial and multi-family residential properties.": 2013/14

We will continue to practice performing valuation assignments and reminding them that it is the property manager's responsibility to maintain the
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform a competitive market analysis of commercial and multi-family residential properties.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will continue to have students complete this assignment. Every so often students calling Property Managers to obtain the data they need to complete this assignment have been offered Property Management jobs as a direct result of these phone calls. In Spring of 2014 one of the students was offered a job by one of the property managers he called.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform a competitive market analysis of commercial and multi-family residential properties.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next time the project is assigned the instructor will spend more time explaining the instructions to encourage more students to complete this important project so that 70% or more of the students in the class at the time the project is due will successfully achieve a score of 70% or higher.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to analyze financial data and create periodic reports for property owners in Excel or other spreadsheet format.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The other 8 students did not complete the exercise. We already spend time in the computer lab, but in Spring of 2011, I will suggest that students unfamiliar with Excel take Computer Science 100L concurrently to help learn increase their spreadsheet skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to perform a competitive market analysis of commercial and multi-family residential properties.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The other 6 students did not complete the exercise. In the future I can demonstrate in class how they can obtain most of the information on line, thus limiting the amount of time needed to interview the apartment managers.</td>
<td></td>
</tr>
</tbody>
</table>
1310. Advanced Real Estate Studies [RE-201] belonging to Business Administration [RE]
1311. First Term Russian [RUSS-120] belonging to Foreign Language [RUSS]

Plan for topic "Students completing this course will be able to comprehend simple conversations.": 2016/17

Overall, we are satisfied with the results. However, the results have room for improvement. Oral comprehension usually is more difficult for students than the reading comprehension. Our goal is to include more oral comprehension practice in a daily classroom activity and encourage the students to spend more time doing their online assignments.

Plan for topic "Students completing the course will be able to read basic texts in Russian in the Cyrillic alphabet.": 2015/16

We will assess this course SLO and report it in the next cycle.

Plan for topic "Students completing RUSS-120 will be able to read basic texts in Russian in the Cyrillic alphabet, and comprehend basic conversations.": 2015/16

We will assess this course SLO and report it in the next cycle.

Plan for topic "Students completing the course will be able to read basic texts in Russian in the Cyrillic alphabet.": 2012/13

To encourage students to read short texts in Russian at home, and to have them discuss these readings in class and use them as parts of their oral presentations and written compositions.

Plan for topic "Students completing RUSS-120 will be able to read basic texts in Russian in the Cyrillic alphabet, and comprehend basic conversations.": 2012/13

To encourage students to read short texts in Russian at home, and to have them discuss these readings in class and use them as parts of their oral presentations and written compositions.

Plan for topic "Students completing RUSS-120 will be able to write sentences in the present tense.": 2012/13

Continue writing compositions describing the students’ everyday activities, subjects of study, living arrangements, family, etc.

Plan for topic "Students completing RUSS-120 will be able to read basic texts in Russian in the Cyrillic alphabet, and comprehend basic conversations.": 2010/11

Very satisfied with results. We changed the assessment method from online to in-class survey and were able to collect more results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to read basic texts in Russian in the Cyrillic alphabet.": 2010/11

Very satisfied with results. We changed the assessment method from online to in-class survey and were able to collect more results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.

Plan for topic "Students completing the course will be able to write simple sentences using the Cyrillic alphabet.": 2010/11

Very satisfied with results. We changed the assessment method from online to in-class survey and were able to collect more results. We will continue with the extensive use of
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to ask basic questions and answer with simple statements.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and tutorial labs to support our methods of instruction. Very satisfied with results. We will continue with the extensive use of language and tutorial labs to support our methods of instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to read basic texts in Russian in the Cyrillic alphabet.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We plan to improve our approach to assessment in order to reach a bigger number of respondents. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing RUSS-120 will be able to read basic texts in Russian in the Cyrillic alphabet, and comprehend basic conversations.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We plan to improve our approach to assessment in order to reach a bigger number of respondents. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to write simple sentences using the Cyrillic alphabet.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We plan to improve our approach to assessment in order to reach a bigger number of respondents. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to ask basic questions and answer with simple statements.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We plan to improve our approach to assessment in order to reach a bigger number of respondents. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>
Most of the students were able to name some contemporary Russian writers and composers and tell something about their work. However, to improve their cultural knowledge, we will encourage students to read stories of contemporary Russian writers and listen to music of contemporary Russian composers and to make oral and written presentations.

Plan for topic "Students completing the course will be able to differentiate between present, past and future tenses.": 2013/14

We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the Russian case system." : 2013/14

We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections. Also, working more with prepositions which often are used in Russian language as indicators of cases. Practicing using different ways while asking the same question, which lead the students to use different cases in their replies. Playing more with different verb-noun combinations to practice using a noun in different cases.

Plan for topic "Students completing the course will be able to demonstrate knowledge of contemporary Russian writers and composers." : 2013/14

We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections. Also, encourage students to read stories of contemporary Russian writers and listen to music of contemporary Russian composers.

Plan for topic "Students completing the course will be able to differentiate between present, past and future tenses." : 2011/12

Even though I am pleased with the results, I hope next year the results will be even better. I will continue using my old techniques, and also I am going to introduce some new exercises.

Plan for topic "Students completing the course will be able to demonstrate knowledge of the Russian case system." : 2011/12

Russian case system is quite complicated. Students did pretty well! I hope next year they will do even better: I already prepared some new exercises.

Plan for topic "Students completing the course will be able to demonstrate knowledge of contemporary Russian writers and composers." : 2011/12

I plan to spend more time introducing to my students some work of contemporary Russian writers and composers.
1313. Topics in Russian [RUSS-150] belonging to Foreign Language [RUSS]
Plan for topic "Students completing the course will be able to demonstrate knowledge of contemporary and historical Russian and Soviet culture."

All students demonstrated knowledge of some events and important figures in Russian and Soviet culture. We will have more oral presentations and discussions about important Russian historical figures, writers, poets and composers in class and encourage students to read Russian literature and watch Russian movies.

Plan for topic "Students completing the course will be able to comprehend intermediate level reading materials such as short stories or articles in magazines and newspapers."

We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections. Also, we will encourage students to read short articles in Russian magazines and newspapers at home, and have them discuss these readings in class and use them as parts of their oral presentations and written compositions.

Plan for topic "Students completing the course will be able to compose sentences using phrases with the future tense."

We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections. Also, write compositions about the students' plans for a coming weekend, holidays, vacations, future summer trips, which require using the future tense. Discussing the students' plans for the future in Russian.

Plan for topic "Students completing the course will be able to demonstrate knowledge of contemporary and historical Russian and Soviet culture."

Continue to provide the instruction, and class environment conducive of this achievement. We consider this a very good result because the grade is based on multiple tests or assessments, not just one.
### 1315. Fourth Term Russian [RUSS-221] belonging to Foreign Language [RUSS]

#### Plan for topic "Students completing the course will be able to demonstrate a high-intermediate fluency in oral expression.": 2016/17

All students demonstrated a high-intermediate fluency in oral expression. We will continue to have students memorize common Russian expressions and short poems and create situations to use them. Also, we will have them practice classroom discussions about common topics: family, work, study, sports more often.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate a high-intermediate command of written Russian.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections. Also, we will have students memorize short Russian poems; practice classroom discussions about common topics: family, work, study, sport, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate a high-intermediate fluency in oral expression.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having students memorize common Russian expressions and create situations to use them. We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections. Also, we will have students memorize short Russian poems; practice classroom discussions about common topics: family, work, study, sport, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to discuss literature, cinema, and music.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections. Also, we will have more oral presentations and discussions about works of Russian writers, composers and filmmakers. Encouraging students to read Russian Literature, listen to Russian music and watch Russian movies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate a high-intermediate command of written Russian.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to maintain the rigorous instruction and assessment methods we have been using in order to obtain high results.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate a high-intermediate fluency in oral expression.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to provide the right class environment to allow students to freely express themselves in front of the class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to discuss literature, cinema, and music.&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue the rigorous training conducive of high-standard written expression.</td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1316. Student Instructional Assistant [RUSS-299] belonging to Foreign Language [RUSS]
## DVC Instructional Course SLO Action Plans

### 1317. American Sign Language (ASL) I [SIGN-280] belonging to Early Childhood Education [SIGN]

#### Plan for topic "Students completing this course will be able to demonstrate correct hand techniques while SIGNING": 2017/18

As a result of reviewing previous assessments prior to the current assessment cycle, it was decided to create a new rubric to be used among faculty. This lead to more uniformity of information gathering.

The Plan:

As a result of this assessment the faculty plans to provide more practice time (in-class 1:1 and small group). Other individual learning tools, such as videos on CANVAS to show the correct parameters of a sign, are reported as helpful to students and are encouraged. In addition, professors plan to identifying struggling students sooner through more individual contact during class practice times.

When SIGN 280 comes up for curriculum review the plan is for this course’s SLOs to be revised. This course supports the program learning outcomes for the ECE Master Teacher Certificate through student’s demonstration of knowledge in a specialization area. The current plan also includes assessing this SLO during the next SLO cycle.

#### Plan for topic "Students completing the course will be able to demonstrate proficiency in comprehension of American Sign Language for daily living contexts.": 2014/15

Although all courses passed the minimum success rate there was one course that performed lower than the others. Faculty will pay attention to future success rates and see if there is a trend. One instructor recommends more contact with students who are falling behind and to build vocabulary using ostory lines.

#### Plan for topic "Students completing SIGN-280 will be able to demonstrate proficiency in receptive comprehension of American Sign Language for daily living Contexts introducing self, family and activities.": 2014/15

Although all courses passed the minimum success rate there was one course that performed lower than the others. Faculty will pay attention to future success rates and see if there is a trend. One instructor recommends more contact with students who are falling behind and to build vocabulary using ostory lines.

#### Plan for topic "Students completing the course will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts.": 2014/15

More class activities both as a class and in groups enhanced learning. Continue to use a variety of ways to communicate progress with students. Recommendations to new instructor(s); increased use of technology to engage students. Students take a cell phone picture of homework on board. This has increased students communicating with each other who missed class.
### DVC Instructional Course SLO Action Plans

**Plan for topic "Students completing SIGN-280 will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts."**: 2014/15

| More class activities both as a class and in groups enhanced learning. Continue to use a variety of ways to communicate progress with students. Recommendations to new instructor(s); increased use of technology to engage students. Students take a cell phone picture of homework on board. This has increased students communicating with each other who missed class. |

**Plan for topic "Students completing SIGN-280 will be able to demonstrate proficiency in receptive comprehension of American Sign Language for daily living Contexts introducing self, family and activities."**: 2012/13

| The SIGN instructors teach ASL in a circular manner. Each section builds upon the previous one. From the previous plan instructors were to continue to increase communication with students (written; email and announcements in class) to help them take responsibility for class materials and deadlines. They are continuing to do this. The plan is to meet with the SLO dept representative in August 2013 at the c-contract meeting to discuss SLO's in more depth. |

**Plan for topic "Students completing the course will be able to demonstrate proficiency in receptive comprehension of American Sign Language for daily living contexts."**: 2012/13

| The SIGN department continues to have dialogue amongst themselves but the current plan is to meet with the SLO representative in August 2013 to have a more in-depth discussion of the SLO process and how to use SLO's to increase student learning and success. |

**Plan for topic "Students completing the course will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts."**: 2012/13

| The SIGN department continues to have dialogue amongst themselves but the current plan is to meet with the SLO representative in August 2013 to have a more in-depth discussion of the SLO process and how to use SLO's to increase student learning and success. |

**Plan for topic "Students completing SIGN-280 will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts."**: 2012/13

| The instructors are now requiring students to have their deaf event option approved of before they attend if it is different than ones suggested in class. This has enriched the understanding of the deaf culture. As mentioned above the SIGN Instructors will meet with the SLO representative in August of 2013 to discuss the process. |

**Plan for topic "Students completing SIGN-280 will be able to demonstrate proficiency in receptive comprehension of American Sign Language for daily living contexts."**: 2012/13

| The instructors are now requiring students to have their deaf event option approved of before they attend if it is different than ones suggested in class. This has enriched the understanding of the deaf culture. As mentioned above the SIGN Instructors will meet with the SLO representative in August of 2013 to discuss the process. |
This semester the sign department implemented a student information and grade contact sheet which helped students chart their progress. This was done in response to previous SLO results. It was decided to continue with this process.

Plan for topic "Students completing the course will be able to demonstrate proficiency in comprehension of American Sign Language for daily living contexts.": 2010/11

Continued discussion with other members of the Sign department about the SLO process has proven helpful in student learning success and the evaluation of SLO's.

Plan for topic "Students completing SIGN-280 will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts.": 2010/11

It continues to be important to make sure that students understand what constitutes an appropriate “deaf culture” event. A percentage of students did the assignment wrong or attended an event that did not meet the exact criterion for the assignment. This assignment continues to be helpful for building awareness of the deaf culture.

Plan for topic "Students completing the course will be able to demonstrate comprehension of Deaf culture in daily living contexts.": 2010/11

Plan for topic "Students completing SIGN-280 will be able to demonstrate proficiency in receptive comprehension of American Sign Language for daily living Contexts introducing self, family and activities.": 2009/10

Plan for topic "Students completing the course will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts.": 2009/10
Plan for topic "Students completing SIGN-280 will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts.": 2009/10

Email the students that stop coming after the "w" date or are falling behind, more class time for instruction (other foreign languages are 5 hours compared with our 3), a lab for practice, paid tutors. these can be the plans for both class offerings.
1318. American Sign Language (ASL) II [SIGN-281] belonging to Early Childhood Education [SIGN]

Plan for topic "Students completing this course will be able to Incorporate correct facial expressions and body language/ head movements while SIGNING (non-manual behavior).": 2017/18

Review of previous assessment was done prior to current assessment. As a result a new rubric was created to assess this SLO.

