

DVC Instructional Program SLO Action Plans

Report date November 26, 2022

1. Industrial Maintenance Machinist/Mechanic (mTECH) [AS.MTECH.D] belonging to Architecture/Engineering [ENGTC]

Overall Program Action Plan for 2017/18

An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our mTECH curriculum with regional manufacturing needs. New courses were added and replaced. within the A.S. Degree. The Engineering technical drawing class, Engin-120, was replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course, students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver.

COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses. The program has reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer equipment becomes available through Strong Workforce funding.

We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications. A new Program Learning Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues with machines and communicate with electrical technicians.

DVC Instructional Program SLO Action Plans

2. Accounting [AS.BUSAC.D] belonging to Business Administration [BUSAC]

Overall Program Action Plan for 2017/18

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. Current matrix will be updated as soon as the new courses are included in the college catalog.

All courses are aligned with at least one PLO.

`In cooperation with our textbook publisher, the department was able to assess SLOs for all faculty members, using different modalities (day/evening, face-to face/online, campus locations) for two foundation courses (BUSAC 186 and BUSAC 187).`The accounting faculty have determined that no courses need to be deleted from the degree or certificates but are looking to add new courses in the future. Two new courses have been added in the area of Intermediate Accounting (part 2), Ethics. The faculty is planning to introduce new courses in the following areas: Advanced Accounting and Forensics Auditing. These future courses have been recommended by the Business Advisory Board.`The accounting faculty are members of various professional accounting organizations, allowing them the opportunity to monitor new developments in the profession.

The accounting faculty are making strides toward offering a full menu of courses that will allow DVC students to sit for professional accounting examinations, such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA).

The department is pleased with the outcomes of these degrees and certificates. The department will continue to monitor the development of new areas in accounting and incorporate them into the certificates and degree programs. We have shared this PLO information with our business advisory board.

`Results from the program assessment are central to our next program review, since they highlight the importance of focusing our attention on the broader issue of financial literacy for all business and non-business students.

Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the AS Degree in Business Accounting - Program Level Outcomes. The department is pleased with the outcomes of this degree and certificates. The department is investigating leveraging a SLO assessment system in cooperation with our textbook publisher to evaluate all course level SLOs via the textbook website then report them via DVC's WebSLOs. The Business Accounting faculty have determined that no courses need to be deleted from the degree or certificates but are looking to add new courses in the future. These new courses will be in the area of Intermediate Accounting (part 2), Ethics, International Accounting and Forensics Auditing. These future courses come on the recommendation of the Business Account Advisory group and by the monitoring of

DVC Instructional Program SLO Action Plans

professional organizations like, AICPA, AAA & IMA. The DVC faculty are members of these professional groups for the express purpose of making sure they have the most current industry information for their accounting students. The accounting faculty are making strides toward offering a full menu of courses that will allow DVC students to sit for professional accounting examinations, such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The department is pleased with the outcomes of this degree and certificates. The department will continue to monitor the development of new areas in accounting and incorporate them into the certificates and degree. We have shared this PLO information with our program advisors and any other appropriate constituencies.

DVC Instructional Program SLO Action Plans

3. Addiction Counseling [AS.ADSAC.D] belonging to Health Science [ADS]

Overall Program Action Plan for 2017/18

The ADS AS degree currently graduates approximately 20 students a year. Students typically receive both the AS degree and certificate of counseling and go on to take their state licensure exam. Last year we successfully completed our accreditation by CAADAC and CAADE which is done every 3 years. We have changed our offering to provided only the CAADE DUI certificate since CAADE lost their state accreditation status. We are currently rewriting all courses and will be rewriting our "Diversity" course to meet a AREA E GE requirement so students will have more units counted to a degree. Our efforts to create a "guided pathway" as led to further align our courses so students can complete the program in a 2 year 4 semester period. With our title 5 rewrites we have changed our learning outcomes to reflect the changing trends in Addiction counseling and state certification requirements.

We will assess those new course outcomes next SLO cycle. The Accreditation fees have been increased to 600\$. We would like to have the school cover this expense (every three years) rather than take the fee out of our department budget

Overall Program Action Plan for 2014/15

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

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2010/11

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

DVC Instructional Program SLO Action Plans

4. Addiction Counseling [CA.ADSAC.D] belonging to Health Science [ADS]

Overall Program Action Plan for 2017/18

The ADS certificate currently graduates approximately 20 students a year. Students typically receive both the AS degree and certificate of counseling and go on to take their state licensure exam. Last year we successfully completed our accreditation by CAADAC and CAADE which is done every 3 years. We have changed our offering to provided only the CAADE DUI certificate since CAADE lost their state accreditation status.

We are currently rewriting all courses and will be rewriting our "Diversity" course to meet a AREA E GE requirement so students will have more units counted to a degree.

Alignment actions:

Our efforts to create a "guided pathway" has led to further align our courses so students can complete the program in a 2 year 4 semester period.

With our title 5 rewrites we have changed our learning outcomes to reflect the changing trends in Addiction counseling and state certification requirements.

The accreditation costs have been increased to 600\$ every 3 years. We would like to have the school pay for these rather than be taken out of our department budget

Overall Program Action Plan for 2014/15

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

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2010/11

DVC Instructional Program SLO Action Plans

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

DVC Instructional Program SLO Action Plans

5. Addiction Studies [CA.ADSAS.D] belonging to Health Science [ADS]

Overall Program Action Plan for 2017/18

The ADS certificate currently graduates approximately 20 students a year. Students typically receive both the AS degree and certificate of counseling and go on to take their state licensure exam. Last year we successfully completed our accreditation by CAADAC and CAADE which is done every 3 years. We have changed our offering to provided only the CAADE DUI certificate since CAADE lost their state accreditation status. We are currently rewriting all courses and will be rewriting our "Diversity" course to meet a AREA E GE requirement so students will have more units counted to a degree. Our efforts to create a "guided pathway" has led to further align our courses so students can complete the program in a 2 year 4 semester period. With our title 5 rewrites we have changed our learning outcomes to reflect the changing trends in Addiction counseling and state certification requirements. The accreditation costs have been increased to 600\$ every 3 years. We would like to have the school pay for these rather than be taken out of our department budget

Overall Program Action Plan for 2014/15

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

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2010/11

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

DVC Instructional Program SLO Action Plans

6. Addiction Studies [AS.ADSAS.D] belonging to Health Science [ADS]

Overall Program Action Plan for 2017/18

The ADS AS degree currently graduates approximately 20 students a year. Students typically receive both the AS degree and certificate of counseling and go on to take their state licensure exam. Last year we successfully completed our accreditation by CAADAC and CAADE which is done every 3 years. We have changed our offering to provided only the CAADE DUI certificate since CAADE lost their state accreditation status`We are currently rewriting all courses and will be rewriting our "Diversity" course to meet a AREA E GE requirement so students will have more units counted to a degree`Our efforts to create a "guided pathway" has led to further align our courses so students can complete the program in a 2 year 4 semester period.`With our title 5 rewrites we have changed our learning outcomes to reflect the changing trends in Addiction counseling and state certification requirements`The accreditation costs have been increased to 600\$ every 3 years. We would like to have the school pay for these rather than be taken out of our department budget

Overall Program Action Plan for 2014/15

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

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2010/11

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

DVC Instructional Program SLO Action Plans

7. Administration of Justice [AS.ADJUS.D] belonging to Administration of Justice [ADJUS]

Overall Program Action Plan for 2017/18

The AJ department has reviewed the matrix and mapping of this degree. All courses for this degree were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The course content for every course in the program was compared to the program learning outcomes (PLOs) and the course SLO topics that map to any PLOs were identified. The program assessment was based on the relevance of these course SLOs and their assessments as aligned with the PLOs. The overall assessments measured successful achievement of program goals and demonstrate agreement and consistency between the PLOs and the course SLOs. The department is pleased with the outcomes of these PLOs. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this degree, as has been done on an annual basis. The department has received direction and input from the AJ Advisory Committee work group and professional networks to develop and validate our PLOs and SLOs as well as our assessment methods. We have also joined with our CCCCD sister campus AJ programs to unify our PLO and SLO topics and assessment methods. We have also transitioned the process of gathering SLO and PLO assessment data through the use of the tools within the Canvas LMS. We have also focused on simulation and performance-based assessment, which is consistent with criminal justice industry methods and training. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Leadership and Ethics, Community Policing and Problem Solving, and Terrorism and Homeland Security, all of which are interrelated with this program degree. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the degrees and certificates. We will continue working with our Advisory Committee and our professional networks to collaborate and develop our courses and program. The Title 5 re-writes for the core courses have been updated to ensure alignment with our current Program Learning Outcomes. The SLOs of these courses were reviewed by the department and were found to be directly connected to the Program SLOs. Emphasis on increasing performance-based methods and testing was evident in course assessments. The matrix was reviewed by the department and no matrix changes were required. Administration of Justice course PLO and SLO assessments are up-to-date. The evaluation of the SLO data over the past assessment cycles continue to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this degree, as has been done on an annual basis. Student success in the AJ program is directly linked to full student support, which includes student advising, counseling and mentoring within the department by AJ faculty, as well as department directed tutoring and study group activity. Student success also relies on superior instruction and the use of training and testing methods that involve scenario-based simulations and hands-on experiences, with the use of various industry equipment and technologies, and the continued use of advanced instructional technology. We will be applying for funding in our next program review for additional equipment and technology for these objectives.

Overall Program Action Plan for 2014/15

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

8. Administration of Justice [CA.ADJUS.D] belonging to Administration of Justice [ADJUS]

Overall Program Action Plan for 2017/18

The Administration of Justice (AJ) Certificate of Achievement is designed as a 1 or 2 year pathway with a 12 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the foundational knowledge of the criminal justice system and its various components. This certificate emphasizes the history and philosophy of justice as it evolved in the U.S. criminal justice system, as well as throughout the world. It focuses on the study of the law, the police, the courts, and corrections, and their roles and interrelationships. The certificate program also provides the critical knowledge and skills of professional ethics and public service and understanding and effectively dealing with cultural and societal diversity. It prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of this certificate. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. The department has received direction and input from the AJ Advisory Committee work group and professional networks to develop and validate our PLOs and SLOs as well as our assessment methods. We have also joined with our CCCC sister campus AJ programs to unify our PLO and SLO topics and assessment methods. We have also transitioned the process of gathering SLO and PLO assessment data through the use of the tools within the Canvas LMS. We have also focused on simulation and performance-based assessment, which is consistent with criminal justice industry methods and training. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Leadership and Ethics, Community Policing and Problem Solving, and Terrorism and Homeland Security, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into our degrees and certificates. We will continue working with our Advisory Committee and our professional networks to collaborate and develop our courses and program.

The Title 5 re-writes for the core courses have been updated to ensure alignment with our current Program Learning Outcomes. The SLOs of these courses were reviewed by the department and were found to be directly connected to the Program SLOs. Emphasis on increasing performance-based methods and testing was evident in course assessments. The matrix was reviewed by the department and no matrix changes were required.

DVC Instructional Program SLO Action Plans

Administration of Justice course PLO and SLO assessments are up-to-date. The evaluation of the SLO data over the past assessment cycles continue to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate, as has been done on an annual basis.

Student success in the AJ program is directly linked to full student support, which includes student advising, counseling and mentoring within the department by AJ faculty, as well as department directed tutoring and study group activity. Student success also relies on superior instruction and the use of training and testing methods that in)S H' é certificate of counseling program SLO's are aligned and mapped with new course requirements. Students who compelte this certificate have met each course outcome with at least 70% competency to receive this certificate E™ é racy. We will plan to offer these courses as distance online offerings to expand availability as recommended by our accreditation body.

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Overall Program Action Plan for 2014/15

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

DVC Instructional Program SLO Action Plans

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2011/12

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

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2017/18

The Administration of Justice (AJ) Community Relations Specialist certificate of accomplishment is designed as a 1 or 2-year pathway with a 12 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the critical knowledge and skills involved in understanding and effectively dealing with cultural and societal diversity as well as community networking and problem solving. It prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of this certificate. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. The department has received direction and input from the AJ Advisory Committee work group and professional networks to develop and validate our PLOs and SLOs as well as our assessment methods. We have also joined with our CCCCD sister campus AJ programs to unify our PLO and SLO topics and assessment methods. We have also transitioned the process of gathering SLO and PLO assessment data through the use of the tools within the Canvas LMS. We have also focused on simulation and performance-based assessment, which is consistent with criminal justice industry methods and training. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Leadership and Ethics, Community Policing and Problem Solving, and Terrorism and Homeland Security, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into our degrees and certificates. We will continue working with our Advisory Committee and our professional networks to collaborate and develop our courses and program. The Title 5 re-writes for the core courses have been updated to ensure alignment with our current Program Learning Outcomes. The SLOs of these courses were reviewed by the department and were found to be directly connected to the Program SLOs. Emphasis on increasing performance-based methods and testing was evident in course assessments. The matrix was reviewed by the department and no matrix changes were required. Administration of Justice course PLO and SLO assessments are up-to-date. The evaluation of the SLO data over the past assessment cycles continue to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate, as has been done on an annual basis. Student success in the AJ program is directly linked to full student support, which includes student advising, counseling and mentoring within the department by AJ faculty, as well as department directed tutoring and study group activity. Student success also relies on superior instruction and the use of training and testing methods that involve scenario-based simulations and hands-on experiences, with the use of various industry equipment and technologies, and the continued use of advanced instructional technology. We will be applying for funding in our next program review for additional equipment and technology for these objectives.

Overall Program Action Plan for 2014/15

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2011/12

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

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

10. Administration of Justice - Correctional Specialist [CC.ADJCS.D] belonging to Administration of Justice [ADJUS] Overall Program Action Plan for 2017/18

The Administration of Justice (AJ) Correctional Specialist certificate of accomplishment is designed as a 1 or 2-year pathway with a 12 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the critical knowledge and skills involved in the corrections field of criminal justice. It provides an understanding of the major types of criminal behavior, patterns of criminals and career offenders, causal factors of crime and delinquency, and methods used in dealing with offenders in the justice system, with an emphasis on community-based corrections and the changing roles by criminal justice professionals and agencies. It prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of this certificate. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. The department has received direction and input from the AJ Advisory Committee work group and professional networks to develop and validate our PLOs and SLOs as well as our assessment methods. We have also joined with our CCCCD sister campus AJ programs to unify our PLO and SLO topics and assessment methods. We have also transitioned the process of gathering SLO and PLO assessment data through the use of the tools within the Canvas LMS. We have also focused on simulation and performance-based assessment, which is consistent with criminal justice industry methods and training. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Leadership and Ethics, Community Policing and Problem Solving, and Terrorism and Homeland Security, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into our degrees and certificates. We will continue working with our Advisory Committee and our professional networks to collaborate and develop our courses and program. The Title 5 re-writes for the core courses have been updated to ensure alignment with our current Program Learning Outcomes. The SLOs of these courses were reviewed by the department and were found to be directly connected to the Program SLOs. Emphasis on increasing performance-based methods and testing was evident in course assessments. The matrix was reviewed by the department and no matrix changes were required. Administration of Justice course PLO and SLO assessments are up-to-date. The evaluation of the SLO data over the past assessment cycles continue to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate, as has been done on an annual basis. Student success in the AJ program is directly linked to full student support, which includes student advising, counseling and mentoring within the department by AJ faculty, as well as department directed tutoring and study group activity. Student success also relies on superior instruction and the use of training and testing methods that involve scenario-based simulations and hands-on experiences, with the use of various industry equipment and technologies. SLO's are aligned and mapped with new course requirements. Students who complete this certificate have met each course outcome with at least 70% competency to receive this certificate. We will plan to offer these courses as distance online offerings to expand

DVC Instructional Program SLO Action Plans

availability as recommended by

Overall Program Action Plan for 2014/15

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

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2011/12

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

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2017/18

The Administration of Justice (AJ) Crime Scene Investigator certificate of accomplishment is designed as a 1 or 2-year pathway with a 13 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the critical knowledge and skills involved in the understanding and analysis of forensic science and the use of this evidence in criminal investigations and the criminal justice system. It includes a laboratory component, which focuses on the student applying the principles learned in these courses. This program prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of this certificate. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. The department has received direction and input from the AJ Advisory Committee work group and professional networks to develop and validate our PLOs and SLOs as well as our assessment methods. We have also joined with our CCCC sister campus AJ programs to unify our PLO and SLO topics and assessment methods. We have also transitioned the process of gathering SLO and PLO assessment data through the use of the tools within the Canvas LMS. We have also focused on simulation and performance-based assessment, which is consistent with criminal justice industry methods and training. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Leadership and Ethics, Community Policing and Problem Solving, and Terrorism and Homeland Security, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into our degrees and certificates. We will continue working with our Advisory Committee and our professional networks to collaborate and develop our courses and program. The Title 5 re-writes for the core courses have been updated to ensure alignment with our current Program Learning Outcomes. The SLOs of these courses were reviewed by the department and were found to be directly connected to the Program SLOs. Emphasis on increasing performance-based methods and testing was evident in course assessments. The matrix was reviewed by the department and no matrix changes were required. Administration of Justice course PLO and SLO assessments are up-to-date. The evaluation of the SLO data over the past assessment cycles continue to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate, as has been done on an annual basis. Student success in the AJ program is directly linked to full student support, which includes student advising, counseling and mentoring within the department by AJ faculty, as well as department directed tutoring and study group activity. Student success also relies on superior instruction and the use of training and testing methods that involve scenario-based simulations and hands-on experiences, with the use of various industry equipment and technologies, and the continued use of advanced instructional technology. We will be applying for funding in our next program review.) SLOs of the certificate of counseling program SLO's are aligned and mapped with new course requirements. Students who

DVC Instructional Program SLO Action Plans

Overall Program Action Plan for 2014/15

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

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2011/12

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

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2017/18

The Administration of Justice (AJ) Criminal Law Specialist certificate of accomplishment is designed as a 1 or 2-year pathway with a 12 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the critical knowledge and skills involved in the field of criminal law, with a detailed analysis of the historical development and philosophy of law, to include statutory law, case law and constitutional law. The program emphasizes the understanding of the law as a social force and as the foundation of the criminal justice system. This program prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of this certificate. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. The department has received direction and input from the AJ Advisory Committee work group and professional networks to develop and validate our PLOs and SLOs as well as our assessment methods. We have also joined with our CCCCD sister campus AJ programs to unify our PLO and SLO topics and assessment methods. We have also transitioned the process of gathering SLO and PLO assessment data through the use of the tools within the Canvas LMS. We have also focused on simulation and performance-based assessment, which is consistent with criminal justice industry methods and training. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Leadership and Ethics, Community Policing and Problem Solving, and Terrorism and Homeland Security, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into our degrees and certificates. We will continue working with our Advisory Committee and our professional networks to collaborate and develop our courses and program. The Title 5 re-writes for the core courses have been updated to ensure alignment with our current Program Learning Outcomes. The SLOs of these courses were reviewed by the department and were found to be directly connected to the Program SLOs. Emphasis on increasing performance-based methods and testing was evident in course assessments. The matrix was reviewed by the department and no matrix changes were required. Administration of Justice course PLO and SLO assessments are up-to-date. The evaluation of the SLO data over the past assessment cycles continue to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate, as has been done on an annual basis. Student success in the AJ program is directly linked to full student support, which includes student advising, counseling and mentoring within the department by AJ faculty, as well as department directed tutoring and study group activity. Student success also relies on superior instruction and the use of training and testing methods that involve scenario-based simulations and hands-on experiences, with the use of various industry equipment and technologies, and the continued use of advanced instructional technology. We will be applying for future SLO H' é

Overall Program Action Plan for 2014/15

The Administration of Justice (AJ) Criminal Law Specialist certificate of accomplishment is designed as a 2-year pathway with a 12 unit sequence of courses. This certificate can

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2011/12

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

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2017/18

The Administration of Justice (AJ) Juvenile Counseling certificate of accomplishment is designed as a 1 or 2-year pathway with a 15 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the critical knowledge and skills involved in the philosophy and functions of the juvenile criminal justice system, the organization, objectives, and jurisdiction of juvenile agencies, the processing and detention of juveniles, juvenile case disposition and juvenile statutes and court procedures. This program prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of this certificate. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. The department has received direction and input from the AJ Advisory Committee work group and professional networks to develop and validate our PLOs and SLOs as well as our assessment methods. We have also joined with our CCCC sister campus AJ programs to unify our PLO and SLO topics and assessment methods. We have also transitioned the process of gathering SLO and PLO assessment data through the use of the tools within the Canvas LMS. We have also focused on simulation and performance-based assessment, which is consistent with criminal justice industry methods and training. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Leadership and Ethics, Community Policing and Problem Solving, and Terrorism and Homeland Security, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into our degrees and certificates. We will continue working with our Advisory Committee and our professional networks to collaborate and develop our courses and program. The Title 5 re-writes for the core courses have been updated to ensure alignment with our current Program Learning Outcomes. The SLOs of these courses were reviewed by the department and were found to be directly connected to the Program SLOs. Emphasis on increasing performance-based methods and testing was evident in course assessments.

The matrix was reviewed by the department and no matrix changes were required.

DVC Instructional Program SLO Action Plans

Administration of Justice course PLO and SLO assessments are up-to-date. The evaluation of the SLO data over the past assessment cycles continue to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this degree, as has been done on an annual basis.

Student success in the AJ program is directly linked to full student support, which includes student advising, counseling and mentoring within the department by AJ faculty, as well as department directed tutoring and study group activity. Student success also relies on superior instruction and the use of training and testing methods that involve scenario-based simulations and hands-on experiences, with the use of various industry equipment and technologies, and the continued use of advanced instructional technology. We will be applying for funding in)S H' é certificate of counseling program SLO's are aligned and mapped with new course requirements. Students who compelte this certificate have met each course

Overall Program Action Plan for 2014/15

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

Overall Program Action Plan for 2012/13

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 12/13 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the

DVC Instructional Program SLO Action Plans

"content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The department feels that this assessment validates our current instructional practices and that we are doing a consistent, quality job of teaching organizational structure in this program.

Overall Program Action Plan for 2011/12

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

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2017/18

The Administration of Justice (AJ) Patrol Specialist certificate of accomplishment is designed as a 1 or 2-year pathway with a 17 unit sequence of courses. This certificate can be completed in conjunction with, and in addition to, the AJ Associate of Science degree, as well as the AJ Associate of Science Transfer Degree. This certificate program provides students with the knowledge and skills involved in the role and function of the police patrol officer. This program covers the responsibilities, techniques, and methods of police patrol, including providing community service, law enforcement, decision making, ethics and professionalism, crisis intervention, officer survival, and criminal investigation. This program prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system or other related fields. The AJ department has reviewed the matrix and mapping of this Certificate. All courses for this certificate were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The department is pleased with the outcomes of this certificate. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this certificate each semester that it is offered, as has been done on an annual basis. The department has received direction and input from the AJ Advisory Committee work group and professional networks to develop and validate our PLOs and SLOs as well as our assessment methods. We have also joined with our CCCCD sister campus AJ programs to unify our PLO and SLO topics and assessment methods. We have also transitioned the process of gathering SLO and PLO assessment data through the use of the tools within the Canvas LMS. We have also focused on simulation and performance-based assessment, which is consistent with criminal justice industry methods and training. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Leadership and Ethics, Community Policing and Problem Solving, and Terrorism and Homeland Security, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into our degrees and certificates. We will continue working with our Advisory Committee and our professional networks to collaborate and develop our courses and program. The Title 5 re-writes for the core courses have been updated to ensure alignment with our current Program Learning Outcomes. The SLOs of these courses were reviewed by the department and were found to be directly connected to the Program SLOs. Emphasis on increasing performance-based methods and testing was evident in course assessments.

The matrix was reviewed by the department and no matrix changes were required.

Administration of Justice course PLO and SLO assessments are up-to-date. The evaluation of the SLO data over the past assessment cycles continue to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this degree, as has been done on an annual basis.

DVC Instructional Program SLO Action Plans

Student success in the AJ program is directly linked to full student support, which includes student advising, counseling and mentoring within the department by AJ faculty, as well as department directed tutoring and study group activity. Student success also relies on superior instruction and the use of training and testing methods that involve scenario-based simulations and hands-on experiences, with the use of various industry equipment and technologies, and the continued use of advanced instructional technology. The certificate of counseling program SLO's are aligned and mapped with new course requirements. Students who complete this certificate have met each course outcome with at least 70% competency to receive this certificate effectively. We will plan to

Overall Program Action Plan for 2014/15

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

Overall Program Action Plan for 2012/13

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

DVC Instructional Program SLO Action Plans

current instructional practices and that we are doing a consistent, quality job of teaching organizational structure in this program.

Overall Program Action Plan for 2011/12

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

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

15. Administration of Justice for Transfer [AST.ADJUS.D] belonging to Administration of Justice [ADJUS]

Overall Program Action Plan for 2017/18

Studies in Administration of Justice (AJ) prepares students for entry-level careers in law enforcement or civilian positions within the criminal justice system and many other related fields. Careers include police officer, state or federal agent, attorney, forensic crime scene investigator, probation officer, parole officer, corrections officer, private security officer, or fields in criminal behavior studies, rehabilitation programs, community service programs, and others. The AJ A.S.T. curriculum is designed to provide an opportunity for students to achieve an associate in science degree in AJ while completing the requirements for transfer to a California State University (CSU) or other four-year university. All DVC AJ faculty enjoy participating in career and educational planning with students. AJ faculty promote education and highly recommend students further their education beyond the A.S./A.S.T. degree. A baccalaureate degree is highly recommended preparation for those students considering professional careers in criminal justice. Completion of this curriculum will provide the essential knowledge and skills to be successful and effective in this field. It will also provide comprehensive preparation for their upper-division education. A DVC AJ student who has earned the associate in science transfer degree will be granted priority admission to the CSU into a similar baccalaureate (BA) degree program as long as the student meets all prescribed admission requirements. Once, admitted, the student will only be required to complete 60 additional prescribed units to qualify for the similar baccalaureate degree. The AS-T degree does not guarantee admission to a specified major or campus, but does require the California State University to grant a student priority admission consideration to the local CSU campus and to a program or major that is similar to the transfer degree as determined by the California State University. The AJ department has reviewed the matrix and mapping of this degree. All courses for this degree were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The course content for every course in the program was compared to the program learning outcomes (PLOs) and the course SLO topics that map to any PLOs were identified. The program assessment was based on the relevance of these course SLOs and their assessments as aligned with the PLOs. The overall assessments measured successful achievement of program goals and demonstrate agreement and consistency between the PLOs and the course SLOs. The department is pleased with the outcomes of these PLOs. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this degree, as has been done on an annual basis. The department has received direction and input from the AJ Advisory Committee work group and professional networks to develop and validate our PLOs and SLOs as well as our assessment methods. We have also joined with our CCCCD sister campus AJ programs to unify our PLO and SLO topics and assessment methods. We have also transitioned the process of gathering SLO and PLO assessment data through the use of the tools within the Canvas LMS. We have also focused on simulation and performance-based assessment, which is consistent with criminal justice industry methods and training. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Terrorism and Homeland Security, Leadership and Ethics, and Community Policing and Problem Solving, all of which are interrelated with this program degree. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the degree.)S H' é certificate of counseling program SLO's are aligned and mapped with new course requirements. Students who complete this certificate have met each course outcome with at least 70% competency to receive this certificate E™ é racy. We will plan to offer these courses é as distance online offerings to expand availability

DVC Instructional Program SLO Action Plans

as recommended by our accreditation body.

the CAADE DUI certificate since CAADE lost their state accreditation status. ER) a 0 Assessment History by Q) J 70.80 548.56 Td (DVC Instructional Program SLO Action Plans) Tj ET

Q Q P 1.19 271.36 Td (Overall Program Action Plan for 2010/11) Tj ET

ET A Q ing, all of which are interrelated with this program certificate. We will continue to monitor the development of new areas, new technologies and new instruction methods and is a A the CAADE DUI certificate since CAADE lost their state accreditation status.). Th a •5 1.19 525.88 Td (15. Administration of Justice for Transfer [AST.ADJUS.D] belonging to Administration of Justice [ADJUS]) Tj ET m. é ' PH certificate of counseling program SLO's are aligned and mapped with new course requirements. Students who complete this certificate have met each course outcome with at least 70% competency to receive this certificate

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te c™ é 8l 5 198.43 m 28.35 181.42 | S 813.54 198.43 m 813.54 181.42 | S BT 31.19 186.92 Td (and testing was evident in course assessments.) Tj ET

1 °™ `k r the first cycle of SLO assessments, the Department will reword and improve the individual SLOs to better target and track more specific Student Learning Outcomes. r the 1 1 Æl r the first cycle of SLO assessments, the Department will reword and improve the individual SLOs to better target and track more specific Student Learning Outcomes. r the % 1 àµ P' Øl P' XÑ È6 ø6 À' h7 ð' à, p• Æ ' • àŽ °• n d °Ž ðp On ðë @8 èc ² €p ý ± % øS ing on new courses and certificates, including Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and

Overall Program Action Plan for 2014/15

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

DVC Instructional Program SLO Action Plans

University to grant a student priority admission consideration to the local CSU campus and to a program or major that is similar to the transfer degree as determined by the California State University. The AJ department has reviewed the matrix and mapping of this degree. All courses for this degree were reviewed and confirmed on the alignment matrix and SLO assessments are up-to-date. The course content for every course in the program was compared to the program learning outcomes (PLOs) and the course SLO topics that map to any PLOs were identified. The program assessment was based on the relevance of these course SLOs and their assessments as aligned with the PLOs. The overall assessments measured successful achievement of program goals and demonstrate agreement and consistency between the PLOs and the course SLOs. The department is pleased with the outcomes of these PLOs. The evaluation of the SLO data over the last five years continues to validate them and the program objectives and course pedagogy. The department will continue to assess and evaluate each course that is part of this degree, as has been done on an annual basis. During the next academic year, the department will review the process of gathering SLO and PLO assessment data. We are working with the Contra Costa campus AJ program to unify our SLO topics and assessment methods. We will be transitioning to the tools of D2L to gather assessment data. The department will be working on new courses and certificates that are highly relevant and have gained recent national attention. These new courses and certificates will modernize our program and provide students with essential professional knowledge and skills to be effective in the 21st century. These include Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and Problem Solving, all of which are interrelated with this program degree. We will continue to monitor the development of new areas, new technologies and new instruction methods and incorporate them into the degrees and certificates. We are working with our Advisory Committee and our professional networks to collaborate and develop our courses and program.

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2017/18

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. Current matrix will be updated as soon as the new courses are included in the college catalog.

`All courses are aligned with at least one PLO.

In cooperation with our textbook publisher, the department was able to assess SLOs for all faculty members, using different modalities (day/evening, face-to face/online, campus locations) for two foundation courses (BUSAC 186 and BUSAC 187).

`The accounting faculty have determined that no courses need to be deleted from the certificate but are looking to add new courses in the future. Two new courses have been added in the area of Intermediate Accounting (part 2) and Ethics. The faculty is planning to introduce new courses in the following areas: Advanced Accounting and Forensics Auditing. These future courses have been recommended by the Business Advisory Board.`The accounting faculty are members of various professional accounting organizations, allowing them the opportunity to monitor new developments in the profession.

The accounting faculty are making strides toward offering a full menu of courses that will allow DVC students to sit for professional accounting examinations, such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA).

The department is pleased with the outcomes of these degrees and certificates. The department will continue to monitor the development of new areas in accounting and incorporate them into the certificate program. We have shared this PLO information with our business advisory board.

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Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the Certificate of Achievement Advanced Accounting - Program Level Outcomes.

The department is pleased with the outcomes of this degree and certificates. The department is investigating leveraging a SLO assessment system in cooperation with our

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2013/14

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

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

DVC Instructional Program SLO Action Plans

17. Advanced ESL Reading and Writing [CC.ESLAD.D] belonging to English [ESL]

Overall Program Action Plan for 2018/19

In the previous PLO assessment, the assessors and ESL instructors felt that the program should have more conversations about the advance certificate PLOs. At the time, instructors were not sure if the certificate, along with the PLOs, were reflective of our advance courses.

Since the last assessment, the ESL program has updated the SLOs in many courses, including ESL 80, 86, 88, 90, 96A, and 98A. We wanted these courses to reflect the demands of higher-level composition courses. Our standalone writing classes now include SLOs that place an emphasis integrating reading, whereas our reading classes have a few more SLOs that focus on writing.

Now our courses match the overall focus on the PLOs and the advance certificate. Furthermore, we felt that career 130, while a great course, did not quite fit the focus of the certificate, so we are looking into removing this as part of the certificate requirements.

Finally, with AB705, the state is asking us to combine many of our standalone reading and writing classes. Starting in Fall 2019, we will be offering ESL97A, combined 96 and 98, and we plan to integrate our other levels by Fall 2020. This means that we will need to revise our certificate requirements in the near future to reflect these new changes.

We recently created ESL97A. We'll be revising our certificate requirement to include 97A. Additionally, it seems that the state is changing the maximum amount of units allowed in a certificate of accomplishments. Curriculum process is underway to make these changes; once the changes have been approved and finalized, we will reflect the changes in webslos. As noted in our general summary. We feel that our current courses reflect the PLOs in the advance certificate. None at this time. None at this time

Overall Program Action Plan for 2015/16

Earlier assessments, as well as our own observations of this and other programs, suggest that when we first created the grammar classes, ESL instructors were nervous that that the narrow phrasing of the SLOs made them hard to assess. We recommend talking with instructors about how they feel now: have they gotten used to the wording and found a way to measure the SLOs in the program. Additionally, there has been some concern, concern NOT reflected in the SLO assessments, that the SLOs for 80 and 90

DVC Instructional Program SLO Action Plans

don't quite fit the course that is being taught. This is an important discussion to have in the ESL committee as well as in the larger English department.

As for the bulk of this advanced certificate program, the assessors and ESL instructors have the same concerns as they have for the other programs: it feels important that the SLO assessment be incorporated into real discussions about how teaching works and about how things are going. They suggest here, as in other programs, that we undertake SLO assessment in a shared and meaningful way, gathering similar data across sections and looking at and discussing results together, using what we find as a springboard for discussion and changes.

DVC Instructional Program SLO Action Plans

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

Overall Program Action Plan for 2016/17

N/A`We recommend that Business Law (BUS-294) assessment topic's #1 ("Students completing the course will be able to evaluate issues that may have legal significance in the business environment) and #2 ("Students completing the course will be able to compare and contrast alternative legal theories as they apply to hypothetical fact situation) be assessed the next assessment cycle.`Add PLO #4 to the alignment matrix because it matches with course SLO #4 for Business 109, which states: "Apply actual business practices in model business situations."`N/A`Our progress in integrating business ethics across our curriculum should be evaluated next time we have a comprehensive review.

Overall Program Action Plan for 2014/15

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#### Overall Program Action Plan for 2013/14

PLO Summary: Studies in business prepare students to participate and sup<sup>Â</sup>port the operations of organizations. Careers include super-<sup>Â</sup>vising and coordinating activities, such as purchasing, bud<sup>Â</sup>geting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. CA.BUSAB.D: ADVANCED GENERAL BUSINESS Studies in business prepare students to participate and sup<sup>Â</sup>port the operations of organizations. Careers include super-<sup>Â</sup>vising and coordinating activities, such as purchasing, bud<sup>Â</sup>geting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. This curriculum is designed to expand general business knowledge and add depth and breadth in the areas of management and supervision, global business, and statistical arguments and solutions. The program provides development of general principles and skills applicable to all businesses and industries. This assessment cycle measured successful achievement of program goals 2 and 3, tested via Bus-109 (Introduction to Business), and BusMG-120 (Business Management). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they search for productive jobs and careers that put the KSA's to use. SLO#2. explain the importance of the global environment and the role it plays in the overall success of business organizations. BUS-109 Assessment topic #3 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students completing the course will be able to analyze the role of business in a market economy. Assessment method: Survey question of students in one section of the class: convenience sample of 39 students Criteria: of the 39 students asked about this SLO. 37 (95%) stated that they feel confident in their ability to relate the business environment to what was occurring in the general economy (external context of the business). Analysis: Fall 2012 by Mauricio Najarro ... results interpreted by Allan Lacayo. One section of 39 students took the survey, one student did not respond, one student responded in the negative. 37 students responded positively to the survey question. This means that 95% of respondents indicated satisfying the learning objective. Plan: No action is necessary to improve student understanding of this SLO. However, we may change the instrument from a survey to another method of inquiry that may yield comparable or contradictory evidence of achievement; only then will we consider modifying our teaching strategies and delivery modes. SLO#3. explain group dynamics in developing and managing a team

## DVC Instructional Program SLO Action Plans

and work effectively in teams. Assessment topic #3 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students completing the course will be able to demonstrate an understanding of communications as a management skill. Assessment method: Students completed a multiple choice question on a Google form. Criteria: If students correctly answered the MC question, this assessment is considered completed. 92% of students completed this part correctly. Analysis: Spring 2013. The cohort included a f2f and an online section. 86% of enrolled students completed this assessment. Plan: This assessment provides a baseline for future assessments. Instructors teaching this class will continue using the current teaching methods since the results was more than satisfactory. Assessment topic #5 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students will be able to explain the threshold issues involved in )S H' é certificate of counseling program SLO's are aligned and mapped with new course requirements. Students who compelte this certificate have met each course outcome with at least 70% competency to receive this certificate E™ é ^ 5 249.45 m 28.35 232.44 I S 813.54 249.45 m 813.54 232.44 I S 28.35 232.44 m 813.54 232.44 I S BT 31.19 237.95 Td (revisions.) Tj ET

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Á Q business environment) and #2 \("Students completing the course will be able to compare and contrast alternative legal theories as they apply to hypothetical fact situation\) be a Á h Advanced General Business [CA.BUSAB.D] belonging to Business Administration [BUS] Th' a certificates, including Terrorism and Homeland Security, Leadership and Ethics, Crime Victimization, and Community Policing and . é ' PH certificate of counseling program SLO's are aligned and mapped with new course requirements. Students who compelte this certificate ha

### Overall Program Action Plan for 2010/11

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

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

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

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

## DVC Instructional Program SLO Action Plans

### 19. Allied Health [CA.AH.D] belonging to Biological Science [BIOSC]

#### Overall Program Action Plan for 2018/19

Overall, the program is meeting its goals. Not as many students get the certificate compared to the degree, but it is available for students who do not pursue a degree. The previous plan included more practice and emphasis on chemical equations, changing assessments in Microbiology and Physiology, and encouraging Anatomy students to meet and exceed dissection goals. Chemistry students continue to need assistance with chemical concepts, so plans are to have Best Practices workshops with instructors, discuss strategies at department meetings, have meetings with adjunct instructors, and assess exam questions. In Microbiology, the new biotechnology assessment was successful, but the goal is to add even more biotechnology to the lab curriculum as this is where much of the field is heading. In Physiology, the new assessments were successful, but further actions to promote achievement include: assisting students with testing formats and giving more hands-on lab experience with spectrophotometers (which would necessitate the purchase of additional spectrophotometers). In Anatomy, frequent monitoring of cadaver dissection helped students achieve success. It is recommended to purchase additional tools and start dissections earlier to optimize the amount of dissection students can do.

The following Program Learning Outcome was added: demonstrate knowledge of cell structure and function. This was based on a recommendation from the reviewer of our Life Science degree. The program includes Anatomy, Physiology and Microbiology, all of which have course objectives about cell structure and function. It is a significant foundational concept in these classes. Karen Gard will fill out the appropriate curricular paperwork this semester to add this program outcome.

Chemistry 107-Integrated Inorganic, Organic, and Biological Chemistry- was added to the program as an elective because most nursing programs only require one semester of chemistry now. The change is already effective in the catalogue. This elective addresses the outcome: illustrate and analyze chemical bonds and reactions.

This new plan was reviewed and approved by Allied Health discipline faculty.

`All courses support at least one program outcome. No Title V updates are needed.` Since Chemistry 107 was added to the program (and is in the 2018-19 catalogue already), the alignment matrix was adjusted. An X was added to the Program Learning Outcome: illustrate and analyze chemical bonds and reactions. In addition, Xâ€™s were

## DVC Instructional Program SLO Action Plans

removed from Biology 119 and 146 for the Program Learning Outcome: demonstrate knowledge of the structure and function of the human body. The content is no longer addressed in these courses. Finally, Xâ€™s were added for BIOSC 119, 139, 140 and 146 for the new Program Learning Outcome (see above): demonstrate knowledge of cell structure and function. There are no recommended changes to course assessment schedules or topics. BIOSC-139: Expressed a need for more dissection tools. BIOSC-140: Expressed a need for additional spectrophotometers (note that this semester the one we normally use in BIOSC 140 was not functioning and its replacement was spotty at best). BIOSC-119 and 146: Expressed a need to explore new Biotechnology experiments.

### Overall Program Action Plan for 2015/16

Removed nutrition to align to transfer model curriculum.

### Overall Program Action Plan for 2014/15

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

### Overall Program Action Plan for 2012/13

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

### Overall Program Action Plan for 2010/11

## DVC Instructional Program SLO Action Plans

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

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

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

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

## DVC Instructional Program SLO Action Plans

### 20. Allied Health [AS.AH.D] belonging to Biological Science [BIOSC]

#### Overall Program Action Plan for 2018/19

Overall, the program is meeting its goals. The previous plan included more practice and emphasis on chemical equations, changing assessments in Microbiology and Physiology, and encouraging Anatomy students to meet and exceed dissection goals. Chemistry students continue to need assistance with chemical concepts, so plans are to have Best Practices workshops with instructors, discuss strategies at department meetings, have meetings with adjunct instructors, and assess exam questions. In Microbiology, the new biotechnology assessment was successful, but the goal is to add even more biotechnology to the lab curriculum as this is where much of the field is heading. In Physiology, the new assessments were successful, but further actions to promote achievement include: assisting students with testing formats and giving more hands-on lab experience with spectrophotometers (which would necessitate the purchase of additional spectrophotometers). In Anatomy, frequent monitoring of cadaver dissection helped students achieve success. It is recommended to purchase additional tools and start dissections earlier to optimize the amount of dissection students can do.

The following Program Learning Outcome was added: demonstrate knowledge of cell structure and function. This was based on a recommendation from the reviewer of our Life Science degree. The program includes Anatomy, Physiology and Microbiology, all of which have course objectives about cell structure and function. It is a significant foundational concept in these classes. Karen Gard will fill out the appropriate curricular paperwork this semester to add this program outcome.

Chemistry 107-Integrated Inorganic, Organic, and Biological Chemistry- was added to the program as an elective because most nursing programs only require one semester of chemistry now. The change is already effective in the catalogue. This elective addresses the Program Learning Outcome: illustrate and analyze chemical bonds and reactions.

This new plan was reviewed and approved by Allied Health discipline faculty.

`All courses support at least one program outcome. No Title V updates are needed.` Since Chemistry 107 was added to the program (and is in the 2018-19 catalogue already), the alignment matrix was adjusted. An X was added to the Program Learning Outcome: illustrate and analyze chemical bonds and reactions. In addition, Xâ€™s were



## DVC Instructional Program SLO Action Plans

removed from Biology 119 and 146 for the Program Learning Outcome: demonstrate knowledge of the structure and function of the human body. The content is no longer addressed in these courses. Finally, Xâ€™s were added for BIOSC 119, 139, 140 and 146 for the new Program Learning Outcome (see above): demonstrate knowledge of cell structure and function. There are no recommended changes to course assessment schedules or topics. BIOSC-139: Expressed a need for more dissection tools. BIOSC-140: Expressed a need for additional spectrophotometers (note that this semester the one we normally use in BIOSC 140 was not functioning and its replacement was spotty at best). BIOSC-119 and 146: Expressed a need to explore new Biotechnology experiments.

### Overall Program Action Plan for 2015/16

This degree will be switching over to an AST degree. Removed nutrition to align to transfer model curriculum.