The Plan: To maximize the in-class 1:1 and small group practice, the professor plans to assign students to different groups each week to minimize the chatting without signing. In addition, more time will be set aside for practice before the final exam. Attention also needs to be given to students struggling with fingering as a result of learning issues or motor coordination difficulties. When this course comes up for curriculum review the SLOâ€™s will be reviewed and revised as needed. This course supports the program learning outcomes for the ECE Master Teacher Certificate through a studentâ€™s demonstration of knowledge in a specialization area.

Plan for topic "Students completing the course will be able to demonstrate proficiency in comprehension of American Sign Language for daily living contexts": 2014/15

Although these scores are high and acceptable faculty should continue to dialogue with SIGN colleagues about ways to engage students.

Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in receptive comprehension of American Sign Language for describing locations, family, homes and office.":: 2014/15

Plan for topic "Students completing the course will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts": 2014/15

Again, these scores are passing. The challenge is finding ways to engage the â??disengagedâ? student. Continue to share ideas when SIGN instructors meet and bi-annual c-contract meetings.

Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts including describing directions and making requests.":: 2014/15

Again, these scores are passing. The challenge is finding ways to engage the â??disengagedâ? student. Continue to share ideas when SIGN instructors meet and bi-annual c-contract meetings.

Plan for topic "Students completing SIGN-281 will be able to demonstrate understanding of deaf culture.":: 2014/15

Unless students have a strong incentive to finish this assignment, they donâ??t do it. Consider trying new ways to engage students in this activity.

Plan for topic "Students completing the course will be able to Demonstrate proficiency in comprehension of American Sign Language in daily living contexts. Describe directions and Identify. Make requests.":: 2014/15
Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in describing directions and making requests.": 2014/15

Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in receptive comprehension of American Sign Language for describing locations, family, homes and office.":: 2013/14

Plan for topic "Students completing the course will be able to demonstrate proficiency in comprehension of American Sign Language for daily living contexts": 2013/14

Plan for topic "Students completing the course will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts": 2013/14

Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts including describing directions and making requests.": 2013/14

Unless students have a strong incentive to finish this assignment, they don’t do it. Consider trying new ways to engage students in this activity.

Three sections assessed during Fall, 2013 and included both Pleasant Hill and San Ramon campuses. A total of 100 students were assessed. The SIGN instructors report that they are in communication throughout the semester about their teaching. Some suggestions for increasing student learning were to set up a "buddy" system pairing quick learners with emerging learners. Another was to increase classroom practice of signing directions and requests. The SIGN instructors continue to request and need tutoring for their students. This request has been shared with administration and administration should follow up on this. Also, SIGN instructors recommend that instructional time be increased to be consistent with other foreign languages.

The SIGN instructors report that they are in communication throughout the semester about their teaching. A suggestion to increase student learning is to have students view "real conversations" by the Deaf community from a variety of Deaf-related theme websites. The SIGN instructors continue to request and need tutoring for their students. This request has been shared with administration and administration should follow up on this. Also, SIGN instructors recommend that instructional time be increased to be consistent with other foreign languages. Three sections assessed during Fall, 2013 and included both Pleasant Hill and San Ramon campuses. A total of 100 students were assessed.

The SIGN instructors report that they are in communication throughout the semester about their teaching. A suggestion to increase student learning is to have students view "real conversations" by the Deaf community from a variety of Deaf-related theme websites. The SIGN instructors continue to request and need tutoring for their students. This request has been shared with administration and administration should follow up on this. Also, SIGN instructors recommend that instructional time be increased to be consistent with other foreign languages. Three sections assessed during Fall, 2013 and included both Pleasant Hill and San Ramon campuses. A total of 100 students were assessed.
DVC Instructional Course SLO Action Plans

Request has been shared with administration and administration should follow up on this. Also, SIGN instructors recommend that instructional time be increased to be consistent with other foreign languages. Three sections assessed during Fall, 2013 and included both Pleasant Hill and San Ramon campuses. A total of 100 students were assessed.

Plan for topic "Students completing the course will be able to Demonstrate proficiency in comprehension of American Sign Language in daily living contexts. Describe directions and Identify. Make requests." : 2013/14

Suggestions for increasing student learning are to include more activities and for students to watch each other signing directions and requests. The SIGN instructors continue to request and need tutoring for their students. This request has been shared with administration and administration will follow up on this. Also, SIGN instructors recommend that instructional time be increased to be consistent with other foreign languages. Three sections assessed during Fall, 2013 and included both Pleasant Hill and San Ramon campuses. A total of 100 students were assessed. The SIGN instructors report that they are in communication throughout the semester about their teaching.

Plan for topic "Students completing SIGN-281 will be able to demonstrate understanding of deaf culture." : 2013/14

Suggestions for increasing student learning are to include more activities and for students to watch each other signing directions and requests. The SIGN instructors continue to request and need tutoring for their students. This request has been shared with administration and administration will follow up on this. Also, SIGN instructors recommend that instructional time be increased to be consistent with other foreign languages. Three sections assessed during Fall, 2013 and included both Pleasant Hill and San Ramon campuses. A total of 100 students were assessed. The SIGN instructors report that they are in communication throughout the semester about their teaching.

Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in describing directions and making requests." : 2013/14

Suggestions for increasing student learning are to include more activities and for students to watch each other signing directions and requests. The SIGN instructors continue to request and need tutoring for their students. This request has been shared with administration and administration will follow up on this. Also, SIGN instructors recommend that instructional time be increased to be consistent with other foreign languages. Three sections assessed during Fall, 2013 and included both Pleasant Hill and San Ramon campuses. A total of 100 students were assessed. The SIGN instructors report that they are in communication throughout the semester about their teaching.

Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in receptive comprehension of American Sign Language for describing locations, family, homes and office." : 2011/12

Continue to use current teaching tools.

Plan for topic "Students completing the course will be able to demonstrate proficiency in comprehension of American Sign Language for daily living contexts": 2011/12

Continue to use current teaching tools.

Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts including describing directions and making requests." : 2011/12

The sign language department are in dialogue about their classes. Current plan is to continue to use present teaching tools. There is some discussion about changing text.
Plan for topic "Students completing the course will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts": 2011/12

The sign language department are in dialogue about their classes. Current plan is to continue to use present teaching tools. There is some discussion about changing text books.

Plan for topic "Students completing SIGN-281 will be able to demonstrate understanding of deaf culture.": 2011/12

The high success rate may be contributed to the fact that student who have not successful passed low level Sign classes do not take Sign 281. Therefore a more motivated and successful student enrolls in Sign 281. Discussions between Sign instructors continues to be beneficial towards student success.

Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in describing directions and making requests.": 2011/12

The high success rate may be contributed to the fact that student who have not successful passed low level Sign classes do not take Sign 281. Therefore a more motivated and successful student enrolls in Sign 281. Discussions between Sign instructors continues to be beneficial towards student success.

Plan for topic "Students completing the course will be able to Demonstrate proficiency in comprehension of American Sign Language in daily living contexts. Describe directions and Identify. Make requests.": 2011/12

The high success rate may be contributed to the fact that student who have not successful passed low level Sign classes do not take Sign 281. Therefore a more motivated and successful student enrolls in Sign 281. Discussions between Sign instructors continues to be beneficial towards student success.

Plan for topic "Students completing the course will be able to demonstrate proficiency in comprehension of American Sign Language for daily living contexts": 2009/10

Email the students that stop coming after the "w" date or are falling behind, more class time for instruction (other foreign languages are 5 hours compared with our 3), a lab for practice, paid tutors. these can be the plans for both class offerings.

Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in receptive comprehension of American Sign Language for describing locations, family, homes and office.": 2009/10

Email the students that stop coming after the "w" date or are falling behind, more class time for instruction (other foreign languages are 5 hours compared with our 3), a lab for practice, paid tutors. these can be the plans for both class offerings.

Plan for topic "Students completing the course will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts": 2009/10

Email the students that stop coming after the "w" date or are falling behind, more class time for instruction (other foreign languages are 5 hours compared with our 3), a lab for practice, paid tutors. these can be the plans for both class offerings.
| Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in expressive ASL grammatical functions for daily living contexts including describing directions and making requests."
| Email the students that stop coming after the "w" date or are falling behind, more class time for instruction (other foreign languages are 5 hours compared with our 3), a lab for practice, paid tutors. these can be the plans for both class offerings. |

| Plan for topic "Students completing the course will be able to Demonstrate proficiency in comprehension of American Sign Language in daily living contexts. Describe directions and Identify. Make requests."
| Email the students that stop coming after the "w" date or are falling behind, more class time for instruction (other foreign languages are 5 hours compared with our 3), a lab for practice, paid tutors. these can be the plans for both class offerings. |

| Plan for topic "Students completing SIGN-281 will be able to demonstrate proficiency in describing directions and making requests."
| Email the students that stop coming after the "w" date or are falling behind, more class time for instruction (other foreign languages are 5 hours compared with our 3), a lab for practice, paid tutors. these can be the plans for both class offerings. |

| Plan for topic "Students completing SIGN-281 will be able to demonstrate understanding of deaf culture."
| Email the students that stop coming after the "w" date or are falling behind, more class time for instruction (other foreign languages are 5 hours compared with our 3), a lab for practice, paid tutors. these can be the plans for both class offerings. |
### 1319. American Sign Language (ASL) III [SIGN-282] belonging to Early Childhood Education [SIGN]

**Plan for topic** "Students completing this course will be able to demonstrate the use of non-manual signals, classifiers, and locatives when engaging in ASL intermediate-level conversations."

*2019/20*

In order to increase learning the action plan is to increase the number of classifier activities in the lesson plan. In addition, the instructors plan to place students into groups to increase peer practicing and learning. Depending upon the success of this plan the instructors may or may not move onto a different SLO next cycle.

**Plan for topic** "Students completing SIGN-282 will be able to demonstrate proficiency in expressive ASL grammatical functions in daily living contexts, including the use of time signs."

*2016/17*

The SLO was met successfully however the SIGN faculty are noticing changes in the student population and recommend some of the following accommodations:

1. Acknowledge individual differences in American Sign Language interactions between classmates.

2. Identify one’s learning style (Student) at the beginning of the semester. During group activities, students are encouraged to try new learning techniques, while accommodating differences among each other.

3. Provide students with strategies that would help them be more successful in learning ASL expressive.

4. Provide more self-evaluation quizzes on a regular basis to promote self-regulate one’s learning.

5. Instructors will modify their testing assessment method to accommodate different learning styles and assist student’s ability to converse in a foreign language. For example: delivering SIGN evaluations over a longer period of time and at a slower pace.

Future possibility: To use computer for students to submit their recording of sign language to their teacher for evaluation purpose and receive a private feedback online. ASL tutors provided by the Tutoring Lab on campus.
This course is taught only by part-time SIGN instructors. They use common assignments and evaluation tools. Through discussion with the ECE Full-time faculty it has been determined that future student learning outcome assessments need to be more specific to more accurately determine student learning. The plan is to have an SLO Campus representative present at the C-contract meeting (fall 2017) to meet with the SIGN instructors in order to clarify and streamline the SLO assessment process. Discussed at the ECE department meeting 4/2017.

Plan for topic "Students completing SIGN-282 will be able to make suggestions, requests, and register complaints.": 2016/17

The SLO was met successfully however the SIGN faculty are noticing changes in the student population and recommend some of the following accommodations:

1. Acknowledge individual differences in American Sign Language interactions between classmates.

2. Identify one’s learning style (Student) at the beginning of the semester. During group activities, students are encouraged to try new learning techniques, while accommodating differences among each other.

3. Provide students with strategies that would help them be more successful in learning ASL expressive. Provide more self-evaluation quizzes on a regular basis to promote self-regulate one’s learning.

4. Instructors will modify their testing assessment method to accommodate different learning styles and assist students’ ability to converse in a foreign language. For example: delivering SIGN evaluations over a longer period of time and at a slower pace.

Future possibility: To use computer for students to submit their recording of sign language to their teacher for evaluation purpose and receive a private feedback online. ASL tutors provided by the Tutoring Lab on campus.

The Plan:
This course is taught only by part-time SIGN instructors. They use common assignments and evaluation tools. Through discussion with the ECE Full-time faculty it has been determined that future student learning outcome assessments need to be more specific to more accurately determine student learning. The plan is to have an SLO Campus representative present at the C-contract meeting (fall 2017) to meet with the SIGN instructors in order to clarify and streamline the SLO assessment process. Discussed at the ECE department meeting 4/2017.

Plan for topic "Students completing the course will be able to demonstrate proficiency or and comprehension of American Sign Language in daily living contexts. Describe and show locations, family, homes, offices.": 2013/14
- encouraged the students who didn't met the SLO criteria to participate in class. - suggested to attend to any Deaf events for extra credits - regroup these students with more motivated students - take notes, write down all words and phrase as demonstrated in the classroom. - Review and practice signing thru internet that shows how to sign words

Plan for topic "Students completing SIGN-282 will be able to Demonstrate proficiency in describing locations, family, homes and office.": 2013/14
- encouraged the students who didn't met the SLO criteria to participate in class. - suggested to attend to any Deaf events for extra credits - regroup these students with more motivated students - take notes, write down all words and phrase as demonstrated in the classroom. - Review and practice signing thru internet that shows how to sign words

Plan for topic "Students completing SIGN-282 will be able to make suggestions, requests, and register complaints.": 2013/14
- encouraged the students who didn't met the SLO criteria to participate in class. - suggested to attend to any Deaf events for extra credits - regroup these students with more motivated students - take notes, write down all words and phrase as demonstrated in the classroom. - Review and practice signing thru internet that shows how to sign words

Plan for topic "Students completing SIGN-282 will be able to demonstrate proficiency in expressive ASL grammatical functions in daily living contexts, including the use of time signs.": 2013/14
- encouraged the students who didn't met the SLO criteria to participate in class. - suggested to attend to any Deaf events for extra credits - regroup these students with more motivated students - take notes, write down all words and phrase as demonstrated in the classroom. - Review and practice signing thru internet that shows how to sign words

Plan for topic "Students completing the course will be able to demonstrate proficiency or and comprehension of American Sign Language in daily living contexts. Describe and show locations, family, homes, offices.": 2011/12
After this course was assessed, faculty in the SIGN department discussed the results. What was evident was that students who are not passing the class drop the class before the final project is completed. Therefore, the results are only reflective of students mastering the material. Discussion about retention and how to best assist failing students will continue. The instructor felt the class would benefit from the use of tutors and the addition of a lab time requirement.

Plan for topic "Students completing SIGN-282 will be able to Demonstrate proficiency in describing locations, family, homes and office.": 2011/12
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing SIGN-282 will be able to make suggestions, requests, and register complaints.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the student assessed 100% of them successfully met the SLO. This assessment tool is found to be very helpful and the instructor plans to continue to use it in the future. As mentioned under SLO #1 students tend to drop this class near the end if they are not passing. This contributes to the high success rate of the SLO. Dialogue will continue in the department as to ways to address and support the failing student. The instructor also feels that tutors and assigned lab time would increase student success in the future.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing SIGN-282 will be able to demonstrate proficiency in expressive ASL grammatical functions in daily living contexts, including the use of time signs.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the student assessed 100% of them successfully met the SLO. This assessment tool is found to be very helpful and the instructor plans to continue to use it in the future. As mentioned under SLO #1 students tend to drop this class near the end if they are not passing. This contributes to the high success rate of the SLO. Dialogue will continue in the department as to ways to address and support the failing student. The instructor also feels that tutors and assigned lab time would increase student success in the future.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to accurately describe and show family and locations using accurate ASL Structure, posture/eye contact, classifiers and conceptual accuracy." : 2017/18

As a result of this assessment the professor PLANS to do the following to increase student success. This includes:

1. Reviewing commonly missed SIGNS more during class.
2. To identify and give more assistance to those struggling.
3. And to reassign students to different groups so they can benefit from each other.

The Title V rewrite for SIGN 283 will be done fall, 2018. The additional PLAN is to include the sign instructors in the revisions/updates made to the SIGN 283 course material and course SLOâ€™s. These updates will determine which SLO is assessed during the next cycle.

Plan for topic "Students completing the course will be able to describe and identify items." : 2014/15

According to the results from the rubric assessment, the instructor reports wanting to increase studentâ€™s usage of sign choice and fluency.

To support this, the instructor plans to have the students watch a video showing the comparison of misusing of sign words, and the appropriate sign words, for each particular word.

Plan for topic "Students completing the course will be able to describe weekend activities." : 2014/15

Although all of the students met the SLO criteria, the instructor plans to increase a studentâ€™s use of classifiers (a method to describe the word without using a particular sign) to describe weekend activities. The instructor plans to increase demonstration of ASL adjective modulation for every sign word in order to model appropriate usage. Students will then re-tell their weekend activity with appropriate use of ASL adjective modulation including classifiers.

Plan for topic "Students completing the course will be able to exchange personal information." : 2011/12

Plan is tho continue with current practices. See "plan" for SLO #3, too.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe and identify items.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan is to continue with the current teaching practices. See plan under SLO #3, too.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to describe weekend activities.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan is to continue with current teaching practices. The SIGN instructors dialogue about their ASL classes (as a result of SLO's) and have made adjustments in their teaching to support student success and learning.</td>
<td></td>
</tr>
</tbody>
</table>
1321. Student Instructional Assistant [SIGN-299] belonging to Early Childhood Education [SIGN]

Plan for topic "Students completing this course will be able to expand on course subject material by assisting the instructor": 2018/19

<table>
<thead>
<tr>
<th>Although the student assistant met the SLO criteria, the professor has a specific plan for future student assistants in increase student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Action Plan:</td>
</tr>
<tr>
<td>Next time the professor will provide a rubric guideline for an ASL assistant with specific learning objections. This will help to improve the studentâ€™s receptive skill and support research on ASL acquisition.</td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to look at their lives within a sociologically informed context."

**2016/17**

Overall we have had success on this measure. We will continue to emphasize the sociological imagination as a fundamental principle in sociology. Going forward, we plan to provide students with more opportunities to apply this concept to issues relevant to their own lives. Given our success on this measure, in future semester we will focus on assessing a new measure, sociological theories, which appears to be an area where our students need deeper comprehension.

### Plan for topic "Students completing the course will be able to demonstrate an understanding of the order and conflict theories, and use them to explain specific social facts."

**2016/17**

Overall, the majority of our students have been successful for this SLO. However, we have noticed that overall success rates are lower on the SLO than on others we have assessed.

**Action plan:** To improve our students’ understanding of these concepts, and their ability to distinguish between the two theories, we plan to utilize some new strategies for teaching these concepts. These include group presentations and class debates which will give students an opportunity to analyze and apply the two theories to current social issues.

### Plan for topic "Students completing the course will be able to look at their lives within a sociologically informed context."

**2013/14**

Action plan: those who were not successful seem to have struggled with note-taking, reading and writing skills. We are adding another assessment to address this.

### Plan for topic "Students completing the course will be able to demonstrate an understanding of the order and conflict theories, and use them to explain specific social facts."

**2012/13**

The students who did not develop this skill almost certainly needed help with reading, writing and note-taking. We have added a new assessment topic to address this for the next cycle.

### Plan for topic "Students completing the course will be able to define and apply sociological concepts correctly."

**2012/13**

Again, much of this problem has to do with note-taking, writing and reading skills, to be addressed through new topic.

### Plan for topic "Students completing SOCIO-120 will be able to identify, explain and provide possible solutions to social problems."

**2012/13**

This no longer seems to be a necessary area for further research, and may be dropped for the next cycle.

### Plan for topic "Students completing the course will be able to look at their lives within a sociologically informed context."

**2010/11**

Continue to monitor student understanding. Met goal, but about 25% students not meeting objective.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to demonstrate an understanding of the order and conflict theories, and use them to explain specific social facts."

- 2010/11
  Will continue to monitor use of these theories by the students.

Plan for topic "Students completing the course will be able to define and apply sociological concepts correctly."

- 2010/11
  Continue to monitor this area in future classes.
# DVC Instructional Course SLO Action Plans

## 1323. Introduction to Social Problems [SOCIO-121] belonging to Social Science [SOCIO]

### Plan for topic "Students will be able to identify and explain the social construction of social problems.": 2016/17

**What worked well:** The sociological understanding of social problems rests heavily on the concept of the social construction. We discuss this concept in some detail before turning to various theoretical perspectives that provide a further context for understanding social problems. Therefore most students understand that the analysis of social problems goes beyond individual pathologies or moralistic arguments and must take into account systemic factors.

**What needs more work:** students need to develop their research skills so that they can feel empowered to dig deeper into local problems. We plan to schedule and plan for exposing students to our library’s resources before they do presentations and write papers.

### Plan for topic "Students will be able to identify and explain the social construction of social problems.": 2013/14

The main finding is that those students who were not successful were those who had difficulty writing a college-level essay (i.e. they had not taken English 122 and most had not been assessed for their writing ability.)

### Plan for topic "Students completing the course will be able to...identify and describe the conflict paradigm perspective.": 2013/14

Soc. 121 students are mostly Sociology majors who have already successfully passed Soc. 120. As a result, these students have very high rates of success and retention. Next year, I will teach the course more intensively to cover more material, and this will require students to learn this material earlier with less support.

### Plan for topic "Students completing the course will be able to investigate and analyze specific efforts to address and solve a social problem.": 2013/14

Plan: based on the results, students in Fall 2014 are holding in-class small group discussions about their progress. These discussions are meant to focus students on the obstacles they are facing and to ask for support from peers and the instructor to address the issue.

### Plan for topic "Students will be able to identify and explain the social construction of social problems.": 2008/9

This assignment seemed to have been successful this semester, and the plan is to continue to use this assignment in the future.

### Plan for topic "Students completing the course will be able to...identify and describe the conflict paradigm perspective.": 2008/9

The results were less than expected. The plan is to present in more detail this view and practice applying the principles in class.
Plan for topic "Students completing the course will be able to compare and contrast the culture of poverty thesis and structural theory of poverty.": 2018/19

Given the importance of understanding the larger social implications of this theory, it would be useful to incorporate a real world or practical application of this theory to further student learning. One way to do this, is to ask students to conduct an interview with someone who is living in poverty or who is currently homeless or facing food insecurity. The students could examine whether this theory is an accurate interpretation of people's real lived experiences, and analyze how people actually go about thinking about poverty, and why it persist in society.

Plan for topic "Students completing the course will be able to evaluate evidence for a given argument.": 2013/14

I plan to expose all students in the classroom to the learning resources available at DVC before they hand in their final term paper. I have developed a detailed prompt for that assignment so that the guidelines are very clear. We have been working on multiple drafts of the term paper in collaborative writing groups so that the final draft of the term paper is of very good quality for all students.

Plan for topic "Students completing the course will be able to construct two positions on a social or cultural issue.": 2013/14

Research on pedagogy and my own experiences in the classroom have taught me that framing social issues in the most accessible way is vital. I will work harder to include all students and make sure that no one feels alienated.

Plan for topic "Students completing the course will be able to use order and conflict theory in sociology to analyze the different perspectives on social issues.": 2013/14

The plan is to further highlight the importance of evaluating academic writing from both perspectives on their strengths and weaknesses. This will give students a chance to see how each perspective can be very valuable when applied logically to understand social phenomena.

Plan for topic "Students completing the course will be able to compare and contrast the culture of poverty thesis and structural theory of poverty.": 2013/14

In the future, I would like to provide more structure to the debate on this issue by dividing students into groups where they are compelled to take a side. They will be assigned readings that will help them make their case. Students will be randomly assigned to a group. This exercise will enable them to grapple with explanations that they may not personally agree with. This will hone their critical thinking skills and deepen their understanding of the main arguments in the existing academic literature.

Plan for topic "Students completing the course will be able to explain the different arguments in favor of or against immigration.": 2013/14

In future classes, I would like to get suggestions from students about the most relevant issues that we would like to explore as a group. I will provide students with the exposure to major debates within the field of immigration and ask them to suggest topics that can be located within that discourse. I would like to include in our curriculum, topics that are most relevant to students at a community college. For instance, how do immigrant students juggle their academic responsibilities with their financial and family responsibilities?
What are the possible repercussions of enacting the DREAM Act? What kinds of resources would enable immigrant students to succeed and should we as a nation be interested in developing this human capital?

Plan for topic "Students completing SOCIO-122 will be able to identify and apply the major theoretical paradigms, functionalist, conflict and interactionist perspectives to analyze social and cultural issues.": 2013/14

Incorporate materials that highlight that functionalism can be a useful (and powerful) methodology to effectively address specific and well-targeted functional problems in society in general, and organizations, in particular.

Plan for topic "Students completing SOCIO-122 will be able to utilize data to study social phenomena.": 2013/14

Small group discussions and partner projects will help students keep each other accountable. The goal is to incorporate more group presentations where students with multiple perspectives are compelled to work together.

Plan for topic "Students completing the course will be able to compare and contrast the culture of poverty thesis and structural theory of poverty.": 2010/11

Continue to monitor question and content.

Plan for topic "Students completing the course will be able to explain the different arguments in favor of or against immigration.": 2010/11

Continue to present material and monitor exams.
1325. Introduction to Social Research [SOCIO-123] belonging to Social Science [SOCIO]

Plan for topic "Students completing the course will be able to Operationalize a social variable.": 2016/17

Mandatory, individual office hours with each student was helpful in making sure that students had a clear picture of how they would be operationalizing their variables for the research proposal.

For the 10% that were not successful, I will have to brainstorm ways of making office hours more accessible by suggesting online and phone communication. I will also have to incorporate more writing workshops during class time so that all students can receive prior feedback before their final project.

Plan for topic "Compare and contrast various methods of data collection, pointing out the benefits and drawbacks of each method.": 2016/17

The comprehensive discussion before the writing of the reflection plays an important role in the success of this exercise.

The 10% that are unsuccessful have invariably not completed the necessary reading or are simply absent for the group discussion. There is a need to create more opportunities to measure whether students can successfully evaluate different methodological approaches.

Plan for topic "Students completing the course will be able to Operationalize a social variable.": 2012/13

An assessment was redone at the end of the semester and all students were able to successfully operationalize a concept.

Plan for topic "Explain the sources of error which can arise in social research.": 2012/13

None Needed. Actual assessment of errors done several times throughout semester.
1326. Gender, Culture, and Society [SOCIO-124] belonging to Social Science [SOCIO]

Plan for topic "Students completing this course will be able to identify and discuss institutional arrangements which stratify society by gender, and examine their impact."

Plan for topic "Students completing this course will be able to identify and discuss institutional arrangements which stratify society by gender, and examine their impact."

Plan for topic "Students completing this course will be able to identify and discuss institutional arrangements which stratify society by gender, and examine their impact."

Plan for topic "Students completing the course will be able to analyze an advertisement and other media content from the viewpoint of feminism."

Plan for topic "Students completing the course will be able to analyze an advertisement and other media content from the viewpoint of feminism."

Plan for topic "Students completing this course will be able to compare and contrast gender roles in U.S. and other societies."

Plan for topic "Students completing this course will be able to compare and contrast gender roles in U.S. and other societies."

Plan for topic "Students completing this course will be able to compare and contrast gender roles in U.S. and other societies."

Plan for topic "Students completing this course will be able to compare and contrast gender roles in U.S. and other societies."

Plan for topic "Students completing this course will be able to compare and contrast gender roles in U.S. and other societies."
Plan for topic "Students completing the course will be able to explain the historical roots of America's different racial and ethnic family systems.": 2016/17

Overall, there was success on this measure. However, given that this topic is one of the most important themes of the course, it is important to achieve success among all students. To do this, more focus will be placed on engaging students in the material and helping them make the connection between their own reality, their family history, and the subject matter. Readings will be assigned that look at slave narratives in order to understand social barriers to forming families, and primary sources will be used to bring life to the discussion of legal barriers. In addition, students will write a paper that gives them the opportunity to analyze their own family history.