### Overall Program Action Plan for 2014/15

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

### Overall Program Action Plan for 2012/13

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

### Overall Program Action Plan for 2010/11

## DVC Instructional Program SLO Action Plans

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

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

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

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

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

## DVC Instructional Program SLO Action Plans

### 21. Allied Health Fundamentals [CA.AHF.D] belonging to Biological Science [BIOSC]

#### Overall Program Action Plan for 2018/19

Overall, the program is meeting its goals. The previous plan included more practice and emphasis on chemical equations, changing assessments in Microbiology, and encouraging Anatomy and Physiology students to meet and exceed dissection goals. Chemistry students continue to need assistance with chemical concepts, so plans are to have Best Practices workshops with instructors, discuss strategies at department meetings, have meetings with adjunct instructors, and assess exam questions. In Microbiology, the new biotechnology assessment was successful, but the goal is to add even more biotechnology to the lab curriculum as this is where much of the field is heading. In Anatomy and Physiology, students began dissecting cadavers early in the semester because they were provided with tools. They were able to dissect twice as much as required. The plan is to continue to provide tools and start dissections early to promote success.

The following Program Learning Outcome was added: demonstrate knowledge of cell structure and function. This was based on a recommendation from the reviewer of our Life Science degree. The program includes Anatomy, Physiology and Microbiology, all of which have course objectives about cell structure and function. It is a significant foundational concept in these classes. Karen Gard will fill out the appropriate curricular paperwork this semester to add this program outcome.

Chemistry 107-Integrated Inorganic, Organic, and Biological Chemistry- was added to the program as an elective because most nursing programs only require one semester of chemistry now. The change is already effective in the catalogue. This elective addresses the outcome: illustrate and analyze chemical bonds and reactions.

This new plan was reviewed and approved by Allied Health discipline faculty.

All courses support at least one program outcome. No Title V updates are needed. Since Chemistry 107 was added to the program (and is in the 2018-19 catalogue already), the alignment matrix was adjusted. An X was added to the Program Learning Outcome: analyze chemical reactions. In addition, X's were removed from Biology 119 and 146 for the Program Learning Outcome: demonstrate knowledge of the structure and function of the human body. The content is no longer addressed in these courses. Finally, X's were added for BIOSC 119, 120 and 146 for the new Program Learning Outcome (see above): demonstrate knowledge of cell structure and function. There are no

## DVC Instructional Program SLO Action Plans

recommended changes to course assessment schedules or topics. BIOSC-120: Expressed an ongoing need for dissection tools supplied to students. BIOSC-119 and 146: Expressed a need to explore new Biotechnology experiments.

### Overall Program Action Plan for 2015/16

Removed nutrition to align to transfer model curriculum. Plan to add a chemistry component into the certificate.

### Overall Program Action Plan for 2014/15

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

### Overall Program Action Plan for 2012/13

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

### Overall Program Action Plan for 2010/11

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

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

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

## DVC Instructional Program SLO Action Plans

### 22. Animation and Game Design [CA.ARTGD.D] belonging to Media Studies [ARTDM]

#### Overall Program Action Plan for 2017/18

We completed most actions from the previous action plan. Action item pending is to combine ARTDM 190-191, we decided not to combine the classes but have offered the two classes stacked in the same time slot.

We reviewed CORs all courses remain relevant. Title 5 updates are current. We are removing ARTDM-170 it is no longer relevant to the department.

Alignment matrix was updated using the DVC catalog page 96. We placed Xs to reflect course requirements that map to PLOs

We need to develop more advanced curriculum in our degrees and certificate to satisfy entry level employment requirements.

Modify current certificate of achievement by deleting specialty areas and developing stand alone degrees to better meet the needs for entry level industry employment.

Degrees in progress:

Web Design Degree, Photography Certificate

Degrees to develop:

Film/Video Degree, Photography Degree, Web Certificate

The department recognizes the need to hire full time faculty member with expertise in video and special effects to help develop degrees and certificates.

## DVC Instructional Program SLO Action Plans

### 23. Animation and Game Design [AA.ARTGD.D] belonging to Media Studies [ARTDM]

#### Overall Program Action Plan for 2017/18

We completed most actions from the previous action plan. Action item pending is to combine ARTDM 190-191, we decided not to combine the classes but have offered the two classes stacked in the same time slot.

We reviewed CORs all courses remain relevant. Title 5 updates are current. We are removing ARTDM-170 it is no longer relevant to the department.

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**DVC Instructional Program SLO Action Plans**

**24. Anthropology for Transfer [AAT.ANTHR.D] belonging to Social Science [ANTHR]**

## DVC Instructional Program SLO Action Plans

### 25. Arboriculture [CA.HRTAB.D] belonging to Biological Science [HORT]

#### Overall Program Action Plan for 2017/18

This is a new certificate, and the first cohort will be completing classes at the end of 2018. At this time no changes are indicated. All courses are aligned. Once the second cohort completes the certificate we will have comparative data to analyse. This course is equipment intensive. Chainsaws, pole pruners, shredders and saws are shared, and additional equipment so that a higher percentage of students could use equipment is indicated.

#### Overall Program Action Plan for 2016/17

The action plan for the Arboriculture Program is to stabilize faculty and upgrade equipment per advisory committee recommendations. Training materials in Spanish are being researched to address the language concerns. This program has been meeting the Student Learning Outcomes with a 85% success rate. The main factors affecting the 15% of students who have not passed have been identified as:

1. Students working too many jobs and therefore missing many classes.
2. Language difficulties
3. Instructor retirement and new instructors hired

Students scores were highest on safety training and plant selection for a given site. Scores were lower on plant problems and plant characteristics.

This is the first time the program has been evaluated. There was no prior action plan to analyse.

#### Overall Program Action Plan for 2011/12

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



## DVC Instructional Program SLO Action Plans

### 26. Architecture Design [AS.ARCHD.D] belonging to Architecture/Engineering [ARCHI]

#### Overall Program Action Plan for 2017/18

During the year, the Architecture Design AS degree has been modified to be stackable and the Certificate of Achievement was created for transfer students. Therefore, Archi136 changed from an optional course to a required course for both the Certificate of Achievement and the AS degree for Architecture Design. Responding to the evolving requirements of the profession, the Archi207 course on Environmental Control System has also changed from an optional course to a required course, but only for the AS degree. There are no changes to the program learning outcomes. No changes are needed to any of the course outline learning outcome or content. Archi136 and Archi207 are no longer optional but required courses. Archi105 moved under the Industrial Design program. Archi215 is deleted from the catalog. The alignment matrix is adjusted accordingly. All the courses have reported assessment results covering all the eight program outcomes. Even though the program overall has met all the outcomes with good results, there are challenges. Many of the challenges are listed in the 2017-2018 Program Review.

#### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

### 27. Architecture Design [CA.ARCHD.D] belonging to Architecture/Engineering [ARCHI]

#### Overall Program Action Plan for 2018/19

Courses have been well developed to help students attain the required learning outcomes for the Certificate. No action is needed at this moment No action is needed at this moment This is a new certificate. Data will be further collected and analyzed in the next assessment

## DVC Instructional Program SLO Action Plans

### 28. Architecture Technology [CA.ARCHI.D] belonging to Architecture/Engineering [ARCHI]

#### Overall Program Action Plan for 2017/18

The Certificate of Achievement Architecture Technology should be updated to include Archi127 Revit, Archi137 Digital Fabrication and Archi207 Environmental Control System to respond to the ever evolving skill sets required in the design and construction industries. The Certificate of Achievement should be stackable with the Architecture Technology AS degree. Input from the advisory committee will be used to guide the revision of the certificate and its SLOs. The courses included for the Certificate of Achievement should be re-mapped to reflect the current industrial needs. Certain exiting courses should be deleted while other courses should be added. The SLOs should be updated so that the revised course list will align with the SLOs. Course assessments should be updated as well. This Certificate of Achievement in Architecture Technology is stackable with the Architecture Technology AS degree. Its needs will be listed in the architecture program review.

## DVC Instructional Program SLO Action Plans

### 29. Architecture Technology [AS.ARCHT.D] belonging to Architecture/Engineering [ARCHI]

#### Overall Program Action Plan for 2017/18

The Architecture Technology A.S. program should be updated to better support the ever changing needs of the industry. For example, Autodesk Revit and CNC digital fabrication technologies that are widely used in the design industries, are not currently included in the degree curriculum. The courses included for the degree should be mapped out reflecting the current industrial needs. Certain exiting courses should be deleted while other courses should be added. The current program matrix is identical to the Architecture Design AS Degree. This needs to be revised to reflect the unique skill sets relevant to the Architecture Technology AS Degree. Assessment should be updated to reflect the students' success rate in completing the degree. To assist the success criteria of the Architecture Technology AS Degree, various resources should be allocated including tech support for laser printing, 3D printing and CNC classes. This should be identified in the architecture program review.

## DVC Instructional Program SLO Action Plans

### 30. Art Digital Media [AA.ADM.D] belonging to Media Studies [ARTDM]

#### Overall Program Action Plan for 2017/18

We completed most actions from the previous action plan. Action item pending is to combine ARTDM 190-191, we decided not to combine the classes but have offered the two classes stacked in the same time slot.

`We reviewed CORâ€™s all courses remain relevant. Title 5 updates are current. We are removing ARTDM-170 it is no longer relevant to the department.

`Alignment matrix was updated using the DVC catalog page 96. We placed Xâ€™s to reflect course requirements that map to PLOâ€™s

`We need to develop more advanced curriculum in our degrees and certificate to satisfy entry level employment requirements.

Modify current certificate of achievement by deleting specialty areas and developing stand alone degrees to better meet the needs for entry level industry employment.

Degrees in progress:

Web Design Degree, Photography Certificate

Degrees to develop:

Film/Video Degree, Photography Degree, Web Certificate

The department recognizes the need to hire full time faculty member with expertise in video and special effects to help develop degrees and certificates.

`

#### Overall Program Action Plan for 2014/15

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. Well will be collecting data on these courses to determine there effectiveness. In an effort to consolidate recourses we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the

## DVC Instructional Program SLO Action Plans

future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

### **Overall Program Action Plan for 2012/13**

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

## DVC Instructional Program SLO Action Plans

### 31. Art Digital Media - Character Animation [CA.ADMCA.D] belonging to Media Studies [ARTDM]

#### Overall Program Action Plan for 2017/18

We completed most actions from the previous action plan. Action item pending is to combine ARTDM 190-191, we decided not to combine the classes but have offered the two classes stacked in the same time slot.

`We reviewed CORâ€™s all courses remain relevant. Title 5 updates are current. We are removing ARTDM-170 it is no longer relevant to the department.

`Alignment matrix was updated using the DVC catalog page 96. We placed Xâ€™s to reflect course requirements that map to PLOâ€™s

`We need to develop more advanced curriculum in our degrees and certificate to satisfy entry level employment requirements.

Modify current certificate of achievement by deleting specialty areas and developing stand alone degrees to better meet the needs for entry level industry employment.

Degrees in progress:

Web Design Degree, Photography Certificate

Degrees to develop:

Film/Video Degree, Photography Degree, Web Certificate

The department recognizes the need to hire full time faculty member with expertise in video and special effects to help develop degrees and certificates.

`

#### Overall Program Action Plan for 2014/15

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. Well will be collecting data on these courses to determine there effectiveness. In an effort to consolidate recourses we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the

## DVC Instructional Program SLO Action Plans

future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

### **Overall Program Action Plan for 2012/13**

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



## DVC Instructional Program SLO Action Plans

### 32. Art Digital Media - Digital Imaging [CA.ADMDI.D] belonging to Media Studies [ARTDM]

#### Overall Program Action Plan for 2017/18

We completed most actions from the previous action plan. Action item pending is to combine ARTDM 190-191, we decided not to combine the classes but have offered the two classes stacked in the same time slot.

`We reviewed CORâ€™s all courses remain relevant. Title 5 updates are current. We are removing ARTDM-170 it is no longer relevant to the department.

`Alignment matrix was updated using the DVC catalog page 96. We placed Xâ€™s to reflect course requirements that map to PLOâ€™s

`We need to develop more advanced curriculum in our degrees and certificate to satisfy entry level employment requirements.

Modify current certificate of achievement by deleting specialty areas and developing stand alone degrees to better meet the needs for entry level industry employment.

Degrees in progress:

Web Design Degree, Photography Certificate

Degrees to develop:

Film/Video Degree, Photography Degree, Web Certificate

The department recognizes the need to hire full time faculty member with expertise in video and special effects to help develop degrees and certificates.

`

#### Overall Program Action Plan for 2014/15

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. Well will be collecting data on these courses to determine there effectiveness. In an effort to consolidate recourses we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the

## DVC Instructional Program SLO Action Plans

future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

### **Overall Program Action Plan for 2012/13**

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

### **Overall Program Action Plan for 2010/11**

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

## DVC Instructional Program SLO Action Plans

### 33. Art Digital Media - Foundation [CC.ADMF.D] belonging to Media Studies [ARTDM]

#### Overall Program Action Plan for 2018/19

We have made extensive changes to our foundation certificate of accomplishment. We have eliminated many of the courses and have developed a foundation track that is currently being marketed to high schools. Students will be able to take two of the course as credit by exam the third class will be concurrent or dual enrollment. The certificate will be in the schedule 2019-20. Credit by exams have been developed. The ARTDM-214 course will be offered at Mt. Diablo High School in Fall 2019. No significant changes at this time.

The alignment matrix is up to date no change were made. The ARTDM-101 course is a new class that was developed specifically for high school articulation. The class was taught for the first time as a dual enrollment class on a high school campus last Spring. We are still trying to figure out enrollment strategies and have developed a credit by exam for the course.

In the ARTDM-105 we are in the process of upgrading peripheral drawing devices to support this course.

ARTDM-214 has no significant changes at this time.

We will continue to promote the certificate to our partner high schools. We plan to offer more concurrent and dual enrollment opportunities to high schools. We plan to meet with partner high schools to assess the success of the certificate after it has been fully offered.

#### Overall Program Action Plan for 2015/16

Reviewing our last submission we have made some progress:

We have met extensively with our Advisory Committees to better understand industry needs and how to prepare students to enter the work force or continue their education elsewhere. Some of the outcomes of those conversations are:

1. We have updated all half-semester courses to full-semester courses simplifying our degree requirements.
2. We are putting more emphasis on printing and printing techniques. This ties together the Printmaking and Photography departments and fosters a greater community of creators, a desire expressed by the advisory committees.

## DVC Instructional Program SLO Action Plans

4. We are also introducing 3D printing to our curriculum. Opening possibilities for all the design classes to output computer projects in new ways this is pretty exciting.

4. We have hired a new full time faculty for Web Design. This gives a foundation in a key area for the department, allowing for the development of new courses utilizing mobile technologies and more.

Our action plan in general is as follows:

We have made significant changes to the department and are going through the matrixes to bring them up to date to match our new degree requirements. The PLO's are also being revised to better match current standards. We are going to remove some our certificates of achievements that are no longer relevant. We are still considering prerequisites and have not made a conclusion.

We would like to implement a new approach to the SLO data gathering process but are having a difficult time determining the best way to do this in a creative environment. We are working to make clear guidelines for part time faculty to assess courses this way.

We will continue to foster inter departmental cooperation with Print Making, Photography, and 3D Design.

Our action Plan Specific to this Certificate:

We have created two general courses to help introduce students to the field of digital media. These courses will give students an opportunity to choose a path of study with more clarity. The courses can be taught in the high school environment as a dual enrollment course. These courses should be central to this degree we will begin the process of folding the classes into the schedule and the department as a whole.

### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

### 34. Art Digital Media - Motion Graphics [CA.ADMMG.D] belonging to Media Studies [ARTDM]

#### Overall Program Action Plan for 2017/18

We completed most actions from the previous action plan. Action item pending is to combine ARTDM 190-191, we decided not to combine the classes but have offered the two classes stacked in the same time slot.

`We reviewed CORâ€™s all courses remain relevant. Title 5 updates are current. We are removing ARTDM-170 it is no longer relevant to the department.

`Alignment matrix was updated using the DVC catalog page 96. We placed Xâ€™s to reflect course requirements that map to PLOâ€™s

`We need to develop more advanced curriculum in our degrees and certificate to satisfy entry level employment requirements.

Modify current certificate of achievement by deleting specialty areas and developing stand alone degrees to better meet the needs for entry level industry employment.

Degrees in progress:

Web Design Degree, Photography Certificate

Degrees to develop:

Film/Video Degree, Photography Degree, Web Certificate

The department recognizes the need to hire full time faculty member with expertise in video and special effects to help develop degrees and certificates.

`

#### Overall Program Action Plan for 2014/15

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. Well will be collecting data on these courses to determine there effectiveness. In an effort to consolidate recourses we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the

## DVC Instructional Program SLO Action Plans

future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

### **Overall Program Action Plan for 2012/13**

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

## DVC Instructional Program SLO Action Plans

### 35. Art Digital Media - Web Design [CA.ADMWD.D] belonging to Media Studies [ARTDM]

#### Overall Program Action Plan for 2017/18

We completed most actions from the previous action plan. Action item pending is to combine ARTDM 190-191, we decided not to combine the classes but have offered the two classes stacked in the same time slot.

`We reviewed CORâ€™s all courses remain relevant. Title 5 updates are current. We are removing ARTDM-170 it is no longer relevant to the department.

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#### Overall Program Action Plan for 2014/15

Based on our previous assessments we have transitioned all half semester courses to full semester courses. This includes ARTDM-110, ARTDM-111, ARTDM-130, and ARTDM-145. Well will be collecting data on these courses to determine there effectiveness. In an effort to consolidate recourses we are creating a new lab in ATC-108 this lab will be configured with technology to help student productivity and offer avenues into cutting edge hardware and software. We will be observing the effects of this new lab in the

## DVC Instructional Program SLO Action Plans

future. Software needs specifically Adobe Suite licenses use the majority of our budget and must be maintained on a yearly basis. We are advocating for a school wide license. We have added a new hire for web design we expect to be looking more closely at web related issues this coming year. We also intend to rewrite our ARTDM 190 and ARTDM 191 class and combine this into one class. This will make it easier for students to succeed in their degrees and certificates and allow students to take more courses in their emphasis areas. Lastly we would like to collaborate more with other departments and programs such as COMSCI in our degree and certificates. There is a trend toward more and more overlap in content and we can utilize program strengths to create innovative and current degree pathways for students.

### **Overall Program Action Plan for 2012/13**

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

### **Overall Program Action Plan for 2010/11**

No courses align with this outcome.



## DVC Instructional Program SLO Action Plans

### 36. Art History for Transfer [AAT.ARTHS.D] belonging to Art [ARTHS]

#### Overall Program Action Plan for 2016/17

Actions taken:

Edited PLOs 2 and 5 to more closely align with BA program learning outcomes at target institutions and more accurately reflect the goals of the elective courses in the program

Wrote ARTHS-191, equivalent to a second-semester writing course. Will offer it once UC approval is secured.

Have offered FLEX workshops on active learning and best practices in art history

Actions Planned:

Future FLEX workshops and shared resource development to target PLOs 1, 2, 3, and 5. Workshops will be offered beginning FA17.

Shared resource development: readings, assignments, rubrics, and other resources to target PLOs and SLOs, contributions by adjunct and full-time faculty. We will create a shared Dropbox folder, and possibly a shared Canvas course.

Revise SLO assessment procedure and create a shared assignment and rubric bank to facilitate assessments that are more comprehensive than self-reporting survey.

Continue professional development in pedagogy and discipline-specific contexts; stay current with best practices and innovations in pedagogy. `Actions taken:

All CORs have been revised several times since the previous Program Assessment to align with the C-ID's descriptors and enable articulation between institutions. This has resulted in SLOs and assessment topics that are imperfectly aligned, with some assessment topics reflecting previous generations of COR SLOs.

Actions Planned:

Revise CORs for ARTHS 193, 195, 196, 197, and 199 to emphasize critical thinking and argument formation (PLO 2). Remove vague SLO on "foundation of cultural and visual art history" in ARTHS 195. Revise ARTHS 197 assessment topics to align with SLOs. Standardize language in all ARTHS SLOs. Will revise CORs as they are scheduled for T5

## DVC Instructional Program SLO Action Plans

revision. COR changes will better reflect how the courses contribute to the PLOs, but alignment matrix will remain the same. Actions taken:

Faculty have discussed assessment methods. We are not satisfied with the student self-assessment surveys as an assessment methodology, but have concerns about implementing a standardized assignment for assessments. We have decided that our approach will be to develop a shared pool of assignments, questions, and rubrics that specifically target the SLO topics.

Actions planned:

Revise course SLOs and assessment topics to align with newly revised SLOs and reflect a common structure and format across the program.

Convene workgroup of adjunct and full-time faculty to develop a shared pool of resources, including assignments, questions, and rubrics that target SLOs.

None at the moment.

### Overall Program Action Plan for 2013/14

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

Actions in progress:

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

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

Actions planned:

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

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

## DVC Instructional Program SLO Action Plans

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

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

Actions in progress:

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

Actions planned:

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

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

Continue best practices workshops

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

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

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

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

Actions in prog • 2 J

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## DVC Instructional Program SLO Action Plans

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (36. Art History for Transfer [AAT.ARTHS.D] belonging to Art [ARTHS]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2016/17) Tj ET

BT /F2 10.00 Tf ET

28.35 504.57 m 28.35 487.56 | S 28.35 504.57 m 813.54 504.57 | S 813.54 504.57 m 813.54 487.56 | S BT 31.19 493.06 Td (Actions taken:) Tj ET

28.35 487.56 m 28.35 470.55 | S 813.54 487.56 m 813.54 470.55 | S

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (Edited PLOs 2 and 5 to more closely align with BA program learning outcomes at target institutions and more accurately reflect the goals of the elective courses in the program) Tj ET

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (Wrote ARTHS-191, equivalent to a second-semester writing course. Will offer it once UC approval is secured. ) Tj ET

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (Have offered FLEX workshops on active learning and best practices in art history) Tj ET

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (Actions Planned:) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (Future FLEX workshops and shared resource development to target PLOs 1, 2, 3, and 5. Workshops will be offered beginning FA17.) Tj ET

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S

0.859 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (Shared resource development: readings, assignments, rubrics, and other resources to target PLOs and SLOs, contributions by adjunct and full-time faculty. We will create a) Tj ET

## DVC Instructional Program SLO Action Plans

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28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S BT 31.19 271.96 Td (shared Dropbox folder, and possibly a shared Canvas course.) Tj ET

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Revise SLO assessment procedure and create a shared assignment and rubric bank to facilitate assessments that are more comprehensive than self-reporting survey. ) Tj ET

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S

28.35 215.43 m 28.35 198.43 | S 813.54 215.43 m 813.54 198.43 | S BT 31.19 203.93 Td (Continue professional development in pedagogy and discipline-specific contexts; stay current with best practices and innovations in pedagogy. `Actions taken:) Tj ET

28.35 198.43 m 28.35 181.42 | S 813.54 198.43 m 813.54 181.42 | S

0.791 Tw

28.35 181.42 m 28.35 164.41 | S 813.54 181.42 m 813.54 164.41 | S BT 31.19 169.91 Td (All CORs have been revised several times since the previous Program Assessment to align with the C-ID's descriptors and enable articulation between institutions. This has) Tj ET

0 Tw

28.35 164.41 m 28.35 147.40 | S 813.54 164.41 m 813.54 147.40 | S BT 31.19 152.91 Td (resulted in SLOs and assessment topics that are imperfectly aligned, with some assessment topics reflecting previous generations of COR SLOs. ) Tj ET

28.35 147.40 m 28.35 130.39 | S 813.54 147.40 m 813.54 130.39 | S

28.35 130.39 m 28.35 113.39 | S 813.54 130.39 m 813.54 113.39 | S BT 31.19 118.89 Td (Actions Planned:) Tj ET

28.35 113.39 m 28.35 96.38 | S 813.54 113.39 m 813.54 96.38 | S

0.229 Tw

28.35 96.38 m 28.35 79.37 | S 813.54 96.38 m 813.54 79.37 | S BT 31.19 84.87 Td (Revise CORs for ARTHS 193, 195, 196, 197, and 199 to emphasize critical thinking and argument formation \ (PLO 2). Remove vague SLO on "foundation of cultural and visual) Tj ET

0.124 Tw

28.35 79.37 m 28.35 62.36 | S 813.54 79.37 m 813.54 62.36 | S BT 31.19 67.87 Td (art history" in ARTHS 195. Revise ARTHS 197 assessment topics to align with SLOs. Standardize language in all ARTHS SLOs. Will revise CORs as they are scheduled for T5) Tj ET

0 Tw

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

## DVC Instructional Program SLO Action Plans

BT 741.75 39.52 Td (Page 65 of 453) Tj ET

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## DVC Instructional Program SLO Action Plans

### 37. Audio Visual Technology [AS.MISAV.D] belonging to Music [MUSX]

#### Overall Program Action Plan for 2018/19

No changes have been made, program started in Fall 2018. MUSX-100 and MUSX-101 titles have been changed to better reflect the curriculum. They have also been renumbered as MUSX-100 and 101. All courses are required for the degree. No assessment results exist, program started in Fall 2018. No

## DVC Instructional Program SLO Action Plans

### 38. Audio Visual Technology [CA.MISAV.D] belonging to Music [MUSX]

#### Overall Program Action Plan for 2018/19

No changes have been made, program started in Fall 2018. MUSX-100 and MUSX-101 titles have been changed to better reflect the curriculum. They have also been renumbered as MUSX-100 and 101. All courses are required for the degree. No assessment results exist, program started in Fall 2018. No



## DVC Instructional Program SLO Action Plans

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

#### Overall Program Action Plan for 2016/17

Since the last assessment, the Baking and Pastry program has gone through significant changes. The program has been fitted to match the same 12 week format as our other 2 certificated/degreed programs (Culinary Arts and Restaurant Management). Both the CULN 181 Fundamentals of Baking and CULN 281 Advanced Techniques of Pastry making classes have been lengthened to give the students more hands on experiences. Also, some of the elective courses have been either consolidated or dismissed to help streamline the graduation rate of students by not increasing the number of units needed for graduation. The classes that have been dismissed are being worked into the colleges community education courses, with varying results. To accommodate the changes in the new program format, and to accommodate the current required competencies of our accrediting body (American Culinary Federation), some of the COR's have been updated and changed. The current Alignment matrix holds true.

#### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

### 40. Biology [AS.BIOSC.D] belonging to Biological Science [BIOSC]

#### Overall Program Action Plan for 2017/18

The previous action plan stated that this degree would be replaced by an AS-T transfer degree. However, both degrees (AS and AS-T) are currently offered, with very few students actually earning the units necessary to achieve the AS-T degree. More often, students achieve the AS degree and then transfer anyway. For this reason, we feel that the AS-T degree should not replace the AS degree.

The current program outcome statements were reviewed, and it was determined that no additions, deletions or other updates were needed.

After reviewing the CORs for the four required courses within this program, it was clear that all of the courses supported two or more of the four listed Program Learning Outcomes.

Title 5 updates are not needed at this time, since all four courses in the program were approved in 2015 and there have been no significant changes in content that would merit making updates.

Although no courses were added or removed from the program, one "™" was added to the matrix. According to the COR content for BIOSC-131, laboratory outcome #4 directly addresses applying the processes of scientific inquiry and experimental design, which satisfies PLO #1.

PLO #1 now maps to all four required courses within this program, and has recently been assessed in BIOSC 130 by means of an experimental research proposal. However, since the nature of this research project has been modified in recent years, it would be wise to assess this PLO during the next cycle to ensure the target success rate continues to be met. Neither CHEM 120 nor CHEM 121 have recently assessed this PLO, and should therefore incorporate an appropriate course level topic to satisfy this program level outcome in the next cycle. BIOSC 131 now includes PLO #1 in the alignment matrix, and should also assess this outcome as soon as possible (perhaps by using a similar research proposal assignment that is utilized in BIOSC 130).

## DVC Instructional Program SLO Action Plans

PLO #2 has been recently assessed in both CHEM 120 and CHEM 121, and although goal success rates have not quite been met, there are solid plans in place to improve these numbers. Providing more supplementary materials in the lab manual, enhancing communication between full-time and part-time instructors, and encouraging group work amongst the students could help to better achieve this outcome, which should be assessed during the next cycle if possible. Although this PLO was also recently assessed in BIOSC 130, whether or not students met the criteria for success may be somewhat dependent on prior knowledge from CHEM 120 (a prerequisite for BIOSC 130).

PLO #3 is satisfied in BIOSC 130 and 131, and has been assessed recently in both courses. Improvements can be made next time by clarifying the wording of the questions that were used to assess this outcome.

PLO #4 is also included within both BIOSC classes. BIOSC 131 has recently assessed this outcome, and although the goal success rate was met, the plan is to improve the question(s) by asking the students to directly apply knowledge to natural scenarios. BIOSC 130 has not assessed this outcome recently, and plans to do so in the next cycle.

The department will talk about possibilities in fall semester of 2018 and incorporate any proposals into the annual program review due in December.

### Overall Program Action Plan for 2014/15

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

### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

### Overall Program Action Plan for 2010/11

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

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

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

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

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

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

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

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

## DVC Instructional Program SLO Action Plans

### 41. Biology for Transfer [AST.BIOSC.D] belonging to Biological Science [BIOSC]

#### Overall Program Action Plan for 2017/18

None at this time. None at this time. The different SLOs, their relevant assessments and the alignment with the COR alignments were discussed within the department and no changes were deemed necessary. Reviewers recommend a further departmental discussion of adding, if appropriate, additional SLOs to assess PLO#1 (Scientific Method) to the following courses: PHYS 120, PHYS 121, PHYS 130, PHYS 230, BIOSC 119 and BIOSC 146. Nothing at this time.

## DVC Instructional Program SLO Action Plans

### 42. Bookkeeping [CA.BUSBK.D] belonging to Business Administration [BUSAC]

#### Overall Program Action Plan for 2017/18

All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the Certificate of Achievement Bookkeeping - Program Level Outcomes.

`In cooperation with our textbook publisher, the department was able to assess SLOs for Financial Accounting (BUSAC 186), using different modalities (day/evening, face-to-face/online, and campus locations).` All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the Certificate of Achievement Bookkeeping - Program Level Outcomes.

The Business Accounting faculty have determined that no courses need to be deleted from the certificates.

`The department is pleased with the outcomes of this certificate and will continue to monitor software developments in accounting and incorporate them into this certificate We have shared this PLO information with our business advisory board.`

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

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

## DVC Instructional Program SLO Action Plans

### 43. Business [AS.BUSAB.D] belonging to Business Administration [BUS]

#### Overall Program Action Plan for 2016/17

1. Implementing ethics across the curriculum to all of our courses and tying ethics related content to all of our courses is being implemented by our department. Virtually all existing courses and all newly written courses have ethics content and ethics related components intrinsically tied to business administration and its conduct.
2. We will soon add courses on Business Ethics and on Ethics in Accounting, Ethics in Marketing, and other area specific courses emphasizing ethics implementation in a practical form.
3. As such courses are built over the next three academic years, we will add them to the relevant degrees and certificates, and align them with these program learning outcomes and objectives.
4. Evaluated and revamped courses in all of our curriculum -- except for Real Estate -- to stay current and relevant to both our transfer and our workforce students. Changes to all courses in our area with a C-ID were implemented over the past two years to bring our curriculum in line with statewide business administration and accounting studies. the following courses were updated: BUS109, BUS240, BUSAC186, BUS294, BUS250.

Upon successful title 5 rewrites for these courses, we inspected all elements of the alignment matrix and confirmed the relations between program and course learning outcomes for students to achieve. Added two "x" to matrix for its relation to BUSIM145, course in intermediate spread sheet applications using MS Excel. Per the course outline this course co-incidentally tests for program learning outcomes #2 and #5. Now that our plan for updating and strengthening of our PLO #3 (ethics) is under way, we will plan to build and develop the necessary course work to strengthen PLO #5 on implementing technologies for problem solving in a business environment. 1. Developing subject specific and general courses with a focus on ethics in the context of business administration studies.

2. Develop a new area, Business Analytics and Decision Making, to offer our students proper background and training in Business Analysis that will serve them to stay relevant in the Business technology and decision making knowledge and skills.

#### Overall Program Action Plan for 2013/14

PLO Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely



## DVC Instructional Program SLO Action Plans

focal points of a business professional. Associate in science degree " Business: This curriculum is designed to provide an opportunity for business students to achieve an associate in science degree after completing a series of foundational and more advanced courses in the area of business. Completion of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for employment in business related occupations. This degree is not primarily intended for transfer students and does not include all courses required for transfer. Students who intend to transfer should consider the Associate in science degree in business administration for transfer. DVC business students who intend to transfer must consult with a program advisor or counselor to ensure that the requirements for transfer to four-year institutions of their choice are met. Students who intend to transfer are also advised to select either General Education Option 2 (IGETC) or Option 3 (CSU GE). General Education Option 1 (DVC General Education) is appropriate for students who do not intend to transfer. To earn this associate degree with a major in business, students must satisfactorily complete sixty (60) units of degree applicable coursework with a grade point average of 2.0 (C) or higher. At least 12 units of degree applicable coursework must be earned at DVC. Certain courses may satisfy both major and general education requirements; however, the units are only counted once. Because currency of information is relevant for this employment related degree, all coursework required for the degree major must be completed within ten years of the degree date. This assessment cycle measured successful achievement of program goals 3 and 1, tested via BusMG-120 (Business Management) and Bus-209 (International Business). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they continue their education toward a BA or BS degree in Business Administration, and also in their work-lives. SLO#3. apply ethical standards and best practices of social responsibility to business situations. COURSE EMPLOYED TO ASSESS THIS PROGRAM OUTCOME: BUSMG-120 Assessment topic #5 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students will be able to explain the threshold issues involved in the legal, ethical, and social responsibilities of management. Assessment method: Students completed MC and TF questions in a Google form. Criteria: A student who correctly completed more than 70% of this section of the assessment is a successful student in this course. Analysis: Spring 2013. The cohort included a f2f and an online section. 86% of enrolled students completed this assessment. 78% of students completed this successfully. Plan: This assessment provides a baseline for future assessments. Instructors teaching this class will continue using the current teaching methods since the results was more than satisfactory. SLO#1. demonstrate knowledge of business operations, the business organization, and business procedures. COURSE EMPLOYED TO ASSESS THIS PROGRAM OUTCOME: BUS-209 INTERNATIONAL BUSINESS Assessment topic #3 cycle 1, reported by Ken Germann, entered on Oct 30, 2010 by RBurns (approved) assessed in 2009/10 Outcome: Students completing the course will be able to explain different modes of entry into a foreign country or region and how to choose the most appropriate mode(s) of entry. Assessment m cover 0 s s 130.39 | S 813.54 147.40 m 813.54 130.39 | S BT 31.19 135.90 Td (2. Develop a new area, Business Analytics and Decision Making, to offer our students proper background and training in Business Analysis that will serve them to stay relevant) Tj ET T

)S @D )S À- 1 0 ] . xđ< ÀÙ= ' 12/13 1 € € \$s 130.39 | S 813.54 147.40 m 813.54 130.39 | S BT 31.19 135.90 Td (2. Develop a new area, Business Analytics and Decision Making, to offer our students proper background and training in Business Analysis that will serve them to stay relevant) Tj ET ET 1 I - ø\* è ' 18/19 1 1 K Ü ØM @ 017/18 1 À- Ø • 2 J

## DVC Instructional Program SLO Action Plans

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (36. Art History for Transfer [AAT.ARTHS.D] belonging to Art [ARTHS]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2016/17) Tj ET

BT /F2 10.00 Tf ET

28.35 504.57 m 28.35 487.56 I S 28.35 504.57 m 813.54 504.57 I S 813.54 504.57 m 813.54 487.56 I S BT 31.19 493.06 Td (Actions taken:) Tj ET

28.35 487.56 m 28.35 470.55 I S 813.54 487.56 m 813.54 470.55 I S

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (Edited PLOs 2 and 5 to more closely align with BA program learning outcomes at target institutions and more accurately reflect the goals of the elective courses

### Overall Program Action Plan for 2010/11

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

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

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

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

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

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

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

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

## DVC Instructional Program SLO Action Plans

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

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

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

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

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

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

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

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

## DVC Instructional Program SLO Action Plans

### 44. Business - Transfer [CA.BUST.D] belonging to Business Administration [BUS]

#### Overall Program Action Plan for 2016/17

Reworded PLO #1 to better address professional communication objectives.

Reworded PLO #2 to make it encompassing of all functional business areas.

Reworded PLO #4 to make it grammatically correct.``Added all courses to PLO #1.

Added all BUS and BUSAC courses to PLO #2 and removed MATH courses from PLO #2.

Added all BUS and BUSAC courses to PLO #3 and removed ECON and MATH courses from PLO #3.

Added all BUS, BUSAC, and ECON courses to PLO #4 and removed MATH courses from PLO #4.``

#### Overall Program Action Plan for 2013/14

PL0 Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration: human resources, purchasing, or administrative services are likely focal points of a business professional. CA.BUST.D: CERTIFICATE OF ACHIEVEMENT IN BUSINESS TRANSFER This curriculum prepares the student for entry into business related professional programs or jobs that do not require degrees. Certificate requirements provide a strong general business foundation for employment in business administration, accounting, management, marketing, finance, international business, or other business related area. Additionally, it completes most, of not all, of the undergraduate business major requirements for transfer should a student decide to transfer prior to completing all the requirements for the DVC associate in arts degree in business-transfer; or decide to complete the lower division general education requirements and transfer to a four-year institution at a later time. This certificate provides a core curriculum for employment in business or for the further study of business. This assessment cycle measured successful achievement of program goals 3 and 1, tested via BusMG-120 (Business Management) and Bus-209 (International Business). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they continue their education toward a BA or BS degree in Business Administration, and also in their work-lives. SLO#3. Apply ethical standards and best practices of social responsibility to business situations. COURSE EMPLOYED TO ASSESS THIS PROGRAM OUTCOME: BUSMG-120 Assessment topic #5 cycle 1, reported by Claudia Eckelmann, entered on Dec 6, 2013 by rburns LATEST (approved) assessed in 2012/13 Outcome: Students will be able to explain the threshold issues involved in the legal, ethical, and social responsibilities of management. Assessment method: Students completed MC and TF questions in a Google form. Criteria: A

## DVC Instructional Program SLO Action Plans

student who correctly completed more than 70% of this section of the assessment is a successful student in this course. Analysis: Spring 2013. The cohort included a f2f and an online section. 86% of enrolled students completed this assessment. 78% of students completed this successfully. Plan: This assessment provides a baseline for future assessments. Instructors teaching this class will continue using the current teaching methods since the results was more than satisfactory. SLO#1. Demonstrate knowledge of business operations, the business organization, and business procedures. COURSE EMPLOYED TO ASSESS THIS PROGRAM OUTCOME: BUS-209 INTERNATIONAL BUSINESS Assessment topic #3 cycle 1, reported by Ken Germann, entered on Oct 30, 2010 by RBurns (approved) assessed in 2009/10 Outcome: Students completing the course will be able to explain different modes of entry into a foreign country or region and how to choose the most appropriate mode(s) of entry. Assessment method: Self-evaluation survey, using a Likert scale. Conducted using online WebCT surveys. Criteria: Consider "Strongly agree" as having achieved this outcome. Analysis: 9 of 16 students in 1 section achieved this outcome. There were 29 enrolled. Plan: Continue to track student outcome and maintain/supass current success rates. Assessment topic #3 cycle 2, reported by Charlie Shi, entered on Dec 18, 2013 by rburns LATEST assessed in 2013/14 Outcome: (same as previous) Assessment method: Self-evaluation survey, using a Likert scale. Conducted using online WebCT surveys. Criteria: (same as previous) Analysis: Fall 2013. 13 of 19 students in 1 section achieved this outcome. There were 35 enrolled. Plan: Continue to track student outcome and maintain/su cover 0 s s .00 Tf ET  
BT /F1 14.

### Overall Program Action Plan for 2010/11

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

## DVC Instructional Program SLO Action Plans

### 45. Business Administration for Transfer [AST.BUS.D] belonging to Business Administration [BUS]

#### Overall Program Action Plan for 2016/17

Reworded PLO #1 to better address professional communication objectives.

Reworded PLO #2 to make it encompassing of all functional business areas.

Reworded PLO #4 to make it grammatically correct. Added all courses to PLO #1.

Added all BUS and BUSAC courses to PLO #2 and removed MATH courses from PLO #2.

Added all BUS and BUSAC courses to PLO #3 and removed ECON and MATH courses from PLO #3.

Added all BUS, BUSAC, and ECON courses to PLO #4 and removed MATH courses from PLO #4.

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#### Overall Program Action Plan for 2013/14

PLO Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration, such as human resources, purchasing, or administrative services are likely focal points of a business professional. Associate in science in business administration for transfer This curriculum is designed to provide an opportunity for the business major to achieve an associate in science degree in business administration while completing the requirements for transfer to a California State University (CSU) or other four-year college or university to earn a bachelor's degree in business administration. A baccalaureate degree is recommended preparation for those considering professional careers in business. Completion of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for upper-division work. A DVC business student who has earned the associate in science degree in business administration for transfer (AS-T) will be granted priority admission to the CSU into a similar baccalaureate (BA) degree program as long as the student meets all prescribed admission requirements. Once admitted, the student will only be required to complete 60 additional prescribed units

## DVC Instructional Program SLO Action Plans

to qualify for the similar baccalaureate degree. The AS-T degree does not guarantee admission to a specified major or campus, but does require the California State University to grant a student priority admission consideration to the local CSU campus and to a program or major that is similar to the transfer degree as determined by the California State University. This assessment cycle measured successful achievement of program goals 1 and 4, tested via Bus-294 (Business Law) and Bus-240 (Business Statistics). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they continue their education toward a BA or BS degree in Business Administration, and also in their work-lives.

**SLO#1.** develop business communications that present information in an organized and concise manner, using acceptable grammar and language arts. Bus-294 Assessment topic #1 cycle 1, reported by Tim Murphy, entered on Jan 27, 2012 by rburns (approved) assessed in 2011/12 Outcome: Students completing the course will be able to evaluate issues that may have legal significance in the business environment. Assessment method: Oral classroom or online discussion of assigned cases Criteria: Evaluated student presentations, discussions and summaries to determine if they satisfactorily identified legal issues involving areas of law such as torts, contracts, and the Uniform Commercial Code. Analysis: Fall, 2011. A majority of students (greater than 75%) identified legal issues from case studies. Plan: Continue using cases and assignments to develop students' ability to identify and classify legal issues.

**SLO#4.** evaluate an existing business and identify the business organization, key business procedures relevant to a specific problem using appropriate technology. Bus-240 Assessment topic #4 cycle 1, reported by Allan Lacayo, entered on Jan 28, 2014 by rburns LATEST assessed in 2012/13 Outcome: Students completing BUS-240 will be able to Determine what constitutes "reasoning with numbers" and gauge the strength of conclusions and generalizations from statistical evidence. Assessment method: Students are given samples of data and a scenario where the data is employed in reaching a conclusion about a question or an issue that is subject to uncertainty. They must choose between running a hypothesis test OR building a statistical confidence interval estimate of the relevant measurement. They should then select the correct conclusion or course of 1,

tesA F F H\*S ð€ •® 1 8 @D foreignI H PLO Summary: Studies in business prepare students to participate and support the operations of organizations. Careers include supervising and coordinating activities, such as purchasing, budgeting, and recordkeeping. Functional area of management or administration: human resources, purchasing, or administrative services are likely focal points of a business professional. CA.BUST.D: CERTIFICATE OF ACHIEVEMENT IN BUSINESS TRANSFER This curriculum prepares the student for entry into business related professional programs or jobs that do not require degrees. Certificate requirements provide a strong general business foundation for employment in business administration, accounting, management, marketing, finance, international business, or other business related area. Additionally, it completes most, of not all, of the undergraduate business major requirements for transfer should a student decide to transfer prior to completing all the requirements for the DVC associate in arts degree in business-transfer; or decide to complete the lower division general education requirements and transfer to a four-year institution at a later time. This certificate provides a core curriculum for employment in business or for the further study of business. This assessment cycle measured successful achievement of program goals 3 and 1, tested via BusMG-120 (Business Management) and Bus-209 (International Business). Our students are surpassing our expectations of success, completion and retention as well as our expectations of the academic rigor required of them in completing parts of the body of knowledge needed to segue their classroom learning into knowledge, skills and abilities that will enable students to succeed as they continue their education toward a B

## DVC Instructional Program SLO Action Plans

### 46. Business Marketing [CA.BUSBM.D] belonging to Business Administration [BUS]

#### Overall Program Action Plan for 2017/18

The Business Administration Department has sufficiently completed the program actions stipulated in the previous program action plan. In particular, we have consulted with the Business Advisory Committee to look at discipline-specific issues, trends, concerns, and considerations with an eye toward improving marketing curriculum. Based on the Committee's judgments and opinions, we have decided to create a new certificate program addressing Internet marketing. Courses that comprise the curriculum requirements of the certificate represent the intended program. The Business Administration Department is creating new courses in sub-disciplines of marketing. In light of the curriculum development process, the business marketing faculty will regroup to determine if any changes should be made to the current curriculum requirements of the program by removing/replacing existing courses and/or adding new courses to the program in the next academic year. Using the current DVC Catalog pp. 115-129, the alignment matrix is up-to-date. No X's were placed or removed in the matrix. The current course-level assessment topics accurately reflect our intended program outcomes. All the courses have assessment results but not all topics have been assessed in those courses. Going forward, the business marketing faculty will make an effort to select different course-level assessment topics (i.e., those marked "never") associated with specific courses when those course SLOs become due. Since the previous program assessment, we have deployed different methods for evidence-based assessment and analysis. As a footnote, in BUSMK-255 Advertising, we have a duplicate SLO that should be adjusted. The Business Administration Department has reviewed archived course-level SLO data and found that the current program SLOs are at an appropriate level for the program, thus verifying that the certificate is on track. The department has observed no areas of pressing concern that would suggest a need for corrective action. In fact, program fill rates for Spring 2018 showed that the business marketing program enjoyed a 98% fill rate.

The Business Administration Department has begun developing new marketing-related courses. For example, a new course, titled BUSMK-258 Advertising and Gender, was developed by the Department and approved by the Curriculum Committee. We expect the course to be taught in Fall 2019.

The Business Administration Department is creating a certificate program in Digital Marketing. This career pathway program will provide students access to a marketable credential and matches students seeking high-paying job openings with employers seeking skilled labor in the East Bay. In this regard, the Business Advisory Committee has provided us with input and feedback on which academic, technical, and employability skills should be emphasized in the program. We are currently carrying out curriculum development for this program, including identifying learners' needs served by the program; developing goals and measurable learning objectives; selecting instructional strategies to best propel student achievement and engagement; and devising an implementation plan. Required and elective courses will probably include digital marketing fundamentals, social media marketing, digital analytics, content marketing, email marketing, mobile marketing, paid search marketing, and search marketing (SEO/SEM). So far, we have developed two courses (digital marketing fundamentals and social media marketing) with a third on the way.

#### Overall Program Action Plan for 2014/15

The faculty in the business marketing area of the Business Administration Department have reviewed all the course-level SLO data gathered over the past three years. In



## DVC Instructional Program SLO Action Plans

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

## DVC Instructional Program SLO Action Plans

### 47. CAD & Digital Media for Archit, Industrial Design & Engin [CC.CADDM.D] belonging to Architecture/Engineering [ENGIN]

#### Overall Program Action Plan for 2018/19

``New, full-time faculty member in this department, in consultation with SLOAC, devised a three-year assessment cycle for all courses in this area. This course will be assessed in 2020.`

#### Overall Program Action Plan for 2011/12

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

## DVC Instructional Program SLO Action Plans

### 48. Ceramics [CA.ARTCR.D] belonging to Art [ART]

#### Overall Program Action Plan for 2017/18

Four PLOs were added to help better describe specific aspects of the Ceramics Certificate, #s 6,7,8,9. Three of these PLOs (#s 6,7,8) highlight the understanding of various ceramic techniques and processes. The fourth (#9) highlights the ability to analyze concepts related to contemporary art. No changes were made at this time to individual courses. During Title 5 rewrites, we will work on standardizing some of the similar SLOs. We went through the SLOs of each individual course and made significant changes to the alignment matrix to better align the PLOs with the SLOs on the current course outlines. Specific PLOs will be added to the Art 299 Instructional Assistant SLO template for future enrollments. One problem evening students have encountered is the lack of evening or online course offerings for the required course Arths 199. This will be discussed with the Art History department and added to program review.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

Certificate of Achievement in Ceramics May 2013 SLO Assessment: Submitted by Mark Messenger and Karl McDade Prelude: the present Ceramics Certificate. We are assessing the present Certificate of Achievement in Ceramics with the knowledge that it is in many ways obsolete. Although several students are currently in the process of completing the certificate, recent changes in college policies, specifically the elimination of repeatability, has necessitated a significant reconstruction. This will involve a new sequence of classes to clarify and quantify in more detail the process of student mastery in ceramic art. This was previously accomplished through a combination of succinct course content and a mentoring process between students and their professors who often counseled them to repeat courses with increased expectations. This learning dynamic encouraged a progression of student technical skills, intellectual depth, artistic confidence and creative vision that resulted in a significant number of transfers to 4-year institutions and/or private artistic enterprise. Though new protocols make it imperative that every course in the present Ceramics Certificate is rewritten and new courses are added, this is an extensive exercise in form and not in content. Nonetheless, this year's SLO assessment will certainly inform our approach as we revise our certificate. SLO#1: Identify and apply the formal design elements of art. The Ceramics Certificate places an emphasis on the ability of students to identify and apply the formal design elements of art in every creative assignment. The Art Department as a whole has also discussed this SLO in detail and we agree that our approaches and specific vocabulary, regardless of medium, are best aligned conspicuously. This SLO, therefore, is fundamental to all art courses. Positive responses in corresponding ceramics course SLO's have been overwhelmingly positive. Actions: We will continue to emphasize and apply fundamental vocabulary in all Ceramics Certificate course SLO's. Further, in order to streamline consistent vocabulary and methods of critique for all DVC art students, we will continue to conduct Department-wide discussions and workshops. This will ensure a specific overlap of core content and a meaningful sequence of student development in all art courses. SLO#2: Create original works of ceramic art. This SLO is deceptively simple, but the quality of its accomplishment is the benchmark of the Ceramic Certificate. Considering the profound spectrum in qualifying the words "original" and "art", student complicity in creating unique works is an important first step. All accompanying certificate SLO's support the ever-increasing depth of this endeavor. Actions: Though implied,

## DVC Instructional Program SLO Action Plans

several of the existing ceramics course SLO's do not state this objective clearly. This can be stated as a SLO for each class relevant to each unique genre. SLO#3: Create a portfolio demonstrating ideas in a broad range of ceramics techniques. This objective is implied based on the number of courses required in the Ceramics Certificate that involves a range of ideas, techniques and creative production. Nonetheless, no specific SLO's address professional portfolios' and this expectation can be more specifically documented. Actions: Offer a specific Art 298 Special Topics (or create a new course) in which students create a portfolio including digital images of their work, an artist statement, resume', inventory method, sample cover letters and a plan for exhibition. SLO#4: Formally compare the attributes of ceramics and other art forms. Several ceramics courses include SLO's that mirror this objective exactly and these assessments have been overwhelmingly positive. In addition, each ceramics class includes a writing component in which students complete creative research assignments. These routinely involve the formal comparison of specific ceramic art with other mediums. Actions: Adapt variations of these writing assignments as assessment devices in each ceramics course. SLO#5: Employ critical thinking to analyze ce aching %o h, h, L\*S tration

Department has sufficiently completed the program actions stipulated in the previous program action plan. In particular, we have consulted with the Business Advisory Committee to look at discipline-specific issues, trends, concerns, and considerations with an eye toward improving marketing curriculum. Based on the Committee's judgments and opinions, we have decided to create a new certificate program addressing Internet marketing.`Courses that comprise the curriculum requirements of the certificate represent the intended program. The Business Administration Department is creating new courses in sub-disciplines of marketing. In light of the curriculum development process, the business marketing faculty will regroup to determine if any changes should be made to the current curriculum requirements of the program by removing/replacing existing courses and/or adding new courses to the program in the next academic year.`Using the current DVC Catalog pp. 115-129, the alignment matrix is up-to-date. No X's were placed or removed in the matrix.`The current course-level assessment topics accurately reflect our intended program outcomes. All the courses have assessment results but not all topics have been assessed in those courses. Going forward, the business marketing faculty will make an effort to select different course-level assessment topic

## DVC Instructional Program SLO Action Plans

### 49. Chemistry [CA.CHEM.D] belonging to Chemistry [CHEM]

#### Overall Program Action Plan for 2018/19

This is a New Degree/Certificate and will be assessed as soon as students start complete the program.````

## DVC Instructional Program SLO Action Plans

### 50. Civil Design Drafting Technology [CA.CDDT.D] belonging to Architecture/Engineering [ENGIN]

#### Overall Program Action Plan for 2018/19

``New, full-time faculty member in this department, in consultation with SLOAC, devised a three-year assessment cycle for all courses in this area. This course will be assessed in 2020.`

## DVC Instructional Program SLO Action Plans

### 51. Civil Design Drafting Technology [AS.ETCDT.D] belonging to Architecture/Engineering [ENGIN]

#### Overall Program Action Plan for 2018/19

``New, full-time faculty member in this department, in consultation with SLOAC, devised a three-year assessment cycle for all courses in this area. This course will be assessed in 2020.`

## DVC Instructional Program SLO Action Plans

### 52. Civil Drafting, CAD [CA.CDCAD.D] belonging to Architecture/Engineering [ENGIN]

#### Overall Program Action Plan for 2018/19

``New, full-time faculty member in this department, in consultation with SLOAC, devised a three-year assessment cycle for all courses in this area. This course will be assessed in 2020.`



## DVC Instructional Program SLO Action Plans

### 53. Civil Engineering [AS.ENGCV.D] belonging to Architecture/Engineering [ENGIN]

#### Overall Program Action Plan for 2018/19

``New, full-time faculty member in this department, in consultation with SLOAC, devised a three-year assessment cycle for all courses in this area. This course will be assessed in 2020.`

#### Overall Program Action Plan for 2015/16

Most graduates of Associate of Science in Civil Engineering program will transfer to 4-year schools to get a bachelor of science in engineering.

To complete the assessment of this degree the Program Assessment by Alignment and Mapping (Matrix) was carefully examined. The course content for every course in the program was compared to the program SLOs and the course SLO topics that map to any SLOs of the program were identified. The program assessment was based on the

relevance of these course SLOs and their assessments to the program SLOs. The overall assessments is indicative of agreement between the program SLOs and the

course SLOs. The assessment of ENGIN-110, ENGIN-255, ENGIN-240 and ENGIN-257 classes are indicative of the alignments with acceptable success rates. Some improvements in the success rates of ENGIN-255 will contribute to better meeting the objectives of the program. . The assessment of the required science courses for the program (CHEM-120, PHYS-130, and PHYS-230) indicates that the students will be able to successfully complete the program. A successful completion of the Math requirements (MATH-192, MATH-193, MATH-292, MATH-294) of the program will provide the needed math background to meet the requirements of the program SLOs and the assessment of these math classes are indicative of this fact. We will continue to expand our activities to enrich this program and will pay special attention to the following items in the coming academic years:

1- adding one hour of problem solving for ENGIN-255 during the next round of Title V rewrite.

2- adding one hour of problem solving for ENGIN-257 during the next round of Title V rewrite.

These addition will improve student success for these two courses.

The skills and knowledge acquired in the following courses, as indicated by the SLOs for these courses, will make the students capable to analyze issues, solve problems, and critically evaluate a proposal or a process related this field. These courses include; ENGIN 140, ENGIN 230, ENGIN 240, ENGIN 255, and ENGIN 257.

## DVC Instructional Program SLO Action Plans

We will continue to monitor the course SLOs related to this topic. We will pay special attention to the following items in the coming academic years:

1- adding one hour of problem solving for ENGIN-255 during the next round of Title V rewrite.

2- adding one hour of problem solving for ENGIN-257 during the next round of Title V rewrite.

These additions will improve student success for these two courses will improve the performance of the students for this outcome.

The skills and knowledge acquired in the following courses, as indicated by the SLOs for these courses, will make the students capable to use appropriate quantitative tools to answer scientific questions, represent data, and document scientific findings. These courses include; ENGIN 110, ENGIN 120, ENGIN 135, ENGIN 136, and ENGIN 240. The course SLO assessments for these courses will be regularly monitored to achieve the objectives of this item.

### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

### 54. Coaching [CA.COACH.D] belonging to Kinesiology, Athletics and Dance [KINES]

#### Overall Program Action Plan for 2017/18

The PLOs have not been altered but a review of the PLOs indicates that given the changes in PLO philosophy, we could benefit from updating the PLOs to expand them and more closely align with the courses in the program. Minor changes were made to the KNACT and KNICA courses to make them more consistent, however some work could be made to modify the outcomes and content to more explicitly align them to the PLOS. The alignment in the matrix is accurate, however as discussed previously, more work could be done to align SLOs, course content and PLOs to more explicitly indicate the connection between them and develop a more robust matrix. As described previously, the course outlines are not as explicitly aligned to the PLOs as they could be and even assessments are not necessarily assessments that are related to the PLOs. We need to modify and expand the PLOs and more explicitly relate the course and assessments to the PLOs and we need to ensure that the PLOs are addressed by the assessments. This will take a little mini-summit with our faculty to achieve the alignment that we need and then make curricular updates during our next Title 5 cycle.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

### 55. Communication Studies [CA.CS.D] belonging to Communication Studies [COMM]

#### Overall Program Action Plan for 2017/18

In order to incorporate the new Comm 125 and Comm 180 courses into the Program a new Program Level Outcome is being added that speaks to the content of those courses. Comm 128 and 130 also meet this new PLO and this was indicated on the matrix.

#4 After completing the program students will be able to recognize the cultural, ethical, political, psychological and practical aspects of communication systems and models. No changes to Course Outline of Records for any Comm Studies classes is deemed necessary. The alignment matrix was updated to include the new courses in our curriculum by adding a PLO to the Certificate and marking the appropriate courses that provide data for that PLO. Comm 124 has SLO topics that are related to presentations but topics could be added that are more specific to performance quality and effectiveness. Since the Department's last Program Level Outcome review we have added two new full time, tenure-track faculty. One of these faculty is the Director of the Speech and Debate team. Our Speech and Debate Team in 2016-17 won first place at the State Championship Tournament and third place overall at the National Tournament. We have added two new courses to our curriculum and degree, Comm 125: Intercultural Communication and Comm 180: Communication Theory. The Comm Studies department has been at the forefront of the Guided Pathways work and has prepared a pathway for students interested in pursuing a Transfer degree in our major. The department has also hosted the first event for students who have declared Comm Studies as their major. The department introduced each of its full time faculty and highlighted courses in our program and promoted our degree and certificate. We also identified students about to transfer and captured their contact information for future events such as serving on student panels, Career and Majors Nights, etc. The event was very successful with over 30 students in attendance.

Since the last Program Assessment, the department has had to cut 40 sections because we either have no faculty to teach these courses and/or no classrooms available. Students are therefore limited in their ability to move through the degree program in a timely manner. The Department has continually requested additional classrooms on campus in order to meet student demand for our classes.

#### Overall Program Action Plan for 2014/15

In reviewing the Action Plan from 2013, the department has successfully accomplished the goals identified in that plan. The department rewrote the AAT degree Program Level Outcomes and aligned the matrix accordingly. SLO's are regularly discussed at department meetings and many of the recent assessment cycles of our courses included Spring semester classes as well as Fall. We identified the need for updated, reliable technology in all of our classrooms in order to better teach presentation aids that have a technology component such as PowerPoint or video clips. The department had Foundation funds that needed to be spent and so those monies were used to equip all three classrooms in the Performing Arts Building with AV cabinets. This upgrade in technology has made the use of technology for both the faculty and the students much easier and effective. The remaining piece of equipment that is needed is a document camera for each classroom. Currently the department shares one document camera that is on a cart. By having a camera housed in each classroom will result in greater use of the equipment due to its accessibility. The department plans on making the request for equipment

## DVC Instructional Program SLO Action Plans

through the appropriate funding channels. Changes to the curriculum since the last action plan include the elimination of Comm 160, 161 and 162 which was the Forensic Team class series. It was replaced with Comm 163. This change went into effect in the Fall 2014 semester and the class has been assessed in both Fall 2014 and Spring 2015. The department will be reviewing the data generated by these assessments to evaluate how the new course is working in terms of meeting learning objectives at the course and program levels. Two new courses have been created and will be added to the certificate and degree curriculum and the alignment matrix will be updated accordingly. The department has also hired a new full time faculty starting in Fall 2015 that will, as part of his responsibilities, be the Assistant Director of Forensics. We anticipate that the addition of new full time faculty will increase the stability of the forensics program, add to the number of students completing the Certificate and Transfer degree in Communication Studies and will grow the curriculum in new areas.

### Overall Program Action Plan for 2012/13

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

### Overall Program Action Plan for 2010/11

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

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

## DVC Instructional Program SLO Action Plans

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

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

## DVC Instructional Program SLO Action Plans

### 56. Communication Studies for Transfer [AAT.CS.D] belonging to Communication Studies [COMM]

#### Overall Program Action Plan for 2017/18

PLO #4 will be rewritten to include the concept of group interactions as well as interpersonal interactions. No changes to Course Outline of Records for any Comm Studies classes is deemed necessary. An x was added to Comm 148 for PLO #2 to reflect that the course does satisfy the learning outcome of developing and presenting effective public presentations.

Add Comm 130 as meeting PLO #5 in the alignment Matrix.

Comm 128, Journ 110 and 120 have been removed from PLO #5 since none of those classes include speech presentations. A new assessment topic will be added to Comm 148 that corresponds with PLO #1.

Comm 148 will also add a pre and post test when assessing students' confidence when performing to create a more authentic assessment tool.

The department needs to gather data that assesses PLO #5 in the

courses that are listed in the matrix. Since the Department's last Program Level Outcome review we have added two new full time, tenure-track faculty. One of these faculty is the Director of the Speech and Debate team. Our Speech and Debate Team in 2016-17 won first place at the State Championship Tournament and third place overall at the National Tournament. We have added two new courses to our curriculum and degree, Comm 125: Intercultural Communication and Comm 180: Communication Theory. The Comm Studies department has been at the forefront of the Guided Pathways work and has prepared a pathway for students interested in pursuing a Transfer degree in our major. The department has also hosted the first event for students who have declared Comm Studies as their major. The department introduced each of its full time faculty and highlighted courses in our program and promoted our degree and certificate. We also identified students about to transfer and captured their contact information for future events such as serving on student panels, Career and Majors Nights, etc. The event was very successful with over 30 students in attendance.

Since the last Program Assessment, the department has had to cut 40 sections because we either have no faculty to teach these courses and/or no classrooms available. Students are therefore limited in their ability to move through the degree program in a timely manner. The Department has continually requested additional classrooms on campus in order to meet student demand for our classes.

#### Overall Program Action Plan for 2014/15

In reviewing the Action Plan from 2013, the department has successfully accomplished the goals identified in that plan. The department rewrote the AAT degree Program Level

## DVC Instructional Program SLO Action Plans

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

### Overall Program Action Plan for 2013/14

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

### Overall Program Action Plan for 2011/12



## DVC Instructional Program SLO Action Plans

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

## DVC Instructional Program SLO Action Plans

### 57. Computer Information Systems [AS.CIS.D] belonging to Computer Information Systems [CIS]

#### Overall Program Action Plan for 2016/17

CIS courses are offered in online, hybrid and 100% in person sections. The courses offered in an online format are currently the bulk of the course offerings. The department feels that since these courses are only offered once a semester or less we continue to assess all courses offered during the academic year at a higher rate than required (once every 3 years).

Student feedback on our courses had included a suggestion that we shorten the length of classes since many of our students are working professionals. The department prototyped offering full semesters and half (9-week) semesters. The 9 week sections filled first and with higher enrollments. Since our experimental year (FA15/SP16) we have transitioned most of our CIS classes section to a 9 week format. The exceptions are due to content requirements, for example Project Management and SQL development. The department has decided to remove the Computer Science Department's COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) from all of our certificates and degree.

The department discussed this and determined that in accordance with our Advisory Committee we should consider offering a networking class for the Small Office/Home Office business person.

We successfully offered an experimental course, Networking for the Non-IT Professionals for an academic year and have now confirmed it as a regular CIS course - CIS-170.

We will replace the COMSC-138 course with our new CIS-170 course in all of our certificates and degree.

The experimental courses in Networking, iOS apps development and WordPress development, (from previous program action plan) were deemed to have been successful and

## DVC Instructional Program SLO Action Plans

have been transitioned into regular CIS classes. They were processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees.

The CIS department has begun discussions with Computer Science department to co-develop a certificate in iOS and Android mobile development. These changes will be brought to the Curriculum Committee during the 2017/2018 academic year. The CIS department has reviewed the alignment and mapping of the AS Degree Program Level Outcomes. All courses were confirmed on the alignment matrix, in that, the content of the courses supports the successful completion of the program SLOs. During SLO assessments cycles the department has reworded and simplified individual course SLOs to better target and track more specific Student Learning Outcomes. In addition, it allows us to better target PLOs and validate their completion at the program level.

The department also determined that course SLOs are aligned to the PLOs and provide a transitive association to the data thus validating the PLOs.

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

During the FA17/SP18 academic year, the department will review the process of gathering SLO assessment data. We had begun transitioning into SLO/PLO assessments in D2L but that course management system has been replaced with Canvas so we are now back at square one. The CIS department is looking to develop courses in Virtual Reality Development and to continue development of courses dealing with mobile devices (iOS and Android).

## DVC Instructional Program SLO Action Plans

To help that future development, the CIS department has begun discussions with Computer Science department to co-develop a certificate in iOS and Android mobile development. During these discussions and investigation into these new VR and mobile courses, the department may need to request support via the program review process.

### Overall Program Action Plan for 2013/14

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

### Overall Program Action Plan for 2012/13

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

### Overall Program Action Plan for 2009/10

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

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

## DVC Instructional Program SLO Action Plans

### 58. Computer Information Systems - Core [CA.CISC.D] belonging to Computer Information Systems [CIS]

#### Overall Program Action Plan for 2016/17

CIS courses are offered in online, hybrid and 100% in person sections. The courses offered in an online format are currently the bulk of the course offerings. The department feels that since these courses are only offered once a semester or less we continue to assess all courses offered during the academic year at a higher rate than required (once every 3 years).

Student feedback on our courses had included a suggestion that we shorten the length of classes since many of our students are working professionals. The department prototyped offering full semesters and half (9-week) semesters. The 9 week sections filled first and with higher enrollments. Since our experimental year (FA15/SP16) we have transitioned most of our CIS classes section to a 9 week format. The exceptions are due to content requirements, for example Project Management and SQL development. The department has decided to remove the Computer Science Department's COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) from all of our certificates and degree.

The department discussed this and determined that in accordance with our Advisory Committee we should consider offering a networking class for the Small Office/Home Office business person.

We successfully offered an experimental course, Networking for the Non-IT Professionals for an academic year and have now confirmed it as a regular CIS course - CIS-170.

We will replace the COMSC-138 course with our new CIS-170 course in all of our certificates and degree.

The experimental courses in Networking, iOS apps development and WordPress development, (from previous program action plan) were deemed to have been successful and

## DVC Instructional Program SLO Action Plans

have been transitioned into regular CIS classes. They were processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees.

The CIS department has begun using an online textbook from McGraw-Hill that will allow us to provide the same system for a single cost (\$99) for six out of eight classes of the CIS Core Certificate. This new enhanced online textbook also addresses the use of Mac vs. Windows computers. This allows our students to use their preferred computer platform. The CIS department has reviewed the alignment and mapping of the Certificate of Achievement - CORE Program Level Outcomes. All courses were confirmed on the alignment matrix, in that, the content of the courses supports the successful completion of the program SLOs. During SLO assessments cycles the department has reworded and simplified individual course SLOs to better target and track more specific Student Learning Outcomes. In addition, it allows us to better target PLOs and validate their completion at the program level.

The department also determined that course SLOs are aligned to the PLOs and provide a transitive association to the data thus validating the PLOs.

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

During the FA17/SP18 academic year, the department will review the process of gathering SLO assessment data. We had begun transitioning into SLO/PLO assessments in D2L but that course management system has been replaced with Canvas so we are now back at square one.

## DVC Instructional Program SLO Action Plans

In addition, the new online textbook readily maps to our CIS course outcomes so we feel we will be able to better acquire SLO data. Currently, with the advent of the New Online textbook, there are no specific Program Review needs for this certificate.

### Overall Program Action Plan for 2013/14

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

### Overall Program Action Plan for 2011/12

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

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

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

### Overall Program Action Plan for 2009/10

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

## DVC Instructional Program SLO Action Plans

### 59. Computer Information Systems - Database Management [CA.CISDM.D] belonging to Computer Information Systems [CIS]

#### Overall Program Action Plan for 2016/17

CIS courses are offered in online, hybrid and 100% in person sections. The courses offered in an online format are currently the bulk of the course offerings. The department feels that since these courses are only offered once a semester or less we continue to assess all courses offered during the academic year at a higher rate than required (once every 3 years).

Student feedback on our courses had included a suggestion that we shorten the length of classes since many of our students are working professionals. The department prototyped offering full semesters and half (9-week) semesters. The 9 week sections filled first and with higher enrollments. Since our experimental year (FA15/SP16) we have transitioned most of our CIS classes section to a 9 week format. The exceptions are due to content requirements, for example Project Management and SQL development. The department has decided to remove the Computer Science Department's COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) from all of our certificates and degree.

The department discussed this and determined that in accordance with our Advisory Committee we should consider offering a networking class for the Small Office/Home Office business person.

We successfully offered an experimental course, Networking for the Non-IT Professionals for an academic year and have now confirmed it as a regular CIS course - CIS-170.

We will replace the COMSC-138 course with our new CIS-170 course in all of our certificates and degree.



## DVC Instructional Program SLO Action Plans

The experimental courses in Networking, iOS apps development and WordPress development, (from previous program action plan) were deemed to have been successful and have been transitioned into regular CIS classes. They were processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees.

The CIS department has begun using an online textbook from McGraw-Hill that will allow us to provide the same system for a single cost (\$99) for six out of eight classes of the CIS Core Certificate. This new enhanced online textbook also addresses the use of Mac vs. Windows computers. This allows our students to use their preferred computer platform. The CIS department has reviewed the alignment and mapping of the Certificate of Achievement - CORE Program Level Outcomes. All courses were confirmed on the alignment matrix, in that, the content of the courses supports the successful completion of the program SLOs. During SLO assessment cycles the department has reworded and simplified individual course SLOs to better target and track more specific Student Learning Outcomes. In addition, it allows us to better target PLOs and validate their completion at the program level.

The department also determined that course SLOs are aligned to the PLOs and provide a transitive association to the data thus validating the PLOs.

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

During the FA17/SP18 academic year, the department will review the process of gathering SLO assessment data. We had begun transitioning into SLO/PLO assessments in D2L but that course management system has been replaced with Canvas so we are now back at square one.

## DVC Instructional Program SLO Action Plans

In addition, the new online textbook readily maps to our CIS course outcomes so we feel we will be able to better acquire SLO data. Currently, with the advent of the New Online textbook, there are no specific Program Review needs for this certificate.

### **Overall Program Action Plan for 2013/14**

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

### **Overall Program Action Plan for 2011/12**

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

### **Overall Program Action Plan for 2009/10**

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

## DVC Instructional Program SLO Action Plans

### 60. Computer Information Systems - Database Management [CC.CISDM.D] belonging to Computer Information Systems [CIS]

#### Overall Program Action Plan for 2016/17

This is the entry certificate for the Certificate of Achievement - Database Management, thus the majority of the answers for this Certificate of Accomplishment are similar to the Certificate of Achievement.

CIS courses are offered in online, hybrid and 100% in person sections. The courses offered in an online format are currently the bulk of the course offerings. The department feels that since these courses are only offered once a semester or less we continue to assess all courses offered during the academic year at a higher rate than required (once every 3 years).

Student feedback on our courses had included a suggestion that we shorten the length of classes since many of our students are working professionals. The department prototyped offering full semesters and half (9-week) semesters. The 9 week sections filled first and with higher enrollments. Since our experimental year (FA15/SP16) we have transitioned most of our CIS classes section to a 9 week format. The exceptions are due to content requirements, for example Project Management and SQL development. The department discussed this and determined that in accordance with our Advisory Committee we should consider offering a networking class for the Small Office/Home Office business person.

We successfully offered an experimental course, Networking for the Non-IT Professionals for an academic year and have now confirmed it as a regular CIS course - CIS-170. We are considering adding this class as a recommendation to our replace the COMSC-138 course with our new CIS-170 course in all of our certificates and degree.

The experimental courses in Networking, iOS apps development and WordPress development, (from previous program action plan) were deemed to have been successful and

## DVC Instructional Program SLO Action Plans

have been transitioned into regular CIS classes. They were processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees.

The CIS department has begun using an online textbook from McGraw-Hill that will allow us to provide the same system for a single cost (\$99) for six out of eight classes of the CIS Core Certificate. This new enhanced online textbook also addresses the use of Mac vs. Windows computers. This allows our students to use their preferred computer platform.

The CIS department has reviewed the alignment and mapping of this Certificate - Program Level Outcomes. All courses were confirmed on the alignment matrix, in that, the content of the courses supports the successful completion of the program SLOs.

During SLO assessments cycles the department has reworded and simplified individual course SLOs to better target and track more specific Student Learning Outcomes. In addition, it allows us to better target PLOs and validate their completion at the program level.

The department also determined that course SLOs are aligned to the PLOs and provide a transitive association to the data thus validating the PLOs.

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

During the FA17/SP18 academic year, the department will review the process of gathering SLO assessment data. We had begun transitioning into SLO/PLO assessments in D2L but that course management system has been replaced with Canvas so we are now back at square one.

## DVC Instructional Program SLO Action Plans

In addition, the new online textbook readily maps to our CIS course outcomes so we feel we will be able to better acquire SLO data. Currently, with the advent of the New Online textbook, there are no specific Program Review needs for this certificate.

### **Overall Program Action Plan for 2013/14**

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

### **Overall Program Action Plan for 2011/12**

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

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

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

### **Overall Program Action Plan for 2009/10**

## DVC Instructional Program SLO Action Plans

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

## DVC Instructional Program SLO Action Plans

### 61. Computer Information Systems - Project Management [CC.CISPM.D] belonging to Computer Information Systems [CIS]

#### Overall Program Action Plan for 2016/17

This is the entry certificate for the Certificate of Achievement - Project Management, thus the majority of the answers for this Certificate of Accomplishment are similar to the Certificate of Achievement.

CIS courses are offered in online, hybrid and 100% in person sections. The courses offered in an online format are currently the bulk of the course offerings. The department feels that since these courses are only offered once a semester or less we continue to assess all courses offered during the academic year at a higher rate than required (once every 3 years).

Student feedback on our courses had included a suggestion that we shorten the length of classes since many of our students are working professionals. The department prototyped offering full semesters and half (9-week) semesters. The 9 week sections filled first and with higher enrollments. Since our experimental year (FA15/SP16) we have transitioned most of our CIS classes section to a 9 week format. The exceptions are due to content requirements, for example Project Management and SQL development.

These Project Management course had a restriction of an in person face to face instructor mandated by the Project Management Institute (PMI). Since our courses at DVC are to prepare students to eventually take the PMI examination, we felt that we needed to make sure that we met their conditions. Recently, in Spring 2016, PMI removed this in person instructor requirement and we are now teaching the Project management course in a hybrid and 100% online format. The department discussed this and determined that in accordance with our Advisory Committee we should consider offering a networking class for the Small Office/Home Office business person.

We successfully offered an experimental course, Networking for the Non-IT Professionals for an academic year and have now confirmed it as a regular CIS course - CIS-170.

## DVC Instructional Program SLO Action Plans

We will replace the COMSC-138 course with our new CIS-170 course in all of our certificates and degree.

The experimental courses in Networking, iOS apps development and WordPress development, (from previous program action plan) were deemed to have been successful and have been transitioned into regular CIS classes. They were processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees.

The CIS department has begun using an online textbook from McGraw-Hill that will allow us to provide the same system for a single cost (\$99) for six out of eight classes of the CIS Core Certificate. This new enhanced online textbook also addresses the use of Mac vs. Windows computers. This allows our students to use their preferred computer platform. The CIS department has reviewed the alignment and mapping of the Certificate of Achievement - CORE Program Level Outcomes. All courses were confirmed on the alignment matrix, in that, the content of the courses supports the successful completion of the program SLOs. During SLO assessments cycles the department has reworded and simplified individual course SLOs to better target and track more specific Student Learning Outcomes. In addition, it allows us to better target PLOs and validate their completion at the program level.

The department also determined that course SLOs are aligned to the PLOs and provide a transitive association to the data thus validating the PLOs.

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



## DVC Instructional Program SLO Action Plans

During the FA17/SP18 academic year, the department will review the process of gathering SLO assessment data. We had begun transitioning into SLO/PLO assessments in D2L but that course management system has been replaced with Canvas so we are now back at square one.

In addition, the new online textbook readily maps to our CIS course outcomes so we feel we will be able to better acquire SLO data. He 35 249.!

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### Overall Program Action Plan for 2013/14

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

### Overall Program Action Plan for 2011/12

## DVC Instructional Program SLO Action Plans

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

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

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

### **Overall Program Action Plan for 2009/10**

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

## DVC Instructional Program SLO Action Plans

### 62. Computer Information Systems - Project Management [CA.CISPM.D] belonging to Computer Information Systems [CIS]

#### Overall Program Action Plan for 2016/17

CIS courses are offered in online, hybrid and 100% in person sections. The courses offered in an online format are currently the bulk of the course offerings. The department feels that since these courses are only offered once a semester or less we continue to assess all courses offered during the academic year at a higher rate than required (once every 3 years).

Student feedback on our courses had included a suggestion that we shorten the length of classes since many of our students are working professionals. The department prototyped offering full semesters and half (9-week) semesters. The 9 week sections filled first and with higher enrollments. Since our experimental year (FA15/SP16) we have transitioned most of our CIS classes section to a 9 week format. The exceptions are due to content requirements, for example Project Management and SQL development.

These Project Management course had a restriction of an in person face to face instructor mandated by the Project Management Institute (PMI). Since our courses at DVC are to prepare students to eventually take the PMI examination, we felt that we needed to make sure that we met their conditions. Recently, in Spring 2016, PMI removed this in person instructor requirement and we are now teaching the Project management course in a hybrid and 100% online format. The department has decided to remove the Computer Science Department's COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) from all of our certificates and degree.

The department discussed this and determined that in accordance with our Advisory Committee we should consider offering a networking class for the Small Office/Home Office business person.

We successfully offered an experimental course, Networking for the Non-IT Professionals for an academic year and have now confirmed it as a regular CIS course - CIS-170.

## DVC Instructional Program SLO Action Plans

We will replace the COMSC-138 course with our new CIS-170 course in all of our certificates and degree.

The experimental courses in Networking, iOS apps development and WordPress development, (from previous program action plan) were deemed to have been successful and have been transitioned into regular CIS classes. They were processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees.

The CIS department has begun using an online textbook from McGraw-Hill that will allow us to provide the same system for a single cost (\$99) for six out of eight classes of the CIS Core Certificate. This new enhanced online textbook also addresses the use of Mac vs. Windows computers. This allows our students to use their preferred computer platform.

The CIS department has reviewed the alignment and mapping of the Certificate of Achievement - CORE Program Level Outcomes. All courses were confirmed on the alignment matrix, in that, the content of the courses supports the successful completion of the program SLOs. During SLO assessments cycles the department has reworded and simplified individual course SLOs to better target and track more specific Student Learning Outcomes. In addition, it allows us to better target PLOs and validate their completion at the program level.

The department also determined that course SLOs are aligned to the PLOs and provide a transitive association to the data thus validating the PLOs.

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

## DVC Instructional Program SLO Action Plans

During the FA17/SP18 academic year, the department will review the process of gathering SLO assessment data. We had begun transitioning into SLO/PLO assessments in D2L but that course management system has been replaced with Canvas so we are now back at square one.

In addition, the new online textbook readily maps to our CIS course outcomes so we feel we will be able to better acquire SLO data.

Curr 35 249.1 È 181! ! À 121 of 453 1131 ! 8° all Program Action Plan for 2009/10 Ø 1 Ø)S Ø)S S-133 Video Content for the Web. The new course is better aligned with both our Web certificat

### Overall Program Action Plan for 2013/14

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

### Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses supports the successful completion of the program SLOs. The department feels that since these courses are only offered once a semester we should continue to assess all courses offered during the academic year. In addition, we are

## DVC Instructional Program SLO Action Plans

currently only offering courses in an online format thus we will take into consideration that all data currently being reviewed is weighted to that format.

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

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

### **Overall Program Action Plan for 2009/10**

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

## DVC Instructional Program SLO Action Plans

### 63. Computer Information Systems - Web Graphics [CA.CISWG.D] belonging to Computer Information Systems [CIS] Overall Program Action Plan for 2017/18

All of the courses associated with this certificate have received Title 5 updates as of 2017/2018 and are current in their DVC Catalog listings, thus no program level actions are currently identified.

In the DVC 2018/2019 Catalog, the requirement of completing COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) has been replaced with completing CIS-170 Networking for Non-IT Professional. This change was made because the Computer Science department deleted COSMC-138 from the DVC Catalog. This certificate of Achievement feeds into the AS CIS Degree.

The department is pleased with the outcomes of these certificates and degree. The department will continue to monitor the development of new technologies and incorporate them into the certificates and degree. We have shared this PLO information with our CTE advisors and any other appropriate constituencies.

All of the courses associated with this certificate have received Title 5 updates as of 2017/2018 and are current in their DVC Catalog listings, thus no course level actions are currently identified. The department has verified that the PLOs in this certificate are mapped correctly to course level SLOs. The department has verified that the certificate has identifiable content in each course associated with this certificate and that an "X" has been placed in the alignment matrix to indicate as such. The CIS-170 course needs to be added to the matrix once the 2018/2019 catalog becomes active. The department has also verified at the courses in this certificate are gathering SLO Assessment data that we can use to assess our certificate. The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice.

The department does not have any current needs to be identified in the program review in regards to this certificate.

### Overall Program Action Plan for 2014/15

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Web Graphics Program Level Outcomes. The CIS

## DVC Instructional Program SLO Action Plans

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

### Overall Program Action Plan for 2011/12

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

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

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

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

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

### Overall Program Action Plan for 2009/10

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



## DVC Instructional Program SLO Action Plans

### 64. Computer Information Systems - Web Graphics [CC.CISWG.D] belonging to Computer Information Systems [CIS] Overall Program Action Plan for 2017/18

All of the courses associated with this Certificate of Accomplishment; CIS-130, CIS-132 & 133 have received Title 5 updates as of 2017/2018 and are current in their DVC Catalog listings, thus no program level actions are currently identified.

In the DVC 2018/2019 Catalog, the requirement of completing COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) has been replaced with completing CIS-170 Networking for Non-IT Professional. This change was made because the Computer Science department deleted COSMC-138 from the DVC Catalog. This certificate of Achievement feeds into the AS CIS Degree. The department has verified that the PLOs in this certificate are mapped correctly to course level SLOs. All of the courses associated with this certificate have received Title 5 updates as of 2017/2018 and are current in their DVC Catalog listings, thus no course level actions are currently identified.

The department has verified that the certificate has identifiable content in each course associated with this certificate and that an "X" has been placed in the alignment matrix to indicate as such. The department has also verified at the courses in this certificate are gathering SLO Assessment data that we can use to assess our certificate. The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. Currently, the department has no items have been identified for submission to Program Review.

### Overall Program Action Plan for 2014/15

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Web Graphics Program Level Outcomes. The CIS department has reviewed the matrix and mapping of the Certificate of Accomplishment Computer Information Systems - Web Graphics Program Level Outcomes. Certificate Plan: We have removed CIS-132 and added CIS-133 to this certificate at this time. This is explained in the departmental plan below. We will communicate with the Computer Science Dept. to determine the status of COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA). If the Comsci Dept. determines to delete this course, the CIS department will at that time create an advanced MS Office Applications course dealing with application integration. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate of Achievement feeds into the AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2015 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department deleted the 2 unit class - CIS-132 Using Flash then created a new class

## DVC Instructional Program SLO Action Plans

CIS-133 Video Content for the Web. The CIS-133 class deleted because of a shift of industry standards away from Flash but towards the new HTML5 video standards. In CIS-133, these new HTML5 standards are addressed, in addition the new course is better aligned with both our Web Graphics certificates. Additional Info: We ran experimental courses in iOS apps development and WordPress development. They were deemed successful, and the experimental courses have been processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees. Review: The department is pleased with the outcomes of these certificates and degree. The department will continue to monitor the development of new technologies and incorporate them into the certificates and degree. We have shared this PLO information with our CTE advisors and any other appropriate constituencies.

### **Overall Program Action Plan for 2011/12**

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

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

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

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

### **Overall Program Action Plan for 2009/10**

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

## DVC Instructional Program SLO Action Plans

### 65. Computer Information Systems - Web Technology [CC.CISWT.D] belonging to Computer Information Systems [CIS]

#### Overall Program Action Plan for 2017/18

All of the courses associated with this Certificate of Accomplishment; CIS-15, CIS-106, CIS-107, CIS-108, CIS-117, CIS-120 and CIS-160 have all received Title 5 updates as of 2017/2018 and are current in their DVC Catalog listings, thus no program level actions are currently identified.

In the DVC 2018/2019 Catalog, the requirement of completing COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) has been replaced with completing CIS-170 Networking for Non-IT Professional. This change was made because the Computer Science department deleted COSMC-138 from the DVC Catalog. This certificate of Achievement feeds into the AS CIS Degree.

The department is pleased with the outcomes of these certificates and degree. The department will continue to monitor the development of new technologies and incorporate them into the certificates and degree. We have shared this PLO information with our CTE advisors and any other appropriate constituencies. The department has verified that the PLOs in this certificate are mapped correctly to course level SLOs. All of the courses associated with this certificate have received Title 5 updates as of 2017/2018 and are current in their DVC Catalog listings, thus no course level actions are currently identified. The department has verified that the certificate has identifiable content in each course associated with this certificate and that an "X" has been placed in the alignment matrix to indicate as such. Once the 2018/2019 DVC Catalog become active we will add CIS-170 as a recommended course to the matrix. The department has also verified at the courses in this certificate are gathering SLO Assessment data that we can use to assess our certificate. The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. The department is considering expanding offerings in web technologies to include mobile devices and tablets. The department is reviewing what additional hardware and software may be needed to teach these expanded course offerings, then if needed, we will include that information in our next program review.

#### Overall Program Action Plan for 2014/15

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Web Technology Program Level Outcomes. The CIS department has reviewed the matrix and mapping of the Certificate of Accomplishment Computer Information Systems - Web Technology Program Level Outcomes. Certificate Plan: We will communicate with the Computer Science Dept. to determine the status of COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) and COMSC-195 WWW Publishing with HTML. If the Comsci Dept. determines to delete these courses, the CIS department will at that time create an alternative course

## DVC Instructional Program SLO Action Plans

if needed. In addition, the department is determining if these courses can be completely phased out instead. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate feeds into the AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2015 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department will do a Title 5 rewrite of CIS-107 Web Databases with Dreamweaver because the Adobe company has removed this feature in its Dreamweaver product. Additional Info: We ran experimental courses in iOS apps development and WordPress development. They were deemed successful, and the experimental courses have been processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees. Review: The department is pleased with the outcomes of these certificates and degree. The department will continue to monitor the development of new technologies and incorporate them into the certificates and degree. We have shared this PLO information with our CTE advisors and any other appropriate constituencies.