Plan for topic "Students completing the course will be able to explain the historical roots of America's different racial and ethnic family systems.": 2011/12

The assessment done with a combination of discussion and exam seems to work well in evaluating this SLO.

Plan for topic "Students completing the course will be able to evaluate and critique research on family life.": 2011/12

Continue to work with students with discussion and written criteria.
<table>
<thead>
<tr>
<th>Topic</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to explain the nature</td>
<td>Overall, the majority of students had successful performance on this</td>
</tr>
<tr>
<td>of social change in the urban community</td>
<td>SLO assessment topic. The goal, is to reach 100% success on this very</td>
</tr>
<tr>
<td></td>
<td>important topic for the course. The action plan is designed to bring</td>
</tr>
<tr>
<td></td>
<td>the remaining 20% of students into the passing grade range. This will</td>
</tr>
<tr>
<td></td>
<td>be achieved by doling the following: I plan to include more video in</td>
</tr>
<tr>
<td></td>
<td>the class on the topic to appeal to visual learners. I also plan to</td>
</tr>
<tr>
<td></td>
<td>incorporate a student centered group project that allows them to apply</td>
</tr>
<tr>
<td></td>
<td>the concepts to their daily life and neighborhood. Lastly, I plan to</td>
</tr>
<tr>
<td></td>
<td>promote more contact between the students and the instructor, in order</td>
</tr>
<tr>
<td></td>
<td>to assist those who need additional help.</td>
</tr>
<tr>
<td></td>
<td>______________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to explain the nature</td>
<td>Constantly trying to evaluate students understanding of the subject</td>
</tr>
<tr>
<td>of social change in the urban community</td>
<td>matter. About 20% of the students are not meeting the criteria.</td>
</tr>
<tr>
<td></td>
<td>______________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to compare and contrast</td>
<td>Continue to evaluate students understanding of the different approaches</td>
</tr>
<tr>
<td>different approaches to social problems within an urban community</td>
<td>to social problems by giving them more short essay exams and discussion</td>
</tr>
<tr>
<td></td>
<td>questions</td>
</tr>
<tr>
<td></td>
<td>______________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to identify and analyze</td>
<td>Will continue to monitor students understanding of the topic in the</td>
</tr>
<tr>
<td>contributing factors to a social problem in a community</td>
<td>future.</td>
</tr>
<tr>
<td></td>
<td>______________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to explain the criteria</td>
<td>Will continue to monitor the students understanding.</td>
</tr>
<tr>
<td>for defining an urban area</td>
<td>______________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to explain the criteria</td>
<td>No plan needed.</td>
</tr>
<tr>
<td>for defining an urban area</td>
<td>______________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students completing the course will be able to identify and analyze</td>
<td>No action needed.</td>
</tr>
<tr>
<td>factors contributing to neighborhood decay and lack community</td>
<td>______________________________________________________________________</td>
</tr>
<tr>
<td>efficacy</td>
<td></td>
</tr>
</tbody>
</table>
1329. Introduction to Race and Ethnicity [SOCIO-135] belonging to Social Science [SOCIO]

Plan for topic "Students completing the course will be able to identify and sociologically analyze a specific barrier to equal opportunity faced by a racial or ethnic group.": 2016/17

1. Distinguishing between prejudice and institutionalized racism is crucial to fully understanding the barriers to equal opportunity faced by specific racial and ethnic groups. In order to see greater success for our students, we would have to use many more contemporary examples during lecture that can help students see the difference. During in-class activities students will be asked to apply the concepts to real life situations so they can learn to apply the theory to the experiences of different racial and ethnic groups.

Plan for topic "Students completing the course will be able to explain specific concepts concerning race and ethnicity and use the concepts correctly when explaining social behavior.": 2016/17

Multiple drafts and well structured writing workshops were very useful for students to get feedback from their peer and the instructor.

Students also did short group presentations on these topics and this gave them a chance to develop passion and curiosity for a particular topic. This created a classroom dynamic where students were open to discussion and feedback.

For the 10% of students that are not successful on this measure I plan to implement early alert systems for the most vulnerable students followed up by intensive office hours.

Plan for topic "Students completing the course will be able to explain order and conflict theories to analyze different position on racial problems.": 2011/12

Continue to focus on theories throughout course and also tutoring services are recommended to achieve a goal of 100%

Plan for topic "Students completing the course will be able to identify and sociologically analyze a specific barrier to equal opportunity faced by a racial or ethnic group.": 2011/12

More work is needed to identify students who failed to turn in papers before due dates.

Plan for topic "Students completing the course will be able to explain specific concepts concerning race and ethnicity and use the concepts correctly when explaining social behavior.": 2011/12

Continue with style of presentation of concepts. No change needed at this time.
DVC Instructional Course SLO Action Plans

1330. Topics in Sociology [SOCIO-155] belonging to Social Science [SOCIO]
1331. Independent Study [SOCIO-298] belonging to Social Science [SOCIO]
Overwhelming we had success on this measure. Students are either: (1) eager to enter the teaching profession or (2) interested in Sociology. Most students express a combination of both. We will continue to utilize Instructional Teaching Assistants to provide both faculty support and student empowerment. We plan to provide students with more opportunities to apply their multiple skillsets and teaching abilities. For future semesters we will focus on assessing a new measure, the establishment of safe/brave spaces for students. An area of improvement would be concentrated weekly meetings to harness student expression and input more frequently.
DVC Instructional Course SLO Action Plans

1333. Introduction to Social Justice [SOCSC-101] belonging to Social Science [SOCSC]
### DVC Instructional Course SLO Action Plans

**1334. The American Social Experience [SOCSC-110] belonging to Social Science [SOCSC]**

**Plan for topic "identify the role of social science, its relationship to other areas of human knowledge, and the importance of the rational thought process and scientific method."**: 2018/19

<table>
<thead>
<tr>
<th>Plan</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try to get all students to participate in the assignment with reminders and additional communication.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for topic &quot;identify the role of social science, its relationship to other areas of human knowledge, and the importance of the rational thought process and scientific method.&quot;</td>
<td></td>
</tr>
<tr>
<td>Overall, out of the 33 students most were able to provide the information required. Another assessment form may be used, such as an exam or a take home paper, to provide further evidence that students, including those with language challenges, are walking away having achieved the expected learning outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for topic &quot;define the subject matter, approaches, methods, foci and research designs associated with a given social science discipline.&quot;</td>
<td></td>
</tr>
<tr>
<td>The exercise works well to introduce 'hand-on' social science at the college level. The 14 low performers, 42%, reflects the students language proficiency and the ability to respond quickly in an in-class exercise. The essay would need to be supplemented with a take home work and knowledge confirmed through examinations to make sure the students learning the material.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for topic &quot;identify the role of social science, its relationship to other areas of human knowledge, and the importance of the rational thought process and scientific method.&quot;</td>
<td></td>
</tr>
<tr>
<td>The results were as predicted. A few minor details in the instrument will be refined for the future.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for topic &quot;define the subject matter, approaches, methods, foci and research designs associated with a given social science discipline.&quot;</td>
<td></td>
</tr>
<tr>
<td>Overall good results, but found that some materials need to be updated and replaced (some material was not available anymore) for the students reference.</td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to describe and analyze the historical processes by which democracy arose in different periods of American history.&quot;: 2018/19</td>
<td>The assignment and readings work very well. The main challenge is student time management online as the ones who did not do well are ones who try to post too close to the weekly deadline. Reminding students of time management skills is a way to try to get all the students to complete the assignment.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to utilize different theories of democracy to critically evaluate contemporary debates over legal, political and economic issues in the United States.&quot;: 2011/12</td>
<td>Overall good awareness, and will continue to encourage involvement in community political action.</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to demonstrate the contributions to American democracy by diverse social groups.&quot;: 2011/12</td>
<td>On next assignment, make sure that more specific 'markers'/more specific guidelines are given for the students to use.</td>
</tr>
</tbody>
</table>
# DVC Instructional Course SLO Action Plans

1336. Women and Social Change in the United States: 1890-Present [SOCSC-120] belonging to Social Science [SOCSC]

Plan for topic "Students completing the course will be able to assess the role of women in social change in American society from the Progressive Era to the present.": 2017/18

<table>
<thead>
<tr>
<th>Plan</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students were highly successful on this measure.</strong></td>
<td>Studying the political contributions of women during the progressive era is a significant part of the course. This topic is discussed at length and is examined in class through readings, discussions and interactive exercises, and the students are well versed in the subject matter. The open ended nature of the question also enables students to expand on their ideas in a number of ways which gives the instructor the ability to gauge the student's understanding of the material. I believe this particular measure will be useful for assessing students in the future.</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to analyze the changing status of women at different points in American history.": 2012/13

<table>
<thead>
<tr>
<th>Plan</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No action plan at this time. Results seemed rather good.</strong></td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to Interpret the role of women in the workforce and personal and political processes.": 2012/13

<table>
<thead>
<tr>
<th>Plan</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Need to improve the instructions on how to select articles from popular media. Not all students knew what criteria to use.</strong></td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to assess the role of women in social change in American society from the Progressive Era to the present.": 2010/11

<table>
<thead>
<tr>
<th>Plan</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall, very pleased with results in assessing this objective.</strong></td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to analyze the changing status of women at different points in American history.": 2010/11

<table>
<thead>
<tr>
<th>Plan</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continue with how the material is being presented and assessed.</strong></td>
<td></td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to Interpret the role of women in the workforce and personal and political processes.": 2010/11

<table>
<thead>
<tr>
<th>Plan</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall, great success in having students reach objective.</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing SOCSC-123 will be able to Analyze the changing interpretations and critiques of American Popular culture." : 2018/19

Overall, the results show that students were highly successful on this SLO measure. This reveals that the instructional techniques used to for this learning outcome are producing positive outcomes. Going forward, other SLO measures will be assessed in order to determine if students are comprehending other key learning outcomes for the course.

### Plan for topic "Students completing SOCSC-123 will be able to Analyze the changing interpretations and critiques of American Popular culture." : 2014/15

For the most part this worked well for this class. The issue of poor student preparation is difficult to address but may be addressed by trying to reach individual students that did not do well and inquire what would help them prepare.

### Plan for topic "Students completing SOCSC-123 will be able to Compare the various kinds of popular culture in the American experience." : 2014/15

This exercise works well for this group of students. It encourages thoughtful consideration of how everyone can demonstrate expertise in popular culture. I would continue to use this exercise because it provides a way of giving students confidence in their understanding of how popular culture changes and a basis critiquing popular culture.
1338. Topics in Social Science [SOCSC-155] belonging to Social Science [SOCSC]
Plan for topic "Students completing the course will be able to examine the significance of gender as a factor in shaping experience and opportunity of American women in the 20th and 21st centuries.": 2018/19

Students were very engaged during the 2 weeks that we focused on issues of women in the labor force. Through the use of historical analysis, documentary films, statistics illustrating the economic issues faced by women throughout history and today, and discussions with students about their own career aspirations, I believe the students were able to develop a multifaceted understanding of the material, leading to a higher level of understanding. I will continue to incorporate multiple ways of presenting this material as it seems to have been quite beneficial. In order to increase success rates even more, I will consider incorporating some empirical work. Perhaps giving the students an opportunity to interview a woman about whether gender has been significant in shaping her work experiences, could bring the topic to light even more.

Plan for topic "Students completing the course will be able to examine the significance of gender as a factor in shaping experience and opportunity of American women in the 20th and 21st centuries.": 2012/13

In reviewing the data the faculty have determined that the SLO was met by the majority of students. The faculty have determined that the current SLO assessments are well developed but would like to make a few adjustments. The faculty determined that they will be more explicit in the outcomes for the assignments used in the assessments. They will provide the students with the expected outcomes at the beginning of the assignment. This process will be reviewed during the next cycle.

Plan for topic "Students completing the course will be able to compare the significance of race, class, sexual orientation, and culture in the differential experiences and opportunities of women in the U.S.": 2012/13

In reviewing the data the faculty have determined that the SLO was met by the majority of students. The faculty have determined that the current SLO assessments are well developed but would like to make a few adjustments. The faculty determined that they will be more explicit in the outcomes for the assignments used in the assessments. They will provide the students with the expected outcomes at the beginning of the assignment. This process will be reviewed during the next cycle.

Plan for topic "Students completing the course will be able to evaluate progress toward political, social, and economic equality for all women": 2012/13

In reviewing the data the faculty have determined that the SLO was met by the majority of students. The faculty have determined that the current SLO assessments are well developed but would like to make a few adjustments. The faculty determined that they will be more explicit in the outcomes for the assignments used in the assessments. They will provide the students with the expected outcomes at the beginning of the assignment. This process will be reviewed during the next cycle.

Plan for topic "Students completing the course will be able to examine the significance of gender as a factor in shaping experience and opportunity of American women in the 20th and 21st centuries.": 2010/11

There needs to be improvement in this area, better success rate is desired. Will continue to monitor how students address and discuss the issues.

Plan for topic "Students completing the course will be able to compare the significance of race, class, sexual orientation, and culture in the differential experiences and opportunities of women in the U.S.": 2010/11
Plan for topic "Students completing the course will be able to evaluate progress toward political, social, and economic equality for all women": 2010/11

While acceptable result, overall there needs to be improvement in this area. Will continue to monitor this objective.
DVC Instructional Course SLO Action Plans

1340. Occupational Work Experience Education in SOCSC [SOCSC-295] belonging to Social Science [SOCSC]
1341. Internship in Occupational Work Experience Education in SOCSC [SOCSC-296] belonging to Social Science [SOCSC]
1342. Independent Study [SOCSC-298] belonging to Social Science [SOCSC]
DVC Instructional Course SLO Action Plans

1343. Student Instructional Assistant [SOCSC-299] belonging to Social Science [SOCSC]
DVC Instructional Course SLO Action Plans

1344. First Term Spanish [SPAN-120] belonging to Foreign Language [SPAN]

Plan for topic "Students completing this course will be able to comprehend basic conversations and basic texts." : 2018/19

Although the results were average, we have noticed some inconsistencies across the Spanish 120 sections. For this reason, as well as the time lapse of the previous literary assessment (2009/2010), the program is actively discussing ways in which reading can be strengthened in and outside the classroom (including a deeper focus on reading strategies, adding more complex readings in assessments, assigning particular reading materials as homework).