### Overall Program Action Plan for 2011/12

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

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

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

### Overall Program Action Plan for 2009/10

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

## DVC Instructional Program SLO Action Plans

### 66. Computer Information Systems - Web Technology [CA.CISWT.D] belonging to Computer Information Systems [CIS]

#### Overall Program Action Plan for 2017/18

All of the courses associated with this Certificate of Achievement have received Title 5 updates as of 2017/2018 and are current in their DVC Catalog listings, thus no program level actions are currently identified.

In the DVC 2018/2019 Catalog, the requirement of completing COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) has been replaced with completing CIS-170 Networking for Non-IT Professional. This change was made because the Computer Science department deleted COSMC-138 from the DVC Catalog. This certificate of Achievement feeds into the AS CIS Degree.

The department is pleased with the outcomes of these certificates and degree. The department will continue to monitor the development of new technologies and incorporate them into the certificates and degree. We have shared this PLO information with our CTE advisors and any other appropriate constituencies. The department has verified that the PLOs in this certificate are mapped correctly to course level SLOs. All of the courses associated with this certificate have received Title 5 updates as of 2017/2018 and are current in their DVC Catalog listings, thus no course level actions are currently identified. The department has verified that the certificate has identifiable content in each course associated with this certificate and that an "X" has been placed in the alignment matrix to indicate as such. The department has also verified at the courses in this certificate are gathering SLO Assessment data that we can use to assess our certificate. The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. The department is considering expanding offerings in web technologies to include mobile devices and tablets. The department is reviewing what additional hardware and software may be needed to teach these expanded course offerings, then if needed, we will include that information in our next program review.

#### Overall Program Action Plan for 2014/15

The CIS department has reviewed the matrix and mapping of the Certificate of Achievement Computer Information Systems - Web Technology Program Level Outcomes. The CIS department has reviewed the matrix and mapping of the Certificate of Accomplishment Computer Information Systems - Web Technology Program Level Outcomes. Certificate Plan: We will communicate with the Computer Science Dept. to determine the status of COMSC-138: Advanced Microsoft Office Using Visual Basic for Applications (VBA) and COMSC-195 WWW Publishing with HTML. If the Comsci Dept. determines to delete these courses, the CIS department will at that time create an alternative course

## DVC Instructional Program SLO Action Plans

if needed. In addition, the department is determining if these courses can be completely phased out instead. The department will discuss and review this certificate's PLOs and Action Plan with our Advisory Committee during our next meeting. This certificate feeds into the AS CIS Degree. Departmental Plan: The department has determined that we will continue to evaluate each course that is part of this certificate each semester that it is offered - this has been our standard practice. During the FA14/SP15 academic year, the department will review the process of gathering SLO assessment data. We are considering using the tools and features of D2L to gather assessment data instead of SurveyMonkey. During the Fall 2015 Flex meeting, the department decided not to create a specific PLO about mobile devices because we felt that it was covered in existing PLOs that addressed information technologies. The department will do a Title 5 rewrite of CIS-107 Web Databases with Dreamweaver because the Adobe company has removed this feature in its Dreamweaver product. Additional Info: We ran experimental courses in iOS apps development and WordPress development. They were deemed successful, and the experimental courses have been processed through the Curriculum Committee for unique course numbers and assigned to the appropriate certificates and degrees. Review: The department is pleased with the outcomes of these certificates and degree. The department will continue to monitor the development of new technologies and incorporate them into the certificates and degree. We have shared this PLO information with our CTE advisors and any other appropriate constituencies.

### Overall Program Action Plan for 2011/12

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

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

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

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

### Overall Program Action Plan for 2009/10

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

## DVC Instructional Program SLO Action Plans

### 67. Computer Science [AS.COMSC.D] belonging to Computer Science [COMSC]

#### Overall Program Action Plan for 2017/18

No changes to be made. Content of all courses address the program outcomes. Reviewed the course outlines of records and they all match the matrix selection. COMSC 110 and COMSC 165 are scheduled to be assessed now and COMSC 210 will be assessed year 19/20 Every 4 years depending upon our analysis.

#### Overall Program Action Plan for 2015/16

...and this is the plan... Testing box 1... Testing Box 2... Testing Box 3... Testing box 4!!!

#### Overall Program Action Plan for 2013/14

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

#### Overall Program Action Plan for 2011/12

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

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

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

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

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

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

## DVC Instructional Program SLO Action Plans

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

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

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

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

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

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

The newly-implemented process involving pre- and post-assessments in courses is useful for this program assessment because .. 3

### Overall Program Action Plan for 2010/11

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

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## DVC Instructional Program SLO Action Plans

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

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

### Overall Program Action Plan for 2009/10

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

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

1. Add STL-related outcome for COMSC-210

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

## DVC Instructional Program SLO Action Plans

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

#### Overall Program Action Plan for 2017/18

1. Change PLO #1 ( A in the catalog)

from:

create computer programming solutions using C++ and OOP.

to:

create computer programming solutions using C++ .

2. Change PLO #2 ( B in the catalog)

from:

effectively apply inheritance and polymorphism in C++ class design..

to:

effectively apply inheritance and polymorphism in C++ using Object Oriented Programming (OOP) .`Content of all courses address the program outcomes.`Reviewed the course outlines of records and they all match the matrix selection.`COMSC 110, COMSC 165, and COMSC 200 are scheduled to be assessed now.`Every 4 years depending upon our analysis.

#### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

### 69. Computer Science - Advanced Java Programming [CA.CSAJP.D] belonging to Computer Science [COMSC]

#### Overall Program Action Plan for 2017/18

Updating alignment matrix`Content of all courses address the program outcomes.`PLO #1 ( A in the catalog) is included in the first row of all three courses: COMSC 110, COMSC 255, COMSC 256`COMSC 110 and COMSC 255 to be assessed now and COMSC 256 to be assessed when offered next time`Every 4 years depending upon our analysis.

#### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

### 70. Computer Science - Computer Architecture [CA.CSCA.D] belonging to Computer Science [COMSC]

#### Overall Program Action Plan for 2017/18

Well defined PLO's , no change necessary. Content of all courses address the program outcomes. Reviewed the course outlines of records and they all match the matrix selection. COMSC 110, COMSC 165, and COMSC 260 are scheduled to be assessed now. Every 4 years depending upon our analysis.

#### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

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

#### Overall Program Action Plan for 2017/18

1. Change the #1 (A in the catalog) PLO

from

create networked computer programming solutions using Java.

to:

create computer programming solutions

2. For clarity, change PLO #2 (B in the catalog)

from :

write Java programs involving sockets for TCP/IP network communications.

to:

write Java programs involving sockets for Transmission Control Protocol/ Internet Protocol (TCP/IP) network communications.

## DVC Instructional Program SLO Action Plans

`Content of all courses address the program outcomes.` Reviewed the course outlines of records and they all match the matrix selection.` COMSC 110 and COMSC 255 will be assessed now and COMSC 257 will be assessed in the next course offering` Every 4 years depending upon our analysis.

### **Overall Program Action Plan for 2013/14**

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

## DVC Instructional Program SLO Action Plans

### 72. Computer Science - Program Design [CA.CSPD.D] belonging to Computer Science [COMSC]

#### Overall Program Action Plan for 2017/18

For clarity, PLO A to be changed to:

Create computer programming solutions using C++ and the Standard Template Library (STL).

For clarity, PLO C to be changed to:

Evaluate the performance or complexity of an algorithm using Big O ( $\Theta$ ) notation`Content of all courses address the program outcomes.`Reviewed the course outlines of records and they all match the matrix selection.

`COMSC 110 and COMSC 165 are scheduled to be assessed now and COMSC 210 will be assessed year 19/20`Every 4 years depending upon our analysis.

#### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

### 73. Construction - Construction and Building Inspection [AS.CNSBI.D] belonging to Architecture/Engineering [CONST]

#### Overall Program Action Plan for 2017/18

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: to add new courses in green technology for Construction. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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



## DVC Instructional Program SLO Action Plans

### 74. Construction - Construction Management [AS.CNMGT.D] belonging to Architecture/Engineering [CONST]

#### Overall Program Action Plan for 2018/19

When the 18/19 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2019 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: to add new courses in green technology for Construction. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2017/18

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: to add new courses in green technology for Construction. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

determined that our program SLO's actually representing our intended program outcomes.

## DVC Instructional Program SLO Action Plans

### **75. Construction - Construction Supervision & Superintendency [AS.CSSUP.D] belonging to Architecture/Engineering [CONST]**

#### **Overall Program Action Plan for 2017/18**

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: to add new courses in green technology for Construction. No revisions necessary. No changes were made. We further determined that our program SLO's actually represent our intended program outcomes.

#### **Overall Program Action Plan for 2014/15**

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

#### **Overall Program Action Plan for 2012/13**

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

## DVC Instructional Program SLO Action Plans

### 76. Construction and Building Inspection [CA.CNSBI.D] belonging to Architecture/Engineering [CONST]

#### Overall Program Action Plan for 2017/18

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for Construction`´´´´

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

### 77. Construction Management [CA.CNMGT.D] belonging to Architecture/Engineering [CONST]

#### Overall Program Action Plan for 2018/19

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: is to add new courses in green technology for Construction Management. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2017/18

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: is to add new courses in green technology for Construction. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

### 78. Construction Supervision and Superintendency [CA.CSSUP.D] belonging to Architecture/Engineering [CONST]

#### Overall Program Action Plan for 2017/18

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: to add new courses in green technology for Construction. No revisions necessary. No changes were made. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

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

#### Overall Program Action Plan for 2010/11

GE courses aligned in each area for the first time

## DVC Instructional Program SLO Action Plans

### 80. Culinary Arts [CC.CULN.D] belonging to Culinary Arts [CULN]

#### Overall Program Action Plan for 2019/20

This program began in Fall 2018 and will be accessed Fall 2021`^^`



## DVC Instructional Program SLO Action Plans

### 81. Culinary Arts [CA.CULN.D] belonging to Culinary Arts [CULN]

#### Overall Program Action Plan for 2016/17

Since the last assessment, the Culinary Program has moved into a new building and the delivery of the program has changed. The building with its bigness has allowed us to practice and deliver more for our CULN students as they practice all the SLO's. The program is still the twelve week format that our other certificates/degrees programs have. Some of the elective courses have been consolidated or dismissed to help streamline the graduation timeline and successful completion. The current required ACF (American Culinary Federation) competencies, and input from our Advisory Board are still used as a guide to get the Programs in line. No need for alignment changes to be done. No need for the assessment actions to be needed. Overall, the CULN Program is meeting the required goals. Using the advisement of the Advisory Board and Industry suggestions, we will plan to make comprehensive goals to practice all skills on a constant basis. We will constantly keep track of the students success or needs more practice on their skills. The addition of extra Instructional Aides will make it easier to tract all of the required activities needed to pass the Program.

#### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

### 82. Dance [AA.DANCE.D] belonging to Kinesiology, Athletics and Dance [DANCE]

#### Overall Program Action Plan for 2017/18

All the Title V's are current and need no revisions. We have adjusted "course families" to align with the states definition of "course families." All rows and columns are aligned correctly. All aligned courses have content that supports the identified PLO. The current courses have assessment results. Some of the Drama classes may be revised by the Drama department as they have not been able to consistently offer courses at which time we will adjust our degree and matrix. Currently, all courses have been valued as good preparation for students who are interested in transfer or professional preparation in the field of dance. We have identified some students who have transferred and some who have graduated with a B.A. in Dance degree. The department recognizes the need for tracking and following students moving forward with the A.A. degree to see how the program has truly effected their success. The department has also hired two instructors to instruct courses that were previously unable to be offered to fulfill course degree requirements.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

### 83. Dental Assisting [AS.DENTL.D] belonging to Dental Assisting [DENTL]

#### Overall Program Action Plan for 2019/20

These outcomes reflect the competencies needed for students to be successful in our program and as a licensed registered dental assistant. They are aligned with the Commission on Dental Accreditation standards for Dental Assisting. The change to a 16-week semester had a significant impact on student learning. The loss of 2 weeks of externships required us to add more days/week to meet our required hours. We also implemented a flipped classroom that has been very successful. We will be reviewing or COR as we complete our Title V rewrites. We will be reviewing the student learning outcomes of each course and making adjustments to ensure the content correlated to our overall program learning objectives. As we complete our Title V rewrites we will ensure all SLO's have relevant assessment topics listed to meet our outcomes.

#### Overall Program Action Plan for 2016/17

The Program Learning Outcomes were revised in 2015-2016 in preparation of our accreditation self-study and site visit. These outcomes better reflect the competencies needed for students to be successful in our program and as a licensed registered dental assistant. Two senior faculty retired after the 2015-2016 academic year which allowed the dental program's to hire one full-time and two new part-time faculty. These faculty made several changes to the delivery of the content in the courses of record to be more efficient and effective for student learning. While we have made great strides in streamlining the curriculum, we have asked Curriculum Committee to consider moving the dental assisting Title V rewrites to the 2018-2019 academic year. This will allow the program to restructure its traditional delivery of information in an 18 week format to a more modular approach which has been proven to be a more successful approach in dental assisting education. We reviewed the student learning outcomes of each course to ensure the content correlated to our overall program learning objectives. We have completed one academic year with our new team. All courses have been assessed.

#### Overall Program Action Plan for 2013/14

The AS degree for Dental Assisting is different than the Certificate of Achievement in that a student must take all 3 GE courses as part of the core requirements to satisfy the AS degree. In addition, they must complete the other GE courses according to the DVC college AS degree requirements. Since the Certificate of Achievement and the AS Degree are ladder certificates most of the action items listed in the certificates' action plan are also listed in this action plan. There is one major change that needs to be evaluated in our program. The state as well as the national certification for the Dental Assistant, in the near future, is going to implement and mandate more hours for internship for the students. The Dental Assisting Program will look at the courses and evaluate if it is possible to increase the internship hours within the curriculum as it stands or needs to create a new course to satisfy this requirement. We will rewrite all courses this fall for Title V. An area of concern is the number of underprepared students that enter our program. Since the state has mandated a lottery system we have a number of underprepared students. We created and implemented an Orientation course as a prerequisite to our program. It was a 6 hour lecture class. After several years we realized we needed to evaluate students in a lab setting as well. This summer for the first time we will be offering a prerequisite course with a lecture and lab and then have the lottery. Students must pass this course with a 75% to be entered into the lottery system. Another major area of concern is English. We are discussing the idea that English should be a possibility for a prerequisite for the program. Currently, Co-requisites for the program are a choice of 3 English courses, 3 psychology, and Speech courses. These three courses are part of the program and students must complete one each of the three GE course to earn the Certificate of Achievement. I have discussed this idea with the CTE administrator as well as with the Dean of our division. This help with the intense reading and with the writing

## DVC Instructional Program SLO Action Plans

skills that are needed for our program as well as in the dental office setting. Other than stated above there will be not make major changes to the curriculum.

## DVC Instructional Program SLO Action Plans

### 84. Dental Assisting [CA.DENTL.D] belonging to Dental Assisting [DENTL]

#### Overall Program Action Plan for 2019/20

These outcomes reflect the competencies needed for students to be successful in our program and as a licensed registered dental assistant. They are aligned with the Commission on Dental Accreditation standards for Dental Assisting. The change to a 16-week semester had a significant impact on student learning. The loss of 2 weeks of externships required us to add more days/week to meet our required hours. We also implemented a flipped classroom that has been very successful. We will be reviewing or COR as we complete our Title V rewrites. We will be reviewing the student learning outcomes of each course and making adjustments to ensure the content correlated to our overall program learning objectives. As we complete our Title V rewrites we will ensure all SLO's have relevant assessment topics listed to meet our outcomes.

#### Overall Program Action Plan for 2016/17

The Program Learning Outcomes were revised in 2015-2016 in preparation of our accreditation self-study and site visit. These outcomes better reflect the competencies needed for students to be successful in our program and as a licensed registered dental assistant. Two senior faculty retired after the 2015-2016 academic year which allowed the dental program's to hire one full-time and two new part-time faculty. These faculty made several changes to the delivery of the content in the courses of record to be more efficient and effective for student learning. While we have made great strides in streamlining the curriculum, we have asked Curriculum Committee to consider moving the dental assisting Title V rewrites to the 2018-2019 academic year. This will allow the program to restructure its traditional delivery of information in an 18 week format to a more modular approach which has been proven to be a more successful approach in dental assisting education. We reviewed the student learning outcomes of each course to ensure the content correlated to our overall program learning objectives. We have completed one academic year with our new team. All courses have been assessed.

#### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

### 85. Dental Hygiene [AS.DENHY.D] belonging to Dental Hygiene [DENHY]

#### Overall Program Action Plan for 2019/20

The Program Learning Outcomes reflect the competencies needed for our students to be successful in our program and as licensed registered dental hygienists. These competencies are also aligned with our accrediting body, the Commission on Dental Accreditation and the Dental Hygiene Committee of California. The change to a 16-week semester had a significant impact on student learning. The addition of 15-20 minutes to a clinic session does not support improvement in skill development while the elimination of 20 clinic sessions over the duration of our program noticeably impacts skill development in a negative manner. We have restructured our clinical curriculum to provide more sessions in our 1st-year clinics and reduce the length of sessions in our 2nd-year clinic. The schedule provides 3 3 hour clinical sessions in DENHY 121, 3 3.5 hour sessions in DENHY122, 4 3.5 hour sessions in DENHY 230 and 4 4 hour sessions in DENHY 231. This restructuring provides our students with more time for skill development in their first year enabling them to be more successful with the challenging cases presented in 2nd year. Restructuring our clinical curriculum has made it necessary to further look at the sequencing of all courses to adjust the total semester units. We will be reviewing the student learning outcomes of each course and making adjustments to ensure the content correlated to our overall program learning objectives. We are finding many of our SLO's do not have assessment topics associated. As we complete our Title V rewrites we will ensure all SLO's have relevant assessment topics listed to meet our outcomes.

#### Overall Program Action Plan for 2016/17

The Program Learning Outcomes were reviewed by faculty and our advisory committee during the 2015-2016 academic year in preparation for our accreditation self-study and site visit. These outcomes reflect the competencies needed for our students to be successful in our program and as licensed registered dental hygienists. These competencies are also aligned with our accrediting body, the Commission on Dental Accreditation and the Dental Hygiene Committee of California. The Dental Hygiene Program went through Title V rewrites during the 2015-2016 academic year. DENHY-290 was added to both the dental hygiene and dental assisting curriculum to help our cohorts to "transition from students to dental professionals". Additionally, three of our courses have been moved to an online format. This decision was made based on input from alumni surveys and our advisory committee. A sampling of online courses will better prepare students who want to complete their bachelor degrees after graduation since most "degree completion in dental hygiene" programs are conducted online. This also aligns with our accreditation standards to help prepare students for additional education upon graduation. We reviewed the student learning outcomes of each course to ensure the content correlated to our overall program learning objectives. Our department conducts curriculum review meetings after each semester. Additionally, faculty complete an "End of Term" evaluation form of their course which can give more detailed information as to what was successful and what needs to change for future course offerings. All courses have been assessed in WEBSLOs.

#### Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix via content or the course SLOs and the courses support the successful completion of the program SLOs. The department will continue to gather course level SLO assessment data to use to review program level SLOs. No courses have been deleted or added to the Certificate or Degree. The

## DVC Instructional Program SLO Action Plans

Certificate of Achievement in Dental Hygiene will be discontinued in Fall 2015 to become compliant with the Commission on Dental Accreditation Standards and the California Dental Practice Act (CDPA). We will continue to offer the AS in Dental Hygiene in accordance with the CDPA. The department has initiated a departmental strategic plan to determine the direction and priorities of the Dental Hygiene Program over the next five years. This process will incorporate curriculum mapping and accreditation standards to ensure full compliance with the college and external agency requirements. By initiating this process the dental program faculty will need to revise the existing Program Level Outcomes. We will revise the PLOs once we have complete the realignment of the program to guarantee the authenticity of the Program Level Outcomes to the new curriculum. All PLO data and activities including this action plan have been shared with the department faculty and with our advisory committee at our regular scheduled spring meeting.

### Overall Program Action Plan for 2012/13

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

### Overall Program Action Plan for 2009/10

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

## DVC Instructional Program SLO Action Plans

### 86. Digital Marketing [CA.BUSDM.D] belonging to Business Administration [BUSMK]

#### Overall Program Action Plan for 2019/20

This is a new program that began in Fall 2019 and will be assessed by Fall 2022```



## DVC Instructional Program SLO Action Plans

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

#### Overall Program Action Plan for 2016/17

Added the outcome statements per the DVC 2016-2017 Catalog, p.49, English Composition. The ENGL-122 course outline does not really support the outcome "use written and spoken language to communicate effectively". "Communicate" does not appear in the COR and there's nothing at all about speaking. COR should address this. Created the matrix per the DVC 2016-2017 Catalog, p.50, English Composition. ENGL-122 assessment topics area all about reading and writing -- there needs to be some assessment of spoken communication (after the COR gets changed to add that). N/A

#### Overall Program Action Plan for 2010/11

GE courses aligned in each area for the first time

#### Overall Program Action Plan for 2009/10

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

## DVC Instructional Program SLO Action Plans

### 88. Early Childhood Education [AS.ECE.D] belonging to Early Childhood Education [ECE]

#### Overall Program Action Plan for 2017/18

This degree is designed for students desiring ECE positions that require an AS degree, but are not necessarily transferring. At the ECE Department Program SLO retreat on 1/16/2018 this degree was reviewed for program actions and changes. It was discovered that the matrix needs to be updated (see information below). Otherwise, there are no other changes needed. The ECE courses housed in the degree are identical to the BASIC certificate. It includes all eight of the statewide core ECE Curriculum Alignment Project courses plus ECE 128, Advanced Curriculum Development in ECE. The Title 5 re-writes for the core courses were updated to ensure alignment with the statewide ECE Curriculum Alignment Program (CAP). The SLOs of these courses were reviewed on 1/16/18 by the department and were found to be directly connected to the Program SLOs. Emphasis on increasing Developmentally Appropriate Practices (DAP) was evident in course assessments. The department reviewed the matrix on 1/16/18 and updated to appropriate placements. This matrix has numerous courses which need to be removed including (ECE 128). A meeting was scheduled with the Senior Dean of Instruction on 1/28/18 to initiate these changes. The past ECE Degree program SLO was reviewed on 1/16/18. The department discussed, and plans to make sure, that course level SLO assessment topics continue to reflect the PLOs. Currently, the ECE department continues to align courses (electives, too) with the State Wide ECE Curriculum Alignment Program. In addition, support services for ESL/Special needs students are being enhanced through the ECE Professional Development support services. Specific to this is the adjustment of the resource night hours of operation in order to accommodate student needs. The department is also currently exploring the purchase and use of video equipment to enhance observations and learning by student teachers in the DVC Developmental Children's Laboratory. Student access to the DVC Children's Developmental laboratory School for hands on experiences with developmentally appropriate materials and experiences continues to be vital for student learning. In future program reviews, storage and materials to be utilized in LA building classrooms should be requested for times when the lab school is not available. The importance of institutionalized student tutoring and ESL supports continues to be a department need. Continuation of the ECE resource night is important for student success. Use of video tape lab observations needs to continue to be explored.

#### Overall Program Action Plan for 2014/15

AS/AS-T Degree Early Childhood Education The ECE Department has two top level degrees, the Early Childhood Education is the CTE degree and the Early Childhood Education for Transfer, is the transfer degree. The department feels that by having these two degrees students can choose to follow a vocational track or a continuing education track in their education plan. The department continues to align courses to the ECE statewide Early Childhood Education Curriculum Alignment Project (and the Extended Curriculum Project). Numerous courses have been rewritten through this process and the ECE department met with a representative of the Disabled Student Services Department (DSS) in order to best reflect trends and needs in the industry related to our special education courses. The ECE department meets twice a year with our Advisory Board to assist us with trends, curriculum development, and to share course and program SLO data with them. The advisory board provided the department with written feedback and suggestions at the bi-annual meeting held in March, 2015. This meeting included ECE advisors, ECE faculty, lab staff and mentors. Attendees were asked to fill out a survey which utilized the California state competencies and were based off of the department's SLO's. The results of the survey highlighted three areas which warrant additional attention in courses. These include: dual language development; special needs/inclusion; and communication with families. The plan is for the department to discuss,

## DVC Instructional Program SLO Action Plans

and share with other faculty members, various ideas for emphasize these topics in course material. In addition, SLO course assessments are reviewed for specific course feedback. The Developmental Children's Lab School is found to be a vital component to student success. Students benefit greatly from the ECE Professional Development support services which include: educational and career advising; linked courses; tutoring and professional development. The ECE department discusses industry trends and changes, such as the Transitional Kindergarten (TK). We will include all of this relevant data in our program review. All the courses associated with these degrees were reviewed and confirmed on the alignment matrix. This action plan was shared for final review and approved by the ECE department faculty on March 17, 2015.

### Overall Program Action Plan for 2011/12

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

### Overall Program Action Plan for 2010/11

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

## DVC Instructional Program SLO Action Plans

### 89. Early Childhood Education - Associate Teacher [CA.ECEAT.D] belonging to Early Childhood Education [ECE]

#### Overall Program Action Plan for 2017/18

There have been no changes to the required courses for this certificate. This certificate was recently changed to a Certificate Of Achievement (from a certificate of accomplishment) so that students can have record of it on their transcripts. This is the first certificate in a stackable series of certificates in ECE. The program outcomes are core to the field and have not changed. The department needs to make sure that the older certificate of accomplishment certificate is removed from the SLO list. The course SLOs are directly connected to Program SLOs. The Title 5 re-writes for the four courses included in this certificate were updated to ensure alignment with the statewide ECE Curriculum Alignment Project (CAP), including course outcomes. In the process of reviewing the assessments of the courses in this program the department finds the course SLO assessments support the program learning outcomes. For example, in the course assessment for ECE 123 assessment looked directly at the foundations of an integrated curriculum. The assessment supported the increased opportunities to practice skills over the course of the semester demonstrating positive student learning outcomes. No courses have been added or eliminated in the matrix. The matrix was reviewed on 1/16/2018 and no matrix changes were required. As mentioned under course actions, course level SLO assessment topics directly address the PLOs. Review of the past assessment was completed 1/16/2018 at the flex winter retreat. Currently there are no additional proposed changes for this certificate.

However, the department discussed the weekly ECE Resource Night which provides students with course assistance and tutoring (housed in the Children's Developmental Lab School). The plan is to adjust the time of the resource night to begin one hour earlier to accommodate student schedules. This service support also supports ESL students and those with special needs.

Student access to the DVC Children's Developmental laboratory School for hands on experiences with developmentally appropriate materials and experiences continues to be vital for student learning. In future program reviews, storage and materials to be utilized in LA building classrooms should be requested for times when the lab school is not available. The importance of institutionalized student tutoring and ESL supports continues to be a department need. Continuation of the ECE resource night is important for student success.

#### Overall Program Action Plan for 2016/17

This certificate is new. It was just changed (2017) from a CC to the current CA certificate. The previous CC certificate was up-to-date with course SLO's outcome material. The former certificate was up for review in Spring 2018. The matrix was reviewed in fall, 2017 and alignment completed. Since this is a new certificate the department is planning a winter retreat (spring semester 2018) to review the course learning outcomes and generate program goals.

## DVC Instructional Program SLO Action Plans

### 90. Early Childhood Education - Basic [CA.ECEBA.D] belonging to Early Childhood Education [ECE]

#### Overall Program Action Plan for 2017/18

There have been no changes to the required courses for this certificate. As a part of the stackable ECE certificates, 5 courses are included in addition to the 4 core courses in the Associate Teacher Certificate. The program outcomes have not changed. The department is exploring the possibility of changing the name of this certificate to reflect advanced skill level. The Title 5 re-writes for eight of the courses (with the exception of ECE 128) included in this certificate were updated to ensure alignment with the statewide ECE Curriculum Alignment Program (CAP), including course outcomes. ECE 128 provides advanced understanding of ECE curriculum, but is not part of CAP.

The course SLOs are directly connected to Program SLOs. For example, in ECE 128 when discussing Constructivist Theory, specifying and comparing various theorists and approaches has been found to be beneficial and supportive of student understanding and learning.

No courses have been added or eliminated in the matrix.

The matrix was reviewed and updated during the 1/16/2018 ECE Department Working Retreat. Under course actions, it is stated that the course level SLO assessment topics are directly related to the PLO's. The ECE department meets twice a year with the c-contract faculty and the ECE advisory board to discuss SLOs and department actions or changes. The topics of dual language development and communication with families continue to be a part of on-going discussions as they relate to supporting student success. Student access to the DVC Children's Developmental laboratory School for hands on experiences with developmentally appropriate materials and experiences continues to be vital for student learning. In future program reviews, storage and materials to be utilized in LA building classrooms should be requested for times when the lab school is not available. The importance of institutionalized student tutoring and ESL supports continues to be a department need. Continuation of the ECE resource night is important for student success.

#### Overall Program Action Plan for 2014/15

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

## DVC Instructional Program SLO Action Plans

learning and success. All courses for this certificate were reviewed and confirmed on the alignment matrix. This action plan was shared for final review and approved by the ECE department faculty on March 17, 2015.

### **Overall Program Action Plan for 2011/12**

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

### **Overall Program Action Plan for 2010/11**

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

## DVC Instructional Program SLO Action Plans

### 91. Early Childhood Education - Master Teacher [CA.ECEMT.D] belonging to Early Childhood Education [ECE]

#### Overall Program Action Plan for 2017/18

The Master Teacher Certificate is the 4th certificate in the ECE stacked certificate series. It includes the BASIC 29 ECE units and adult supervision (ECE 253) and 6 units of specialization.

The ECE Department has taken the initiative to align the Infant/Toddler courses (ECE 230; ECE 231), the adult supervision course (ECE 253) and the Children with Special Needs course (ECE 269) to the California Curriculum Alignment Project (CAP). Otherwise, there have been no actions or changes to this certificate.

During the ECE Department SLO program retreat (1/16/2018) faculty reviewed and verified that the specialization course SLO assessments are aligned and support the program SLOs for this certificate. For example, the ECE 253 SLO course assessment focused on the use of a teacher assessment tool to increase understanding of best practices in the ECE profession. The department reviewed the matrix (1/16/18) and updated it. ECE 140 is no longer a course in the department and needs to be removed from the matrix. This will be done through the curriculum committee. In addition, a meeting was held on 1/28/2018 with the Senior Dean of Instruction in order to make corrections to the catalog. The course level SLO assessments directly address the PLO's. The department reviewed the past program assessment on 1/16/18. The department is continuing to work on aligning our specialization courses with the CA State Alignment Project (CAP). The department is discussing a response to the potential needs for transitional kindergarten coursework requirements and ELL needs.

The ECE department continues to develop a partnership with the Special Education Department (SPEDU) on campus to coordinate classes for students interested in teaching children with special needs. In addition, the ECE department has worked with SPEDU to rewrite the Special Needs (ECE 269) course.

Student access to the DVC Children's Developmental laboratory School for hands on experiences with developmentally appropriate materials and experiences continues to be vital for student learning. In future program reviews, storage and materials to be utilized in LA building classrooms should be requested for times when the lab school is not available. The importance of institutionalized student tutoring and ESL supports continues to be a department need. Continuation of the ECE resource night is important for student success.

The use of video technology as a learning tool needs to continue to be explored.

#### Overall Program Action Plan for 2014/15

Certificate of Achievement - Master Teacher The Master Teacher level certificate prepares students for the Master Teacher level Child Development Permit (overseen by the

## DVC Instructional Program SLO Action Plans

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

### Overall Program Action Plan for 2012/13

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

### Overall Program Action Plan for 2010/11

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



## DVC Instructional Program SLO Action Plans

### 92. Early Childhood Education - Site Supervisor [CA.ECESS.D] belonging to Early Childhood Education [ECE]

#### Overall Program Action Plan for 2017/18

The Site Supervisor Certificate is the 5th certificate in the ECE nested certificates. It contains all of the requirements for the Teacher Certificate plus ECE 251; 252 and 253.

There are no changes needed to the Site Supervisor Certificate. However, there are actions required to the matrix (see below).

Since the last program assessment, ECE 251, 252 and 253 were aligned with the California Curriculum Alignment Project (CAP).

Course SLOs were reviewed and found to be in alignment with the program SLOs.

For example, ECE 252s course SLO assessment demonstrated class content directly related to the program SLO on sensitivity to biases.

The department reviewed the matrix on 1/16/18 and made corrections. It was discovered that there is a duplicate SLO and inaccurate course work listed in the matrix which needs to be removed. A meeting was held with the Senior Dean of Instruction on 1/28/2018 in order to correct the matrix and catalog listings (ex: ECE 126 was removed.) As previously mentioned, the department is making sure that the course level assessments address the PLO's. The department reviewed the previous assessment on 1/16/18. The department continues to explore and strategize ways to support with dual language learners, increase communication with families participating in the childrens center and assisting students with special needs.

Current action plan to have the matrix corrected was addressed on 1/28/18. In addition, the department plans to make sure all faculty are accessing the current course outline on file and adjusting their syllabus and course content to reflect any changes and updates. This was discussed at the c-contract meeting on 1/18/18.

Student access to the DVC Childrens Developmental laboratory School for hands on experiences with developmentally appropriate materials and experiences continues to be vital for student learning. In future program reviews, storage and materials to be utilized in LA building classrooms should be requested for times when the lab school is not available. The importance of institutionalized student tutoring and ESL supports continues to be a department need. Continuation of the ECE resource night is important for student success.

#### Overall Program Action Plan for 2014/15

## DVC Instructional Program SLO Action Plans

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

### **Overall Program Action Plan for 2012/13**

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

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

### **Overall Program Action Plan for 2010/11**

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

## DVC Instructional Program SLO Action Plans

### 93. Early Childhood Education - Teacher [CA.ECETE.D] belonging to Early Childhood Education [ECE]

#### Overall Program Action Plan for 2017/18

This is the third certificate in a nested set of certificates. This certificate contains all of the same ECE courses as the BASIC with the addition of 16 general education units. Currently there have been no changes to this certificate. The ECE department met on 1/16/2018 for a SLO Program Retreat. At that time the BASIC Certificate was reviewed and updated. Those changes are reflected in this Teacher Certificate. The department reviewed and verified that the course SLO assessments in this certificate address the program SLO objectives. The matrix for this certificate was updated during the department SLO program retreat on (1/16/2018) the matrix for this certificate. Again, as mentioned under course actions, the course level SLO assessment topics address the PLO's. The department reviewed the past program assessment on 1/16/2018.

The department discussed the weekly resource night available to assist ECE students with learning course material and to provide support to the ESL and DSS student. The plan is to adjust the time of the resource night to begin one hour earlier to accommodate student schedules.

Student access to the DVC Children's Developmental laboratory School for hands on experiences with developmentally appropriate materials and experiences continues to be vital for student learning. In future program reviews, storage and materials to be utilized in LA building classrooms should be requested for times when the lab school is not available. The importance of institutionalized student tutoring and ESL supports continues to be a department need. Continuation of the ECE resource night is important for student success.

The use of video technology as a learning tool needs to continue to be explored.

#### Overall Program Action Plan for 2014/15

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

## DVC Instructional Program SLO Action Plans

emphasize these topics in course material. SLO cycles are up-to-date. The Developmental Children's Lab on campus continues to be a vital component for supporting student learning and success. All courses for this certificate were reviewed and confirmed on the alignment matrix. This action plan was shared for final review and approved by the ECE department faculty on March 17, 2015.

### **Overall Program Action Plan for 2011/12**

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

### **Overall Program Action Plan for 2010/11**

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

## DVC Instructional Program SLO Action Plans

### 94. Early Childhood Education for Transfer [AST.ECE.D] belonging to Early Childhood Education [ECE]

#### Overall Program Action Plan for 2017/18

The AST. ECE For Transfer degree is the second of three degrees housed in the ECE department.

The degree was reviewed by the ECE department on 1/16/2018 and currently there are no changes needed.

The ECE courses housed in the degree are identical to the BASIC certificate with the exclusion of ECE 128. It includes all eight of the statewide core ECE Curriculum Alignment Project courses. The Title 5 re-writes for these core courses were updated to ensure alignment with the statewide ECE Curriculum Alignment Program (CAP). The SLOs of these courses were reviewed on 1/16/18 by the department and were found to be directly connected to the Program SLOs. Emphasis on increasing Developmentally Appropriate Practices (DAP) was evident in course assessments.

Currently (1/16/18) no course changes are required.

The department reviewed the matrix on 1/16/18 and updated to appropriate placements. Under course actions, the department reports that the course level SLO topics address the PLO's. The department reviewed and reflected on the previous action plan. Currently the department continues with both bi-annual c-contract and advisory meetings.

The past ECE Degree program SLO was reviewed on 1/16/18. As previously noted on ECE certificates, course SLO assessments demonstrate connections and links to program SLOs. There are no changes necessary currently.

The vital nature of the laboratory training school (Developmental Children's Center) to the ECE degree program is clear.

Student access to the DVC Children's Developmental laboratory School for hands on experiences with developmentally appropriate materials and experiences continues to be vital for student learning. In future program reviews, storage and materials to be utilized in LA building classrooms should be requested for times when the lab school is not available. The importance of institutionalized student tutoring and ESL supports continues to be a department need. Continuation of the ECE resource night is important for student success.

## DVC Instructional Program SLO Action Plans

### Overall Program Action Plan for 2014/15

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

### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

### 95. Economics for Transfer [AAT.ECON.D] belonging to Social Science [ECON]

#### Overall Program Action Plan for 2017/18

This is a new AAT degree and this is the first time that the PLOs are being assessed. After review, the department determined that no changes need to be made to the PLOs.

The following courses are under consideration by the department to be added to the degree: Business 209,( International Business); Political Science 120 (Introduction to Politics) and Political Science 250 (International Relations) and will be mapped and aligned in the matrix.

The full-time faculty all contributed to this PLO review

`The departmentâ€™s Title 5s are all current and all CORs were reviewed. The department feels that too many of the elective courses support just one outcome, namely #5: use quantitative methodology to measure economic outcomes.

The department will review this and decide if we would like to replace some of the electives with courses that will address other outcomes as well or add a PLO that bridges more of the concepts identified in the elective courses.

`This is a new AAT degree and this is the first time that the PLOs are being assessed. After review, the department determined that no changes need to be made to the matrix.`The discipline faculty would like to make changes to the assessment topics, in Econ 101 and Econ 200 and assess these new topics in Fall 2019.

We would also like to have a discussion about augmenting our assessment topics in Econ 220 and Econ 221. This is a planned activity in Fall 2019.

`This is a new AAT degree and at this is the first time that the PLOs are being assessed thus the discipline faculty have no comments or observations to document in regards to Program Review.

## DVC Instructional Program SLO Action Plans

### 96. Electrical Engineering and Computer Engineering [AS.ENGEC.D] belonging to Architecture/Engineering [ENGIN]

#### Overall Program Action Plan for 2019/20

There is no change to the program or PLO since last review. The COR remains the same and no change has been required for this program. The alignment matrix remains to be the same since the last program review. No change is proposed to the course assessment or assessment topics. The Associate of Science degree in Electrical and Computer Engineering remains as one of degrees being offered by the Engineering program. However the number of degrees granted remain low and the Engineering program is planning to study the root cause and offer ways to make improvement in the number of degrees granted.

#### Overall Program Action Plan for 2017/18

Most graduates of Associate of Science in Electrical and Computer Engineering program will transfer to 4-year schools to get a bachelor of science in engineering.

To complete the assessment of this degree the Program Assessment by Alignment and Mapping (Matrix) was carefully examined. The course content for every course in the program was compared to the program SLOs and the course SLO topics that map to any SLOs of the program were identified. The program assessment was based on the relevance of these course SLOs and their assessments to the program SLOs. The overall assessments is indicative of agreement between the program SLOs and the

course SLOs. The assessment of ENGIN-110, ENGIN-135, ENGIN-136 and ENGIN-120, ENGIN-121, ENGIN-230, ENGTC-126, classes are indicative of the alignments with acceptable success rates. The assessment of the required science courses for the program

(CHEM-120, COMSC-165, COMSC-210, PHYS-130, and PHYS-230) indicates that the students will be able to successfully complete the program. A successful completion of the Math requirements

(MATH-192, MATH-193, MATH-194, MATH-195, MATH-292, MATH-294) of the program will provide the needed math background to meet the requirements of the program SLOs and the assessment of these math classes are indicative of this fact. We will continue to expand our activities to enrich this program and will pay special attention to the following items in the coming academic years.

There is an urgent need to replace the full-time electrical engineer that retired in 2017 as managing and supporting this program requires continued assessment and planning of various course offering in this field.



## DVC Instructional Program SLO Action Plans

`None.`None.`None.`There is an urgent need to replace the full-time electrical engineer that retired in 2017 as managing and supporting this program requires continued assessment and planning of various course offering in this field.

## DVC Instructional Program SLO Action Plans

### 97. Electrical/Electronics Technology [AS.ELTEC.D] belonging to Electronics/Electricity/Energy Systems [ELECT]

#### Overall Program Action Plan for 2017/18

Updated matrix to accurately reflect what courses are required for the degree. No changes in required courses since last assessment. The newer courses, ELECT 220 and ELECT 230 have been taught several times. Improvement opportunities have been identified and will be incorporated in the next course updates. Have recommended that prerequisite of ELECT/ELTRN 121 be removed from ELECT 220 and ELECT 230. Two new courses, ELTRN 108, an intermediate section of Robotics, and ELTRN 109, Commercial Drones are in curriculum review and anticipated to be in the next catalog, which will hopefully increase enrollment in beginning level courses. Overall enrollment was up the prior 18 months, largely due to a partnership with the Bay Area Rapid Transit District. Enrollment Spring 2018 is down in all courses, particularly the beginning level courses, which makes advanced level courses more difficult to schedule. Will examine in more detail after we have Fall 2018 enrollment data and incorporate in program review. Other than those noted above, no additional changes in Course outlines. Reviewed and no alignment changes recommended at this time. ELECT 220 and ELECT 230 will be reviewed to incorporate feedback gained from teaching the courses. Examine overall enrollment trends. Enrollment was up the prior 18 months, largely due to a partnership with the Bay Area Rapid Transit District. Enrollment Spring 2018 is down in all courses, particularly the beginning level courses, which makes advanced level courses more difficult to schedule. Will likely need to develop marketing plans and other strategies to increase enrollment. Gather regional data to compare.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

PSLO Outcome 1 All courses align with at least one outcome. Evaluate ELTRN 107 to determine if still an appropriate part of the degree mix or if changes need to be made. Schedule assessment if to remain. Evaluate whether ENSYS 130 should be part of matrix. Evaluate ELTRN 120 and ELTRN 121, counterparts to same ELECT classes should be co-listed in matrix. COMTC 110, ELECT 120, ELECT 121, ELTRN 102b have recently been evaluated. Review whether some of the courses, such as ELTRN 102b should be listed at 200 level. The outcome statement for PSLO 1 appears too narrow. Consider broadening and re-matrixing as appropriate. Check to determine which courses need

## DVC Instructional Program SLO Action Plans

Title 5 assessment this period and complete as appropriate. Several course assessments stated that students still struggling with math. Assess and if appropriate develop strategy to improve. Examine student withdraw rate and if appropriate develop strategy to improve. Review ELTRN 116 to see if it is still viable, and take appropriate action.

PSLO OUTCOME 2 "BUILD AND TROUBLESHOOT ELECTRICAL / ELECTRONICS CIRCUITS AT AN APPRENTICESHIP LEVEL ELECT 120 5/29/13 ELECT 121 12/7/12 ELECT 130 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ELTRN 102B 5/27/13 ENSYS 130 ????? 5/29/13

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

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

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

## DVC Instructional Program SLO Action Plans

### 98. Electrical/Electronics Technology [AS.ELTEC.D] belonging to Electronics/Electricity/Energy Systems [ELTRN]

#### Overall Program Action Plan for 2017/18

Updated matrix to accurately reflect what courses are required for the degree. No changes in required courses since last assessment. The newer courses, ELECT 220 and ELECT 230 have been taught several times. Improvement opportunities have been identified and will be incorporated in the next course updates. Have recommended that prerequisite of ELECT/ELTRN 121 be removed from ELECT 220 and ELECT 230. Two new courses, ELTRN 108, an intermediate section of Robotics, and ELTRN 109, Commercial Drones are in curriculum review and anticipated to be in the next catalog, which will hopefully increase enrollment in beginning level courses. Overall enrollment was up the prior 18 months, largely due to a partnership with the Bay Area Rapid Transit District. Enrollment Spring 2018 is down in all courses, particularly the beginning level courses, which makes advanced level courses more difficult to schedule. Will examine in more detail after we have Fall 2018 enrollment data and incorporate in program review. Other than those noted above, no additional changes in Course outlines. Reviewed and no alignment changes recommended at this time. ELECT 220 and ELECT 230 will be reviewed to incorporate feedback gained from teaching the courses. Examine overall enrollment trends. Enrollment was up the prior 18 months, largely due to a partnership with the Bay Area Rapid Transit District. Enrollment Spring 2018 is down in all courses, particularly the beginning level courses, which makes advanced level courses more difficult to schedule. Will likely need to develop marketing plans and other strategies to increase enrollment. Gather regional data to compare.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

PSLO Outcome 1 All courses align with at least one outcome. Evaluate ELTRN 107 to determine if still an appropriate part of the degree mix or if changes need to be made. Schedule assessment if to remain. Evaluate whether ENSYS 130 should be part of matrix. Evaluate ELTRN 120 and ELTRN 121, counterparts to same ELECT classes should be co-listed in matrix. COMTC 110, ELECT 120, ELECT 121, ELTRN 102b have recently been evaluated. Review whether some of the courses, such as ELTRN 102b should be listed at 200 level. The outcome statement for PSLO 1 appears too narrow. Consider broadening and re-matrixing as appropriate. Check to determine which courses need

## DVC Instructional Program SLO Action Plans

Title 5 assessment this period and complete as appropriate. Several course assessments stated that students still struggling with math. Assess and if appropriate develop strategy to improve. Examine student withdraw rate and if appropriate develop strategy to improve. Review ELTRN 116 to see if it is still viable, and take appropriate action.

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

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

## DVC Instructional Program SLO Action Plans

### 99. Electrical/Electronics Technology [CA.ELT.D] belonging to Electronics/Electricity/Energy Systems [ELECT]

#### Overall Program Action Plan for 2017/18

Updated matrix to accurately reflect what courses are required for the certificate. No changes in required courses since last assessment. The newer courses, ELECT 220 and ELECT 230 have been taught several times. Improvement opportunities have been identified and will be incorporated in the next course updates. Have recommended that prerequisite of ELECT/ELTRN 121 be removed from ELECT 220 and ELECT 230. Two new courses, ELTRN 108, an intermediate section of Robotics, and ELTRN 109, Commercial Drones are in curriculum review and anticipated to be in the next catalog, which will hopefully increase enrollment in beginning level courses. Overall enrollment was up the prior 18 months, largely due to a partnership with the Bay Area Rapid Transit District. Enrollment Spring 2018 is down in all courses, particularly the beginning level courses, which makes advanced level courses more difficult to schedule. Will examine in more detail after we have Fall 2018 enrollment data and incorporate in program review. Other than those noted above, no additional changes in Course outlines. Reviewed, alignment changed to reflect what courses are required for degree, No additional changes at this time. ELECT 220 and ELECT 230 will be reviewed to incorporate feedback gained from teaching the courses. Examine overall enrollment trends. Enrollment was up the prior 18 months, largely due to a partnership with the Bay Area Rapid Transit District. Enrollment Spring 2018 is down in all courses, particularly the beginning level courses, which makes advanced level courses more difficult to schedule. Will likely need to develop marketing plans and other strategies to increase enrollment. Gather regional data to compare.

#### Overall Program Action Plan for 2014/15

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#### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

improve. Review ELTRN 107 and ELTRN to see if they are still viable, and take appropriate action.

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

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

## DVC Instructional Program SLO Action Plans

### 100. Electrical/Electronics Technology [CA.ELT.D] belonging to Electronics/Electricity/Energy Systems [ELTRN]

#### Overall Program Action Plan for 2017/18

Updated matrix to accurately reflect what courses are required for the certificate. No changes in required courses since last assessment. The newer courses, ELECT 220 and ELECT 230 have been taught several times. Improvement opportunities have been identified and will be incorporated in the next course updates. Have recommended that prerequisite of ELECT/ELTRN 121 be removed from ELECT 220 and ELECT 230. Two new courses, ELTRN 108, an intermediate section of Robotics, and ELTRN 109, Commercial Drones are in curriculum review and anticipated to be in the next catalog, which will hopefully increase enrollment in beginning level courses. Overall enrollment was up the prior 18 months, largely due to a partnership with the Bay Area Rapid Transit District. Enrollment Spring 2018 is down in all courses, particularly the beginning level courses, which makes advanced level courses more difficult to schedule. Will examine in more detail after we have Fall 2018 enrollment data and incorporate in program review. Other than those noted above, no additional changes in Course outlines. Reviewed, alignment changed to reflect what courses are required for degree, No additional changes at this time. ELECT 220 and ELECT 230 will be reviewed to incorporate feedback gained from teaching the courses. Examine overall enrollment trends. Enrollment was up the prior 18 months, largely due to a partnership with the Bay Area Rapid Transit District. Enrollment Spring 2018 is down in all courses, particularly the beginning level courses, which makes advanced level courses more difficult to schedule. Will likely need to develop marketing plans and other strategies to increase enrollment. Gather regional data to compare.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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



## DVC Instructional Program SLO Action Plans

improve. Review ELTRN 107 and ELTRN to see if they are still viable, and take appropriate action.

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

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

## DVC Instructional Program SLO Action Plans

### 101. Electrical/Electronics Technology [CC.ELT.D] belonging to Electronics/Electricity/Energy Systems [ELECT]

#### Overall Program Action Plan for 2018/19

Strong beginning certificate - recommend no changes`not recommending changes to CORs at this time`Reviewed alignment to this stackable certificate - all courses are in order`Will keep tracking the success of this small certificate to determine value to students and potential employers. All these courses stack into the certificate of Achievement and the associate degree`Review how many students are filing for this certificate vs how many are eligible

#### Overall Program Action Plan for 2015/16

This new certificate, designed to recognize students achieving a basic set of electrical/electronic education and skills. With this certificate, students will be more competitive for an entry level position in the electrical / electronics area. All of the courses in the certificate of accomplishment are stackable and apply to the certificate of completion. Students can continue to earn units and complete the larger certificate and then with general education requirements the associate degree. They can continue the program as part-time students working in the electrical / electronics area or as full time students.

For each of the Program SLOs, courses are and will continue to be evaluated on a regular basis to ensure alignment with the outcomes.

ELECT 120 was last assessed in 2014/2015.

ELECT 266 was last assessed in 2014/2015.

ELECT 121 was last assessed in 2013/2014

This outcome aligns with ELECT 121 and ELTRN 121. In each course, students will identify common electrical circuit components and their use. Courses will be evaluated on a regular basis to ensure alignment.

Students solve AC and DC Circuits for Voltage, Current, Resistance, Power, and other parameters in both ELECT 120 and ELECT 121. Courses will be evaluated on a regular basis to ensure alignment.

In both ELECT 120 and ELECT 121 students operate and demonstrate understanding of common laboratory instruments used in the analysis, construction, and troubleshooting of AC and DC circuits. These courses will be reviewed regularly to ensure alignment.

## DVC Instructional Program SLO Action Plans

In both ELECT 120 and ELECT 121, students apply specific sections of the national electrical code to electrical systems. These courses will be evaluated on a regular schedule to ensure alignment.

## DVC Instructional Program SLO Action Plans

### 102. Elementary Teacher Education for Transfer [AAT.EDUC.D] belonging to Early Childhood Education [EDUC]

#### Overall Program Action Plan for 2017/18

This new interdisciplinary degree was reviewed by the ECE department on 1/16/18. Currently there are no changes. One course in this degree is housed in the ECE department, EDUC 120. The course SLO assessment for EDUC 120 supports the program SLOs for the degree. The field practicum experiences in elementary schools were utilized in SLO assessment to examine methods of effective teaching. The department reviewed the matrix and it is complete. No changes are needed as of 1/16/18. Only one ECE course is housed in this degree. As reported under course actions the course SLO assessment is directly related to the PLO's. This is a new degree. Continued collaboration is recommended between interdisciplinary faculty to insure continuity between course content and program SLOs. The department is currently participating in the Teacher Preparation Pipeline. This is a statewide effort to address the need for teachers in California, utilizing regional efforts and collaborations. Input from the community to make decisions regarding Transition Kindergarten course needs will be addressed in department advisory meetings. These courses potentially can become electives in this major.

#### Overall Program Action Plan for 2016/17

This is a new degree (fall, 2017) - the department is having a retreat in Jan 2018 to review and revise these PLOs. Courses are from multiple disciplines and the department will discuss the best way to integrate course action plans at the winter retreat in (spring 2018). The matrix has been reviewed and recently updated (fall, 2017). These ECE department houses this degree. The action plan is for the department to have a winter retreat (spring semester 2018) in order to review program outcomes and generate program goals. A new transfer degree for Education has been added to the ECE Department to oversee and run.

## DVC Instructional Program SLO Action Plans

### 103. Energy Systems [AS.ES.D] belonging to Electronics/Electricity/Energy Systems [ENSYS]

#### Overall Program Action Plan for 2017/18

No major changes have been made to program since last assessed in 2014/2015. Spring 2018 ENSYS 125 and ENSYS 230 were cancelled due to low enrollment. Enrollment at other schools in region and beyond are down significantly. May need to consider major changes to the program. ENSYS 260 has not been offered since Fall 2012. It is not likely to fill if offered, given enrollment in other courses. Will evaluate whether ENSYS 260 should be deleted. Alignment is current. No changes needed in course assessment schedule. Look at enrollment trends state wide and regionally. Spring 2018 ENSYS 125 and ENSYS 230 were cancelled due to low enrollment. May need to consider major changes to the program.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

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

PSLO OUTCOME 2 INSTALL A ROOF MOUNTED PV SYSTEM CONST 110 11/12 CONST 114 12/13 CONST 135 sch 12/13 ELECT 120 5/29/13 ELECT 121 12/7/12 ELECT 266 4/9/09 ELECT 267 5/29/13 ENSYS 130 5/29/13 PSLO Outcome 2 All courses align with at least one outcome. Evaluate CONST 114, 135 to determine if they are

## DVC Instructional Program SLO Action Plans

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

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

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

## DVC Instructional Program SLO Action Plans

### 104. Energy Systems [CA.ESPV.D] belonging to Electronics/Electricity/Energy Systems [ENSYS]

#### Overall Program Action Plan for 2015/16

This revised certificate is designed to recognize students who have achieved a more comprehensive set of energy systems education and skills than those earned in the certificate of accomplishment. With this certificate, students will be more competitive for an entry level or higher position in the energy systems area. All of the courses earned in the certificate of accomplishment are stackable and apply to this certificate of achievement. Students who also complete general education requirements may earn an associate degree. They can continue the program as part-time students working in the energy systems area or as full time students.

For each of the Program SLOs, courses are and will continue to be evaluated on a regular basis to ensure alignment with the outcomes.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

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

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

## DVC Instructional Program SLO Action Plans

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

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

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

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



## DVC Instructional Program SLO Action Plans

### 105. Energy Systems [CC.ES.D] belonging to Electronics/Electricity/Energy Systems [ENSYS]

#### Overall Program Action Plan for 2015/16

This new certificate is designed to recognize students achieving a basic set of energy systems education and skills. With this certificate, students will be more competitive for an entry level position in the energy systems area. All of the courses in the certificate of accomplishment are stackable, and apply to the certificate of completion. Students can continue to earn units and complete the larger certificate of achievement and then with general education requirements the associate degree. They can continue the program as part-time students working in the energy systems area or as full time students.

For each of the Program SLOs, courses are and will continue to be evaluated on a regular basis to ensure alignment with the outcomes.

ENSYS 120 was last assessed in 2014/2015

ENSYS 125 is a new course and will be assessed in SP 2016 and a report filed by 12/31/16

ENSYS 130 was last assessed in 2014/2015

ENSYS 230 was last assessed in 2014/2015

Students in the energy systems program identify, measure, and analyze the major energy uses in typical businesses operations, focusing beyond the building and into processes.

Courses supporting this outcome are reviewed on a regular basis to ensure alignment with SLOs.

Students in the energy systems program demonstrate the electrical and energy systems skills to successfully interact with builders, architects, engineers, and constructors and advise on building and systems energy use. Courses supporting this outcome are reviewed on a regular basis to ensure alignment with SLOs.

Students in the energy systems program design medium complexity solar photovoltaic or other energy systems for medium size commercial buildings and processes. Courses supporting this outcome are reviewed on a regular basis to ensure alignment with SLOs.

## DVC Instructional Program SLO Action Plans

### 106. English [AA.ENGL.D] belonging to English [ENGL]

#### Overall Program Action Plan for 2018/19

There are no major changes to the English AA since the last cycle, other than a small number of new courses being created and added to the degree in Group 4: electives (e.g., ENGL-178, Young Adult Literature). Some of these changes are still in the curriculum process and not yet reflected in the course catalog. English courses undergo constant updates via the Title 5 COR timeline, with which English complies. Since the last PLO cycle, English 122, 123, and 126 have all had significant SLO updates and language clarification, and new versions of 122 have been created to comply with AB-705. Further, English has been working to align its literature course outlines with a somewhat common format so the common goals and structure of these classes is more apparent to students, faculty, and other stakeholders. The majority of the first round of these kinds of course revisions has been completed. Since the last cycle, English has been working to add an SLO to its writing courses to reflect the expectation and current practice that students demonstrate their skill in analyzing literature--and meeting the other course SLOs--through writing. Thus, the majority of English classes now meet PLO #3, create (write or present) coherent arguments that evidence clear prose and synthesize diverse bodies of knowledge. The vast majority of these SLO changes have gone through curriculum committee; some are awaiting articulation and catalog publication. English has no major changes planned for course assessments or assessment topics in the next cycle; success rates in English are high and its students are meeting its course SLOs at a high rate across the discipline. It will continue to compete department-wide, large-scale assessments of its core courses, ENGL-122, -123, and -126. It will additionally continue to monitor that the full host of SLOs in its courses are being assessed regularly and rotate accordingly. English will continue to report its high level of student success in program review, and looks forward to reviewing its students' success rate--both at the course level, program level, and related to completion/graduation at the college level--related to sweeping changes in student placement, course offerings, and support mechanisms due to AB-705 changes implemented in Fall 2019.

#### Overall Program Action Plan for 2015/16

Alignment of Course SLOs with PLOs. SLOs of our required courses, English 122 and 123 or 126, demonstrate our PLOs 2-3. English 123, along with virtually all of our lit courses, demonstrates PLO 1. Therefore, our PLOs align with our course offerings.

#### Assessment of PLOs

Comp & Critical Thinking Courses: Our SLO assessments demonstrate that students in our program are indeed meeting our PLOs. Assessments of our required courses (122 and 123 or 126) show that students meet PLOs 2 & 3. Our latest assessment of students in 122, a mandatory course for this program, met 3 SLOs that demonstrate PLO #2 and #3. We had satisfactory results. We found 80%, 73% and 69% demonstrated success in meeting those respective SLOs, yet faculty would have liked higher success and felt that lower success was in part due to lack of student experience with in-class reading and writing (the assessment tool used). We have addressed this by adding a new SLO to our Title V rewrite, which includes proficiency in in-class writing; we will support our students in those classes toward meeting that SLO. Our latest assessments of both 123 of 126 (at least one of these courses is required for our AA) demonstrate students successfully met SLOs directly related to critical reading, thinking, and writing, which strongly

## DVC Instructional Program SLO Action Plans

demonstrate PLOs 2 & 3. We are assessing 126 this spring and will be evaluating it in Fall 2016.

Literature Courses: The assessments for our lower and upper division literature classes demonstrate students are successfully completing PLO 1 & 2 and possibly 3, if they are expressing their literary interpretations in writing or via presentations (which is an overwhelmingly common practice in lit courses, but not explicitly required via the course outlines). During our Title V revisions, we will consider including writing as a means of SLO assessment. In one of our courses, English 262 assessed in Fall 2013, students did meet the above PLOs, but we found that, much like our students in 122, students need more support with in-class writing if that is to be the mode of assessing our learning outcomes.

Creative Writing: The assessments of all creative writing classes clearly demonstrate that students meet PLO 4 in that students workshopped, presented for feedback, and revised an original text. Some of those courses successfully demonstrated that students also met PLOs 1 & 2.

Additional Comments: Some courses that were designated to be assessed as part of the action plan of our last Program Assessment still have not been assessed because they have not been offered but will be as soon as they are: English 167, Native American Lit, was canceled in Spring 11 due to low enrollment; English 166, African American Lit, will be offered FA 16; and English 167, Latin American Lit, will be offered FA 17. English 225 will be assessed as soon as it is offered.

English now offers an AAT along with the AA. We have decided to keep the AA for students who would like to pursue a degree in English without desiring to transfer, as the requirements for transfer are more substantial than those for the DVC GE requirements.

We reviewed and revised the matrix so it reflects that English 170, World Mythology, meets PLO 1.

Action Plan: The committee would like to revisit the PLOs with the department in conjunction with Title V revisions so they better connect with program needs and classes. We are considering adding a PLO that refers to cross-cultural understanding of literary works and their worldviews.

The committee would like to review course-level SLOs in our lit courses to ensure they include writing in which students argue a literary interpretation (either in essays, "reading responses" or other types of writing assignments) and thus connect more with PLO 3. We will continue our best practice of assessing three SLOs whenever possible.

This assessment plan was discussed with our department's Council with various representatives of the department.

### Overall Program Action Plan for 2012/13

## DVC Instructional Program SLO Action Plans

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

## DVC Instructional Program SLO Action Plans

### 107. English for Transfer [AAT.ENGL.D] belonging to English [ENGL]

#### Overall Program Action Plan for 2017/18

None at this time.

Due to the constraints of this online form, we are using this field to begin reporting on "assessment actions."

PLO #1: The 2014/15 PLO assessment reported that the course outlines accurately reflected current PLOs; this is still the case. Most of our course SLO assessments focused SLOs related to interpretive or analytical tasks which demonstrated students were meeting the SLOs in ENGL-150, -166, -170, -172, -173, -176, -190, -262, and -272.

PLO #2: The 2014/15 PLO assessment noted that the core transfer level composition courses (ENGL-122 and -123) are not written in a way that suggests clearly enough that ENGL-122 is a prerequisite to both, and that there are not clear enough connections between the ENGL-122 course outline and ENGL-123 and -126. These course outlines are currently in the curriculum revision process to address these issues as well as to better reflect current pedagogy. Additional changes will be considered in future revisions pending SLO review processes. Curriculum process is underway to add English 178 to both English degrees. All ENGL literature courses should be available as options in some area of each degree.

Another additional overall finding that should be reported on is that some courses, such as English 163 (Asian American Literature), English 164 (Native American Literature) and English 178 (Young Adult Literature) were not offered or canceled due to low enrollment, but these courses are now present on a literature course rotation schedule which will be made available to students and resources across campus (e.g., counseling, etc.). Due to the inconsistent offering/filling of courses like these, it should be a priority for our program to take measures to ensure that these courses are both offered and fill, as they support all four of our Program Learning Outcomes and offer viable pathways for students completing our program. Part of this action plan could include increased promotion of "at-risk" courses and better communication with the Counseling

## DVC Instructional Program SLO Action Plans

Department to ensure that they have up-to-date information on when our courses are offered. English also plans on rolling out consistent "marketing" plans to hopefully drive up more consistent enrollments in all literature course. Finally, two of the aforementioned courses (ENGL-163 and ENGL-164) meet requirements for the new Social Justice degree, so we expect the student enrollment to increase beginning in Fall 2018. Added alignment with PLO #1 and #2 to various literature courses; all literature courses should align with these PLOs since each literature course contains SLOs related to both "interpreting literature across genres" and "[analyzing] ideas expressed in text." Literature courses currently undergoing Title 5 revision need to be assessed for alignment with PLO #3 "writing arguments"; all literature classes are being revised when they come up on schedule to add a "writing" SLO, which puts them in alignment with PLO #3. Finally, added alignment in all creative writing classes for PLO #4, "writing ... revising, and editing an original text." PLO #3: The 2014/15 PLO assessment noted that English should look at how "argumentation" is articulated in literature course outlines; it has done this, and implemented a consistent approach to lit course SLOs. English feels that when students are writing about literature they are implicitly making arguments. PLO #3 is reflected in literature offerings; for example, from last cycle, in ENGL-162, -167, and -175. English is in the process of adding writing SLOs to each lit course, and will continue to look at how writing is being assigned, taught, and assessed in our non-composition courses, and continue to reflect and refine our pedagogies and practices.

PLO #4: PLO #4 should be reviewed for how well it reflects the kinds of writing and writing processes taking place in literature courses; this cycle, the alignment matrix was revised to reflect that creative writing courses meet PLO #4. None at this time.

### Overall Program Action Plan for 2014/15

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

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

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

Findings for Goal C: Many classes that do not actually require argumentation had been checked as meeting Program Goal C: Use clear prose and synthesis of diverse bodies of knowledge to create (write or present) coherent arguments.\* We think this raises a very important question for the program: Should the department add language to the literature course outlines (as they come up for revision) to reflect some commitment to teaching the skill of literary argumentation? Action Plan: The department will survey literature course instructors to determine how much writing currently happens in their literature courses and whether or not that writing constitutes [creation of] coherent

## DVC Instructional Program SLO Action Plans

arguments. The department will then use that information to revise course outlines to reflect current practice. At the very least, the department will consider changing the course outlines to mirror the outcome in English 153 (Contemporary Poetry): Students will learn the conventions of writing about literature.

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

## DVC Instructional Program SLO Action Plans

### 108. Environmental Science [AS.ENVS.D] belonging to Architecture/Engineering [ENVSC]

#### Overall Program Action Plan for 2017/18

No changes have been made to the five current Program Learning Outcomes however it should be stated that participating instructors (in the Biology Department, at least) feel strongly that this degree needs to be revisited and revised to more appropriately reflect the broad range of topics an Environmental Science student should be encountering. By its very nature, the field of environmental science is interdisciplinary and this defining feature is lacking in our program. This was mentioned in the previous PLO Review and has yet to be addressed and remedied. A required course that should be included in the curriculum, but is currently omitted, is Biosc 171 - Environmental Science with Lab (4 units.) The lecture-only counterpart is listed (Biosc 170) but the 171 course is the core course offered at the Pleasant Hill campus. It should be noted that the Biosc 170 course is not offered at the Pleasant Hill campus, only at the San Ramon location. Also of concern is Oceanography 101. This course was listed in the matrix, but is not listed in the 2018-2019 DVC General Catalog (pg 234-235) as part of the Environmental Science degree as either a requirement or elective option. This important system should be a part of the course offerings for the major, offering a more interdisciplinary approach to learning about humanity's effects on the environment. As the 5th Program Learning Outcome is quite broad in its nature (and interpretation), this reviewer found no courses that do not support at least one program outcome. There was a large amount of disparity between the required and elective courses for the major (listed in the 2018-2019 DVC catalog) and what was listed in the PLO. The list that follows indicates the changes that were made in order for the matrix to conform to the major requirement courses:

#### COURSES ADDED TO THE MATRIX:

(These courses are listed in the 2018-2019 DVC General Catalog (pg.234-235) as either required or elective courses the the Environmental Science major, but were missing from the matrix. Please note that the X's were placed when the course was added to the matrix.)

-GEOL 120 (required) X placed at PLO#3

-MATH 142 (required) X placed at PLO#5

-ARCHI 207 (elective) X placed at PLO#5

-ENSY 125 (elective) X placed at PLO#5



## DVC Instructional Program SLO Action Plans

-GEOG 124 (elective) X placed at PLO#5

-GEOG 125 (elective) X placed at PLO#5

-GEOG 129 (elective) X placed at PLO#5

-GEOG 160 (elective) X placed at PLO#5

-PHYS 121 (elective) X placed at PLO#5

-PHYS 130 (elective) X placed at PLO#5

-PHYS 230 (elective) X placed at PLO#5

### COURSES DELETED FROM THE MATRIX:

(These courses were listed in the matrix but are not found in the 2018-2019 DVC General Catalog (pg.234-235) as either required or elective courses the the Environmental Science major.)

-ARCH 120

-GEOG 127

-GEOG 130

## DVC Instructional Program SLO Action Plans

-MATH 182

-OCEAN 101

-PHYSC 112

-ENVSC 295

`With one or two exceptions, most of the course SLOs were successful in meeting the learning outcomes for the courses listed in this program.

#1. Differentiate between different biotic and abiotic components of the environment

Biosc 126 and Biosc 170 both showed the majority of students achieving outcomes for the courses with multiple choice and short answer questions.

#2. Explain and analyze man-made impacts on the environment.

Biosc 170 showed the majority of students achieving outcomes for this course

Engin 130 showed an overwhelming majority of students achieving outcomes with plans to extend emphasis on interactive questions.

#3. apply the scientific method for environmental analysis.

Geol 120 - Successful for majority of students

#4. explain, illustrate and analyze chemical bonds and reactions.

## DVC Instructional Program SLO Action Plans

Chem 120 - Not all the goals for student learning were met during the most recent assessment (2015-2016.) Needs will be assessed in order to achieve the learning outcomes in the future.

Chem 108 - Not all of the goals for student learning were met during the most recent assessment (2015-2016.) Needs will be assessed in order to achieve the learning outcomes in the future.

0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (104. Energy Systems [CA.ESPV.D] belonging to Electronics/Electricity/Energy Systems [ENSYS]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2015/16) Tj ET

BT /F2 10.00 Tf ET

1.412 Tw

28.35 504.57 m 28.35 487.56 I S 28.35 504.57 m 813.54 504.57 I S 813.54 504.57 m 813.54 487.56 I S BT 31.19 493.06 Td (This revised certificate is designed to recognize students who have achieved a more comprehensive set of energy systems education and skills than those earned in the) Tj ET

0.260 Tw

28.35 487.56 m 28.35 470.55 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (certificate of accomplishment. With this certificate, students will be more competitive for an entry level or higher position in the energy systems area. All of the courses earned) Tj ET

1.256 Tw

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I

### Overall Program Action Plan for 2014/15

All program SLOs have been assessed in at least one course. In summary the overall program assessment shows that the students taking the required courses will be able to meet the goal and objectives of this Associate in Science Degree with a Major in Environmental Science. However, it is apparent to the participating instructors that this degree needs to be revisited and reworked so that it better meets the needs of the students and appropriately covers material for an Environmental Science degree. One additional particular action should be that the more general PSLOs should be represented in the same language in the participating course SLOs to streamline assessment of this program. As an example the basic PSLO 1: Understand and apply the scientific method of inquiry which is very likely addressed in every Science course should

## DVC Instructional Program SLO Action Plans

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

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0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (104. Energy Systems [CA.ESPV.D] belonging to Electronics/Electricity/Energy Systems [ENSYS]) Tj ET

BT /F1 12.00 Tf ET

## DVC Instructional Program SLO Action Plans

BT 31.19 509.47 Td (Overall Program Action Plan for 2015/16) Tj ET

BT /F2 10.00 Tf ET

1.412 Tw

28.35 504.57 m 28.35 487.56 I S 28.35 504.57 m 813.54 504.57 I S 813.54 504.57 m 813.54 487.56 I S BT 31.19 493.06 Td (This revised certificate is designed to recognize students who have achieved a more comprehensive set of energy systems education and skills than those earned in the) Tj ET

0.260 Tw

28.35 487.56 m 28.35 470.55 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (certificate of accomplishment. With this certificate, students will be more competitive for an entry level or higher position in the energy systems area. All of the courses earned) Tj ET

1.256 Tw

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (in the certificate of accomplishment are stackable and apply to this certificate of achievement. Students who also complete general education requirements may earn an ) Tj ET

0 Tw

28.35 453.54 m 28.35 436.54 I S 813.54 453.54 m 813.54 436.54 I S BT 31.19 442.04 Td (associate degree. They can continue the program as part-time students working in the energy systems area or as full time students.) Tj ET

28.35 436.54 m 28.35 419.53 I S 813.54 436.54 m 813.54 419.53 I S

28.35 419.53 m 28.35 402.52 I S 813.54 419.53 m 813.54 402.52 I S BT 31.19 408.02 Td (For each of the Program SLOs, courses are and will continue to be evaluated on a regular basis to ensure alignment with the outcomes. ) Tj ET

28.35 402.52 m 28.35 385.51 I S 813.54 402.52 m 813.54 385.51 I S 28.35 385.51 m 813.54 385.51 I S

BT /F1 12.00 Tf ET

BT 31.19 373.41 Td (Overall Program Action Plan for 2014/15) Tj ET

BT /F2 10.00 Tf ET

1.631 Tw

28.35 368.50 m 28.35 351.50 I S 28.35 368.50 m 813.54 368.50 I S 813.54 368.50 m 813.54 351.50 I S BT 31.19 357.00 Td (The energy systems degree and certificates have been significantly rewritten based largely on meetings with an advisory committee, region wide community college and) Tj ET

0.012 Tw

28.35 351.50 m 28.35 334.49 I S 813.54 351.50 m 813.54 334.49 I S BT 31.19 339.99 Td (partners, industry leaders, enrollment, class fill rates, number of graduates, and the job market. The Solar Thermal and Solar Photovoltaic options have been eliminated. Most of) Tj ET

0.703 Tw

## DVC Instructional Program SLO Action Plans

28.35 334.49 m 28.35 3

### Overall Program Action Plan for 2012/13

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

### Overall Program Action Plan for 2010/11

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

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

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

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

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

## DVC Instructional Program SLO Action Plans

### 109. Environmental Science for Transfer [AST.ENVSC.D] belonging to Architecture/Engineering [ENVSC]

#### Overall Program Action Plan for 2018/19

This is a New Degree/Certificate and will be assessed as soon as students start completing the program.````

## DVC Instructional Program SLO Action Plans

### 110. ESL Conversation [CC.ESLC.D] belonging to English [ESL]

#### Overall Program Action Plan for 2018/19

In the last PLO assessment, the English Learning Center Coordinators noted that the oral skills sequence needed to be reworked or revised entirely to give students more time and practice. In Fall 2016, the ESL committee and the Learning Center Coordinators worked together to create a new oral skills sequence: ESL75, Intermediate Oral Communication; ESL85, High-Intermediate Oral Communication; and ESL95, Advanced Oral Communication. These courses are more robust than the original course skills classes, ESL70 and 72, and give students more practice to hone in on their listening, conversation, and speaking skills. The creation of new courses meant the retirement of ESL70 and 72.

Our new oral skills track is very popular among many ESL students, and this has attracted a population of students who only want to work on their oral communication skills

Given the creation of new courses, we had to reassess the PLOs for the conversation certificate. We noted that all three courses match every PLO. We did note, however, we should look into revising the PLO #3 to be a little broader. This PLO states, "demonstrate skills in English conversation, including a mock job interview." While every course meets this, we feel that the conversation certificate shouldn't have such a specific focus. Instead, we feel that this last PLO should be broader and focus more on broader real-world application. The revised rewording might sound like, "demonstrate skills in English conversation in academic and/or professional settings."

This will be something that the ESL committee will look into revising during the 19/20 academic year. Additionally, we plan to create a 4th oral communication skills course, ESL65, for our entry-level. Whether this course becomes part of the certificate is yet to be determined. Finally, we are exploring the idea of noncredit and thinking about how this might fit into our program. Like with PLO #3, we plan to have these conversations in the next upcoming academic year.

`None` In Fall 2016, the ESL committee and the Learning Center Coordinators worked together to create a new oral skills sequence: ESL75, Intermediate Oral Communication; ESL85, High-Intermediate Oral Communication; and ESL95, Advanced Oral Communication. These courses are more robust than the original course skills classes, ESL70 and 72, and give students more practice to hone in on their listening, conversation, and speaking skills.` Given the creation of new courses, we had to reassess the PLOs for the



## DVC Instructional Program SLO Action Plans

conversation certificate. We noted that all three courses match every PLO. We did note, however, we should look into revising the PLO #3 to be a little broader. This PLO states, "demonstrate skills in English conversation, including a mock job interview." While every course meets this, we feel that the conversation certificate shouldn't have such a specific focus. Instead, we feel that this last PLO should be broader and focus more on broader real-world application. The revised rewording might sound like, "demonstrate skills in English conversation in academic and/or professional settings."

Not applicable

### Overall Program Action Plan for 2015/16

ESL 70 and 72 SLOs meet the PLOs

Although the SLO matrix indicates that ESL 70 meets all three PLOs, it really seemed to meet only the last two, having to do with listening and conversation (rather than the first PLO for the course, which is "demonstrating confidence and skills in English pronunciation). Still, as a kind of counter balance, while ESL 72 is only listed as meeting the first two PLOs, we found that it meets all three. The 5th SLO for 72 is as follows: recognize cues/transition words/context clues to anticipate next comment in conversation. In our opinion, this fits with PLO C: demonstrate skills in English conversation (including mock job interview).

Earlier assessments, as well as our own observations of our program, suggest that we need more classes offering oral communication to students at a variety of levels. Currently, we have gaps in our oral communication structure, which funnels a wide (too wide) variety of students into two single conversation and pronunciation classes. We recommend, and the ESL committee is looking into, creating oral communications classes at the intermediate and advanced levels, leaving ESL 72 as the advanced intermediate class in between the other two. For these, as well as for other courses in other programs, we've noted a general wish on the part of assessors that SLO assessment be done in a shared way, across sections, and with one of the big SLOs in the mix. For example, if picking the right move to make in conversation is a critical SLO, the committee would like all sections of 72 to look at this. Additionally, the committee would like to maintain constant vigilance about the ways the courses do or don't articulate with one another.

Based on the assessment of the courses in the program, it seems that students need more time developing their English pronunciation (accuracy) skills. The length of the semester only allows instructors to cover a certain amount of the material. Instructors and students have noted the need for more time and practice with pronunciation.

This SLO is currently being satisfied by the courses in the program.

## DVC Instructional Program SLO Action Plans

It has been the ESL committee's observation that students need more time to development conversation (fluency). Similar to pronunciation, conversation is a skill that students more time to work on.

## DVC Instructional Program SLO Action Plans

### 111. ESL: Transition to College Level English [CC.ESLCL.D] belonging to English [ESL]

#### Overall Program Action Plan for 2017/18

Currently, there are many ways for a student to satisfy the requirements of our Transition to College English certificate. Students are required to take ESL96A, ESL98A, English 122, AND they need to take 1.5 units of counseling and 3 units of developmental English. AB705 legislation, however, is changing the DevEd landscape and impacting the way we serve DevEd students. By Fall 2019, just about all of our DevEd courses will become English 122 + Coreq. This means that the ESL committee and the English department will need to revisit this certificate. We might consider adding our English 122 + Coreq course (once it's developed) and/or English 122A +120A as other pathways for students who are interested in completing this certificate.

Furthermore, our previous work with assessing previous ESL Certificate and courses, as well our observations and ESL committee meetings, suggests that instructors enjoy meaningful approaches towards assessing SLOs. We've used the SLOs to discuss how we meet students' needs at each level of their English language learning. Recently, ESL instructors have expressed strong interest in holding regular norming sessions for our ESL writing courses to see how we're preparing our students. Programmatic norming sessions would not only inform our teaching, but it would also help instructors to see the ESL program as a whole. At the moment, we're satisfied with the learning outcomes of the courses attached to this certificate; they all meet the PLOs in some way. The courses tied to this certificate satisfy the PLOs through the following:

ESL96A, ESL117A, English 116, and English 117 meet PLOs 1, 3 and 4

ESL98A, ESL117A, English 118, English 117 and English 122 satisfy PLOs 2, 4 and 5

Counseling 120 and 130 meet PLOs 1 and 6. Since the Transition to College English is a relatively new certificate, we plan in the 18/19 academic school year to track students' progress and reaching out to those near completion by collaborating with assessment and/or admissions. Additionally, the college is in the process of implementing guided pathways, so we plan to offer this certificate, along with the other 3 ESL certificates, as a possible pathway for current and prospective students interested in transfer and/or certificate & degree completion. As mentioned earlier, AB705 is changing the DevEd English landscape; many of these courses will become 122+ Coreq by Fall 2019. We also plan to explore connecting English 122A + English 120A to this certificate since we'll want to maximize students' chances for completion by offering multiple pathways (e.g. students can take 3 units of English 122; English 122 + Coreq; OR English 122A + English 120A.

## DVC Instructional Program SLO Action Plans

The state is also moving towards a different funding model for community colleges by focusing more on student completion. We foresee the college encouraging departments to find ways to maximize students' chances for completing degrees and certificates. As a department, we'll work closely in the 18/19 school year to see how we can maximize students' chances for success.

## DVC Instructional Program SLO Action Plans

### 112. Film, Television, and Electronic Media for Transfer [AST.FTVE.D] belonging to Media Studies [FTVE]

#### Overall Program Action Plan for 2018/19

This is the first semester that this program has existed. No changes at this time. No changes at this time. No changes at this time. Will be part of program review fall 19.

## DVC Instructional Program SLO Action Plans

### 113. Fine Arts [AA.ART.D] belonging to Art [ART]

#### Overall Program Action Plan for 2018/19

The Art Department edited the PLOs to eliminate redundancy and align with the AA-T Studio Art PLOs, according to common practice across campus. The department also voted to change the degree name to Associate in arts degree in Studio Arts to lessen student confusion about the degrees. Deleted ART-145 and added ART-141 to the degree elective list. Align SLO language in courses to PLO C: "Apply critical thinking skills to the critique and evaluation of their artwork and the artwork of others." COR revisions will be conducted on the regular Title 5 schedule. Redid the alignment matrix to correspond with the revised PLOs. Submitted a program modification form to delete ART-145 and add ART-141 to the degree electives. All courses in the program have been assessed on schedule. Assessment results are related to the PLOs. Discussed the need to update our assessment methods to meet the SLOAC standards (beyond student surveys). Continued discussion of pedagogy around critique and critique methods--department plans to keep holding workshops on SLOs and best practices.

#### Overall Program Action Plan for 2015/16

Action plan: Our plan is to increase student success and equity in many ways. One strategy is to continue and improve our fall and spring "Advising Forum." The Advising Forum is an opportunity for students to meet with faculty in the DVC art gallery to get advise on obtaining degrees and certificates and navigating the flow chart of Art and Art Digital Media courses. Faculty discussions of this event have focused on ways of getting more students to take advantage of the opportunity. In the fall we plan to change to name of the event to "Coffee with Faculty. " We hope this will increase attendance and enthusiasm.

We also been doing more outreach to area high schools and community centers than ever before. Mark Messenger, full-time ceramics instructor, has become our informal High School Outreach Czar. He has compiled a list of dozens of contacts including titles, phone numbers and email addresses of area high school art faculty. We have created pamphlets, buttons, and other s.w.a.g. to send out to them to help promote our programs. We hope this outreach will lead to more students coming to DVC to receive excellent instruction in our art and obtain their Fine Arts A.A.Degree.

Since our foundation courses ART-105 and ART-106 were rewritten and ART-101 was created we have experienced some growing pains. We have had to cancel one section of ART-106 Drawing II at least once in the past year. Our plan is to rewrite this course and change its title from Drawing II to Drawing and Color to promote the large amount of color content in the course. We believe this title revision will appeal to many student who want to improve and enhance their ability to apply principles of color theory to their art work.

We plan to continue to refine our drawing course curriculum to better communicate concepts of linear perspective and critique analysis, as these tend to be the areas students tell us they struggle with most.

## DVC Instructional Program SLO Action Plans

We have also created a new course, ART-103 Theory and Practice: Color Theory which we have written as an IGETC course. We plan to consider offering this in the spring of 2017.

Another newer class that has been added is ART-102 Introduction to Sculpture and Three-Dimensional Design. We have been working to increase awareness of this important subject. We hope our high school outreach will increase enrollment of this and of all of our art courses.

ART-151 Theory and Practice-Ceramic Art is an IGETC class and has been a great success because of this and our excellent instructors. We used this class as a model for ART-103 and plan to create other IGETC courses based on the model.

We have maintained (but not grown) a vibrant photography program without a full-time instructor for over 7 years. This year we were finally able to hire a new full-time photography instructor who will teach in both the Art and Art Digital Media areas. We are excited to have full-time faculty with area expertise who will be able to create new photography certificates and degrees and assist with guiding students through the process of obtaining their Fine Arts AA Degree.

Our full-time Art Digital Media and Photography faculty will have grown by 2 since our last PLO. These new faculty will help increase the number of students achieving this PLO by improving their pedagogy through staff and self-development such as our upcoming S.T.E.A.M FLEX workshop, scheduled for the fall 2016.

We plan to continue to improve our teaching skills and cultural awareness by creating FLEX workshop where faculty can come to share strategies and best practices for structuring critiques and group discussions. We plan to employ these practices in the classroom thereby increasing student success.

All of our studio art classes have aspects of critique as an SLO. This is reinforced by our Art History curriculum. We plan as faculty to continue to improve our teaching skills by creating FLEX workshop where faculty can come to share strategies and best practices for structuring critiques and group discussions.

### Overall Program Action Plan for 2012/13

Program SLO Assessment, Associate of Arts in Fine Art Prelude: the state of the degree. Although we are assessing our current AA in Studio Art, the degree is in some ways obsolete, as we have spent the past year writing an AA-T in Fine Art that changes the requirements for the degree. As a result, this year's program-level SLO assessment will certainly inform our approach to SLOs in the new degree, but not all of the data gathered here will apply to the new degree. SLO#1. Demonstrate basic drawing skills, color manipulation, and design principles in selected areas of emphasis Action: suggested edit: "Demonstrate proficiency in basic skills and techniques related to two-dimensional media, and apply the elements and principles of design in the creation of art and projects in selected areas of emphasis. SLO#2. Apply building techniques to create three-dimensional forms in selected areas of emphasis. Action: suggested edit: "Demonstrate proficiency in basic skills and techniques related to three-dimensional media, and

## DVC Instructional Program SLO Action Plans

apply the elements and principles of design in the creation of forms in selected areas of emphasis. Action: edit course outlines to include emphasis on skills and techniques used in the construction of 3-D art. SLO#3. Demonstrate an understanding of the basic principles and concepts of analog and digital photography in selected areas of emphasis. Action: delete Program SLO SLO#4. Critically evaluate multimedia design techniques and their uses in selected areas of emphasis. Action: delete Program SLO SLO#5. Analyze works of art in terms of their historical circumstances and cultural values. Action: suggest that ARTHS instructors discuss patrons and patronage more explicitly, and put more of a focus on discussing who commissioned certain works and why. Students are receiving this information, but often it is on a higher level of Bloom's Taxonomy (analyze, evaluate, synthesize) and possibly students are not aware of how much information can be described as related to patronage. SLO#6. Employ critical thinking skills regarding their artwork and the artwork of others. Action: suggested edit: "Apply critical thinking skills to the evaluation of their artwork and the artwork of others. Action: focus on critique skills as an area of emphasis in studio courses, instruct students more specifically in critique skills and protocol, and use a wider variety of methods to engage in critique so that students gain experience and confidence in their critiquing abilities. Summary: We will continue to discuss these issues in department meetings. Our program SLOs are quite broad, and many courses have individual SLOs that meet the objectives. This is appropriate, since students have the option to take courses in many areas and media, and the program has a great deal of elective choice. The Program SLO evaluation has caused us to consider the structure of our program SLOs and our course SLOs and assessment methods. We have resolved to focus on creating a consistent and flexible means for students to discuss art across all media. Action: Review and revise surveys for course-level SLOs to more accurately capture student learning. Action: Review assessment methods for individual courses and take course- and area-specific measures to ensure they are being evaluated with accuracy and integrity. Consider supplementary methods of certifying data such as comparison with course success, where indicated. Action: Re-write or delete program level SLOs as indicated above to make them broader and more general. Action: Revise individual course objectives to better match program SLOs where indicated (ceramics). Action: hold more department-wide best practice workshops to improve areas like critique or understanding of arts patronage.