Plan for topic "Students completing this course will be able to comprehend basic conversations." : 2015/16

This is the first time all the sections have used the exact same method of assessment. Overall, we are satisfied with the results. However, even though most if not all of the students receiving a low grade are students who did not pass the class, the results have room for improvement.

We are also aware that oral comprehension lags behind the reading comprehension in all classes. Our goal is to continue reinforcing the oral comprehension practice in the classroom and on the online assignments, in all of our sections.

Plan for topic "Students completing this course will be able to communicate in daily situations (ordering a meal, making a reservation, etc.)." : 2012/13

The instructors were very satisfied with the use of the Spanish language by the students in class to express themselves genuinely in daily situations. Continue offering Lab practice and teaching styles.

Plan for topic "Students completing this course will be able to communicate in daily situations (ordering a meal, making a reservation, etc.)." : 2009/10

Very satisfied with results. 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 to achieve similar results. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing this course will be able to comprehend basic conversations and basic texts." : 2009/10

Very satisfied with results. 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 to achieve similar results. We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing this course will be able to acquire valuable contemporary information about the Spanish-speaking world." : 2009/10

Very satisfied with results. 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 to achieve similar results. We are also planning to add direct assessment in the next cycle.
DVC Instructional Course SLO Action Plans

1345. Second Term Spanish [SPAN-121] belonging to Foreign Language [SPAN]

Plan for topic "Students completing this course will be able to comprehend conversations and texts of medium difficulty." : 2018/19

Considering the less than satisfactory results as well as the time lapse of the previous literary assessment (2009/2010), the program will discuss ways in which reading can be strengthened in and outside the classroom (including a deeper focus on reading strategies, adding more complex readings in assessments, assigning particular reading materials as homework). We plan to reassess the same topic during the next cycle in order to compare data and trace any significant changes in student performance. This future analysis will be discussed in future department meetings and flex workshops.

Additionally, since the Spanish 121 online section was not accurately assessed, we will discuss ways to follow up with faculty to ensure completion.

Plan for topic "Students completing this course will be able to comprehend conversations and texts of medium difficulty." : 2015/16

Overall, we are satisfied with the results. However, curiously many of the students who got a 4 or lower, missed the same question on the assessment (#2). After reviewing the question and comparing it to the other questions in the assessment, we realized that the question had a particularly complicated grammatical structure that perhaps some students were less familiar with.

We have discussed in the department some strategies to share with all instructors to make sure sufficient time is spent learning these structures in an oral/listening format. Moreover, we will implement more oral comprehension practice into classroom instruction in order to improve students overall listening skills.

Plan for topic "Students completing this course will be able to acquire the ability to communicate in daily situations, expand the ability to describe situations, tell a story, speak about future plans, etc." : 2012/13

We need to continue doing the assigned listening / speaking lab activities we are doing. More listening and recording activities from the book’s super site can be assigned.

Plan for topic "Students completing this course will be able to apply basic aspects of Spanish grammar and syntax in written and spoken language." : 2012/13

1. Students will need to continue to practice the Laboratory assignments and extra work given during the time of Lab by Arrangement [HBA]. More listening and recording activities from the books super-site can be assigned. 2. The students did well. We should continue to use the web based reading assignments and Computer Lab activities. We can spend more time talking about reading strategies.
### Plan for topic "Students completing this course will be able to acquire the ability to communicate in daily situations, expand the ability to describe situations, tell a story, speak about future plans, etc."": 2009/10

<table>
<thead>
<tr>
<th>Plan</th>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. 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 to achieve similar results. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing this course will be able to apply basic aspects of Spanish grammar and syntax in written and spoken language."": 2009/10

<table>
<thead>
<tr>
<th>Plan</th>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. 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 to achieve similar results. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing this course will be able to demonstrate awareness of contemporary Hispanic societies."": 2009/10

<table>
<thead>
<tr>
<th>Plan</th>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. 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 to achieve similar results. We are also planning to add direct assessment in the next cycle.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

1346. Topics in Spanish [SPAN-150] belonging to Foreign Language [SPAN]
1347. First Term Beginning Conversational Spanish [SPAN-155] belonging to Foreign Language [SPAN]

Plan for topic "Students completing the course will be able to acquire basic vocabulary for travelling situations and for encounters with the Hispanic community here in the United States." : 2016/17

It is important for students to feel comfortable asking and answering questions in a dialog in Spanish without the fear of making mistakes and a lot of hesitation. Natural fluidity will come as they avoid translations and to try to think in the target language. Corrections are made after the students complete their dialogs. Students will improve on the skills and confidence necessary to travel and have simple conversations with native speakers.

Plan for topic "Students completing the course will be able to acquire basic vocabulary for travelling situations and for encounters with the Hispanic community here in the United States." : 2013/14

We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.

Plan for topic "Students completing the course will be able to read simple paragraphs in the present tense." : 2013/14

We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.

Plan for topic "Students completing SPAN-155 will be able to comprehend simple conversations in the present tense." : 2013/14

We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.

Plan for topic "Students completing the course will be able to acquire basic vocabulary for travelling situations and for encounters with the Hispanic community here in the United States." : 2011/12

Continue using same teaching strategies to accomplish similar or even better results. Also, maybe combine SLO #1 and #3 into one, since they seem to describe two aspects of the same outcome.
DVC Instructional Course SLO Action Plans

1348. Second Term Beginning Conversational Spanish [SPAN-156] belonging to Foreign Language [SPAN]
Plan for topic "Students completing the course will be able to converse in basic Spanish using the present, preterit and imperfect tenses.": 2016/17

Action plans should address the following items, at minimum:

To improve speaking skills more activities targeted on speaking.

Make the class setting comfortable for students to speak and not feel uncomfortable.

Give everyone the opportunity to speak in the classroom to get them ready to do a conversation in front of everyone.

Take class time to go over Spanish sounds.

Ask them to record themselves at home reading short paragraphs for pronunciation.

Read with them during office hours to improve pronunciation and targeted language accent.
### DVC Instructional Course SLO Action Plans

Meet with students during office hours to speak Spanish to them informally.

Ask questions to students on the spot to help improvisation and not something memorized.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to converse in basic Spanish using the present, preterit and imperfect tenses.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to read beginning to intermediate material with expanded vocabulary and grammatical structures.&quot;</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are going to standardize the course objectives by language groups in order to unify the criteria for assessment across all sections.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to converse in basic Spanish using the present, preterit and imperfect tenses.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will continue to emphasize the SLOs mentioned and will help students continue in their quest to develop language skills in Spanish. I will vary the dialogues/situations used for the Final Exam to reflect more cultural topics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to read beginning to intermediate material with expanded vocabulary and grammatical structures.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will continue to emphasize the SLOs mentioned and will help students continue in their quest to develop language skills in Spanish. I will vary the dialogues/situations used for the Final Exam to reflect more cultural topics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to read demonstrate knowledge of contemporary Hispanic societies.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will continue to emphasize the SLOs mentioned and will help students continue in their quest to develop language skills in Spanish. I will vary the dialogues/situations used for the Final Exam to reflect more cultural topics.</td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to converse in basic Spanish using the future and conditional tenses."

2016/17

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To improve speaking skills more activities targeted on speaking.</strong></td>
</tr>
<tr>
<td>Help students use more complex vocabulary and grammar in their skits</td>
</tr>
<tr>
<td>Make the class setting comfortable for students to speak and not feel uncomfortable.</td>
</tr>
<tr>
<td>Give everyone the opportunity to speak in the classroom to get them ready to do a conversation in front of everyone.</td>
</tr>
<tr>
<td>Ask students to respond to questions on the spot to ease improvisation</td>
</tr>
<tr>
<td>Meet with students during office hours to speak Spanish to them informally.</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2013/14</td>
</tr>
</tbody>
</table>
| 2011/12 | **Plan for topic "Students completing the course will be able to converse in basic Spanish using the future and conditional tenses."**:  
I feel that I helped the students create a strong community in which they felt secure in expressing their thoughts and asking relevant questions. I plan to continue with this strategy. I will continue to use impromptu skits in the class to develop speaking skills while using the target vocabulary for each chapter. |
| 2011/12 | **Plan for topic "Students completing span-157 will be able to read intermediate to advanced written language in the indicative and subjunctive moods."**:  
I feel that I helped the students create a strong community in which they felt secure in expressing their thoughts and asking relevant questions. I plan to continue with this strategy. I will continue to use impromptu skits in the class to develop speaking skills while using the target vocabulary for each chapter. |
| 2011/12 | **Plan for topic "Students completing the course will be able to demonstrate knowledge of contemporary Hispanic culture."**:  
I feel that I helped the students create a strong community in which they felt secure in expressing their thoughts and asking relevant questions. I plan to continue with this strategy. I will continue to use impromptu skits in the class to develop speaking skills while using the target vocabulary for each chapter. |
DVC Instructional Course SLO Action Plans

1350. Third Term Spanish [SPAN-220] belonging to Foreign Language [SPAN]

Plan for topic "Students completing this course will be able to achieve a greater knowledge of Hispanic culture through reading of short stories or magazine articles on Spanish and Latin American life and culture."

WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

Plan for topic "Students completing this course will be able to refine and improve listening comprehension at an intermediate level."

2015/16

We are satisfied with these results since the reading was complex and sophisticated in both subject and style.

Our teaching method seems to be working well for the students, and at the same level as the reading comprehension.

Although we consider this level of comprehension in the classes high, we certainly would like to improve it closer to a one hundred percent.

We plan to continue teaching the classes entirely in Spanish, emphasizing the oral communication, both understanding and speaking, since it is always the skill that lags behind the written one.

Plan for topic "Students completing this course will be able to achieve a greater knowledge of Hispanic culture through reading of short stories or magazine articles on Spanish and Latin American life and culture."

2012/13

Continue to provide reading comprehension activities, while acquiring a greater knowledge of Spanish and Latin American life and culture.

Plan for topic "Students completing this course will be able to understand intermediate level conversations of daily situations."

Review and work more closely with students in the contextualization of vocabulary and idioms. More assignments in this area in the Computer Lab.

Plan for topic "Students completing this course will be able to achieve a greater knowledge of Hispanic culture through reading of short stories or magazine articles on Spanish and Latin American life and culture."

2011/12

Students showed steady improvement of reading comprehension of authentic materials. We will continue extensive use of authentic materials in the classroom.

Plan for topic "Students completing this course will be able to understand intermediate level conversations of daily situations."

Students' aural skills' progress through the use of this method was very encouraging. We will continue using audio-visual materials in the classroom.

Plan for topic "Students completing this course will be able to achieve a greater knowledge of Hispanic culture through reading of short stories or magazine articles on Spanish and Latin American life and culture."

2009/10

Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are planning to add direct
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing this course will be able to understand intermediate level conversations of daily situations.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate an intermediate command of all verb tenses of the indicative mood.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with results. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. We are planning to add direct assessment in the next cycle.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to Refine and improve listening comprehension at a high-intermediate level.": 2016/17

Results were encouraging and the students’ skills improved compared to the beginning of the semester. We shall continue to employ the strategy of identifying cognates and listening to challenging material as a class. We will adhere the strategy of practicing aloud the material as a class and in small groups to further engage with the language.

Plan for topic "Students completing this course will be able to demonstrate a general command of all aspects of the written and spoken language, both in understanding and expression.": 2013/14

Even though the students did well with this activity, I realize that some legends contain very idiomatic vocabulary and very sophisticated imagery and metaphors. The student population will be better served in the future if I select the legends and distribute them to them.

Plan for topic "Students completing this course will be able to have an expanded command of passive and active vocabulary, with an emphasis on idioms."": 2012/13

Continue with current methods and materials used. Search for anthologies that have useful, interesting, enjoyable in-class activities.

Plan for topic "Students completing this course will be able to use Spanish grammar and syntax, both verbally and in writing including the imperfect and pluperfect subjunctive tenses.": 2012/13

Continue with current methods and materials used. Search for anthologies that have useful, interesting, enjoyable in-class activities.

Plan for topic "Students completing this course will be able to have an expanded command of passive and active vocabulary, with an emphasis on idioms."": 2009/10

Very satisfied with results. 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 to achieve similar results.

We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing this course will be able to use Spanish grammar and syntax, both verbally and in writing including the imperfect and pluperfect subjunctive tenses."": 2009/10

Very satisfied with results. 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 to achieve similar results.

We are also planning to add direct assessment in the next cycle.
Very satisfied with results. 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 to achieve similar results.

We are also planning to add direct assessment in the next cycle.
### 1352. Fifth Term Spanish [SPAN-230] belonging to Foreign Language [SPAN]

**Plan for topic** "Students completing the course will be able to demonstrate reading comprehension of literary and journalistic writings, including poetry."

*: 2019/20

WebSLOs had tech issue in regards to this class - SLO & Dept. Chairs will create a SLO Submission schedule for next assessment.

**Plan for topic** "Students completing this course will be able to read and demonstrate comprehension and critical thinking of advanced literary and journalistic writings, including poetry."

*: 2015/16

Overall, we are satisfied with the results.

---

We always present literary readings, including poetry, but students, in general tend to feel uncomfortable around poetry.

This showed that they are certainly ready to work into more challenging literary work that should be included in the course offering.

---

Next semester we plan to include more poetry than we did in the past.

**Plan for topic** "Students completing the course will be able to communicate effectively in Spanish while discussing topics of general interest."

*: 2012/13

Continue with current methods and materials used. Search for anthologies that have useful, interesting, enjoyable in-class activities.

**Plan for topic** "Students completing the course will be able to demonstrate reading comprehension of literary and journalistic writings, including poetry."

*: 2010/11

These grades are in my opinion the result of a very rigorous and consistent methodology used in class. I would be happy to get same results every semester the class is taught. My plan includes gathering data for a similar class taught in the evening, whenever applicable, to compare results.

**Plan for topic** "Students completing the course will be able to prepare and present an oral report about a variety of subjects, including
To continue encouraging the students to prepare carefully for their oral presentations. As for outcome #1, I would like to compare results with a class taught in the evening.

Plan for topic "Students completing the course will be able to communicate effectively in Spanish while discussing topics of general interest.": 2010/11

The results of this outcome are very satisfactory. Again for this outcome, I think it reflects the result of very hard work on the part of the students and myself. As for the two other previous outcomes, I would like to compare results with the evening class when possible.

Plan for topic "Students completing the course will be able to demonstrate reading comprehension of literary and journalistic writings, including poetry.": 2009/10

Very satisfied with results. 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 to achieve similar results.

We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to prepare and present an oral report about a variety of subjects, including current events or certain specialized topics.": 2009/10

Very satisfied with results. 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 to achieve similar results.

We are also planning to add direct assessment in the next cycle.

Plan for topic "Students completing the course will be able to communicate effectively in Spanish while discussing topics of general interest.": 2009/10

Very satisfied with results. 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 to achieve similar results.

We are also planning to add direct assessment in the next cycle.
### 1353. Sixth Term Spanish [SPAN-231] belonging to Foreign Language [SPAN]

**Plan for topic "Students completing the course will be able to present prepared and extemporaneous reports in Spanish on assigned topics.": 2019/20**

<table>
<thead>
<tr>
<th>Outcome Assessment History</th>
<th>2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebSLOs had tech issue in regards to this class - SLO &amp; Dept. Chairs will create a SLO Submission schedule for next assessment.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for topic "Students completing the course will be able to read, comprehend and analyze advanced literary and journalistic texts, including poetry."**: 2015/16

<table>
<thead>
<tr>
<th>Overall, we are satisfied with the results.</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>The biography had high level vocabulary, but students managed to get the gist of the information.</td>
<td></td>
</tr>
<tr>
<td>The story, on the other hand, was very challenging, because of the Cuban idiomatic expressions.</td>
<td></td>
</tr>
<tr>
<td>The 3 students were heritage speakers and they shared that it was a challenging reading, even though they were successful.</td>
<td></td>
</tr>
<tr>
<td>In our department, we are aware that idiomatic expressions are among the most challenging aspects in language acquisition.</td>
<td></td>
</tr>
<tr>
<td>It is our intent to bring more readings and activities where students are exposed to expressions used in different Spanish speaking countries.</td>
<td></td>
</tr>
</tbody>
</table>
### Plan for topic "Students completing the course will be able to read a full-length literary work in Spanish and write a report on it."

**2012/13**

Continue with current methods and materials used. Search for books of fiction that are interesting and enjoyable, and would provide stimulating discussions in class.

**2010/11**

The results are satisfactory in my opinion. The two students who submitted the work did an outstanding job. In the future, I would continue working hard to encourage students to do their very best. I also plan to assess the evening class when offered, to be able to assess a bigger pool of students, and to compare results.

**2009/10**

Same as for outcome #1. The results are satisfactory in my opinion. The two students who submitted the work did an outstanding job. In the future, I would continue working hard to encourage students to do their very best. I also plan to assess the evening class when offered, to be able to assess a bigger pool of students, and to compare results.

### Plan for topic "Students completing the course will be able to present prepared and extemporaneous reports in Spanish on assigned topics."

**2010/11**

Very satisfied with results. 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 to achieve similar results.

We are also planning to add direct assessment in the next cycle.

**2009/10**

Very satisfied with results. 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 to achieve similar results.

We are also planning to add direct assessment in the next cycle.

### Plan for topic "Students completing the course will be able to demonstrate knowledge of Latin American and Spanish culture and history."

**2009/10**

Very satisfied with results. 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 to achieve similar results.
DVC Instructional Course SLO Action Plans

We are also planning to add direct assessment in the next cycle.
1354. Spanish for Heritage Speakers I [SPAN-240] belonging to Foreign Language [SPAN]
DVC Instructional Course SLO Action Plans

1355. Spanish for Heritage Speakers II [SPAN-241] belonging to Foreign Language [SPAN]
DVC Instructional Course SLO Action Plans

1356. Independent Study [SPAN-298] belonging to Foreign Language [SPAN]
1357. Student Instructional Assistant [SPAN-299] belonging to Foreign Language [SPAN]

Plan for topic "Students completing this course will be able to provide assistance to students with questions."

**2017/18**

As an action plan the department will encourage more dialogue with instructors in department meetings that address how to facilitate the incorporation of the 299 student into the classroom, the manner in which we instruct the student, and their performance efficiency working with other students. Additionally, the department will address the uniformity of the objectives for all foreign languages.

**2014/15**

We are very happy to have instructional assistants in our Spanish courses. Students seem comfortable to seek help from them and interact with them. We will continue accepting assistants and promoting this 299 course, not only to native Spanish speakers, but also to students who have taken all levels of Spanish courses and wish to further their career in teaching.
### DVC Instructional Course SLO Action Plans

#### 1358. Introduction To Disabilities [SPEDU-101] belonging to DSS [SPEDU]

**Plan for topic "Students completing the course will be able to understand how culture affects relationships among children with disabilities, families, and school": 2018/19**

In Spring 2019, a total of 12 students in this section were assessed. The sections included 16 face to face classes that were held weekly. Of the 12 students, 87% (11 students) were successful in the assessment for this topic. A closer analysis of the results show that the remaining student struggled most often due to a lack of understanding of this topic. The above results indicate that this is a satisfactory assessment and the students are attaining satisfactory mastery of this outcome. I will make no changes in the next academic year.

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify major categories of disabilities&quot;: 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>While the percentage of successful students is high, in order to build on this success, the instructor plans to revise instructional materials to emphasize certain categories of disabilities that the midterm noted were not as easily understood.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare major categories of disabilities&quot;: 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although the majority of students were counted as successful, we hope to implement strategies to increase this figure to more closely match the success of the other SLO assessments. One method is to increase the number of activities and discussions that emphasize the specific challenges experienced by individuals with a variety of disabilities. Further exploration of assistive technologies pertaining to specific disabilities may also help students make more sound comparisons between disability categories.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify major categories of disabilities&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>The above results indicate that this is a satisfactory assessment and the students are attaining satisfactory mastery of this outcome. I will make no changes in the next academic year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify major categories of disabilities&quot;: 2007/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>no modifications needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to compare major categories of disabilities&quot;: 2007/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>no modifications needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to understand how culture affects relationships among children with disabilities, families, and school&quot;: 2007/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>no modifications needed</td>
</tr>
</tbody>
</table>
### 1359. Historical Perspectives of Disabilities and the Law [SPEDU-102] belonging to DSS [SPEDU]

#### Plan for topic "Students completing the course will be able to demonstrate an understanding of the history of disability legislation in the United States."

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan for topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>The results for this assessment topic were very promising at almost 100%. The main theme of the class is to explore disability legislation and its evolution throughout American history, and so every class session revolves around this topic. One area that may need further attention is to further identify the specific nuances between the various laws, as often this can be an area of confusion for some students.</td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>This percentage was lower than expected, although it still met the benchmark criteria. It is also more difficult to assess the student's level of understanding of such a broad idea (i.e. both federal and state laws, which comprise a large amount of information). In the future, I think using several assessment instruments to evaluate the student's grasp of the SLO would be beneficial. It is not always possible for a student to convey their complete understanding of a broad topic in specific final exam questions.</td>
<td></td>
</tr>
<tr>
<td>2013/14</td>
<td>The assessment results for this topic were very promising. On the final exam, students were able to analyze scenarios which pertained to student and parents rights in several situations. The analysis asked to students to identify which laws incorporated those rights as well.</td>
<td></td>
</tr>
<tr>
<td>2010/11</td>
<td>72% of students in course demonstrated satisfactory understanding of disability legislation as demonstrated by final exam results. Criteria met.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Outcome Assessment History**

---

**Course Action Plans**
DVC Instructional Course SLO Action Plans

1360. Classroom Strategies for the Special Education Paraeducator [SPEDU-103] belonging to DSS [SPEDU]

Plan for topic "Students completing the course will be able to evaluate basic patterns of effective verbal and non-verbal communication styles." 2018/19

As a plan of action there will be more modeling of the various types of communication styles, and differences of, demonstrated by the instructor. The above results indicate that this is a satisfactory assessment and the students are attaining satisfactory mastery of this outcome.

Plan for topic "Students completing the course will be able to identify cultural and gender differences in communication styles." 2018/19

As a plan of action there will be an extension activity provided to each student to complete their understanding of how cultural backgrounds and other influencing factors (including gender) influence or color the lense of how we view others. The above results indicate that this is a satisfactory assessment and the students are attaining satisfactory mastery of this outcome.

Plan for topic "Students completing the course will be able to apply tactile, visual verbal, visual nonverbal and auditory learning styles and strategies." 2018/19

We have discussed multi-sensory strategies but have not put them into practice. The hands on portion of the class, students will be able to practice these strategies. Their teacher role play will be the final assessment for this topic. The above results indicate that this is a satisfactory assessment and the students are attaining satisfactory mastery of this outcome.

Plan for topic "Students completing the course will be able to evaluate basic patterns of effective verbal and non-verbal communication styles." 2014/15

While the percentage of successful students is high, in order to build on this success, the instructor plans to include more in-class activities in which students take an active role in conveying effective verbal and non-verbal communication styles. This may come in the form of role plays, student-led demonstrations, etc.

Plan for topic "Students completing the course will be able to identify cultural and gender differences in communication styles." 2014/15

While the percentage of successful students is high, new issues involving cultural and gender differences are constantly emerging in today's society. To give students the most relevant information possible, the instructor plans to bring in new instructional materials to reflect these current issues and how communication practices adjust to reflect
### Plan for topic "Students completing the course will be able to apply tactile, visual verbal, visual nonverbal and auditory learning styles and strategies."

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>While the percentage of successful students is high, to build on that success the instructor plans to utilize new instructional resources to reflect current multi-sensory teaching strategies. Through funding, the department hopes to purchase new digital media showing current trends and methods in teaching strategies which speak to a wide variety of learners.</td>
</tr>
<tr>
<td>2011/12</td>
<td>The above results indicate that this is a satisfactory assessment and the students are attaining satisfactory mastery of this outcome. No changes needed.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing this course will be able to identify and improve selected professional work habits and employability skills such as time management, communication, and teamwork."

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Students completing this course will be able to develop professional expertise related to a career path or strategy to secure employment."

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Students completing this course will be able to develop a plan to gain or continue employment in a career area."

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.
### 1362. Internship in Occupational Work Experience Education in SPEDU [SPEDU-296] belonging to DSS [SPEDU]

**Plan for topic "Students completing this course will be able to identify and improve selected professional work habits and employability skills such as time management, communication, and teamwork."**: 2018/19

<table>
<thead>
<tr>
<th>WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to explore and develop strategies to secure employment."**: 2018/19

<table>
<thead>
<tr>
<th>WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.</th>
</tr>
</thead>
</table>

**Plan for topic "Students completing this course will be able to link academic coursework to work-based learning."**: 2018/19

<table>
<thead>
<tr>
<th>WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.</th>
</tr>
</thead>
</table>
### DVC Instructional Course SLO Action Plans

#### 1363. OSHA-CPR [STMFT-110] belonging to Architecture/Engineering [STMFT]

**Plan for topic "Students completing the course will be able to acquire the skill and certification of CPR."**: 2018/19

The department feels that the students understand this topic and that other topics are more essential for Stmft 110. Therefore, the department recommends not assessing this topic during the next assessment cycle.

**Plan for topic "Students completing the course will be able to acquire the skill and certification of CPR."**: 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to discuss the role the steamfitter plays in a safe work site."**: 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to apply job safety and how its application in the field."**: 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "e": 2013/14**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to acquire the skill and certification of CPR."": 2012/13**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to discuss the role the steamfitter plays in a safe work site."": 2012/13**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "e": 2012/13**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to apply job safety and how its application in the field."": 2012/13**

Results are acceptable. Will incorporate student feedback into future course design.
## 1364. Trade Mathematics [STMFT-111] belonging to Architecture/Engineering [STMFT]

### Plan for topic "Students completing the course will be able to measure and convert metric measurements.": 2017/18

The department feels that the students understand this topic and that other topics are more essential for STMFT 111. Therefore, the department recommends not assessing this topic during the next assessment cycle.

### Plan for topic "Students completing the course will be able to measure and convert metric measurements.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to apply mathematical formulae used in steamfitting.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to take pipe and pipe fitting measurements.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "e": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to measure and convert metric measurements.": 2012/13

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to apply mathematical formulae used in steamfitting.": 2012/13

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "e": 2012/13

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to take pipe and pipe fitting measurements.": 2012/13

Results are acceptable. Will incorporate student feedback into future course design.
1365. Use and Care of Tools [STMFT-112] belonging to Architecture/Engineering [STMFT]

Plan for topic "Students completing the course will be able to operate safely in work environments.": 2018/19

The Construction Program feels that the students understand this topic. Therefore, the department recommends not assessing this topic during the net assessment cycle.