### Overall Program Action Plan for 2011/12

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

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

### Overall Program Action Plan for 2010/11

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

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

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

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



## DVC Instructional Program SLO Action Plans

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

### Overall Program Action Plan for 2009/10

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

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

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

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

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

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

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

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

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

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

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

## DVC Instructional Program SLO Action Plans

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

#### Overall Program Action Plan for 2017/18

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs. All courses are aligned

with at least one PLO. The Kinesiology department has reviewed the matrix and mapping of the AS Degree in Fitness Instruction - Program Level Outcomes. The department is pleased with the outcomes of this degree. We have shared this PLO information with our program advisors who suggested that the program add a course in communication appropriate to the industry. It was also discussed and suggested that KINES 234 be removed from the program. The Advisors from the industry stated that it did not support the knowledge base or needs of the content area.

The instructors in this area continue to monitor professional development in the this field via organizations like National Academy of Sport Medicine and American College of Sports Medicine. The DVC faculty stay abreast of these

professional groups for the express purpose of making sure they have the most current industry information for their students. The faculty feel that full menu of courses offered at DVC allows students to successfully enter the workforce earning a living wage and/or continue onto their 4 year degrees while being able to work in the industry and gain experience. The department will continue to monitor the development of new areas in fitness and wellness to incorporate them into any future certificates and the current degree. COR's have been reviewed by the certificate advisory board and there was one course (KINES 234) that they questioned whether or not it truly supported the program outcomes. The department and program leads will further discuss. Title 5 updates are currently up-to-date. Outcome #4 was deleted and courses were re-aligned with out PLOs within the matrix. In reviewing the application and breath of SLO's per the program outcomes, all are currently being assessed per the breadth and industry needs of the certificate program.

#### Overall Program Action Plan for 2014/15

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

## DVC Instructional Program SLO Action Plans

offered at DVC allow DVC students to continue onto their 4 year degrees while being able to work in the industry and gain experience. The department is pleased with the outcomes of this degree and certificates. The department will continue to monitor the development of new areas in fitness and wellness to incorporate them into any future certificates and the current degree. We have shared this PLO information with our program advisors and any other appropriate constituencies.

### **Overall Program Action Plan for 2012/13**

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

## DVC Instructional Program SLO Action Plans

### 115. French [AA.FRNCH.D] belonging to Foreign Language [FRNCH]

#### Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the French AA to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for FRNCH 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. After reviewing the CORs for French 230 and 231, the department determined that we will need submit a Title 5 update to add a learning objective that addresses cohesive critical thinking. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

#### Overall Program Action Plan for 2014/15

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

## DVC Instructional Program SLO Action Plans

### 116. French [CA.FRNC.H.D] belonging to Foreign Language [FRNC.H]

#### Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the French Certificate of Achievement to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for FRNCH 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. The content of all courses support the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2013/14

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

The matrix is properly aligned. However the department is planning to change the wording of this SLO because it is too specific to be matched with all language courses. The department is planning to change the assessment methods from indirect to direct for FRNCH 230 and 231. This change should enable us to see more detailed data and create

## DVC Instructional Program SLO Action Plans

more appropriate action plans. In the end, very satisfactory results of each course assessment confirmed that our teaching methods and extensive use of tutorial sessions contributes to the students' achievement of this

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

### **Overall Program Action Plan for 2009/10**

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

## DVC Instructional Program SLO Action Plans

### 117. General Accounting [CA.ACTGN.D] belonging to Business Administration [BUSAC]

#### Overall Program Action Plan for 2017/18

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs.

All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the Certificate of Achievement Bookkeeping - Program Level Outcomes.

`In cooperation with our textbook publisher, the department was able to assess SLOs for all faculty members, using different modalities (day/evening, face-to face/online, campus locations) for two foundation courses (BUSAC 186 and BUSAC 187)`All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the Certificate of Achievement Bookkeeping - Program Level Outcomes. All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs.

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#### Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs.

All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the Certificate of Achievement Bookkeeping - Program Level Outcomes.

`In cooperation with our textbook publisher, the department was able to assess SLOs for all faculty members, using different modalities (day/evening, face-to face/online, campus locations) for two foundation courses (BUSAC 186 and BUSAC 187).`All courses are aligned with at least one PLO. The Bus department has reviewed the matrix and mapping of the Certificate of Achievement Bookkeeping - Program Level Outcomes. All courses were confirmed on the alignment matrix, in that, the content or the course level SLOs support the successful completion of the program SLOs.`The Business Accounting faculty have determined that no courses need to be deleted from the certificates. The department is pleased with the outcomes of this certificate and will continue to monitor software developments in accounting and incorporate them into this certificate We have shared this PLO information with our business advisory board.`

#### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

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

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

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



## DVC Instructional Program SLO Action Plans

### 118. General Business [CA.BUSGB.D] belonging to Business Administration [BUS]

#### Overall Program Action Plan for 2016/17

N/A`We recommend that course BUS-109 course SLO #3 ("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") and Business Law (BUS-294) course SLO #2 ("Students completing the course will be able to formulate conclusions based on sound legal reasoning") be assessed the next assessment cycle.`Removed PLO #1 and #2 from the alignment matrix under BUS-250.`N/A`

#### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

online section. 86% of enrolled students completed this assessment. Plan: This assessment provides a baseline for future assessments. Instructors teaching this class will continue using the current teaching methods since the results was more than satisfactory.

### Overall Program Action Plan for 2010/11

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

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

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

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

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

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

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

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

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

## DVC Instructional Program SLO Action Plans

### 119. Geographic Information Systems/Global Positioning System [CA.GEOGS.D] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]

#### Overall Program Action Plan for 2018/19

New course GEOG 165 Introduction to Drone Remote Sensing has been added to the program, this course will be offered in Fall 2019. Three core courses GEOG 125 Introduction to GIS, and GEOG 126 Advanced GIS, and GEOG 129 Field Data Acquisition and Management, were updated during Spring of 2019. A new course GEOG 165 Drone Remote Sensing was approved in Spring 2019 and it will be offered in Fall 2019. The current course alignment will be updated in Fall 2019 to include GEOG 165 Drone Remote Sensing as an elective. Courses will be assessed based on the current schedule. New course GEOG 165 will be assessed and reported in Fall 2019. Overall program performance, hardware and software needs and updates, and relevant recommendations from the Advisory Committee will be reported in the program review.

#### Overall Program Action Plan for 2017/18

Hardware and software have been updated to include instruction of drones and UAS (unmanned aerial systems). GEOG 160 Introduction to Remote Sensing, will be updated to include instruction of UAS fundamentals and hands-on data acquisition using a drone. This component can also be added to GEOG 129 Field Data Acquisition and Management. GEOG 295 Occupational Work Experience, has been added as an optional Course to the alignment matrix. Outcome assessment of UAS and drone will be included in the next assessment cycle of GEOG 160. Hardware and software information pertaining to UAS and drone will be updated in the next program review.

#### Overall Program Action Plan for 2016/17

GEOG 127 and GEOG 128 have been replaced with GEOG 129 which covers the most current tools and methods of field data acquisition and management. This change has been made per the advisory committee recommendation. It reduces the overall credit requirements for the program by 3 units. GEOG 124 has been added to the program as an elective. It covers an overview of all geospatial technologies. GEOG 127 and GEOG 128 are deleted from the catalog. All other course outlines are current and updates are on schedule. GEOG 124 and GEOG 129 have been added to the matrix and are aligned with respective outcomes. A catalog revision has been made to delete GEOG 127 and GEOG 128. New course assessments have been added to GEOG 124, GEOG 125, and GEOG 126. These will be assessed at the next course SLO cycle. The most recent updates will be reported to the next IUPR.

#### Overall Program Action Plan for 2013/14

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

#### Overall Program Action Plan for 2012/13

The Title 5 rewrite of GEOG125 and GEOG126 confirmed the alignments of respective courses with the program outcomes. The alignment of course objectives of elective

## DVC Instructional Program SLO Action Plans

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

Reported for Spring

## DVC Instructional Program SLO Action Plans

### 120. Geographic Information Systems/Global Positioning System [AS.GEOGS.D] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]

#### Overall Program Action Plan for 2018/19

Drone Remote Sensing course outcome will be assessed during year 2019-20`New course GEOG 165 Drone Remote Sensing is added as an elective course to the program.`GEOG 165 Drone Remote Sensing will be aligned with the program outcome in Fall 2019`Assessment for Independent Study course will be reported in Fall 2019`Nothing available at this time. TBD

#### Overall Program Action Plan for 2017/18

Software and hardware have been updated per Advisory Committee recommendations to meet the current industry standards. Drone (unmanned aerial system) units have been obtained for hands-on instruction in remote Sensing field data acquisition.The course alignment matrix has is updated to include GEOG 295 Occupational Work Experience.`GEOG 160 Introduction to Remote Sensing course outline will be updated to include UAS (unmanned aerial system) theory and hands-on data acquisition. UAS could also be included in GEOG 129 Field Data Acquisition. and Management, course`GEOG 295 Occupational Work Experience is included in the program alignment matrix.`Include assessment of UAS and drone data acquisition process.`Update the information about the hardware and software pertaining to UAS and drone.

#### Overall Program Action Plan for 2016/17

GEOG 127 and GEOG 128 have been replaced with a new course GEOG 129 that covers the most recent tools and methods of field data acquisition and management. This change has been made per recommendations of the advisory committee. Also, GEOG 124 has been added to the program as an elective. It covers an overview of the different geospatial technologies.`Geog 127 and GEOG 128 have been deleted from the catalog. All other course outlines are updated and title 5 rewrites are on schedule.`Alignment matrix has been updated to include GEOG 129 as a core requirement and GEOG 124 as an elective. These courses have been alinged with the corresponding outcomes.`New assessment questions have been added to GEOG 124, GEOG 125, and GEOG 126. These will be assessed and reported at the next course assessment cycle.`The most recent updated will be reported at the next IUPR.

#### Overall Program Action Plan for 2013/14

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

## DVC Instructional Program SLO Action Plans

### 121. Geographic Information Systems/Global Positioning System [CC.GEOGS.D] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]

#### Overall Program Action Plan for 2018/19

A new course GEOG 165 Drone Remote Sensing has been added to the program as an elective. This course will be offered in Fall 2019. Courses GEOG 125, GEOG 126, and GEOG 129 were updated in Spring 2019. The current matrix will be updated in Fall 2019 to include assessments of GEOG 165 course will be reported by early Spring 2020. Assessment results from GEOG 165 course will be reported in the next cycle. All other courses will be assessed according to the current schedule. Program performance, hardware and software updates and needs, and relevant recommendations from the Advisory Committee will be reported in the program review.

#### Overall Program Action Plan for 2017/18

Hardware and software have been updated to meet the industry standards per Advisory Committee recommendations. Components pertaining to UAS (unmanned aerial system) and drones have been added to the relevant courses. Data acquisition techniques using drone to be added as a component in course GEOG 129 Field Data Acquisition. This will require update of the course outline. GEOG 295 Occupational Work Experience is added to the alignment matrix as an optional elective course for the program. Following the update of course outline for GEOG 129 to include drone data acquisition, a assessment will added to evaluate learning outcomes of data acquisition by drone. Hardware and software updated and course outline updates will be reported in the subsequent program review.

#### Overall Program Action Plan for 2016/17

Geog 127 and GEOG 128 have been replaced with GEOG 129. This will be the core requirement. The change reduces the total credit requirements by 3 units. GEOG 129 covers the most current metics and tools of filed data collection and management. This change has been made per the advisory committee recommendation. A new course GEOG 124 has been added to the program as an elective. This covers an overview of the geospatial technologies. The course outlines of record are updated per Title 5. GEOG 127 and GEOG 128 have been deleted. GEOG 124 and GEOG 129 are added to the alignment matrix. GEOG 124 is an elective while GEOG 129 is a core requirement. New assessment topics have been added to GEOG 124, GEOG 125, and GEOG 126. These will be assessed and reported at the next assessment cycle. The most recent updates to the program will be reported at the next IUPR.

#### Overall Program Action Plan for 2013/14

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

#### Overall Program Action Plan for 2012/13

The Title 5 rewrite of GEOG125 and GEOG126 confirmed the alignments of respective courses with the program outcomes. The alignment of course objectives of elective courses with the program has been evaluated and they appear to be valid. The action plan for the GEOG sub-area includes the following: 1. The course content of BIOSC 126 meets the program objectives; this course will be kept in the alignment and reviewed again in the next phase. 2. Continue to follow the time line of assessment of core courses

## DVC Instructional Program SLO Action Plans

during the next phase. 3. Since the AAT in Geography (transfer degree) has been submitted for review, the outcome of review will be evaluated as to whether this AS Degree needs to be replaced by an AAT. Some elective courses on the matrix need to submit assessment reports by their respective departments.

## DVC Instructional Program SLO Action Plans

### 122. Geography for Transfer [AAT.GEOG.D] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]

#### Overall Program Action Plan for 2018/19

The program will be aligned to the updated model AA-T degree. All Geography core courses are updated to conform to the corresponding CI-D course outline. The alignment has been revisited and is consistent with the program outcomes. All Geography courses will be assessed and reported according to the SLO schedule. The program performance and relevant data will be reported in the program review.

#### Overall Program Action Plan for 2017/18

The program alignment is up to date and no change is required in the current matrix. GEOG 120, GEOG 121, and GEOG 124 have been updated to meet the curriculum standard requirements. No changes were made during 2017-18. TBD. Course outline update and any further updates to the assessment action will be reported in the next IUPR.

#### Overall Program Action Plan for 2016/17

Program learning outcome has been modified to include the geographic regions of the world. The outcome #4 has been modified accordingly. The course outlines of record are current and updated per schedule. The program course alignment has been update to include GEOG 124 as an elective. This aligns with program objective # 3 pertaining to geospatial technologies. A program revision will be completed in Fall 2017 for the 2017-18 catalog. Course assessments are on schedule. New outcomes are assessed in GEOG 120 and GEOG 135. The course alignment updates will be reported in the next IUPR.

#### Overall Program Action Plan for 2013/14

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



## DVC Instructional Program SLO Action Plans

### 123. Geology [AS.GEOL.D] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOL]

#### Overall Program Action Plan for 2017/18

There are no previous action plans for the Geology A. S. Degree. The program outcome statements are unchanged and there is NO current plan to change them. Four-year degree lists of courses have been review and no courses should be added or removed from this Geology A. S. Degree. I am the only remaining Geology full-time faculty and I will convey this review of the program to the adjunct faculty in the coming fall semester. The CORs for all of the degree's courses have been reviewed and their content is entirely consistent with the program outcomes. Title 5 updates for all of the degree's courses are up-to-date and our Curriculum Committee rep has done a good job helping us make our CORs relevant and useful. All courses outside the area of Geology are within the Physical Science Division or within the Math Division. Contacts within each of these divisions are well known to me. No courses were added or removed from the program. The alignment matrix for the existing courses was double checked and remains unchanged. All X's are appropriate and none are missing. Assessment of individual course-SLO's occurs on a regular basis and these assessments make clear that course outcomes and program outcomes are being achieved at a desired rate or better. It is clear from this review of the PLOs that the major was initially constructed in a well-thoughtout manner and does serve the students needs for transferring into a four-year program. The curriculum is rich and complex and requires that qualified and dedicated instructors offer the variety of courses on a regular basis. With this year's loss of 50% of the area's full-time faculty, it will be important to rehire full-time faculty so that the students can achieve their goals

#### Overall Program Action Plan for 2014/15

PLO Action Plan for AS.GEOL.D Spring, 2015 For all Program Outcomes: 1. The alignment matrix for the program was reviewed and corrected on 5/31/15, and is now consistent with the information shown on the Complete Assessment History for the program. The alignment of the course objectives and program objectives accurately reflects the linkages between the required courses for this degree and the degree itself. Four courses have some SLO's which have not yet been assessed (Geol 121, Geol 124, Geol 135 and Chem 120). The missing SLO's for the geology courses will be assessed during the next assessment cycle. Each of the SLO's for all remaining courses in the program have been assessed. Otherwise, all program level SLO's are currently being met. 2. All Title 5 rewrites are up to date with the exception Math 292. 3. Data from course SLO's have been reviewed. In Geol 122, data for SLO #3 indicate underperformance in using basic arithmetic and algebra. This is likely due to students taking the course for general education requirements, and not the students who will pursue the AS.GEOL program. However, changes in assessment methods and instruction will be undertaken in all sections to improve student learning. Geol 135 is taught infrequently and typically has low enrollment, due to it being the last course taken by intended majors. Therefore, data for this course are difficult to assess. 4. The geology program will review its SLO assessment process in order to improve the quality of the assessment. The review will consider expanding assessment topics and methods, and general practices of communications with adjunct faculty. Particular attention will be paid to program outcomes #2 and #3, where the integration of other sciences with geology is mandated.

## DVC Instructional Program SLO Action Plans

### 124. Geology for Transfer [AST.GEOL.D] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOL]

#### Overall Program Action Plan for 2018/19

Within the 8 courses, SLOs that correspond to the GEOL AST PLOs have been assessed within the last 2 to 3 years. In some of the 8 courses, multiple course SLOs that correspond to GEOL AST PLOs have been assessed within the last few years. All together, there is very good assessment of PLOs within its various courses. Importantly, the assessments occurred in both GEOL courses and other STEM courses required for the degree. In summary, the overall program assessment shows that the students will be able to meet the goals and objectives of this AST in Geology.

There are only 8 courses within this program, all of which are required. The GEOL AST is closely modeled after the state recommendations for the degree. After examining CORs and WebSLO information for each of the 8 courses, it is clear that all 8 of the courses support at least two of the three listed Program Learning Outcomes. All courses appear to be up-to-date with the Title 5 update schedule and all courses seem to align their SLOs on the WebSLO program with their Objectives on the CORs.

The alignment matrix was reviewed and no courses were added or removed from the program. In addition, no Xâ€™s were added to or removed from the matrix. PLOs appear clearly linked with the 8 courses and the matrix Xâ€™s are in obvious correlation with the course content.

Though assessment appears to be consistent and ongoing in all 8 of the GEOL AST courses, and those assessments appear to correlate well with the AST PLOs, this reviewer wonders how many geological examples are being used in the non-GEOL courses. Would it be possible (or too overbearing) to add a course-level SLO to the STEM classes that address what kinds of examples are being used in sample problem solving exercises.

The sub-area will open conversations with the other STEM areas to request the use of GEOL examples in their problem solving exercises.

#### Overall Program Action Plan for 2015/16

PLO Action Plan for AST.GEOL.D Spring, 2016 For all Program Outcomes:

1. The alignment matrix for the program was reviewed during 5/2016, and is now consistent with the information shown on the Complete Assessment History for the program. The alignment of the course objectives and program objectives accurately reflects the linkages between the required courses for this degree and the degree itself.

Three courses are scheduled for assessment during the next academic year Geol 121, 122 and 124. Geol 135 is only offered every three years so the department will assess it

## DVC Instructional Program SLO Action Plans

during this next cycle too.

2. All Title 5 in our discipline our current.

3. Data from course SLOs have been reviewed. In Geol 122, data for SLO #3 indicate underperformance in using basic arithmetic and algebra. This is likely due to students taking the course for general education requirements, and not the students who will pursue the AST.GEOL program. However, changes in assessment methods and instruction will be undertaken in all sections to improve student learning.

The area will compare the 13/14 data to the 16/17 data to look for changes in performance based on new instructional methods/techniques in Geol 122 and Geol 135.

4. The geology program will review its SLO assessment process in order to improve the quality of the assessment. The review will consider expanding assessment topics and methods, and general practices of communications with adjunct faculty.

The area will continue to (on a cyclical basis) assess program outcomes where they intersect with other science courses so that we can assess that they are meeting the needs mandated in the geology degree.

## DVC Instructional Program SLO Action Plans

### 125. German [CA.GRMN.D] belonging to Foreign Language [GRMAN]

#### Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the German Certificate of Achievement to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for GRMN 120, 121, 230, and 231 and will continue to revise other courses during the next title 5 rewrite cycle. We continue to offer one section of combined course for GRMN 121, 220, 221, 230, and 231. We are currently promoting German program to high school students through events such as "College Day" with the objective of higher enrollment. The content of all courses support the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

#### Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the German program, we will revise the course objectives for GRMN 120, 121, 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. We have been offering only one combined course for GRMN121, 220, 221, 230, and 231 due to the low enrollment. In order to get more sufficient data from these courses, the department is holding a FLEX meeting and discuss about how to retain students and promote the advanced courses with German instructors.

#### Overall Program Action Plan for 2013/14

The matrix is properly aligned. However, the department is planning to look at the wording of the SLO to decide if it can be rephrased to apply to all languages. Also we are planning to consult German instructors about the change of the contents of GRMAN 120, 121, 230, and 231 in order to align with the SLO #1 in the next title V rewrite. The department is in the process of changing the assessment methods from indirect to direct for all GRMAN courses. This change should enable us to identify the strengths and weaknesses of our teaching approaches. GRMAN 155, 156, and 157 have been deleted. Finally, very satisfactory results of each course assessment confirmed that our teaching methods and extensive use of tutorial sessions contributes to the students' achievement of this

The matrix is properly aligned. However the department is planning to change the wording of this SLO because it is too specific to be matched with all language courses. The

## DVC Instructional Program SLO Action Plans

department is in the process of changing the assessment methods from indirect to direct for all GRMAN courses. This change should enable us to see more detailed data and create more appropriate action plans. GRMAN 155, 156, and 157 have been deleted. In the end, very satisfactory results of each course assessment confirmed that our teaching methods and extensive use of tutorial sessions contributes to the students' achievement of this SLO

The matrix is properly aligned. We are planning to change the contents of GRMAN 121 to align with the SLO #2 in the next title V rewrite. The department continues to change the assessment methods from indirect to direct for all GRMAN courses. This change should enable us to ensure that all instructors cover cultural content. GRMAN 155, 156, and 157 have been deleted. In the end, very satisfactory results of each course assessment confirmed that our teaching methods and extensive use of tutorial sessions contributes to the students' achievement of this SLO.

### **Overall Program Action Plan for 2009/10**

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

## DVC Instructional Program SLO Action Plans

### 126. German [AA.GRMAN.D] belonging to Foreign Language [GRMAN]

#### Overall Program Action Plan for 2018/19

``This is a New Degree. This program will be accessed at its next cycle.`

## DVC Instructional Program SLO Action Plans

### 127. Graphic Design [AA.ARTGR.D] belonging to Media Studies [ARTDM]

#### Overall Program Action Plan for 2019/20

AA requirements are different from the certificate. AA is more geared toward student interested in transfer and include more traditional fine art options. There was a AAT being developed in Graphic design but the degree has not been approved.

Certificate of Achievement in ARTDM was aligned to AA so that it is stackable.

More online courses have been developed to offer students alternative options and serve the needs of working adults.

`No changes have been made in the last few years to the AA. Department needs to include ARTDM 172 into the certificate to increase student knowledge of UX design. This is based on Advisory board feedback.

`No changes have been made to the alignment matrix.` Increase online offerings.

Continue to develop online courses that adhere to OEI course design rubric.

Make more courses elective. Analyze current AA requirements.

Add a UX design course into the AA

Align Graphic Design Certificate of Achievement so that it is stackable in the Graphic design AA

## DVC Instructional Program SLO Action Plans

Increase number of students applying for the AA thru advertising.

Develop more online offerings to make it easier for working adults to attain the AA`AA requirements are different from the certificate. AA is are more geared toward student interested in transfer and include more traditional fine art options. There was a AAT being developed in Graphic design but the degree has not been approved.

Certificate of Achievement in ARTDM was aligned to AA so that it is stackable.

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No changes have been made in the last few years to the AA. Department needs to include ARTDM 172 into the certificate to increase student knowledge of UX design. This is based on Advisory board feedback.

Increase online offerings.

Continue to develop online courses that adhere to OEI course design rubric.

Make more courses elective. Analyze current AA requirements.

Add a UX design course into the AA



## DVC Instructional Program SLO Action Plans

Align Graphic Design Certificate of Achievement so that it is stackable in the Graphic design AA

Increase number of students applying for the AA thru advertising.

Develop more online offerings to make it easier for working adults to attain the AA

### **Overall Program Action Plan for 2016/17**

The Graphic design program is one of the few programs we offer as an AA. We are working to remove all of our certificates and only offer AA degrees. The program is doing very well. Our department is partnered with Oakland Digital a design studio that bridges the opportunity and digital literacy divide among Students and Entrepreneurs. This has been an amazing collaboration for us that is the most impactful for our graphic design students. We are planning to maintain and grow this relationship. We have also identified a need for internships. We are looking to expand our relationships with industry to offer more connections for our students.

The digital media department is in the beginning stages of the construction process for the new art building. We are working to ensure that there is adequate space to grow in the future and to provide for emerging technologies such as 3D printing or virtual reality.

Analysis of SLO data shows that course level instruction is in alignment with program objectives. The department is working to establish a new assessment model for the future.

The Digital media department is meets annually with industry to determine the relevance of our curriculum to industry standards. They are in agreement that graphic design is relevant subject matter. They also maintain the relevance of typography, digital photography, and design. This is the first analysis.

## DVC Instructional Program SLO Action Plans

### 128. Graphic Design [CA.ARTGR.D] belonging to Media Studies [ARTDM]

#### Overall Program Action Plan for 2019/20

We completed actions from the following action plan.

Units required for certificate were reduced in Spring 2019 to make it easier for students to attain the certificate. This will make it easier for students to complete certificate requirements in a timely manner.

ARTDM 172 was added to the certificate based on Industry Advisory recommendation to include more UX design in certificate.

Some courses were eliminated from the certificate.

`No changes to CORs needed. Certificate was recently revised and some CORs were eliminated.`Matrix has been modified to reflect course addition and course deletions.`Increase number of students applying for certificate.

Develop a fully online certificate option to serve needs of working students.

## DVC Instructional Program SLO Action Plans

Meet with counselors to help advise students interested in certificate. Department will commit to offer online options to serve the needs of working adults

Experiment with off schedule offerings

Reduced unit requirements

Added a user Interface design requirement ARTDM 172

Working to align online offerings with OEI course alignment rubric. Intro to Graphic Design has been modified to adhere to this rubric

Online offerings lower enrollment than in-person

Increase number of students applying for certificate

Align Course with OEI rubric

Continue to monitor student success in courses for both online and In-person sections

### Overall Program Action Plan for 2016/17

The Graphic design program is one of the few programs we offer as an AA. We are working to remove all of our certificates and only offer AA degrees. The program is doing very well. Our department is partnered with Oakland Digital a design studio that bridges the opportunity and digital literacy divide among Students and Entrepreneurs. This has been an amazing collaboration for us that is the most impactful for our graphic design students. We are planning to maintain and grow this relationship. We have also identified a need for internships. We are looking to expand our relationships with industry to offer more connections for our students.

## DVC Instructional Program SLO Action Plans

The digital media department is in the beginning stages of the construction process for the new art building. We are working to ensure that there is adequate space to grow in the future and to provide for emerging technologies such as 3D printing or virtual reality.

Analysis of SLO data shows that course level instruction is in alignment with program objectives. The department is working to establish a new assessment model for the future.

The Digital media department is meets annually with industry to determine the relevance of our curriculum to industry standards. They are in agreement that graphic design is relevant subject matter. They also maintain the relevance of typography, digital photography, and design.

This is the first analysis.

## DVC Instructional Program SLO Action Plans

### 129. Health Education [AS.HED.D] belonging to Health Science [HSCI]

#### Overall Program Action Plan for 2017/18

Currently this program has 400+ students. Most of these students transfer to a 4 year school as juniors. We have adopted also the AS-T in public health which has far more scientific rigor. We will be keeping this degree as the alternative to those who do not want the 33 AS-T. The courses are up for title 5 rewrites in 2019. We will update these courses to best teach the "newer" health concerns. Our students complete our program in 2-3 years. We have created our guided pathways to help students move through in this time frame. As we rewrite the courses we will adjust the SLO's to meet the new content area we include. We will assess these in the next cycle. Our degree has expanded to include coursework in ancillary health care. These courses are options for students to take and are very popular. We are setting up a learning community and student HOSA chapter here (Health Occupations Students of America) which be very resourceful for students. We will continue to try to grow this community into the general DVC student body (like a MESA)

#### Overall Program Action Plan for 2014/15

This program has been realigned to match more closely to the AS-T in public health so new degree and matrix will be entered when new AS-T is loaded here. We will attempt to recruit interested students to enter the program this next cycle.

#### Overall Program Action Plan for 2012/13

The A.S.HED.D. degree has been streamlined so that it articulates more directly with the transfer degree. Degree requirements have been reduced from 24 units to 18 units. CoOp 180, HSCI 298, PETH 281 are now electives (as of FA13). Core classes are aligned and mapped.

## DVC Instructional Program SLO Action Plans

### 130. Heating, Ventilation, Air Conditioning and Refrigeration [AS.HVACR.D] belonging to Architecture/Engineering [HVACR]

#### Overall Program Action Plan for 2017/18

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Heating, Ventilation, and Air Conditioning HVACR program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation in the California State Apprenticeship Curriculum. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for HVACR.

#### Overall Program Action Plan for 2014/15

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

## DVC Instructional Program SLO Action Plans

### 131. Heating, Ventilation, Air Conditioning and Refrigeration [CC.HVACR.D] belonging to Architecture/Engineering [HVACR]

#### Overall Program Action Plan for 2018/19

When the 18/19 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The HVACR program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2019 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for HVACR.

1. The program intends to look over outcomes for aligned courses, and evaluating the results of those course-level assessments in the context of this program. 2. We further determined that our program SLO's actually represent our intended program outcomes. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2015/16

When the 15/16 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The HVACR program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2016 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for HVACR.

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

## DVC Instructional Program SLO Action Plans

determined that our program SLO's actually represent our intended program outcomes.



## DVC Instructional Program SLO Action Plans

### 132. Heating, Ventilation, Air Conditioning and Refrigeration [CA.HVACR.D] belonging to Architecture/Engineering [HVACR]

#### Overall Program Action Plan for 2018/19

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The HVACR program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: to add new courses in green technology for HVACR. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2015/16

When the 15/16 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The HVACR program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2016 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: to add new courses in green technology for HVACR.

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

## DVC Instructional Program SLO Action Plans

### 133. History for Transfer [AAT.HIST.D] belonging to Social Science [HIST]

#### Overall Program Action Plan for 2016/17

In reviewing the program matrix, we determined that all courses are represented in the degree. We added a new course, HIST-142 and assigned the appropriate PLOs. Currently, the COR meet the needs of the degree PLOs but the department will review them as part of the new Pathways initiative. The department reviewed the course CORs and determined that they meet the expectations.

The discipline does not have any courses from other departments as part of our degree. We are reviewing the course SLOs in a systematic process to assure we are gathering data for the PLOs. The department has determined that we do or do not have any requests for program review.

#### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

### 134. Horticulture Technician [CC.HRTT.D] belonging to Biological Science [HORT]

#### Overall Program Action Plan for 2017/18

This is a new certificate of accomplishment that entered the catalog for the first time in 2017. At this time no changes are indicated. All courses are currently aligned. This program will be able to be evaluated in the spring of 2021 when the second cohort is getting certificates. This program needs Aquaponic and Hydroponic instruction capacity.

## DVC Instructional Program SLO Action Plans

### 135. Hospitality Studies - Baking and Pastry [AS.HSBP.D] belonging to Culinary Arts [CULN]

#### Overall Program Action Plan for 2016/17

Since the last assessment, the Baking and Pastry program has gone through significant changes. The program has been fitted to match the same 12 week format as our other 2 certificated/degreed programs (Culinary Arts and Restaurant Management). Both the CULN 181 Fundamentals of Baking and CULN 281 Advanced Techniques of Pastry making classes have been lengthened to give the students more hands on experiences. Also, some of the elective courses have been either consolidated or dismissed to help streamline the graduation rate of students by not increasing the number of units needed for graduation. The classes that have been dismissed are being worked into the colleges community education courses, with varying results. To accommodate the changes in the new program format, and to accommodate the current required competencies of our accrediting body (American Culinary Federation), some of the COR's have been updated and changed.``

#### Overall Program Action Plan for 2013/14

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

#### Overall Program Action Plan for 2010/11

Phase I assessment results confirm the program curriculum and the program SLOs. The action plan is to continue to the next phase of assessment, "mapping". When the 2011/2012 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions

## DVC Instructional Program SLO Action Plans

### 136. Hospitality Studies - Culinary Arts [AS.HSCA.D] belonging to Culinary Arts [CULN]

#### Overall Program Action Plan for 2017/18

To accommodate the changes in the new program format and to meet the current required competencies of our accrediting body (American Culinary Federation), some of the COR's have been updated and changed. The department also implemented an electronic survey for all lab classes for students to complete the last week of class. The program has adjusted the Culinary Arts degree schedule and contact hours to match the same 12 week lab format as both the Baking and Pastry degree and the Restaurant Management degree. This change hopefully helps with enrollments in all degree programs. All these changes align with the college changing semester length from an 18 week to a 16 week semester. Hopefully this increases student productivity with less time at the school and an increase in enrollments. Our students work full time and part time, so the four days a week works well for required lab classes. This allows students opportunity to take GE transferable classes thus making AS degree more easily attainable. The current Matrix alignment is consistent with current changes. The program is meeting its goal at HSCA degree program is currently operating a restaurant, the International grill, and the Express all being operated by students in rotating format for a 12 week period. Both ACF competencies and SLO skill sets are met in a format which currently is effective. Overall, the program is meeting its goals. In spring of 2018, approx. 90% of students surveyed believed that they had learned and mastered PLO #1. Whether or not this is true may come down to re-wording the surveys to get more realistic answers.

#### Overall Program Action Plan for 2013/14

Outcomes are okay do not touch 1. To have Industry Validation for our students, (Outside working opportunities for students to get validation for work done in Industry.). 2. Under present conditions, students are being assessed in an outdated, broken down facility that has restricted the completion of many required ACF (American Culinary Federation) SLO's. 3. Utilize the Advisory with College help to bring in updated industry representatives to look at current curriculum, what industry is wanting and give CULN good feedback. 4. A.S. Degree do have Course SLO's bundled in CULN-105, 120, 127, 153, 154, 175, 180, 192, 193, 220. Analysis Column: Need to accurately align the requirements stated in the DVC-2014/2015 Catalog. PLOAC Plan: Both the Title 5 and Program rewrites should both be done and with those done, CULN staff would like to add these action plans: 1. Industry Validation example: Three times a year, students visit outside facilities to perform ACF Culinary activities. Have those in charge, ie. General Manager, Food and Beverage, Executive Chef, Executive Sous Chef/Banquet Chef, tell us how our students perform. 2. Assessment of PLO- To maintain accreditation we need to automate the process of having ACF Learning Objectives programmed into I-Pads with Excel spreadsheets to document and record these successful results and to have these at some point calculated and recorded for future assessments. Also to have an independent source to gather and store results. We need to have monies to purchase and support for these I-Pads. 3. With the College input to assure present day Advisory Board, who are looking at our program so that we can sustain ourselves to keep up with current standards. When necessary to upgrade, increase choices and allocate monies to keep up with present day standards. Need for more complete liaison with the COOP Staff to hear if our teachings are or meet Industry standards by giving us comments and feedback. Make CULN-150-Plated Desserts and CULN-150-Chocolates, Candies permanent and required for graduation. Continue CULN-150-UB, Urban Garden and CULN-150S-Sustainable Hospitality. 4. Faculty and students sign off on these PLO required assessments but there are so many students that, with the semester so short and time is limited in days of operation for our venues (Express, Norseman, Grill and Catering), do not complete them. Need to increase the length of semester. Mandatory Faculty Self Improvement Plan: Training of new I-Pads, Overhead HD Projector. New

## DVC Instructional Program SLO Action Plans

updated, current today's standards menu plan and recipes.

## DVC Instructional Program SLO Action Plans

### 137. Hospitality Studies - Restaurant Management [AS.HSRM.D] belonging to Culinary Arts [CULN]

#### Overall Program Action Plan for 2016/17

To accommodate the changes in the new program format and to meet the current required competencies of our accrediting body (American Culinary Federation), some of the COR's have been updated and changed. The department also implemented an electronic survey for all lab classes for students to complete the last week of class. These surveys convey excellent data for instructors to see if we are meeting the SLO's as required for student learning outcomes in each class. Since the last assessment 2014-2015 the program has gone through significant changes. The program adjusted Baking and Pastry certificate schedule and contact hours to match the same 12 week lab format as Culinary Arts and Restaurant Management certificates. Hopefully this change will improve enrollments in all certificate programs. These changes are in line with the college changing the semester length from an 18 week semester to a 16 weeks semester effective 2018. These changes is to hopefully increase student learning productivity with less time in college and increase enrollments. The college also changed from a 5 day work week to 4 day week. Our department changed years ago as many of our students work full and part time during the semester, especially Friday-Sunday. The department has eliminated all Culn 150 (experiment) courses required and realigned the classes according to required electives for each area. This reduced the units required for each certificate, thus a significant increase in students applying for A.S. Degrees in addition to certificates of achievements. The change streamlined the graduation rate for students and increased student graduation rates. Although enrollments have been low for the college and our department. The current Alignment matrix is consistent with the current changes at this time. Overall, the program is meeting its goal at this point. The Hospitality Studies in Restaurant Management program is currently operating a restaurant 3 days a week for 12 weeks which is operated by students in a rotating format. SLO skill sets are met in a rotating format which currently is effective. Overall, the program is meeting its goals: Outcome #1: Students completing the program will be able to demonstrate proper service techniques used in the culinary industry. 95-99% of the student surveys completed for fall 2017 reflected learned and mastered; Outcome #2: 95-97% of the student surveys stated that the class demonstrated team cooperation, planning and applied proper service techniques to properly operate a dining room. The department will continue to provide different strategies to improve outcome assessment in the next IPR.

#### Overall Program Action Plan for 2013/14

Courses added to the degree which will eventually be required and are currently under 150 top codes: Culn 150 Plated desserts and Culn 150 UB urban garden and Culn 150 S sustainable Hospitality will be added to the certificates in Culinary Baking and Pastry. These classes were added because of the direction that is being taken by ACFEF, so we determined to be proactive in our degree. The degree will once again offer International Cuisine because this course also meets the general elective course requirement of the AS Degree, and it is transferable. We determined that we need to add more contact hours to the core lab courses to increase the hands on exposure and repetition needed to make sure all students meet the course objects. Thus they will have an opportunity to complete all SLO's required for each lab class. Restructuring Baking and Pastry Culn 180 and 280 to teach concurrently under 150 R (180) fundamentals of Baking and 150 T (280) Advanced Baking. In addition to meet the requirements for ACFEF standards for baking contact hours for Restaurant Management will re-institute Culn 180 (150 R) taught at night. This class will be taught in the evening for students who only want to complete baking for Restaurant Management Certificate. There was non-substantial changes made to the certificate and will be updated in the Catalogue Addendum 14/15. In reviewing the course level actions plans we feel that moving to the new facilities will help meet some of our concerns noted in those plans. All title 5 rewrites have been

## DVC Instructional Program SLO Action Plans

completed 2014 for course requirements as assigned. Moving from our old facility will upgrade our program to new technologies such as POS (point of sale systems), computers for all students in all classes. This will enhance instructor student learning by using PowerPoint lectures, hands on learning by doing, and upgrade SLO's by using iPads to record all student learning outcomes daily. In working with the counseling department we have been assigned a dedicated counselor for our students to help them navigate our certificates and degrees. We met with our Advisory committee and informed them of these changes in the degree.



## DVC Instructional Program SLO Action Plans

### 138. Humanities [AA.HUM.D] belonging to Humanities and Philosophy [HUMAN]

#### Overall Program Action Plan for 2018/19

Since the last assessment (2015-16), measuring the progress towards the "Associate in Arts and Humanities" major and degree requirements have been established and clarified, the latter in part via the new Guided Pathway charts. Another development since the last assessment is that a new class, Human 124, "California Culture", has been added to the catalog. We have also started to offer some classes---e.g., Human 111, Human 116---as online or hybrid options, and intend to explore other classes that might be successful online going forward. We have seen no need to change our PLOs since the last assessment. We have not initiated any course SLO changes to address missing content that has arisen in the PLO assessment process. While there are some areas where we would like to see improvements in our SLO assessments, we feel that measurable deficiencies are due less to the nature and formulation of the stated SLOs and more to students lacking basic skills. Our Department has reviewed the alignment matrix and made some dramatic changes to it. Namely, we have removed all non-Humanities classes from the alignment matrix, as only Humanities classes are now counted in terms of progress towards the AA in Humanities degree. All of our course level assessment topics directly link back and connect to our Program level outcomes. Our program level outcomes all emphasize a broad integrative approach to the arts, literature, philosophy, religion and history, while our course level outcomes speak to these same goals in more specific terms appropriate to the more focused scope of the individual classes. As for an action plan, we will continue to monitor and ensure that our SLOs directly address the PLOs.

#### Overall Program Action Plan for 2015/16

The new "Associate in Arts and Humanities" major is due to be published in the forthcoming catalog for Academic Year 2016-17. Students will fulfill this major by successfully completing 18 units from the following Humanities courses: Human-110, Human-111, Human-112, Human-105, Human-108, Human-115, Human-116, Human-118, and Human-123. Of these 18 units, 3 units must be selected from one of our chronologically organized courses (Human-110, Human-111, or Human-112). A new course proposal has also been submitted for Humanities 124: California Cultures, which is due to be published in the 2017-18 catalog. The department is also working on bringing Human 118 (Film, Fiction, and Criticism) in alignment with standards for critical thinking, and hope that this option to fulfill the critical thinking component of the A.A. degree and transfer will be available to students in the 2017-18 catalog.

#### Overall Program Action Plan for 2014/15

The Arts and Humanities degree has been successful in terms of popularity with students. DVC counselors indicate that this degree is appealing to students who want to develop their college-level writing, reading and critical thinking skills and broaden and deepen their knowledge of a wide variety of art forms as well as their relationship to one another and to their cultural context. Furthermore, this degree has allowed students a great deal of flexibility in terms of course options at a time when they are still trying to determine what they will focus on for a major at a four-year institution. Nonetheless, the degree as it is currently designed is far too broad, is unsustainable as a program to be reviewed by our department, and in many ways it undermines the long-term success of the Humanities department and our students. Most important from an SLO perspective, many of the courses we permitted for this degree do not fulfill enough of our department's Student Learning Outcomes (an elective class from another department might fulfill only one of three of a typical set of Humanities SLOs, for example). Because the existing degree allows students a great degree of flexibility in terms of what classes they take

## DVC Instructional Program SLO Action Plans

to fulfill the major, students could conceivably take a combination of courses in such a way that they never achieve all of our Humanities Student Learning Outcomes. This is a problem that came to our attention in the past 2-3 years, but the Program Level SLO review has made us even more keenly aware of the flaws in this major, and the degree to which it could create problems for our students' success. We believe that we can not only maintain but also improve upon the success of the major by sharpening its focus on department-specific courses and aligning it more closely with other majors offered at our school. (It is worth noting that we developed the Arts and Humanities major before there was a strong push to develop majors school-wide, and our major is based on an outmoded "liberal arts" style degree which allows for courses outside of the degree-conferring department. In short, it seemed like a good idea at the time.) The department has submitted a request this semester (Spring 2015) to change our degree from "Arts and Humanities" to a "Associate in Arts in Humanities" allowing students to fulfill this major by successfully completing 18 units from the following Humanities courses: Human-110, Human-111, Human-112, Human-105, Human-108, Human-115, Human-116, Human-118, and Human-123. Of these 18 units, 3 units must be selected from one of our chronologically organized courses (Human-110, Human-111, or Human-112). This new major has been proposed for the 2016-17 school catalog, and until the change has been made, students will be allowed to complete the existing "Arts and Humanities" major allowing for a smooth transition between now and when the new major will be approved. The newly proposed Associate in Arts and Humanities degree is designed for students who wish to study a broad range of the arts: music, dance, visual arts, architecture, literature, drama, film, philosophy and history. Through this course of study students will learn to analyze, interpret, and compare a diverse range of art forms and cultures while deepening their understanding of the arts as human expression and honing their critical thinking oral and writing skills.