Plan for topic "Students completing the course will be able to operate safely in work environments.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to identify industrial tools.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to maintain tools properly.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to operate safely in work environments.": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to identify industrial tools.": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to maintain tools properly.": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to operate safely in work environments.": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to identify industrial tools.": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to maintain tools properly.": 2010/11

No SLO related changes are recommended for this course.
### 1366. Welding Safety/Plate Welding [STMFT-113] belonging to Architecture/Engineering [STMFT]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use an Oxy-Fuel torch to cut and weld materials properly.&quot;: 2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for Stmft 113. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use an Oxy-Fuel torch to cut and weld materials properly.&quot;: 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use a shielded metal arc welder properly.&quot; 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to select the appropriate type of weld and make it.&quot; 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use an Oxy-Fuel torch to cut and weld materials properly.&quot; 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use a shielded metal arc welder properly.&quot; 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to select the appropriate type of weld and make it.&quot; 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use an Oxy-Fuel torch to cut and weld materials properly.&quot; 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to use a shielded metal arc welder properly.&quot; 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to select the appropriate type of weld and make it.&quot; 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>
### 1367. Oxygen/Acetylene Cutting [STMFT-114] belonging to Architecture/Engineering [STMFT]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to assess and adjust Oxy-Acetylene flames for proper welding&quot;: 2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for Stmft 114. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to assess and adjust Oxy-Acetylene flames for proper welding&quot;: 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply safe work practices for Oxygen and Acetylene cutting.&quot;; 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to light, adjust and extinguish the torch flames.&quot;; 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to assess and adjust Oxy-Acetylene flames for proper welding&quot;: 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply safe work practices for Oxygen and Acetylene cutting.&quot;; 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to light, adjust and extinguish the torch flames.&quot;; 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to assess and adjust Oxy-Acetylene flames for proper welding&quot;: 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply safe work practices for Oxygen and Acetylene cutting.&quot;; 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to light, adjust and extinguish the torch flames.&quot;; 2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>Course Action Plans</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td><strong>DVC Instructional Course SLO Action Plans</strong></td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify and use pipe fittings, flanges and gaskets.&quot;**: 2017/18</td>
</tr>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for Stmft 115. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify and use pipe fittings, flanges and gaskets.&quot;**: 2013/14</td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to evaluate methods of joining pipes for different applications.&quot;**: 2013/14</td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate proper use of pipe hangers, pipe supports and anchors.&quot;**: 2013/14</td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify and use pipe fittings, flanges and gaskets.&quot;**: 2011/12</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to evaluate methods of joining pipes for different applications.&quot;**: 2011/12</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate proper use of pipe hangers, pipe supports and anchors.&quot;**: 2011/12</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to identify and use pipe fittings, flanges and gaskets.&quot;**: 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to evaluate methods of joining pipes for different applications.&quot;**: 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to demonstrate proper use of pipe hangers, pipe supports and anchors.&quot;**: 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>

---

**Course Action Plans**

**Outcome Assessment History**

**Page 2357 of 2394**
### 1369. Pipe Shop II [STMFT-116] belonging to Architecture/Engineering [STMFT]

**Plan for topic "Students completing the course will be able to identify and use pipe fittings, flanges and gaskets."**: **2017/18**

The department feels that the students understand this topic and that other topics are more essential for STMFT 116. Therefore, the department recommends not assessing this topic during the next assessment cycle.

**Plan for topic "Students completing the course will be able to identify and use pipe fittings, flanges and gaskets."**: **2014/15**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to apply the principles of joining copper by solder and brazing methods."**: **2014/15**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to complete a basic isometric drawing and create a material list."**: **2014/15**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to diagram a simple steam system."**: **2014/15**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to identify and use pipe fittings, flanges and gaskets."**: **2013/14**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to apply the principles of joining copper by solder and brazing methods."**: **2013/14**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to complete a basic isometric drawing and create a material list."**: **2013/14**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to diagram a simple steam system."**: **2013/14**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to identify and use pipe fittings, flanges and gaskets."**: **2012/13**

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to apply the principles of joining copper by solder and brazing methods."**: **2012/13**

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to complete a basic isometric drawing and create a material list."**: **2012/13**
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to diagram a simple steam system.&quot;</strong></td>
<td>2012/13</td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to identify and use pipe fittings, flanges and gaskets.&quot;</strong></td>
<td>2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to apply the principles of joining copper by solder and brazing methods.&quot;</strong></td>
<td>2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to complete a basic isometric drawing and create a material list.&quot;</strong></td>
<td>2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
<tr>
<td>Outcome Assessment History</td>
<td>Plan for topic &quot;Students completing the course will be able to apply the fundamental principles and uses of water and steam.&quot;</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to apply the fundamental principles and uses of water and steam.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback in the future course design.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze the laws governing liquids, gases, and mechanics.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback in the future course design.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze the laws governing liquids, gases, and mechanics.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback in the future course design.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to apply the fundamental principles and uses of water and steam.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback in the future course design.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to explain the materials used in piping systems, their characteristics and reactions to various forces.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback in the future course design.</td>
</tr>
<tr>
<td>Plan for topic &quot;e&quot;:</td>
<td>Results are acceptable. Will incorporate student feedback in the future course design.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to apply the fundamental principles and uses of water and steam.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to analyze the laws governing liquids, gases, and mechanics.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic &quot;Students completing the course will be able to explain the materials used in piping systems, their characteristics and reactions to various forces.&quot;</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic &quot;e&quot;:</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

**1371. Beginning Drawing and Plan Reading for the Piping Trades [STMFT-118] belonging to Architecture/Engineering [STMFT]**

Plan for topic "Students completing the course will be able to demonstrate proper use of basic drawing and measuring tools associated with the steamfitting trade": 2017/18

The department feels that the students understand this topic and that other topics are more essential for Stmft 118. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to demonstrate proper use of basic drawing and measuring tools associated with the steamfitting trade": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to identify and interpret different types of plans specific to the steamfitting trade": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to use and interpret the graphic symbols used for pipe fitting.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "e": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to identify and interpret different types of plans specific to the steamfitting trade": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to use and interpret the graphic symbols used for pipe fitting.": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "e": 2013/14

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate proper use of basic drawing and measuring tools associated with the steamfitting trade": 2011/12
<table>
<thead>
<tr>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
</table>

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to identify and interpret different types of plans specific to the steamfitting trade."**: 2011/12

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to use and interpret the graphic symbols used for pipe fitting."**: 2011/12

No SLO related changes are recommended for this course.

**Plan for topic "e":**: 2011/12

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to demonstrate proper use of basic drawing and measuring tools associated with the steamfitting trade":** 2010/11

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to identify and interpret different types of plans specific to the steamfitting trade."**: 2010/11

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to use and interpret the graphic symbols used for pipe fitting."**: 2010/11

No SLO related changes are recommended for this course.

**Plan for topic "e":** 2010/11

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to demonstrate proper use of basic drawing and measuring tools associated with the steamfitting trade":** 2009/10

Affirmation and reinforcement of the current methods and curriculum.

**Plan for topic "Students completing the course will be able to identify and interpret different types of plans specific to the steamfitting trade."**: 2009/10

Affirmation and reinforcement of the current methods and curriculum.

**Plan for topic "e":** 2009/10

Affirmation and reinforcement of the current methods and curriculum.

**Plan for topic "Students completing the course will be able to use and interpret the graphic symbols used for pipe fitting."**: 2009/10

Affirmation and reinforcement of the current methods and curriculum.
### DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
</table>
| 1372. Advanced Drawing in the Piping Trades [STMFT-119] belonging to Architecture/Engineering [STMFT] | Plan for topic "Students completing the course will be able to identify and interpret advanced plans including foundation walls and wall sleeves."

The department feels that the students understand this topic and that other topics are more essential for STMFT 119. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to illustrate finished deck and sleeve drawings."

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to apply the uses and applications of computer aided drafting (CAD)."

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to identify and interpret advanced plans including foundation walls and wall sleeves."

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to illustrate finished deck and sleeve drawings."

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to apply the uses and applications of computer aided drafting (CAD)."

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to identify and interpret advanced plans including foundation walls and wall sleeves."

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to illustrate finished deck and sleeve drawings."

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to apply the uses and applications of computer aided drafting (CAD)."

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to identify and interpret advanced plans including foundation walls and wall sleeves."

No SLO related changes are recommended for this course.
DVC Instructional Course SLO Action Plans

Plan for topic "Students completing the course will be able to illustrate finished deck and sleeve drawings.": 2010/11
No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to apply the uses and applications of computer aided drafting (CAD).": 2010/11
No SLO related changes are recommended for this course.

Plan for topic "e": 2010/11
No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to identify and interpret advanced plans including foundation walls and wall sleeves.": 2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to illustrate finished deck and sleeve drawings.": 2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "e": 2009/10
Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to apply the uses and applications of computer aided drafting (CAD).": 2009/10
Affirmation and reinforcement of the current methods and curriculum.
DVC Instructional Course SLO Action Plans

1373. Instrumentation 1 [STMFT-120] belonging to Architecture/Engineering [STMFT]
Plan for topic "Students completing the course will be able to identify the processes describing a change in pressure, velocity, temperature or level."
- 2017/18
  The department feels that the students understand this topic and that other topics are more essential for STMFT 120. Therefore, the department recommends not assessing this topic during the next assessment cycle.
Plan for topic "Students completing the course will be able to identify the processes describing a change in pressure, velocity, temperature or level."
- 2015/16
  This course is part of a 5 year program - it will be assessed when it is offered.
Plan for topic "Students completing the course will be able to identify the processes describing a change in pressure, velocity, temperature or level."
- 2011/12
  No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to analyze Piping and Instrumentation Diagrams (P&ID) and identify the equipment involved."
- 2011/12
  No SLO related changes are recommended for this course.
Plan for topic "Students completing the course will be able to identify the content needed for proper instrumentation documentation and fill out the required forms."
- 2011/12
  No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to identify the processes describing a change in pressure, velocity, temperature or level."
- 2009/10
  Affirmation and reinforcement of the current methods and curriculum.
Plan for topic "Students completing the course will be able to analyze Piping and Instrumentation Diagrams (P&ID) and identify the equipment involved."
- 2009/10
  Affirmation and reinforcement of the current methods and curriculum.
Plan for topic "Students completing the course will be able to identify the content needed for proper instrumentation documentation and fill out the required forms."
- 2009/10
  Affirmation and reinforcement of the current methods and curriculum.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>SLO Plan Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1374. Instrumentation 2 [STMFT-121]</td>
<td>belongs to Architecture/Engineering [STMFT]</td>
<td>Plan for topic &quot;Students completing the course will be able to distinguish between electrical and pneumatic controls.&quot;: 2015/16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course is part of a 5 year program - It will be assessed when it is offered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan for topic &quot;Students completing the course will be able to distinguish between electrical and pneumatic controls.&quot;: 2011/12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan for topic &quot;Students completing the course will be able to dismantle and assemble liquid level instruments.&quot;: 2011/12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan for topic &quot;Students completing the course will be able to assess pH levels using an analyer instrument.&quot;: 2011/12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>Course Action Plans</td>
<td>Outcome Assessment History</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>1375. Steam Systems [STMFT-122] belonging to Architecture/Engineering [STMFT]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to assess the properties of steam.()&quot;: 2018/19</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course will be assessed the next time it is offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to assess the properties of steam.()&quot;: 2014/15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to identify low pressure steam piping, trim and accessories found on a low-pressure steam boiler.()&quot;: 2014/15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to operate a live steam boiler safety.()&quot;: 2014/15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to assess the properties of steam.()&quot;: 2012/13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to identify low pressure steam piping, trim and accessories found on a low-pressure steam boiler.()&quot;: 2012/13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to operate a live steam boiler safety.()&quot;: 2012/13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to assess the properties of steam.()&quot;: 2009/10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to identify low pressure steam piping, trim and accessories found on a low-pressure steam boiler.()&quot;: 2009/10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan for topic &quot;Students completing the course will be able to operate a live steam boiler safety.()&quot;: 2009/10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 1376. Electricity for Steamfitting [STMFT-123] belonging to Architecture/Engineering [STMFT]

<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students completing the course will be able to analyze the theory of electrical circuits and their characteristics.&quot;</td>
<td>We will schedule the assessment of this course the next time it is offered.</td>
<td>2018/19</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to analyze the theory of electrical circuits and their characteristics.&quot;</td>
<td>This course is part of a 5 year program - It will be assessed when it is offered.</td>
<td>2015/16</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to analyze the theory of electrical circuits and their characteristics.&quot;</td>
<td>No SLO related changes are recommended for this course.</td>
<td>2012/13</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use electrical devices, circuits and electrical measuring instruments needed for the installation of mechanical equipment.&quot;</td>
<td>No SLO related changes are recommended for this course.</td>
<td>2012/13</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to identify and apply safe work habits when working with electricity.&quot;</td>
<td>No SLO related changes are recommended for this course.</td>
<td>2012/13</td>
</tr>
</tbody>
</table>

Affirmation and reinforcement of the current methods and curriculum. We had better success in the courses that use the correct lab facilities Pay closer attention to the drop nonparticipating students from roster.

Affirmation and reinforcement of the current methods and curriculum. We had better success in the courses that use the correct lab facilities Pay closer attention to the drop nonparticipating students from roster.

Affirmation and reinforcement of the current methods and curriculum. We had better success in the courses that use the correct lab facilities Pay closer attention to the drop nonparticipating students from roster.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply rigging safety.&quot;</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for STMFT. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply rigging safety.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for STMFT 124. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to assist classmates in overhead rigging projects.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to tie basic knots.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to organize a rigging plan for a critical lift.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to calculate load capacities.&quot;</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to organize a rigging plan for a critical lift.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to calculate load capacities.&quot;</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to apply rigging safety.&quot;</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Description</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>&quot;Students completing the course will be able to assist classmates in overhead rigging projects.&quot;</td>
</tr>
<tr>
<td></td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td></td>
<td>&quot;Students completing the course will be able to tie basic knots.&quot;</td>
</tr>
<tr>
<td></td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td></td>
<td>&quot;Students completing the course will be able to organize a rigging plan for a critical lift.&quot;</td>
</tr>
<tr>
<td></td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td></td>
<td>&quot;Students completing the course will be able to calculate load capacities.&quot;</td>
</tr>
<tr>
<td></td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td>Plan for topic</td>
<td>Outcome</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to use peripheral equipment associated with CAD.&quot;</td>
<td>2017/18</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to apply colors, linetypes and layers.&quot;</td>
<td>2014/15</td>
</tr>
<tr>
<td>&quot;Students completing the course will be able to develop a complex large format piping drawing.&quot;</td>
<td>2014/15</td>
</tr>
</tbody>
</table>

Plan for topic "Students completing the course will be able to develop three-dimensional drawings for product development and design, production and presentation."