### Overall Program Action Plan for 2013/14

The assessment of the Humanities degree program for 2012 - 2013 identifies a need to restructure the Humanities "certificate" to a "major" and limit course requirements to department offerings. Currently, the Humanities certificate allows for a wide variety of electives that a student may take outside of the Humanities & Philosophy department. A review of these courses and the recent SLO results (for those that have published SLO results) indicates that while all of these external electives have an SLO that overlaps with a Humanities department SLO and the course SLO results for these external courses are approximately as varied as those in the Humanities courses (meaning student success does not appear to be measurably any higher or lower overall in courses drawn from the Humanities versus those in Art History, English, Drama or Music) , most of these external electives only have one SLO in common with the Humanities program (as opposed to at least three that are covered by all Humanities classes). Ultimately, this allows far too little assurance that students obtaining a Humanities certificate would have been sufficiently educated in the integrative and interdisciplinary method unique to the Humanities. The likelihood of a student's ability to bypass the integrative method and content of our instruction is simply too high to merit this permissive and loose definition of our certificate / program. Steps need to be taken as soon as Fall 2013 to redefine our certificate as a major with exclusive emphasis on department offerings.

## DVC Instructional Program SLO Action Plans

### 139. Industrial Design [AS.IDSGN.D] belonging to Architecture/Engineering [IDSGN]

#### Overall Program Action Plan for 2017/18

The FA18 semester is the first time that the Industrial Design Associate Degree has been offered to students in DVC's course catalog. Since our industry partners are recommending that our students improve their color drawing skills, the department is looking to add a course to address this need or do a title 5 rewrite to an existing course. The department reviewed the matrix and verified the placement of the "X's" in the correct columns and rows for each course. As a new program, the department is in the process of aligning our course SLO's with our new Associate Degree PLO's

## DVC Instructional Program SLO Action Plans

### 140. Industrial Design [CA.IDSGN.D] belonging to Architecture/Engineering [IDSGN]

#### Overall Program Action Plan for 2017/18

The FA18 semester is the first time that the Industrial Design Certificate has been offered to students in DVC's course catalog. Since our industry partners are recommending that our students improve their color drawing skills, the department is looking to add a course to address this need or do a title 5 rewrite to an existing course. The department reviewed the matrix and verified the placement of the "X's" in the correct columns and rows for each course. As a new program, the department is in the process of aligning our course SLO's with our new Associate Degree PLO's. The department is currently completing a Program Review.

## DVC Instructional Program SLO Action Plans

### 141. Industrial Maintenance Machinist/Mechanic (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering [ENGTC]

#### Overall Program Action Plan for 2017/18

An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our mTECH curriculum with regional manufacturing needs. New courses were added and replaced within the certificate. The Engineering technical drawing class, Engin-120, was replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course, students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver.

COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses. The program has reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer equipment becomes available through Strong Workforce funding.

We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications. A new Program Learning Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues with machines and communicate with electrical technicians.

## DVC Instructional Program SLO Action Plans

### 142. Information and Communication Technology [CA.ICT.D] belonging to Computer Science [CNT]

#### Overall Program Action Plan for 2017/18

Add following to program learning outcome:

identify security issues with communications, E-mail, web, remote access, and wireless technology.

differentiate between physical security, disaster recovery, and business continuity.

identify current network threats and ramifications.

analyze and communicate problem specifications.

Remove CNT 140 prerequisite.

Correct typo in item 6`CNT 106 as prerequisite for CNT 140 must be removed. CNT 106 is more advanced than CNT 140.`Will be complete after adding new PLOs`CNT 103 scheduled for SLO assessment in Fall 2018

CNT 104, CNT 106 and CNT 148 have been assessed.

## DVC Instructional Program SLO Action Plans

CNT 120 has been canceled twice due to low enrollment. It will be assessed next time offered.

CNT 140 has been canceled 4 times due to low enrollment. It will be assessed next time offered. Currently, CNT 106 is a prerequisite for CNT 140. This is wrong. The Prerequisite for CNT 140 must change as such that it does not require CNT 106 as prerequisite.

CNT 146 and CNT 149 will be assessed next time offered. They have not been offered yet.

^Add following to program learning outcome:

identify security issues with communications, E-mail, web, remote access, and wireless technology.

differentiate between physical security, disaster recovery, and business continuity.

identify current network threats and ramifications.

analyze and communicate problem specifications.

## DVC Instructional Program SLO Action Plans

The Prerequisite for CNT 140 must change as such that it does not require CNT 106 as prerequisite.

There is a typo in item #6: end-deices must be replaced with end-devices.



## DVC Instructional Program SLO Action Plans

### 143. Information and Communication Technology [AS.ICT.D] belonging to Computer Science [CNT]

#### Overall Program Action Plan for 2017/18

Add following to program learning outcome:

identify security issues with communications, E-mail, web, remote access, and wireless technology.

differentiate between physical security, disaster recovery, and business continuity.

identify current network threats and ramifications.

analyze and communicate problem specifications.

Remove CNT 140 prerequisite.

Correct typo in item 7

`CNT 106 as prerequisite for CNT 140 must be removed. CNT 106 is more advanced than CNT 140.`Will be done after adding new PLOs`CNT 103 scheduled for SLO assessment in Fall 2018

CNT 104, CNT 106 and CNT 148 have been assessed.

CNT 120 has been canceled twice due to low enrollment. It will be assessed next time offered.

CNT 140 has been canceled 4 times due to low enrollment. It will be assessed next time offered. Currently, CNT 106 is a prerequisite for CNT 140. This is wrong. The

## DVC Instructional Program SLO Action Plans

Prerequisite for CNT 140 must change as such that it does not require CNT 106 as prerequisite.

CNT 146 and CNT 149 will be assessed next time offered. They have not been offered yet.

`Add following to program learning outcome:

identify security issues with communications, E-mail, web, remote access, and wireless technology.

differentiate between physical security, disaster recovery, and business continuity.

identify current network threats and ramifications.

analyze and communicate problem specifications.

The Prerequisite for CNT 140 must change as such that it does not require CNT 106 as prerequisite.

There is a typo in item #6: end-deices must be replaced with end-devices.

## DVC Instructional Program SLO Action Plans

### 144. Intermediate ESL Reading and Writing [CC.ESLIN.D] belonging to English [ESL]

#### Overall Program Action Plan for 2018/19

In the previous action plan, Learning Center Coordinators noted that perhaps it would be best to work on SLOs as a group. This has not happened yet mainly because the majority of our ESL courses have been taught by adjuncts who have multiple jobs at different locations, so finding a time when all can meet has proven difficult. We still think that working on the SLOs together is a far more productive and helpful way to use them; however, since it's proven so difficult, the LC Coordinators have instead gathered and completed the individual SLOs from instructors, created the SLO update, and then sent out the information to ESL instructors.

We hope now that we have more full-time ESL instructors that we'll be able to meet as a group to complete the SLOs and learn and grow together. We will, of course, still work to include as many adjuncts as we can.

In this current PLO review, we noticed that the Intermediate Certificate PLOs are quite general. Sometimes, we struggled to differentiate between them, specifically in Outcome 3 because critical-thinking skills pertain also to Outcomes 1 and 2. Also, for Outcome 2, both 78 and 88 didn't have SLOs that supported it. Similarly, in Outcome 1, 86 didn't have SLOs that supported it. Perhaps, we need to make the PLOs more specific for this certificate. Or maybe we need to revise the SLOs for these courses. These are at least worth looking into.

In doing this PLO review, we also realized that when we do Title 5 revisions for 76 and 78, we need to revise the SLOs particularly in their format but also in their content to make them a little more distinct and specific and to connect them to the PLOs. Similar to the previous action plan, another small but important change includes writing more meaningful SLO assessments. Still, some of the previous years' SLO assessments are too generic to be helpful.

Despite the fact that two courses for Outcome 2 and one for Outcome 1 didn't really have a SLO to meet this program, the majority of courses meet each Outcome in many of the SLOs.

None`None` In this current PLO review, we noticed that the Intermediate Certificate PLOs are quite general. Sometimes, we struggled to differentiate between them, specifically in Outcome 3 because critical-thinking skills pertain also to Outcomes 1 and 2. Also, for Outcome 2, both 78 and 88 didn't have SLOs that supported it. Similarly, in Outcome 1, 86 didn't have SLOs that supported it. Perhaps, we need to make the PLOs more specific for this certificate. Or maybe we need to revise the SLOs for these courses. These are at least worth looking into.

## DVC Instructional Program SLO Action Plans

In doing this PLO review, we also realized that when we do Title 5 revisions for 76 and 78, we need to revise the SLOs particularly in their format but also in their content to make them a little more distinct and specific and to connect them to the PLOs. Similar to the previous action plan, another small but important change includes writing more meaningful SLO assessments. Still, some of the previous years' SLO assessments are too generic to be helpful. `Not applicable

### Overall Program Action Plan for 2015/16

ESL 70 and 72 and 86 and 88 SLOs meet the PLOs. And there is still room for tightening the program: earlier assessments, as well as our own observations of this and other programs, suggest ESL instructors would like to see more meaningful SLO assessment, which can be accomplished by having instructors work together as they assess specific SLOs.(i.e. instead of having every instructor fill out the little SLO form individually and pass it along to the SLO committee rep, holding a SLO-a-thon of some sort, so instructors can see many students' work and discuss how the students are or are not meeting the SLOs as well as how effective the SLOs are). Grouped SLO efforts will give us a broader, more global perspective. As in the other certificate programs, ESL instructors and the ESL committee feel that a review of a full program and how each course "talksâ€• to and articulates with others is valuable. The regular kind of PLO and SLO reivew is too piecemeal to be conducive to holistic thinking, as it boils down something that can't actually be boiled down. Still, to make the best of it, we should consider reviewing course sequences together, even when only one course of a sequence is up for review; and we should continue to make a concerted effort to evaluate SLOs as a group and in a targeted fashion. Another small but important change includes writing more meaningful SLO assessments. Right now, some of the previous years' SLO assessments are too generic to be helpful.

Even though the assessment of these courses were too generic, it is clear that the SLOs for the 70 courses support this one

Even though the assessment of these courses were too generic, it is clear that many of the SLOs for 76 and 86 meet this program SLO. Additionally, one of the SLOs in 88 also support this program SLO about reading.

Even though the assessment of these courses were too generic, it is clear that the SLOs for the 70 courses support this one

**DVC Instructional Program SLO Action Plans**

**145. Intersegmental General Ed Transfer Curriculum-IGETC [GE.IGETC.D] belonging to SLOAC [GE]**

## DVC Instructional Program SLO Action Plans

### 146. Italian [CA.ITAL.D] belonging to Foreign Language [ITAL]

#### Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the Italian Certificate of Achievement to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for ITAL 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. Despite the recent combination of ITAL 121, 220, and 221, we are currently promoting Italian program to high school students through events such as "College Day" with the objective of high enrollment. The content of all courses support the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. After reviewing current assessment topics, it is recommended that we rewrite them for clarity, accuracy and cohesion. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

#### Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Italian program, we will revise the course objectives for ITAL 120, 121, 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and Italian tutors at Foreign Language tutoring center. Moreover, the department offered ITAL 121 without combining it with other level courses due to the high demand and it has been successful.

#### Overall Program Action Plan for 2012/13

Italian SLO program Action Plan #1 The matrix is properly aligned. However the department is planning to look at the wording of this SLO to determine if it can be reworded to be more inclusive. The department changed the assessment methods from indirect to direct one for ITAL 120 and 121 and will change the assessment methods for ITAL 220 and 221 in the next cycle, and will assess ITAL 230 and 231 in the 2012/2013 cycle The department decided to have a meeting with Italian instructors to discuss changing ITAL221 and 230 course SLOs to include conversation skills. Also we will change the assessment method of ITAL120, SLO #3 to measure students' achievement more accurately. #2 The matrix is properly aligned. However the department is planning to change the wording of this SLO because it is too specific to be matched with other language courses. The department changed the assessment methods from indirect to direct one for ITAL 120 and 121 and will change the assessment methods for ITAL 220 and 221 in the next cycle, and will assess ITAL 230 and 231 in the 2012/2013 cycle. In the end, very satisfactory results of each course assessment confirmed that our extensive use of language and tutorial labs contributes to the students' achievement of this SLO. #3 The matrix is properly aligned. The department changed the assessment methods from indirect to direct one for ITAL 120 and 121 and will change the assessment methods for ITAL 220 and 221 in the next cycle, and will assess ITAL 230 and 231 in

## DVC Instructional Program SLO Action Plans

the 2012/2013 cycle. The department has decided to have a meeting with the Italian instructors to discuss whether it is appropriate to add cultural elements to ITAL220 course outlines.

### **Overall Program Action Plan for 2009/10**

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

## DVC Instructional Program SLO Action Plans

### 147. Italian [AA.ITAL.D] belonging to Foreign Language [ITAL]

#### Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the Italian AA to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for ITAL 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. Despite the recent combination of ITAL 121, 220, and 221, we are currently promoting Italian program to high school students through events such as "College Day" with the objective of high enrollment. After reviewing the CORs for Italian 221, 230 and 231, the department determined that we will need submit a Title 5 update to add a learning objective that addresses cohesive critical thinking. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

#### Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Italian program, we will revise the course objectives for ITAL 120, 121, 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and Italian tutors at Foreign Language tutoring center. Moreover, the department offered ITAL 121 without combining it with other level courses due to the high demand and it has been successful.



## DVC Instructional Program SLO Action Plans

### 148. Japanese [AA.JPN.D] belonging to Foreign Language [JAPAN]

#### Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the Japanese AA to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for JAPAN 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. We successfully added a new course objective that includes non-Roman alphabet writing systems. We have addressed the revision of the SLOs assessment methods and discussed the results to ensure their current understanding of the process and establish a sense of direction for the program. After reviewing the CORs for Japanese 220 and 221, the department determined that we will need submit a Title 5 update to add a learning objective that addresses cohesive critical thinking. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

#### Overall Program Action Plan for 2014/15

The Foreign Language Department has begun the work to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are revised, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Japanese program, we will revise course objectives for JAPAN 120, 121, 220, and 221 during the next Title 5 rewrite cycle. In addition, we will add a new course objective to include non-roman alphabet writing such as Arabic, Chinese, Persian, Japanese and Russian. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of students' support with in-class teaching assistants and outside class tutors. Due to the high demand, the department hired several Japanese PT instructors last year and a new Japanese FT instructor this spring. The Japanese program will have a meeting in August and review the SLO assessment methods and results to make sure everyone understands the process and plans.

## DVC Instructional Program SLO Action Plans

### 149. Japanese [CA.JPN.D] belonging to Foreign Language [JAPAN]

#### Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the Japanese Certificate of Achievement to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for JAPAN 120 and 121 which included a new course objective that includes non-Roman alphabet writing systems. We have addressed the revision of the SLOs assessment methods and discussed the results to ensure their current understanding of the process and establish a sense of direction for the program. The content of all courses support the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. We have added assessment topic in Japanese 120, 121, and 220 to address the verbal component in PLO #1. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

#### Overall Program Action Plan for 2014/15

The Foreign Language Department has begun the work to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are revised, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Japanese program, we will revise course objectives for JAPAN 120, 121, 220, and 221 during the next Title 5 rewrite cycle. In addition, we will add a new course objective to include non-roman alphabet writing such as Arabic, Chinese, Persian, Japanese and Russian. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of students' support with in-class teaching assistants and outside class tutors. Due to the high demand, the department hired several Japanese PT instructors last year and a new Japanese FT instructor this spring. The Japanese program will have a meeting in August and review the SLO assessment methods and results to make sure everyone understands the process and plans.

#### Overall Program Action Plan for 2012/13

Japanese SLO program Action Plan #1 The matrix is properly aligned. However the department is planning to examine the wording of this program SLO to determine if it can be reworded to be more inclusive. The department is on the way of changing the assessment methods from indirect to direct one for JAPAN120, 121, 220 and 221. This change should enable us to identify the differences of students' achievements by each section and see more detailed data. Through looking at very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to the students' achievement of this SLO. #2 The matrix is properly aligned. However the department is planning to change the wording of this program SLO because it is too specific to be matched with different language courses. The department is on the way of changing the assessment methods from indirect to direct one for JAPAN120, 121, 220 and 221. This change should enable us to identify the differences of students' achievements by each section and see more detailed data. Through looking at very satisfactory results of each course assessment, we confirm that our extensive use of

## DVC Instructional Program SLO Action Plans

language and tutorial labs contributes to students' achievement of this SLO. #3 The matrix is properly aligned. However the department is planning to change the course contents of JAPAN 130 to have better match with this program SLO in the next title V rewrite. The department is on the way of changing the assessment methods from indirect to direct one for JAPAN120, 121, 220 and 221. This change should enable us to identify the differences of students' achievements by each section and see more detailed data. Through looking at very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to students' achievement of this SLO.

### Overall Program Action Plan for 2009/10

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

## DVC Instructional Program SLO Action Plans

### 150. Journalism for Transfer [AAT.JRNAL.D] belonging to Journalism [JRNAL]

#### Overall Program Action Plan for 2016/17

Program outcomes are still relevant. All courses in the matrix are relevant to the program outcomes; all program outcomes are assessed in at least one of the courses. Added to the matrix: JRNAL 130 (C-ID JOUR 120), which was not part of the degree during the last program assessment. COMM-123 hasn't assessed a topic relevant to journalism program outcomes since 2011/12. I have messaged Shannon Padilla.

POLSC-121 Topic 2 and POLSC-220 Topic 2 have never been assessed. Scott McDougall says those topics are scheduled for fall 2017.

ENGL-126 has not assessed a topic related to our program outcome. I have messaged la Carbonell and Heidi Goen-Salter. The PDF handout "A recipe for forming an ACTION PLAN for a program in 6 easy steps" claims in Step 6 that a link to "view assessment results" should be found when each program outcome hamburger menu is expanded. That link does not appear for me, only links to reword or delete the program outcome itself. In the absence of those links, I am writing the program outcome action plans in this space.

Program Outcome 1. This outcome is very well-supported by our curriculum, with no changes necessary to journalism course content. JRNAL 120 topic 4 (students will be able to write a brief news story under deadline conditions) was assessed in 2014/15; 84 percent of students were successful. JRNAL 126 topic 2 was assessed in 2015/16 and 100 percent of students were successful (12 of 12). JRNAL 127 topic 1 was assessed in 2013/14 and 100 percent of students were successful (2 of 2, first year this final course in the Inquirer sequence was offered). JRNAL 130 assessed topic 1 in 2014/15 and 88 percent of students were successful. Art 160 topic 3 was assessed in 2014/15 and 97 percent of students indicated mastery on a Likert scale. COMM 123 topic 1 was assessed in 2011/12 and 100 percent of students indicated they felt confident in presenting orally.

## DVC Instructional Program SLO Action Plans

Program Outcome 2. This outcome is generally well-supported, with no changes necessary to journalism course content and with other departments reporting they are taking steps to strengthen student success. JRNAL 110 topic 1 was assessed in 2014/15 and 92 percent of students were successful. BUS 240 assessed topic 4 in 2014/15 and 80 percent of students were able to interpret the inferences correctly. ECON 220 topic 4 was assessed in 2014/15 with 60-67 percent of students successfully applying economic theory, below the department goal of 70 percent. The department is discussing strategies for improvement. ECON 221 topic 4 was assessed in 2014/15, with more than 70 percent of students successfully applying economic theory in spring and summer 2015. Math 142 topic 6 was assessed in 2014/15, with success varying from 60 percent to 82 percent depending on the specific skill.

Program Outcome 3. This outcome is well-supported, with no changes necessary to journalism course content. JRNAL 126 topic 5 was assessed in 2015/16, with 11/14 print deadlines met. JRNAL 127 topic 2 was assessed in 2013/14 with 100 percent student success (2 of 2, first year this final course in the Inquirer sequence was offered).

### Overall Program Action Plan for 2013/14

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

Understand and analyze how history, economics, politics, law or government regulation affects the climate for journalism and freedom of speech in the United States. Core course topics for assessment: JRNAL-110 #1 Electives: BUS-240 #4; ECON-220 #4; MATH-142 #3; POLSC-121 #2; POLSC-220 #2 Assessment Data: 43 of 56 (77 percent) JRNAL-110 students demonstrated satisfactory understanding of and ability to analyze legal dilemmas in the mass media in 2012. 92 percent of BUS-240 students were able to "reason with numbers" and gauge the strength of conclusions and generalization from statistical evidence. 64 percent of ECON-220 students in fall 2011 were able to use economic theory to analyze macroeconomic theory and policies. 79.3 percent of ECON-221 students from spring and summer 2012 were able to do the same with

## DVC Instructional Program SLO Action Plans

microeconomic policy and social issues. Topic 2 for POLSC-121 has never been assessed. Topic 2 for POLSC-220 has never been assessed. Analysis: This outcome should be well-supported by the content of JRNAL-110, but most of the current Student Learning Objectives and assessment topics aren't very relevant to it. Action plan: Revise the SLOs and assessment topics during the Title V review in 2015-16. Given that many of the electives in the degree also support this outcome and assessment data is quite positive from them, this issue does not need to be addressed more urgently. The lack of data regarding the political science classes is suboptimal, but not something this program can address.

Demonstrate good work habits, time management and professionalism while working collaboratively and under deadline pressure to produce a news product. Core course topics for assessment: JRNAL-126 #1; JRNAL-127 #2, 3 Assessment Data: Five of six students were able to achieve 80 percent or better on work habits assessments during 2013-14. Both 127 students were able to produce work products showing more complexity or depth than in previous semesters. (Courses not yet formally assessed, but data recovered from D2L.) The print edition of the newspaper was produced by deadline three of 12 times; when deadline was missed, it was missed by less than an hour. (Often less than 30 minutes.) Analysis: Deadline performance on the print edition was bad by real-world standards, but pretty good given the overall inexperience of the staff. (Only about 20 percent of the 2013-14 Inquirer staff were journalism students.) Th le 5 co• 2 J

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

28.35 538.58 m 28.35 521.58 | S 813.54 538.58 m 813.54 521.58 | S

28.35 521.58 m 28.35 504.57 | S 813.54 521.58 m 813.54 504.57 | S BT 31.19 510.07 Td (CNT 120 has been canceled twice due to low enrollment.

## DVC Instructional Program SLO Action Plans

### 151. Kinesiology - Coaching [AS.KINCH.D] belonging to Kinesiology, Athletics and Dance [KINES]

#### Overall Program Action Plan for 2017/18

The PLOs have not been altered but a review of the PLOs indicates that given the changes in PLO philosophy, we could benefit from updating the PLOs to expand them and more closely align with the courses in the program. Minor changes were made to the KNACT and KNICA courses to make them more consistent, however some work could be made to modify the outcomes and content to more explicitly align them to the PLOS. The alignment in the matrix is accurate, however as discussed previously, more work could be done to align SLOs, course content and PLOs to more explicitly indicate the connection between them and develop a more robust matrix.

As described previously, the course outlines are not as explicitly aligned to the PLOs as they could be and even assessments are not necessarily assessments that are related to the PLOs. We need to modify and expand the PLOs and more explicitly relate the course and assessments to the PLOs and we need to ensure that the PLOs are addressed by the assessments. This will take a little mini-summit with our faculty to achieve the alignment that we need and then make curricular updates during our next Title 5 cycle.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2012/13

The course SLOs for this program have not been assessed to this point, but are scheduled for spring 2013 (due in Fall 2013). The program outcomes and matrix were evaluated and changes will be made to the matrix to more accurately represent expected outcomes and the role of each course in meeting the outcomes. The program was recently updated so the assessment due in Fall 2013 will provide the baseline for the new program configuration.

## DVC Instructional Program SLO Action Plans

### 152. Kinesiology - Sports and Recreation Management [AS.KINSM.D] belonging to Kinesiology, Athletics and Dance [KINES]

#### Overall Program Action Plan for 2016/17

The department decided to add a PLO specifically addresses a transfer pathways course, since this degree is only for transfer. There have been no changes to any of the aligned courses CORs. The department is considering removing and replacing courses that no longer align to the transfer pathway. If example, replacing the Business Stats class with the Math Statway classes. The department reviewed and adjusted the matrix alignment and mapping in preparation of DVC pathways initiative. This degree is only for transfer, thus the department decided to add a PLO specifically addressing transfer pathways. The department will continue to monitor the five year enrollment trends in this degree. The depart will also monitor current industry trends to verify the alignment of our transfer degree to 4 year institutions.



## DVC Instructional Program SLO Action Plans

### 153. Kinesiology for Transfer [AAT.KINES.D] belonging to Kinesiology, Athletics and Dance [KINES]

#### Overall Program Action Plan for 2017/18

The PLOs seem reasonable at this time although PLO #4 may benefit from slight modification/expansion

`Some of the KNACTKNDAN/KNCMB course should have updates made to the course objectives to more explicitly align with PLO #2.`There was no alignment matrix and so an alignment matrix`We just created matrix and will complete assessment on next cycle.`Many of the facility and equipment requests relate to KNACT, KNCMB and KNDAN courses in this degree.

## DVC Instructional Program SLO Action Plans

### 154. Landscape Design [CA.HRTD.D] belonging to Biological Science [HORT]

#### Overall Program Action Plan for 2017/18

This certificate was rewritten in 2017, the first cohort of students will graduate in 2019. At this time no changes are indicated. The certificate may be moved over to Architecture. The courses required for this certificate have been aligned. The second cohort will be able to get certificates in 2021. At that time we can compare results and assess.

#### Overall Program Action Plan for 2012/13

It was discovered that several of the assessment topics have not been assessed yet, so the plan is to assess these in the future. The data that was present indicated that, in general, students are doing well in the program. A few enhancements were suggested. These included: more practice with drafting basics and incorporating aspects of landscape design into the plant identification classes to make learned plant species more relevant. The plan for these courses is to evaluate how these enhancements work to improve student learning of the material.

#### Overall Program Action Plan for 2010/11

Plan is to gather course SLO data as soon as possible since courses have not yet been assessed.

Only one course has been assessed so far. Students in this class on tree identification exceeded expectations, so plan is to maintain curriculum and gather data for other courses as soon as possible.

Plan is to gather course SLO data as soon as possible since courses have not yet been assessed.

## DVC Instructional Program SLO Action Plans

### 155. Landscape Design Fundamentals [CC.HRTL.F.D] belonging to Biological Science [HORT]

#### Overall Program Action Plan for 2017/18

This is a new abbreviated certificate of accomplishment in Landscape Design. It started in the spring of 2018, The first cohort of students will complete this in fall of 2019. At this time no changes are indicated The required courses are aligned. The certificate will be evaluated in the spring of 2021 when there are two cohorts of data..

## DVC Instructional Program SLO Action Plans

### 156. Library Technology [CA.LT.D] belonging to Library [LT]

#### Overall Program Action Plan for 2017/18

The LT program went on hiatus status from 2013-2016. During this period a Perkins grant was utilized to revitalize the program by adding, deleting, and combining courses into a

revamped curriculum and program pathway. Classes resumed with the Spring 2017 semester. Sections are being assessed as they are taught in the program's cycle.

The program outcomes were reviewed in 2017 through the Guided Pathways work and by the LT Advisory Committee. Additionally, the program has applied to be certified program

with the American Library Association's Library Support Staff Certification program. <http://ala-apa.org/lssc/>

This process includes mapping our course content to the nationally recognized competencies for the profession. This has been an important input into our course curriculum

development and improvements`All courses were reviewed through our program revitalization project. They are being taught for the first time in 2017 so class assessment results will be utilized in 2018-2019

course content reviews.

`The program will analyze results of course assessments, end-of-class evaluation surveys, feedback from the first graduates in 2018, and our advisory committee to consider

changes to outcome alignments`We have no changes to consider yet as the first round of assessments are just being submitted and analyzed.`1. Scanner, workstation and software-- the program requires a professional scanner to utilize in course, LT-107 Digital Asset Management. This is a new courses designed to

prepare students for work outside the traditional roles of library technicians, but very much a new kind of work happening in all kinds of libraries, information centers and other types

of organization.

## DVC Instructional Program SLO Action Plans

2. PT faculty/program coordinator (8 hours/wk) to manage all aspects of the program.

### Overall Program Action Plan for 2012/13

The matrix was updated on May 20, 2013. After thoroughly reviewing course content and SLOs, courses were added and removed from program level SLOs. There are 9 courses associated with program SLO #1, 21 courses with program SLO #2, 6 courses with program SLO #3, 2 courses with program SLO #4, 11 courses with program SLO #5, 9 courses with program SLO #6, and 8 courses with program SLO #7. Most course SLOs have gone through multiple assessment cycles in which students showed that they had accomplished course and program SLOs at a high rate (80%). L0109 and L-111 have not been assessed. L-112 will be taught and assessed in Fall 2013 and L-109 will be taught and assessed in Spring 2014. Program level SLOs #1 and #3 each have associated courses that lack related course level SLOs. The department chair will work with adjunct faculty in 2013-2014 to better align course SLOs and assessment topics with program level SLOs. In addition, the department chair will use the LT alumni survey to inform SLO alignment as well as other curriculum changes.

### Overall Program Action Plan for 2010/11

Upon review, the content of LS 130 does not meet the requirements of this SLO. Action plan is to remove X in the Alignment Matrix.

Using results of the LT program alumni survey completed Spring 2010, we will complete analysis of student feedback on each program SLO. This analysis will inform possible changes to program curriculum, course SLOs and program SLOs.

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## DVC Instructional Program SLO Action Plans

### 157. Library Technology [AS.LT.D] belonging to Library [LT]

#### Overall Program Action Plan for 2017/18

The LT program went on hiatus status from 2013-2016. During this period a Perkins grant was utilized to revitalize the program by adding, deleting, and combining courses into a

revamped curriculum and program pathway. Classes resumed with the Spring 2017 semester. Sections are being assessed as they are taught in the program's cycle.

The program outcomes were reviewed in 2017 through the Guided Pathways work and by the LT Advisory Committee. Additionally, the program has applied to be certified program

with the American Library Association's Library Support Staff Certification program. <http://ala-apa.org/lssc/>

This process includes mapping our course content to the nationally recognized competencies for the profession. This has been an important input into our course curriculum

development and improvements`All courses were reviewed through our program revitalization project. They are being taught for the first time in 2017 so class assessment results will be utilized in 2018-2019

course content reviews.

`The program will analyze results of course assessments, end-of-class evaluation surveys, feedback from the first graduates in 2018, and our advisory committee to consider

changes to outcome alignments`We have no changes to consider yet as the first round of assessments are just being submitted and analyzed.`1. Scanner, workstation and software-- the program requires a professional scanner to utilize in course, LT-107 Digital Asset Management. This is a new courses designed to

prepare students for work outside the traditional roles of library technicians, but very much a new kind of work happening in all kinds of libraries, information centers and other types

of organization.

## DVC Instructional Program SLO Action Plans

2. PT faculty/program coordinator (8 hours/wk) to manage all aspects of the program.

### Overall Program Action Plan for 2016/17

The LT program went on hiatus status from 2013-2016. During this period a Perkins grant was utilized to revitalize the program by adding, deleting, and combining courses into a revamped curriculum and program pathway. Classes resumed with the Spring 2017 semester. Sections are being assessed as they are taught in the program's cycle.

The program outcomes were reviewed in 2017 through the Guided Pathways work and by the LT Advisory Committee. Additionally, the program has applied to be certified program with the American Library Association's Library Support Staff Certification program. <http://ala-apa.org/lssc/>

This process includes mapping our course content to the nationally recognized competencies for the profession. This has been an important input into our course curriculum development and improvements.

All courses were reviewed through our program revitalization project. They are being taught for the first time in 2017 so class assessment results will be utilized in 2018-2019 course content reviews. The program will analyze results of course assessments, end-of-class evaluation surveys, feedback from the first graduates in 2018, and our advisory committee to consider changes to outcome alignments. We have no changes to consider yet as the first round of assessments are just being submitted. 1. Scanner, workstation and software-- the program requires a professional scanner to utilize in course, LT-107 Digital Asset Management. This is a new courses designed to prepare students for work outside the traditional roles of library technicians, but very much a new kind of work happening in all kinds of libraries, information centers and other types of organization.

2. PT faculty/program coordinator (8 hours/wk) to manage all aspects of the program.

### Overall Program Action Plan for 2012/13

The matrix was updated on May 20, 2013. After thoroughly reviewing course content and SLOs, courses were added and removed from program level SLOs. There are 9 courses associated with program SLO #1, 21 courses with program SLO #2, 6 courses with program SLO #3, 2 courses with program SLO #4, 11 courses with program SLO #5, 9 courses with program SLO #6, and 8 courses with program SLO #7. Most course SLOs have gone through multiple assessment cycles in which students showed that they had accomplished course and program SLOs at a high rate (80%). L0109 and L-111 have not been assessed. L-112 will be taught and assessed in Fall 2013 and L-109 will be taught and assessed in Spring 2014. Program level SLOs #1 and #3 each have associated courses that lack related course level SLOs. The department chair will work with adjunct faculty in 2013-2014 to better align course SLOs and assessment topics with program level SLOs. In addition, the department chair will use the LT alumni survey to inform SLO alignment as well as other curriculum changes.

### Overall Program Action Plan for 2010/11

## DVC Instructional Program SLO Action Plans

Upon review, the content of LS 130 does not meet the requirements of this SLO. Action plan is to remove X in the Alignment Matrix.

Using results of the LT program alumni survey completed Spring 2010, we will complete analysis of student feedback on each program SLO. This analysis will inform possible changes to program curriculum, course SLOs and program SLOs.

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## DVC Instructional Program SLO Action Plans

### 158. Life Science [AS.LS.D] belonging to Biological Science [BIOSC]

#### Overall Program Action Plan for 2017/18

All required courses in the major have a lab component, but there was no lab related PSLO. A new lab PSLO#7 was added: Students completing this program will be able to demonstrate the proper use and care for common laboratory equipment. PSLO revision submitted to L. Agostino.

Revised PSLO#4 to include "cellular biology/genetics" instead of just "genetics" to better align with course SLOs in area of emphasis.

Biosc 117- assess SLO for scientific method or evolution

Biosc 119 add course SLO for cell structure and function

Biosci 126 add courses SLO for scientific method

Biosc 139, 120 dissecting assessed twice- recommend assessing a lecture content SLOs next time.

Recommend Biosc 139, 120 add "the proper use and care for common laboratory equipment" to Course SLO on dissecting, to better align with program.

Added Chem 107 to matrix. Department added the course to the major since last assessment.

Remove x for Biosc 119, 146 structure/function human body " not covered in SLOs or COR.

Add x for Biosc 130 structure/function of human body- course SLO: "Correlate anatomical structures with their functions"

Add x for scientific method for Bio 161,162, Nutri 160

Remove x for evolution from Bio 162 not currently in course outline SLO

Remove x for evolution for Ocean 101 not currently in course outline.

## DVC Instructional Program SLO Action Plans

Add x for scientific method for Ocean 102.

Add x for SLO#7 use of scientific equipment for Biosc 102, 117, 130, 131, 139, 140; Chem 107, 109, 120; Ocean 102.

All PSLOs were assessed in the degree since the last review.

PLO#1 understand and apply the scientific method of inquiry

Biosc 102 (2015/16) successful by M/C questions; Biosc 130 (2015/16) successful by designing a project proposal; Ocean 101 (2016/17) successful by M/C questions

PLO#2 explain, illustrate and analyze chemical bonds and reactions

Chem 107 (2015/16) successful by M/C questions; Chem 109 (2014/15) successful by M/C questions; Chem 120 (2015/16) successful by M/C questions

PLO#3 discuss the mechanisms and evidence for the theory of evolution

Biosc 102 (2014/15) successful; Biosci 131 (2015.16) successful by MC questions; Biosc 161 (2015/16) successful by a M/C question

PLO#4 understand the molecular aspects of genetics (Cellular Biology emphasis)

Biosc 107 (2016/17) successful for two factor genetic cross; Biosc 107 (2015/16) successful for two characteristics in a genetic cross; Biosc 119 (2017/18) successful for Biotechnology by M/C questions; Biosc 130 (2015/16) successful by M/C questions; Biosc 146 (2017/18) successful for Biotechnology by M/C questions

PLO#5 discuss interactions of organisms in communities (Field Studies emphasis)

Biosc 126 (2016/17) successful by M/C questions comparing adaptations in two distinct community types; Biosc 161 (2015/16) successful by M/C questions; Biosc 162 (2017/18) successful/need improvement by M/C questions; Biosc 170 (2015/16) successful by M/C questions; Biosc 171 (2017/18) successful by M/C questions; Hort 148L

## DVC Instructional Program SLO Action Plans

(2017/18) successful by short answer question

PLO#6 demonstrate knowledge of the structure and function of the human body (Health emphasis)

Biosc 117 (2016/17) unsuccessful Cardio vascular- need to reassess, instructors to meet to refine methods of instruction; Biosc 102 (2013/14) passing- immune system; Biosci 120 (2014/15) and Biosci 139 (2014/15) successful by amount of time spent dissecting; Biosc 140 (2013/14) successful by in-class essay question; Nutri 160 (2016/17) successful by M/C questions

PLO#7 Students completing this program will be able to demonstrate the proper use and care for common laboratory equipment

Biosc 140 (2016/17) successful by demonstrating use of spectrophotometer in lab; Biosci 120 (2014/15) and Biosci 139 (2014/15) successful by amount of time spent dissecting; Ocean 102 (2017/18) successful by field trip participation; Chem 120 (2015/16) successful by demonstration of pipetting skill.< )S Ì ù 2 J

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

4.578 Tw

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \mTECH) [CA.MTECH.D] belonging to Architecture/Enginee

### Overall Program Action Plan for 2014/15

All program SLOs have been assessed in at least one course. More importantly the assessments occurred in both the required Life Science and Physical Science courses. The assessments also covered at least one course in each of the subcategories of the degree therefore assuring that some assessment has been done for each category. With the next assessment cycle more information especially on the less assessed PLOs 1,2 and 4 will be gathered and solidify the quality of the program. In summary the overall program assessment shows that the students taking the required courses will be able to meet the goal and objectives of this Associate in Science Degree with a Major in Life Science. A particular action should be that the more general PSLOs should be represented in the same language in the participating course SLOs to streamline assessment of this program. As an example the basic PSLO 1: ???Understand and apply the scientific method of inquiry??? which is very likely addressed in every Science course should actually be represented as a course SLO 1 in all Science courses. Similarly all participating courses should look at their matching course SLOs to particular program SLOs and

## DVC Instructional Program SLO Action Plans

modify the language and numbering to exactly that of program SLOs. That would be of great help for the assessor. Program SLO 1: BioSc 102,107, 130, Chem 109, not assessed for this SLO. Chem 120 SLO 6 The practice of emphasizing that students should review the quality of their data BEFORE leaving the lab should be continued. Students had trouble meeting the 2% accuracy goal at the 50% level. The 5% accuracy goal was achievable at the 70% level. It is not clear how to improve these results - perhaps we are asking for more than the technique can deliver. We will continue to monitor the results. Ocean101 SLO 5 Results indicate that students are understanding this topic very well. Will continue to teach this topic as usual. Program SLO 2: BioSc 130, Chem 109 not assessed for this SLO. Chem 120 SLO3 Essentially all sections met the goal on all questions. There is not a significant difference between FT and PT instructors. No action is needed. Program SLO 3: BioSc 102 SLO2 found that students performed to the level expected. No changes needed for this SLO for now. BioSc 107, 117,126,130 not assessed for this SLO. BioSc 131 SLO 2 Outcome was satisfactory but an increase in successful performance is desired, therefore the more in class assignments and homework to help the students retain the knowledge will be given. BioSc 161 SLO1 The methodology already in use is successful for a majority of the students for this topic. However, a deeper understanding for evolutionary relationships, requires improvement therefore it might be beneficial to spend more time on phylogenetic trees, and utilize active learning techniques. course BioSc 162 not asessed for this SLO. Ocean 101 Our goal was not reached. More time will be spend on natural selection in the future. Program SLO 4: BioSc 107 SLO 1 General understanding met expectations but lab activity for trait identification needed more instructions in the future BioSc 119, 130, 140 not assessed for this SLO. Program SLO 5 BioSC 126 SLO1 The outcome matched expectation therefore next assessment period with move to another SLO. Bio 131 SLO2 which matches the program SLO 4 was evaluated in 2013/14 and resulted in the following analysis that the overall results was an over 87% success in achieving the learning outcome. One aspect of this SLO had a lower success rate since it required a higher level of thinking. In the future more critical thinking scenarios will be incorporated in the lecture (using worksheets or questions) and more critical thinking questions will be required on exams. on the exams. BioSc 161 SLO 2 The outcome generally demonstrate that students are understanding the concept. However there was a lack of understanding of the vocabulary terms. More emphasis needs to be placed on teaching those terms. BioSc 161 SLO 3 Generally we were pleased with the success of the outcome of the multiple choice questions. For )S ì ù 2 J

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

4.578 Tw

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

0 Tw

BT 31.19 508.87 Td ([ENGTC]) Tj ET

## DVC Instructional Program SLO Action Plans

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

1.656 Tw

28.35 487.56 m 28.35 470.55 I S 28.35 487.56 m 813.54 487.56 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

0.681 Tw

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

0.774 Tw

28.35 453.54 m 28.35 436.54 I S 813.54 453.54 m 813.54 436.54 I S BT 31.19 442.04 Td (mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our) Tj ET

0.406 Tw

28.35 436.54 m 28.35 419.53 I S 813.54 436.54 m 813.54 419.53 I S BT 31.19 425.03 Td (mTECH curriculum with regional manufacturing needs. New courses were added and replaced. within the certificate. The Engineering technical drawing class, Engin-120, was) Tj ET

1.072 Tw

28.35 419.53 m 28.35 402.52 I S 813.54 419.53 m 813.54 402.52 I S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

0.406 Tw

28.35 402.52 m 28.35 385.51 I S 813.54 402.52 m 813.54 385.51 I S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

28.35 385.51 m 28.35 368.50 I S 813.54 385.51 m 813.54 368.50 I S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

28.35 368.50 m 28.35 351.50 I S 813.54 368.50 m 813.54 351.50 I S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver. ) Tj ET

28.35 351.50 m 28.35 334.49 I S 813.54 351.50 m 813.54 334.49 I S

## DVC Instructional Program SLO Action Plans

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses. The program has) Tj ET

0.174 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding. ) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S

0.464 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications. A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues) Tj ET

0 Tw

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S 28.35 215.43 m 813.54 215.43 | S BT 31.19 220.94 Td (with machines and communicate with electrical technicians.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 261 of 453) Tj ET

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0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

## DVC Instructional Program SLO Action Plans

BT /F1 14.00 Tf ET

0.720 Tw

BT 31.19 525.88 Td (152. Kinesiology - Sports and Recreation Management [AS.KINSM.D] belonging to Kinesiology, Athletics and Dance) Tj ET

0 Tw

BT 31.19 508.87 Td ([KINES]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2016/17) Tj ET

BT /F2 10.00 Tf ET

1.080 Tw

28.35 487.56 m 28.35

### Overall Program Action Plan for 2012/13

Assessment goals were met with SLO 3 of Ocean 101. SLO 4 of Ocean 102 assessment requires a more challenging question next assessment round to more adequately evaluate student success. No new assessment has been done with Course SLO 4 and 6 for BioSc 130 and SLO 2 for Chem 120. The following courses were not assessed yet with course SLO 1 of BioSC 102 and BioSc 107. Course SLO 1 and 2 for Chem 109. Ocean 102 SLOs should be aligned better to Program SLOs (Change matrix)

No new assessment has been done with Course SLO 5 for BioSc 130 and SLO 3 for Chem 120. The following courses were not assessed yet with course SLO 2 of BioSC 205. Course SLO 4 and 9 for Chem 109.