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Action Plans</th>
<th>Outcome Assessment History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
<td>This course will be assessed the next time it is offered</td>
<td></td>
</tr>
<tr>
<td>2013/14</td>
<td>Plan for topic &quot;Students completing the course will be able to develop three-dimensional drawings for product development and design, production and presentation.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Plan for topic &quot;Students completing the course will be able to use peripheral equipment associated with computer aided design drafting.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2013/14</td>
<td>Plan for topic &quot;Students completing the course will be able to develop a drawing database to be used for project management.&quot;</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans

1380. Pumps [STMFT-127] belonging to Architecture/Engineering [STMFT]

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify positive displacement and non-positive displacement pumps.&quot;:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018/19</strong></td>
</tr>
<tr>
<td>We will schedule the assessment of this course the next time it is offered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to identify positive displacement and non-positive displacement pumps.&quot;:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015/16</strong></td>
</tr>
<tr>
<td>This course is part of a 5 year program - It will be assessed when it is offered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate the proper installation of pumps.&quot;:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009/10</strong></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate the correct method of maintenance for a given pump.&quot;:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009/10</strong></td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
## DVC Instructional Course SLO Action Plans

### 1381. Tube Bending [STMFT-128] belonging to Architecture/Engineering [STMFT]

#### Plan for topic "Students completing the course will be able to calculate the angle needed, then bend stainless steel and copper tubing."

**2017/18**

The department feels that the students understand this topic and that other topics are more essential for Stmft 128. Therefore, the department recommends not assessing this topic during the next assessment cycle.

**Plan for topic "Students completing the course will be able to calculate the angle needed, then bend stainless steel and copper tubing."

**2015/16**

This course is part of a 5 year program - It will be assessed when it is offered.

**Plan for topic "Students completing the course will be able to calculate the angle needed, then bend stainless steel and copper tubing."

**2012/13**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to assemble projects using a tubing board."**

**2012/13**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to identify fittings, valves, clamps and tools used in the industry."**

**2012/13**

Results are acceptable. Will incorporate student feedback into future course design.
DVC Instructional Course SLO Action Plans

1382. Union Heritage [STMFT-129] belonging to Architecture/Engineering [STMFT]
Plan for topic "Students completing the course will be able to demonstrate knowledge of past and present events within the United Association." : 2018/19
The department feels that the students understand this topic and that other topics are more essential for Stmft 129. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to demonstrate knowledge of past and present events within the United Association." : 2015/16
This course is part of a 5 year program - It will be assessed when it is offered.

Plan for topic "Students completing the course will be able to demonstrate knowledge of past and present events within the United Association." : 2012/13
No SLO related changes are recommended for this course.
### DVC Instructional Course SLO Action Plans


**Plan for topic "Students completing the course will be able to identify proper safety PPE (Personal Protective Equipment).": 2017/18**

The department feels that the students understand this topic and that other topics are more essential for Stmft 131. Therefore, the department recommends not assessing this topic during the next assessment cycle.

**Plan for topic "Students completing the course will be able to identify proper safety PPE (Personal Protective Equipment).": 2014/15**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to solve complex problems in regards to torch and regulator settings.": 2014/15**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to demonstrate proper torch lighting.": 2014/15**

Results are acceptable. Will incorporate student feedback into future course design.

**Plan for topic "Students completing the course will be able to identify proper safety PPE (Personal Protective Equipment).": 2012/13**

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to solve complex problems in regards to torch and regulator settings.": 2012/13**

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to demonstrate proper torch lighting.": 2012/13**

No SLO related changes are recommended for this course.

**Plan for topic "Students completing the course will be able to identify proper safety PPE (Personal Protective Equipment).": 2009/10**

Affirmation and reinforcement of the current methods and curriculum.

**Plan for topic "Students completing the course will be able to solve complex problems in regards to torch and regulator settings.": 2009/10**

Affirmation and reinforcement of the current methods and curriculum.

**Plan for topic "Students completing the course will be able to demonstrate proper torch lighting.": 2009/10**

Affirmation and reinforcement of the current methods and curriculum.
### Plan for topic "Students completing the course will be able to identify electrode types and their uses."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>The department feels that the students understand this topic and that other topics are more essential for Stmft 132. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2011/12</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>2010/11</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>2009/10</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to demonstrate different welding positions."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2011/12</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>2010/11</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>2009/10</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>

### Plan for topic "Students completing the course will be able to apply safe work practices and safety precautions for welding."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2011/12</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>2010/11</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>2009/10</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
### 1385. Welding 6 [STMFT-133] belonging to Architecture/Engineering [STMFT]

#### Plan for topic "Students completing the course will be able to identify common welding mistakes."

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>The department feels that the students understand this topic and that other topics are more essential for Stmft 133. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2011/12</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>2010/11</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td>2009/10</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to demonstrate the proper set up for a square groove weld.": 2017/18

The department feels that the students understand this topic and that other topics are more essential for STMFT 134. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing the course will be able to demonstrate the proper set up for a square groove weld.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to operate a 9" grinder safely.": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to explain the process of tacking a weld coupon."": 2014/15

Results are acceptable. Will incorporate student feedback into future course design.

Plan for topic "Students completing the course will be able to demonstrate the proper set up for a square groove weld."": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to operate a 9" grinder safely."": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to explain the process of tacking a weld coupon."": 2011/12

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to demonstrate the proper set up for a square groove weld."": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to operate a 9" grinder safely."": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to explain the process of tacking a weld coupon."": 2010/11

No SLO related changes are recommended for this course.

Plan for topic "Students completing the course will be able to demonstrate the proper set up for a square groove weld."": 2009/10

Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to operate a 9" grinder safely."": 2009/10

Affirmation and reinforcement of the current methods and curriculum.

Plan for topic "Students completing the course will be able to explain the process of tacking a weld coupon."": 2009/10

Affirmation and reinforcement of the current methods and curriculum.
<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single overhead vee groove weld.&quot;</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department feels that the students understand this topic and that other topics are more essential for Stmf 135. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single overhead vee groove weld.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single vertical vee groove weld.&quot;</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single overhead vee groove weld.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single vertical vee groove weld.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single horizontal vee groove weld.&quot;</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single overhead vee groove weld.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SLO related changes are recommended for this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single vertical vee groove weld.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for topic &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single horizontal vee groove weld.&quot;</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
DVC Instructional Course SLO Action Plans

<table>
<thead>
<tr>
<th>No SLO related changes are recommended for this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single overhead vee groove weld.&quot;**: 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single vertical vee groove weld.&quot;**: 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td><strong>Plan for topic</strong> &quot;Students completing the course will be able to demonstrate proper set up for and execution of a single horizontal vee groove weld.&quot;**: 2009/10</td>
</tr>
<tr>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
### DVC Instructional Course SLO Action Plans


#### Plan for topic "Students completing the course will be able to identify the root bead.": 2018/19

The department feels that the students understand this topic and that other topics are more essential for Stmft 136 Therefore, the department recommends not assessing this topic during the next assessment cycle.

#### Plan for topic "Students completing the course will be able to identify the root bead.": 2015/16

Results are acceptable. Will incorporate students feedback in the future course design.

#### Plan for topic "Students completing the course will be able to analyze weld x-rays.": 2015/16

Results are acceptable. Will incorporate students feedback in the future course design.

#### Plan for topic "Students completing the course will be able to identify the root bead.": 2011/12

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will be able to analyze weld x-rays.": 2011/12

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will be able to demonstrate removal of trapped slag.": 2011/12

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will be able to control the weld puddles.": 2011/12

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will be able to identify the root bead.": 2010/11

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will be able to analyze weld x-rays.": 2010/11

No SLO related changes are recommended for this course.

#### Plan for topic "Students completing the course will be able to demonstrate removal of trapped slag.": 2010/11

Affirmation and reinforcement of the current methods and curriculum.

#### Plan for topic "Students completing the course will be able to identify the root bead.": 2009/10

Affirmation and reinforcement of the current methods and curriculum.

#### Plan for topic "Students completing the course will be able to analyze weld x-rays.": 2009/10

Affirmation and reinforcement of the current methods and curriculum.

#### Plan for topic "Students completing the course will be able to demonstrate removal of trapped slag.": 2009/10

Affirmation and reinforcement of the current methods and curriculum.
Plan for topic "Students completing the course will be able to control the weld puddles.": 2009/10

Affirmation and reinforcement of the current methods and curriculum.
<table>
<thead>
<tr>
<th>Plan for topic</th>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;Students completing the course will be able to identify all the tools used to make a certified weld.&quot;</strong></td>
<td>2018/19</td>
<td>The department feels that the students understand this topic and that other topics are more essential for STMFT-137. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to list the materials needed for a stainless steel weld.&quot;</strong></td>
<td>2015/16</td>
<td>Results are acceptable. Will incorporate students feedback in the future course design.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to list the materials needed for a stainless steel weld.&quot;</strong></td>
<td>2011/12</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to critique a completed weld for defects.&quot;</strong></td>
<td>2011/12</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to identify all the tools used to make a certified weld.&quot;</strong></td>
<td>2010/11</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to list the materials needed for a stainless steel weld.&quot;</strong></td>
<td>2010/11</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to critique a completed weld for defects.&quot;</strong></td>
<td>2010/11</td>
<td>No SLO related changes are recommended for this course.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to identify all the tools used to make a certified weld.&quot;</strong></td>
<td>2009/10</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to list the materials needed for a stainless steel weld.&quot;</strong></td>
<td>2009/10</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
<tr>
<td><strong>&quot;Students completing the course will be able to critique a completed weld for defects.&quot;</strong></td>
<td>2009/10</td>
<td>Affirmation and reinforcement of the current methods and curriculum.</td>
</tr>
</tbody>
</table>
Plan for topic "Students completing the course will be able to identify the control panel for the automatic orbital welding machine."

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>The department feels that the students understand this topic and that other topics are more essential for Stmft 138. Therefore, the department recommends not assessing this topic during the next assessment cycle.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
<tr>
<td>2014/15</td>
<td>Results are acceptable. Will incorporate student feedback into future course design.</td>
</tr>
</tbody>
</table>
### 1391. Construction Management in Steamfitting [STMFT-140] belonging to Architecture/Engineering [STMFT]

#### Plan for topic "Students completing the course will be able to apply appropriate administrative procedures related to the construction industry."

**2017/18**

The department feels that the students understand this topic and that other topics are more essential for Stmft 140. Therefore, the department recommends not assessing this topic during the next assessment cycle.

#### Plan for topic "Students completing the course will be able to apply appropriate administrative procedures related to the construction industry."

**2013/14**

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to explain the responsibilities of the many agencies, departments, and specific districts that require variances or permits for construction."

**2013/14**

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to analyze the responsibilities of and the relationship between the Architect, Engineer, General Contractor and Subcontractor, Superintendent, and Inspector."

**2013/14**

Results are acceptable. Will incorporate student feedback into future course design.

### Plan for topic "Students completing the course will be able to allocate responsibilities in construction to ones self and to others."

**2013/14**

Results are acceptable. Will incorporate student feedback into future course design.
Plan for topic "Students completing this course will be able to compare and contrast the basic principle of hydrostatic pumps and test packages.": 2019/20

The department feels that the students understand this topic and that other issues are essential for Stmft 141. Therefore, the department recommends not assessing this topic during the next assessment cycle.

Plan for topic "Students completing this course will be able to compare and contrast the basic principle of hydrostatic pumps and test packages.": 2018/19

The department feels that the students understand this topic and that other topics are more essential for Stmft 141. Therefore, the department recommends not assessing this topic during the next assessment cycle.
1393. Topics in Steamfitting [STMFT-150] belonging to Architecture/Engineering [STMFT]
1395. Addressing Barriers to Employment I: Getting a Job [WRKP-090NC] belonging to DSS [WRKP]
DVC Instructional Course SLO Action Plans

1396. Addressing Barriers to Employment II: Keeping a Job [WRKP-091NC] belonging to DSS [WRKP]
## DVC Instructional Course SLO Action Plans

### 1397. General Work Experience Education [WRKX-160] belonging to Interdisciplinary [WRKX]

**Plan for topic "Students completing this course will be able to identify and improve upon selected work habits. [A]": 2017/18**

WRKX department is in the process of stabilizing our team and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

### Plan for topic "Students completing this course will be able to research and explore careers. [B]": 2017/18

WRKX department is in the process of stabilizing our team and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

### Plan for topic "Students completing this course will be able to increase competencies in present employment [C]": 2017/18

WRKX department is in the process of stabilizing our team and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.
## DVC Instructional Course SLO Action Plans

### 1398. Occupational Work Experience Education [WRKX-170] belonging to Interdisciplinary [WRKX]

**Plan for topic "Students completing this course will be able to identify and improve selected professional work habits and employability skills. [A]": 2017/18**

WRKX department is in the process of stabilizing our team and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

**Plan for topic "Students completing this course will be able to develop professional expertise related to career path. [B]": 2017/18**

WRKX department is in the process of stabilizing our team and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

**Plan for topic "Students completing this course will be able to develop a plan to continue or gain employment in career area. [C]": 2017/18**

WRKX department is in the process of stabilizing our team and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.
DVC Instructional Course SLO Action Plans

1399. Internship in Occupational Work Experience Education [WRKX-180] belonging to Interdisciplinary [WRKX]
Plan for topic "Identify and improve selected professional work habits and employability skills such as time management, communication, and teamwork. Students completing this course will be able to": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Explore and develop strategies to secure employment. Students completing this course will be able to": 2018/19

ACTION PLAN

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.

Plan for topic "Link academic coursework to work-based learning. Students completing this course will be able to": 2018/19

WRKX department has built out a great team of supportive faculty members. In addition, we have redefined our SLOs (for more effective analysis) and have created an assessment tool which will be integrated into Canvas (once the updated SLOs are approved) and recreating the entire SLO assessment process. What works currently: receiving student perspective. Lots of other areas to work on, such as gathering more student responses, especially in post, and acquiring more reliable data.