No new assessment has been done with Course SLO 1 for BioSc 146, SLO 3 for BioSc 130 and SLO 4 for BioSc 119. The following course was not assessed yet with course SLO 4 of BioSC 117.

Assessment goal of SLO 2 and 3 for BioSc 161 has been met. The following courses were not assessed yet with course SLO 1 of Ocean 101, SLO 2 and/or 3 for BioSc 126, BioSc 162, BioSc 170, BioSc 171, BioSc 205, HORT 148L, Ocean 102, and SLO 5 for BioSc 131. Program SLO 5 needs more frequent assessment by some participating courses. Ocean 102 SLOs should be aligned better to Program SLOs (Change matrix)

Assessment of SLO 1 for BioSc 120 resulted in the need for more supervision during cadaver dissection time. SLO 2 for BioSc 146 resulted in the change of assessment question to better evaluate success over several evaluation cycles. SLO 1 and 3 for Nutr 160 assessment question needs to be reworded and teaching of this subject matter needs to be more detailed using case studies. No new assessment has been done with Course SLO 2 for BioSc 119. The following courses were not assessed yet with course

## DVC Instructional Program SLO Action Plans

SLO 2 of BioSC 117 and BioSc 139.

### Overall Program Action Plan for 2010/11

This SLO was not analysed in Bio 102, Bio 107, Chem 109 and Ocean 101. Chem 120 is a prerequisite Bio 130. It showed some need for improvement regarding better stockroom assistance, however the course that followed met the expected outcomes.

Plan: This SLO needs to be evaluated in Bio 102, Bio 107, Chem 109 and Ocean 101. Stockroom problems for Chem 120 will be addressed, and BIO 130 curriculum will be maintained.

Similar to SLO1 Chem 120 showed a need for more practice in this SLO, which was accomplished with the course Bio 130 that followed. Chem 109 and Bio 205 were not evaluated yet.

Plan: Curriculum of Bio 130 will be maintained, but more practice time on this SLO will be worked into Chem 120. Chem 109 and Bio 205 SLOs need to be analysed.

Bio 102 and Bio 117 showed the need for additional information on the subject which was provided in a handout. BioSc 130 expected outcomes have been met or exceeded. Bio 107, Bio 126, Bio 131, Bio 161, Bio 161, and Ocean 102 have not been assessed yet.

Plan: Handout is passed out in Bio 102 and Bio 117. No changes in Bio 130 curriculum. Bio 107, Bio 126, Bio 131, Bio 161, Bio 162 and Ocean 102 need to be assessed in this SLO.

Bio 107 has not been evaluated for this SLO yet. For BioSc 130 the expected outcomes have been met or exceeded. In Bio 119 and Bio 146 there were some discrepancies observed in how this subject area was taught by different instructors and how it was assessed.

Plan: No changes necessary in Bio 130 curriculum. More consistency in coverage between different instructors will be achieved through group meetings and a more useful assessment method focusing on the larger concept will be developed for the next cycle. Assessment of this SLO in the other participating courses needs to occur.

This SLO has not been evaluated in any of the courses.

Plan: Assessment of this SLO needs to occur.

This SLO has not been evaluated in BioSc 120 and BioSc 139. In Bio 119 and Bio 146 there were some discrepancies observed in how this subject area was taught by different instructors and how it was assessed. In Nutri 160 students had some difficulties with their dietary analysis.

Plan: For BioSc 119 and 146 more consistency in coverage between different instructors will be achieved through group meetings and a more useful assessment method focusing on the larger concept will be developed for the next cycle. In Nutri 160 more detailed instructions for the dietary analysis will be provided to increase success rate in this



## DVC Instructional Program SLO Action Plans

SLO. Assessment of this SLO in the other participating courses needs to occur.

## DVC Instructional Program SLO Action Plans

### 159. Machining for Mechanical Engineering Technology [AS.ETIME.D] belonging to Architecture/Engineering [ENGTC]

#### Overall Program Action Plan for 2018/19

The program learning outcome of the manufacturing and mechanical engineering technology certificate has been recently analysed with help of our industry advisors. We have also working with our Regional Director, Advanced Manufacturing Workforce Development officer to closer align our curriculum with regional industry needs. Upon reviewing the student enrollment and intended jobs for the graduates, the course title has been modified to better reflect the intended A.S. Degree. "Manufacturing" was removed from the title and replace with with "machining," so to better align with program's curricula and relevant jobs. The certificate's title was changed to: "A.S. Degree- Machining for Mechanical Engineering Technology" The changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses. The program has reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer equipment and training becomes available. The program continues to work closely with our Strong Workforce Office for funding along with industry donations to our foundation. We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications. With the title changes and revision to the courses, students will be better aligned with the needs of our local industry partners.

## DVC Instructional Program SLO Action Plans

### 160. Machining for Mechanical Engineering Technology [CA.ETIME.D] belonging to Architecture/Engineering [ENGTC]

#### Overall Program Action Plan for 2018/19

The program learning outcome of the manufacturing and mechanical engineering technology certificate has been recently analysed with help of our industry advisors. We have also working with our Regional Director, Advanced Manufacturing Workforce Development officer to closer align our curriculum with regional industry needs. Upon reviewing the student enrollment and intended jobs for the graduates, the course title has been modified to better reflect the intended certificate of achievement. "Manufacturing" was removed from the title and replace with with "machining," so to better align with program's curricula and relevant jobs. The certificate's title was changed to: "Certificate of Achievement - Machining for Mechanical Engineering Technology" The changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses. The program has reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer equipment and training becomes available. The program continues to work closely with our Strong Workforce Office for funding along with industry donations to our foundation. We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications. With the title changes and revision to the courses, students will be better aligned with the needs of our local industry partners.

## DVC Instructional Program SLO Action Plans

### 161. Management and Leadership Studies [CA.BUSML.D] belonging to Business Administration [BUS]

#### Overall Program Action Plan for 2016/17

N/A`We broadened the focus for BusMg 131 and changed its name: Managing Diversity in the Workplace. The course SLOs still apply while the assessment topics for the course will be revised during the 2016/17 assessment cycle.`N/A`The last assessment recommended to create a bank of case studies for use in this program. While our department has not completed this in a literal sense, the advances in technologies has made access to video case studies, such as the program "60 Minutes", readily available. We have committed department resources to subscribe to full access, and are exploring others.`Advance in technologies has made access to video case studies, such as the program "60 Minutes", readily available. We have committed department resources to subscribe to full access, and are exploring others.

#### Overall Program Action Plan for 2013/14

The Business Administration Department reviewed the program matrices, confirmed that the PLOs are appropriate, and that course SLOs are relevant to the program. Following the recommendations of the SLO committee, the department now has a process in place to include at least one section of each modality in the SLO assessment for each course. Specific insights guided the department to develop the following plans: 1. Course SLO action plans will be continuously reviewed for specificity and soundness. 2. The department recognizes the usefulness of increased use of case studies and other hands-on activities for the study of management and leadership, and will develop an inventory of possibilities

#### Overall Program Action Plan for 2012/13

The Business Administration Department confirmed that the PLOs are appropriate, and that course SLOs are relevant to the program.

Specific insights guided the department to develop the following plans:

1. The program matrices will be reviewed in detail with the whole department.
2. Larger sample groups of students need to be assessed. We will achieve this by creating a process across the department to include all sections offered during the assessment period.
3. Course SLO action plans will be more specific, focusing on what and how we can improve student learning, as well as what is working and should be continued.

## DVC Instructional Program SLO Action Plans

### 162. Mandarin Chinese [AA.MANCH.D] belonging to Foreign Language [CHIN]

#### Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the Chinese AA to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for CHIN 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. We successfully added a new course objective that includes non-Roman alphabet writing systems. Celebrating the recent achievement in San Francisco, we will continue to encourage students to participate in the Chinese speech contests and hire a speech coach to help students improve their writing and speaking skills. After reviewing the CORs for Chinese 221, the department determined that we will need submit a Title 5 update to add a learning objective that addresses cohesive critical thinking. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

#### Overall Program Action Plan for 2014/15

The Foreign Language Department has begun the work to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are revised, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Chinese program, we will revise course objectives for MANCH 120, 121, 220, and 221 during the next Title 5 rewrite cycle. In addition, we will add a new course objective to include non-roman alphabet writing such as Arabic, Chinese, Persian, Japanese and Russian. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. We will continue to encourage students to participate in the Chinese speech contests in San Francisco and hire a speech coach to help students improve their writing and speaking skills.

## DVC Instructional Program SLO Action Plans

### 163. Mandarin Chinese [CA.MANCH.D] belonging to Foreign Language [CHIN]

#### Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the Chinese Certificate of Achievement to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for CHIN 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. We successfully added a new course objective that includes non-Roman alphabet writing systems. Celebrating the recent achievement in San Francisco, we will continue to encourage students to participate in the Chinese speech contests and hire a speech coach to help students improve their writing and speaking skills. The content of all courses support the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

#### Overall Program Action Plan for 2014/15

The Foreign Language Department has begun the work to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are revised, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Chinese program, we will revise course objectives for MANCH 120, 121, 220, and 221 during the next Title 5 rewrite cycle. In addition, we will add a new course objective to include non-roman alphabet writing such as Arabic, Chinese, Persian, Japanese and Russian. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. We will continue to encourage students to participate in the Chinese speech contests in San Francisco and hire a speech coach to help students improve their writing and speaking skills.

#### Overall Program Action Plan for 2012/13

Mandarin Chinese SLO program Action Plan #1 The matrix is properly aligned. However the department is planning to look at the wording of this program SLO to determine if it can be reworded to be more inclusive. The department decided to have a meeting with Chinese instructors to discuss the details of giving more conversation practice to the non-heritage students for CHIN 220. SLOs will include conversation skills. Also we will change the assessment method of CHIN 120 to properly measure students' achievement. #2 The matrix is properly aligned. However the department is planning to change the wording of this program SLO because it is too specific to be matched with different language courses. Looking at the improvement plan, we intend to add games in CHIN 220 as a tool to assess students' learning. #3 The matrix is properly aligned. The department changed the assessment methods from indirect to direct one for CHIN 120, 121, 220 and 221. We plan to use cultural readings and presentations for the assessment for CHIN 221. Considering the very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to

## DVC Instructional Program SLO Action Plans

the students' achievement of this SLO.

### **Overall Program Action Plan for 2010/11**

1. Add cultural component to Chinese 120 to align with cultural component in the certificate.
2. Add grammar component in Chinese 221.

### **Overall Program Action Plan for 2009/10**

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

### **Overall Program Action Plan for 2008/9**

Plan of action to be carried out.....

## DVC Instructional Program SLO Action Plans

### 164. Mathematics for Transfer [AST.MATH.D] belonging to Mathematics [MATH]

#### Overall Program Action Plan for 2017/18

Submitted a PLO Revision request form for the rewording of PLO 1 by replacing the first "and" with "or", and moving "Linear Algebra" to the end of the statement. We did this since Linear Algebra is an optional course for the program. Also for PLO 3 to include "Social Science" so that Math 142 correctly aligns with this outcome.

Recommendations for the next PLO assessment are the following: PLO 3 should be reworded to change "utilize" to "synthesize" (a higher order of reasoning according to Bloom's taxonomy).

Revise the content of the COR for Math 192 to include "Exposure to Mathematical Proof", so it correctly aligns with PLO 2.

Recommendation for the next PLO assessment is to consider including "exposure to mathematical proofs" in the COR of Math 193 and 292.

From the previous action plan, the "X" has been removed from Math 142, PLO 2, as this course's COR does not align with this outcome.

Recommendation for the next PLO assessment is to consider rewriting PLO 1 as two separate outcomes: One to address Single variable calculus (192 and 193), and the other to address multivariable calculus and linear algebra (292 and 194). Math 142 topics assessed match PLO 3. The math department feels that students should have a better understanding of the strength of an association, the meaning of the coefficient of determination, and conclusions of hypothesis tests.

Math 192 topics assessed match PLO 1, 2, 3. The last assessment was done by an online survey. The department has changed to an in-class assessment beginning Spring 2018.

Math 193 topics assessed match PLO 1, 3. The department plans to create a flex activity to discuss the concept methodology around infinite series. Instructors should focus on strengthening concepts about convergence of series.

Math 194 topics assessed match PLO 1, 2. The department suggests more emphasis on direct proofs, disproving a statement, and writing proofs.

Math 195 topics assessed match PLO 2. The department suggest that mathematical induction should be taught throughout the course.



## DVC Instructional Program SLO Action Plans

Math 292 topics assessed match PLO 1, 3. The department would like to see incorrect answers to questions be written so they give meaningful feedback to common errors.

Math 294 topics assessed match PLO 1, 3. The department needs to improve implementation of the assessment for the next cycle so the results are reliable.

Nothing for program review at this time.

Next time T5's are updated for 142, 192, 193, 194, 292, and 294, the check next to "AA/AS" should be removed and placed next to "AAT/AST".

### Overall Program Action Plan for 2014/15

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

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

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

### Overall Program Action Plan for 2012/13

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

## DVC Instructional Program SLO Action Plans

chemistry, engineering, or computer science.

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## DVC Instructional Program SLO Action Plans

### 165. Mechanical Engineering [AS.ENGMC.D] belonging to Architecture/Engineering [ENGIN]

#### Overall Program Action Plan for 2018/19

Upon general review of the course requirements for this degree, the program has decided to include ENGIN-210, Thermodynamics, as a required course for this degree. Analysis and design of many systems require an indepth understanding of thermal and energy exchanges. This course provides necessary background and tools to be used in such cases. We will be modifying the program COR to include ENGIN-210. No change at this time until the above mentioned modification is implemented. At this time the assessment actions remain as stated in the previous cycle. The AS in Mechanical Engineering is by far the most popular of all other AS degrees in the Engineering transfer program. The degrees granted in the past couple of years in this area totals more than the sum of the other two AS degrees (Civil Engineering and Electrical/computer Engineering).

#### Overall Program Action Plan for 2015/16

We will continue to expand our activities to enrich this program and will pay special attention to the following items in the coming academic years:

1- Adding one hour of problem solving for ENGIN-255 during the next round of Title V rewrite.

2- Adding one hour of problem solving for ENGIN-257 during the next round of Title V rewrite.

These addition will improve student success for these two courses.

The data analysis for the program is based on the SLOs for various courses indicated in the alignment matrix. The overall assessments is indicative of agreement between the program SLOs and the course SLOs. The assessment of ENGIN-110, ENGIN-120, ENGIN-135, ENGIN-136, ENGIN-255, ENGIN-240 and ENGIN-257 classes are indicative of the alignments with acceptable success rates. Some improvements in the success rates of ENGIN-255 will contribute to better meeting the objectives of the program. The assessment of the required science courses for the program (CHEM-120, PHYS-130, and PHYS-230) indicates that the students will be able to successfully complete the program. A successful completion of the Math requirements (MATH-192, MATH-193, MATH-292, MATH-294) of the program will provide the needed math background to meet the requirements of the program SLOs and the assessment of these math classes are indicative of this fact. Associate of Science in Mechanical Engineering is a recently approved program. Majority of graduates of this program will transfer to a 4-year school to get a bachelor of science in engineering. To complete the assessment of this degree the Program Assessment by Alignment and Mapping (Matrix) was carefully examined. The course content for every course in the program was compared to the program SLO's and the course SLO topics that map to any SLO's of the program were identified. The program assessment was based on the relevance of these course SLO's and their

## DVC Instructional Program SLO Action Plans

assessments to the program SLO's. The overall assessments indicates that there are close agreement between the program SLO's and

the existing course SLO's. The assessment of ENGIN-110, ENGIN-120, ENGIN-135, ENGIN-136, ENGIN-230, ENGIN-255, and ENGIN-240 classes are indicative of the alignments with acceptable success rates. Some improvements in the success rates of ENGIN-255 will contribute to better meeting the objectives of the program. The assessment of the required science courses for the program (CHEM-120, PHYS-130, and PHYS-230) indicates that the students will be able to successfully complete the program. A successful completion of the Math requirements (MATH-192, MATH-193, MATH-292, MATH-294) of the program will provide the needed math background to meet the requirements of the

program SLO's and the assessment of these math classes are indicative of this fact. We will continue to expand our activities to enrich this program and will pay special attention to the factors influencing student success in this program

### Overall Program Action Plan for 2012/13

Associate of Science in Mechanical Engineering is a recently approved program. Majority of graduates of this program will transfer to a 4-year school to get a bachelor of science in engineering. To complete the assessment of this degree the Program Assessment by Alignment and Mapping (Matrix) was carefully examined. The course content for every course in the program was compared to the program SLO's and the course SLO topics that map to any SLO's of the program were indentified. The program assessment was based on the relevance of these course SLO's and their assessments to the program SLO's. The overall assessments indicates that there are close agreement between the program SLO's and the existing course SLO's. The assessment of ENGIN-110, ENGIN-120, ENGIN-135, ENGIN-136, ENGIN-230, ENGIN-255, and ENGIN-240 classes are indicative of the alignments with acceptable success rates. Some improvements in the success rates of ENGIN-255 will contribute to better meeting the objectives of the program. The assessment of the required science courses for the program (CHEM-120, PHYS-130, and PHYS-230) indicates that the students will be able to successfully complete the program. A successful completion of the Math requirements (MATH-192, MATH-193, MATH-292, MATH-294) of the program will provide the needed math background to meet the requirements of the program SLO's and the assessment of these math classes are indicative of this fact. We will continue to expand our activities to enrich this program and will pay special attention to the factors influencing student success in this program

## DVC Instructional Program SLO Action Plans

### 166. Meteorology [AS.MET.D] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]

#### Overall Program Action Plan for 2018/19

Program course requirements are consistent with 2019-2020 DVC catalog (pages 252, 253).`Course level SLO assessments of mapped courses exceed the expected results with the exception of Geog121 and 140 which show mixed results; course level action plans for Geog121 and Geog140 are ongoing.`Analyses of course level SLO for Geog140 (SP19) and Geog121 (SP18) indicate student success in 2 of the 3 expected outcomes: Geog140 course SLO "proportion of constant gasses in the atmosphere and Geog121 course SLO "constructing elevation contours at a given interval. Advise continued evaluation of Geog140 and Geog121 course assessments until students successfully meet the expected objectives and, once the expected objectives are met, establish new program SLO statements.`In the 2016/2017 Program Assessment it was indicated that courses that align well with the Meteorology A.S. Degree include BIOSC170 (Environmental Science) and Ocean101 (Fundamentals of Oceanography). It is suggested that instructional Program Review consider the addition of one or both of the courses as electives to the program.

#### Overall Program Action Plan for 2017/18

A new outcome has been added to assess students understanding of climate data presented in maps and charts.`Course outlines of GEOG 120 and GEOG 121 have been updated to meet the current curriculum standards.`The alignment matrix has been updated. GEOG 162 has been aligned to meet the new program outcome #4.`The new program outcome will be assessed during the next assessment cycle of GEOG 140.`Course outline updated will be reported in the next IUPR.

#### Overall Program Action Plan for 2016/17

Program course requirements, including modification of Geog162 (Map Design & Visualization) as indicated on previous assessment, are consistent with 2017 DVC Catalog (page 239).`Course level assessment results of mapped courses indicate favorable results in all of the required courses with the exception of Geog120 and Geog140 both of which show mixed results; course level action plans for Geog120 and Geog140 are ongoing.`The previous action plan advised continued evaluation of Geog140 and Geog141 course assessments until students successfully meet all of the (three) expected objectives and, once the expected objectives are met, establish new program SLO statements. Analyses of course level SLO for Geog140 indicate student success in 2 of the 3 expected outcomes (using the current program SLO statements); analysis of the third objective will continue until all (three) of the outcomes are greater than 70%.`Other courses that align well with the Meteorology A.S. Degree Program include BIOSC170 (Environmental Science) and Ocean101 (Fundamentals of Oceanography). It is suggested that Instructional Program Review consider the addition of one or both of the courses as electives to the program.

#### Overall Program Action Plan for 2014/15

Of the 7 core courses, GEOG 162 (Maps and Cartography), has been modified as a course in Map Design and Visualization. The course number is the same as before.The revised content meets the AS.MET.D program objectives. GEOG 162 will continue to be a part of the core requirement. 2.The current course assessments for GEOG140 and GEOG141 address the program SLO # 1, 2 &3. This will be continued during the next term. If data indicates that in three consecutive assessments students are meeting the expected objective successfully, then one of the current program SLO will be replaced with a new SLO statement. 3.If substantial changes are made during Title V rewrite of

## DVC Instructional Program SLO Action Plans

any of the cores courses, the alignment matrix will be revisited and updates will be made as needed.

### Overall Program Action Plan for 2012/13

Mapping: No changes required.

Analysis: PSLO#1: Course-level assessment results for mapped courses indicate that student success on this PSLO is mixed. Although not specifically addressed in GEOG 120, 135 and 162, results from these courses in related topics are generally good. Results from course-level assessments in GEOG 140, 141 and PHYS 120 are generally good with modifications under way to improve results in GEOG 140.

PSLO#2: Course-level assessment results indicate that students are not achieving this intended outcome at acceptable levels. Changes to both GEOG 140 and 141 are currently being implemented to increase student achievement of this PSLO. Reassess once pedagogic changes have been implemented and assessed.

PSLO#3: Not yet assessed.

Plan: Reassess all PSLOs once curricular changes have been made to GEOG 140 and 141.

### Overall Program Action Plan for 2011/12

This action plan confirms that the placement of 'X' in the alignment matrix is supported by the course content.

This will be reviewed again at the next title5 rewrite or when changes are reported in the course outline of the aligned courses.

## DVC Instructional Program SLO Action Plans

### 167. Music [AA.MUSIC.D] belonging to Music [MUSIC]

#### Overall Program Action Plan for 2018/19

The program prepares students for transfer to baccalaureate programs or find employment in a music field. The department is in the process of adding MUSIC103 and MUSIC104, and MUSIC137 to the list of major ensembles that count towards this degree. SLO criterion for nearly all courses listed in the alignment matrix for the Music A.A. program has been met and often exceeded. Various action plans are in place in order to further improve results and fine tune the program. The Department is hopeful the number of hours of private lessons and the enrollment cap for MUSIC100 can be increased. The department will assure course PLOs are included in the SLO cycle. In addition, the course SLOs that measure musicianship skills in the four required Theory and Musicianship courses will be divided into two separate SLOs, one for sight singing, the other for aural recognition on the next Title V cycle. This will enable accuracy of assessment of PLOs 2 and 3. Staffing for MUSIC122, the first theory and musicianship course required of music majors, has been adjusted. New staff will be teaching the course in a more unified fashion to enable a higher level of achievement of course SLOs. MUSIC 140 (wind ensemble) and MUSIC 236 (night jazz band) were removed from the matrix since it has not been offered in recent years. The department is in the process of adding MUSIC 103 (guitar ensemble) and MUSIS 137 (jazz combos) to the list of ensembles available for this degree. In addition, MUSIC 110, 112, 114, 117, 118, been removed since they are not required for the major. During each SLO assessment cycle, the Music Department must include course SLOs necessary to fully assess the PLOs. This too will facilitate a more complete and effective PLO assessment. The Music Department will continue review course SLOs with each Title V rewrite cycle to make sure that SLOs that address the PLOs are included. Additions or revisions may be necessary, but will facilitate a more complete and effective PLO assessment.

The Music Department is hopeful that the number of hours of private lessons and the enrollment cap for MUSIC 100 (Applied Music) can be increased. These actions will improve

learning outcomes and make the program available to more students.

#### Overall Program Action Plan for 2015/16

The Music A.A. program continues to prepare music majors for careers in music and further undergraduate study. SLO criterion for most courses listed in the alignment matrix has been met and in many cases exceeded. Various action plans are in place in order to further improve results and fine tune the program. However, some aspects of some PLO's were insufficiently assessed and/or have missing action plans. The most urgent need is to carefully select course SLOs for assessment and adjust certain SLOs to facilitate more detailed assessment in the next assessment cycle so that each PLO can be more thoroughly and accurately evaluated and more specific action plans formulated.

Solo and ensemble performance measured in terms of technical facility and artistry is demonstrated for soloists in Applied Music and class piano courses, and in ensemble

## DVC Instructional Program SLO Action Plans

courses for ensemble players. The most recent relevant course SLO's criteria ranges from 70% to 90% of the students will achieve a score of 70% to 90%. In all cases, this criterion was achieved. The use of different rubrics for different levels, earlier performance assessments, additional sectionals, establishment of "lower level" ensembles for students with less experience, more regularly scheduled testing, and increased levels of expectation on SLO criterion will lead to improved outcomes for solo and ensemble performance. Per the 2012-13 Action Plan, more specific yet practical rubrics for technical and artistic evaluation for performance courses are gradually being developed, it has been decided to continue evaluating solo performance and ensemble performance under one program learning outcome, and a number of performance courses have adopted higher standards of evaluation.

Practical music literacy is divided into two areas, theoretical, and historical. They are addressed separately:

Practical theoretical musical literacy is demonstrated by students' reading, writing, and analysis of music of the Common Practice. In most cases, the most recent relevant course SLO's criteria is 70% of the students will achieve a score of 70%. In all cases, this criterion was achieved. More analysis of musical examples, scheduled musicianship milestones, collecting and recording completed homework, greater variety and quantity of musical materials for testing, and continued increased attention to musicianship studies summarizes the most recent course SLO action plans, and will lead to improved outcomes in the area of practical theoretical musical literacy. Relevant courses SLOs for this PLO typically include aural recognition and dictation, which are not direct measures of a student's practical theoretical music literacy. Therefore, course SLOs measuring musicianship skills in general need to be divided into separate SLOs, one for aural recognition and dictation, and another for sight singing and rhythm reading, and keyboard realization. This will enable greater accuracy of assessment of this Program Learning Outcome.

Practical Historical musical literacy is demonstrated by the student's knowledge of music history, and their incorporation of period/stylistically appropriate performance practice. In most cases, the most recent relevant course SLO's criteria is 80% of the students will achieve 80% of the rubric. In all cases, this criterion was achieved. Use of student teachers and multiple instructors (team teaching) for greater student attention, continued use of oral examinations, and introduction of more generic terms applicable to historical aspects of performance will lead to improved outcomes in the area of practical historical literacy. In future course SLO assessments, Music literature courses must assess SLOs relevant to historical literacy in order to facilitate a more accurate assessment of this PLO.

There were no specific points for improvement listed in the 2012-13 action plan.

Listening to music with practical awareness is divided into three areas, theoretical, critical, and historical. They are addressed separately:

Listening to music with theoretical



## DVC Instructional Program SLO Action Plans

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

4.578 Tw

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

0 Tw

BT 31.19 508.87 Td ([ENGTC]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

1.656 Tw

28.35 487.56 m 28.35 470.55 I S 28.35 487.56 m 813.54 487.56 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

0.681 Tw

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

0.774 Tw

28.35 453.54 m 28.35 436.54 I S 813.54 453.54 m 813.54 436.54 I S BT 31.19 442.04 Td (mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our) Tj ET

0.406 Tw

28.35 436.54 m 28.35 419.53 I S 813.54 436.54 m 813.54 419.53 I S BT 31.19 425.03 Td (mTECH curriculum with regional manufacturing needs. New courses were added and replaced. within the certificate. The Engineering technical drawing class, Engin-120, was) Tj ET

1.072 Tw

28.35 419.53 m 28.35 402.52 I S 813.54 419.53 m 813.54 402.52 I S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

## DVC Instructional Program SLO Action Plans

0.406 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver. ) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (`COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses.`The program has) Tj ET

0.174 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding. ) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S

0.464 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications.`A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues) Tj ET

0 Tw

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S 28.35 215.43 m 813.54 215.43 | S BT 31.19 220.94 Td (with machines and communicate with electrical technicians.) Tj ET

## DVC Instructional Program SLO Action Plans

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 261 of 453) Tj ET

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

0.720 Tw

BT 31.19 525.88

### Overall Program Action Plan for 2012/13

SLO#1 Perform music with technical facility and artistry on his/her voice or choice of instrument as a soloist and as member of an ensemble. This outcome relates to performance courses. Current assessment criteria was met. For these courses, a more specific, yet practical rubric for technical and artistic evaluation should be developed by the department for use in all performance courses in order to more accurately assess student learning. This outcome might also be split into "solo facility and artistry" and "ensemble facility and artistry" in future assessments. Higher standards of evaluation should also be adopted to encourage greater student achievement. SLO#2 Demonstrate practical musical literacy, both theoretical and historical. This outcome relates to the beginning piano and music theory/musicianship programs. Current assessment criteria was met. Analysis of outcomes are taken directly examination scores and thus accurately SLOs. Students who complete Theory and Musicianship I and II (MUSIC 122 and 123) seem to continue to do well in Theory and Musicianship III and IV (MUSIC 222 and 223). SLO#3 Listen to music with practical awareness, theoretical, critical and historical. This SLO relates to all classes in the program, including performance classes. Current assessment criteria was met. A more specific, yet practical rubric for technical and artistic evaluation should be developed by the department for use in all performance courses in order to more accurately assess intonation, tone, phrasing, and historical correct performance. Some faculty need to be more specific and thoughtful in their own course SLO assessments. There were too many, "Criteria has been met" and "No plan needed." Note - Some course SLO assessments appear to be incomplete even though complete assessments had been submitted. Missing assessments for MUSIC 223 and MUSIC 290 have been submitted.

## DVC Instructional Program SLO Action Plans

### 168. Music for Transfer [AAT.MUSIC.D] belonging to Music [MUSIC]

#### Overall Program Action Plan for 2016/17

The Music A.A.-T. program continues to prepare music majors for transfer to baccalaureate programs in music. No major changes are planned. SLO criterion for nearly all courses listed in the alignment matrix for the Music A.A.-T. program has been met and in many cases exceeded. Various action plans are in place in order to further improve results and fine tune the program. The program is in compliance with the current TMC for the A.A.-T. Degree in Music, and has State approval. The Music Department is hopeful that the number of hours of private lessons and the enrollment cap for Applied Music (MUSIC 100) can be increased. These actions will improve learning outcomes and make the program available to more students. The Music Department must review course SLOs to make sure that SLOs that address PLOs are included. This will facilitate a more complete and effective PLO assessment. In addition, the course SLO, common to the four required Theory and Musicianship courses, that measures musicianship skills in general needs to be divided into two separate SLOs, one for sight singing, rhythm reading, and keyboard realization, the other for aural recognition and dictation. This will enable greater accuracy of assessment of aspects PLOs 2 and 3. MUSIC 140 was removed from the matrix since it has not been offered in recent years. Other minor adjustments were made in order to better reflect the relevance of courses to each PLO. The Music Department must make sure to assess course SLOs that address PLOs every SLO assessment cycle. This too will facilitate a more complete and effective PLO assessment.

The Music Department must review course SLOs to make sure that SLOs that address the PLOs are included. Additions or revisions may be necessary, but will facilitate a more complete and effective PLO assessment.

The Music Department must make sure to assess course SLOs that address the PLOs every SLO assessment cycle. This too will facilitate a more complete and effective PLO assessment.

The Music Department is hopeful that the number of hours of private lessons and the enrollment cap for Applied Music (MUSIC 100) can be increased. These actions will improve learning outcomes and make the program available to more students.

#### Overall Program Action Plan for 2013/14

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## DVC Instructional Program SLO Action Plans

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## DVC Instructional Program SLO Action Plans

### 169. Music Industry Studies [AA.MIS.D] belonging to Music [MUSX]

#### Overall Program Action Plan for 2017/18

Due to the evolving music industry and the needs of our students, new courses were added since the last assessment: MUSX-100 AV Essentials I, MUSX-120 Live Sound, MUSX-176 Introduction to Ableton Live, MUSX-183 Artist Development in the Music Industry, MUSX-200 AV Essentials II, MUSX-221 Orchestration and Arranging for Digital Instruments, MUSX-282 Songwriting II, and MUSIC-121 Introduction to Music Composition. Some of the courses added as electives are in-progress for non-sub changes to the degree. Starting in 2016 we became ALP (Avid Learning Partners) and our student now obtain Pro Tools 101, and 110 User Certification in MUSIC-174 and 175. All of the courses address the program's expected learning outcomes. Some of the newly added courses need to be added as electives on the non-sub change to degree form. Each X belongs where it should according to the COR. All SLO assessments are up to date and/or pending 2017/18 assessment. Yes, in future PR's for MUSX, we will discuss the newly added AV Technician degrees and yet-to-be added Commercial Music degrees. The PLO assessments in Music Industry Studies will inform how we measure success with the new degrees.

#### Overall Program Action Plan for 2014/15

Students completing the program will be able to produce recorded music projects. The matrix for this program SLO is not properly aligned. Steps have been taken to remove MUSX 270 from the outcome's matrix. This is because students taking the course have the option of several applied projects in music industry studies, and this includes the option of a recorded a music project but it is not a requirement. Other production projects may include podcasts or pre-recorded shows for our Internet radio station KDVC.org, preparation of a CD for commercial release, duplication of music CDs with printed text and graphics, concert organization and promotion, etc. This program topic has been successfully assessed. Nine of the twelve courses within the program have two course outcomes that directly assess a student's ability to produce recorded music projects. Four of the five required courses within the program have two course outcomes that directly assess a student's ability to produce recorded music projects. Typically this is demonstrated through an assessment method of a recorded music production assignment evaluated using an instructor developed rubric, and by objective exam items. Of the nine courses assessed it includes thirteen sections with an involvement of approximately 364 students. Based on our criteria that 75% of students completing the course will complete the assignment at a 75% level our analysis shows a remarkable consistency of excellence from class to class in our students recording projects. The assessment ranges from a low of 80% of students reaching the benchmark to 100%, with an average of 89%. We see this as an affirmation and reinforcement of the current applied curriculum. The objective exam items were more mixed. Based on our criteria that 75% of students completing the course will complete the objective exam items at a 75% level there is room for improvement. The assessment ranges from a low of 75% of students reaching the benchmark to 100%, with an average of 85%. We see this as an affirmation and reinforcement of the current applied curriculum but with the following caveat, the department will discuss methods to improve lower performing sections. In addition, and upon reflection, it is felt that the exam questions will need to be updated very soon as the software versions have outpaced the exams, texts and tutorials. It also to be noted that we have two course sequences that progress from beginning to advanced levels. These are MUSX 172 to 173 and MUSX 174 to 175. Our assessment demonstrates that students are successfully making the transition from beginning to advanced levels of recorded music. In particular this is reinforced by the high completion rate of 80% for the AVID, Inc. Pro Tools 101 industry certification exam we administer as part of MUSX 175. The wording of the topic is adequate but we will discuss with our Advisory Committee

## DVC Instructional Program SLO Action Plans

the need for a specific level of achievement in our student's recorded music projects. The assessment methods are adequate but we will discuss with our Advisory Committee the need for specific industry standard criteria in the instructor developed rubrics.

Students completing the program will be able to demonstrate professional behaviors required in the music industry. The matrix for this program SLO is properly aligned. This program topic has been successfully assessed. Twelve of the twelve courses within the program have a course outcome that directly assesses a student's ability to demonstrate professional behaviors required in the music industry. Five of the five required courses within the program have a course outcome that directly assesses a student's ability to demonstrate professional behaviors required in the music industry. Typically this is demonstrated through the assessment method of instructor tracking of professional behaviors including dependability, time management, work ethic, and participation. Of the twelve courses assessed it includes seventeen sections with an involvement of approximately 475 students. Based on our criteria that 75% of stud )S Ì ù 2 J

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

4.578 Tw

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

0 Tw

BT 31.19 508.87 Td ([ENGTC]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

1.656 Tw

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

0.681 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

## DVC Instructional Program SLO Action Plans

0.774 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our) Tj ET

0.406 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (mTECH curriculum with regional manufacturing needs. New courses were added and replaced. within the certificate. The Engineering technical drawing class, Engin-120, was) Tj ET

1.072 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

0.406 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver. ) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses. The program has) Tj ET

0.174 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding. ) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S



## DVC Instructional Program SLO Action Plans

0.464 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications. A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues) Tj ET

0 Tw

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S 28.35 215.43 m 813.54 215.43 | S BT 31.19 220.94 Td (with machines and communicate with electrical technicians.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 261 of 453) Tj ET

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

0.720 Tw

BT 31.19 525.88 Td (152. Kinesiology - Sports and Recreation Management [AS.KINSM.D] belonging to Kinesiology, Athletics and Dance) Tj ET

0 Tw

BT 31.19 508.87 Td ([KINES]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2016/17) Tj ET

BT /F2 10.00 Tf ET

1.080 Tw

## DVC Instructional Program SLO Action Plans

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (The department decided to add a PLO specifically addresses a transfer pathways course, since this degree is only for transfer. There have been no changes to any of the) Tj ET

0.799 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (aligned courses CORs. The department is considering removing and replacing courses that no longer align to the transfer pathway. If example, replacing the Business Stats) Tj ET

0.618 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (class with the Math Statway classes. The department reviewed and adjusted the matrix alignment and mapping in preparation of DVC pathways initiative. This degree is only) Tj ET

0.212 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (for transfer, thus the department decided to add a PLO specifically addressing transfer pathways. The department will continue to monitor the five year enrollment trends in this) Tj ET

0 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S 28.35 402.52 m 813.54 402.52 | S BT 31.19 408.02 Td (degree. The depart will also monitor current industry trends to verify the alignment of our transfer degree to 4 year institutions.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 280 of 453) Tj ET

ts P á H H .00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

28.35 538.58 m 28.35 521.58 | S 813.54 538.58 m 813.54 521.58 | S BT 31.19 527.08 Td (0.406 Tw) Tj ET

0.996 Tw

28.35 521.58 m 28.35 504.57 | S 813.54 521.58 m 813.54 504.57 | S BT 31.19 510.07 Td (28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td \ (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer) Tj ET

0 Tw

28.35 504.57 m 28.35 487.56 | S 813.54 504.57 m 813.54 487.56 | S BT 31.19 493.06 Td (Aided Design and Drafting was also added to provide basic technical drawing skills

## DVC Instructional Program SLO Action Plans

as needed) Tj ET) Tj ET

28.35 487.56 m 28.35 470.55 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (0.801 Tw) Tj ET

0.085 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td \ (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major) Tj ET

0 Tw

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0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (144. Intermediate ESL Reading and Writing [CC.ESLIN.D] belonging to English [ESL]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2018/19) Tj ET

BT /F2 10.00 Tf ET

0.966 Tw

28.35 504.57 m 28.35 487.56 | S 28.35 504.57 m 813.54 504.57 | S 813.54 504.57 m 813.54 487.56 | S BT 31.19 493.06 Td (In the previous action plan, Learning Center Coordinators noted that perhaps it would be best to work on SLOs as a group. This has not happened yet mainly because the) Tj ET

0.584 Tw

28.35 487.56 m 28.35 470.55 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (majority of our ESL courses have been taught by adjuncts who have multiple jobs at different locations, so finding a time when all can meet has proven difficult. We still think) Tj ET

0.347 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (that working on the SLOs together is a far more productive and helpful way to use them; however, since itâ€™s proven so difficult, the LC Coordinators have instead gathered) Tj ET

0 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (and completed the individual SLOs from instructors, created the SLO update, and

## DVC Instructional Program SLO Action Plans

then sent out the information to ESL instructors. ) Tj ET

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S

0.374 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (We hope now that we have more full-time ESL instructors that weâ€™ll be able to meet as a group to complete the SLOs and learn and grow together. We will, of course, still) Tj ET

0 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (work to include as many adjuncts as we can.) Tj ET

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S

0.244 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (In this current PLO review, we noticed that the Intermediate Certificate PLOs are quite general. Sometimes, we struggled to differentiate between them, specifically in Outcome) Tj ET

0.910 Tw

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S BT 31.19 339.99 Td (3 because critical-thinking skills pertain also to Outcomes 1 and 2. Also, for Outcome 2, both 78 and 88 didnâ€™t have SLOs that supported it. Similarly, in Outcome 1, 86) Tj ET

0.804 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (didnâ€™tâ€™ have SLOs that supported it. Perhaps, we need to make the PLOs more specific for this certificate. Or maybe we need to revise the SLOs for these courses.) Tj ET

0 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (These are at least worth looking into. ) Tj ET

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S

0.695 Tw

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S BT 31.19 271.96 Td (In doing this PLO review, we also realized that when we do Title 5 revisions for 76 and 78, we need to revise the SLOs particularly in their format but also in their content to) Tj ET

0.805 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (make them a little more distinct and specific and to connect them to the PLOs. Similar to the previous action plan, another small but important change includes writing more) Tj ET

0 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (meaningful SLO assessments. Still, some of the previous years' SLO assessments

## DVC Instructional Program SLO Action Plans

are too generic to be helpful. ) Tj ET

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S

0.135 Tw

28.35 215.43 m 28.35 198.43 | S 813.54 215.43 m 813.54 198.43 | S BT 31.19 203.93 Td (Despite the fact that two courses for Outcome 2 and one for Outcome 1 didn't really have a SLO to meet this program, the majority of courses meet each Outcome in many) Tj ET

0 Tw

28.35 198.43 m 28.35 181.42 | S 813.54 198.43 m 813.54 181.42 | S BT 31.19 186.92 Td (of the SLOs. ) Tj ET

28.35 181.42 m 28.35 164.41 | S 813.54 181.42 m 813.54 164.41 | S

0.090 Tw

28.35 164.41 m 28.35 147.40 | S 813.54 164.41 m 813.54 147.40 | S BT 31.19 152.91 Td (`None`None`In this current PLO review, we noticed that the Intermediate Certificate PLOs are quite general. Sometimes, we struggled to differentiate between them, specifically) Tj ET

1.459 Tw

28.35 147.40 m 28.35 130.39 | S 813.54 147.40 m 813.54 130.39 | S BT 31.19 135.90 Td (in Outcome 3 because critical-thinking skills pertain also to Outcomes 1 and 2. Also, for Outcome 2, both 78 and 88 didn't have SLOs that supported it. Similarly, in) Tj ET

0.757 Tw

28.35 130.39 m 28.35 113.39 | S 813.54 130.39 m 813.54 113.39 | S BT 31.19 118.89 Td (Outcome 1, 86 didn't have SLOs that supported it. Perhaps, we need to make the PLOs more specific for this certificate. Or maybe we need to revise the SLOs for) Tj ET

0 Tw

28.35 113.39 m 28.35 96.38 | S 813.54 113.39 m 813.54 96.38 | S BT 31.19 101.88 Td (these courses. These are at least worth looking into. ) Tj ET

28.35 96.38 m 28.35 79.37 | S 813.54 96.38 m 813.54 79.37 | S

28.35 79.37 m 28.35 62.36 | S 813.54 79.37 m 813.54 62.36 | S

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 267 of 453) Tj ET

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BT /F1 14.00 Tf ET

## DVC Instructional Program SLO Action Plans

BT /F1 14.00 Tf ET

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

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (146. Italian [CA.ITAL.D] belonging to Foreign Language [ITAL]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

0.872 Tw

28.35 504.57 m 28.35 487.56 I S 28.35 504.57 m 813.54 504.57 I S 813.54 504.57 m 813.54 487.56 I S BT 31.19 493.06 Td (We have modified and created new PLOs for the Italian Certificate of Achievement to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of) Tj ET

1.700 Tw

28.35 487.56 m 28.35 470.55 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course) Tj ET

0.205 Tw

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (objectives for ITAL 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. Despite the recent combination of ITAL 121, 220, and 221, we are) Tj ET

0.097 Tw

28.35 453.54 m 28.35 436.54 I S 813.54 453.54 m 813.54 436.54 I S BT 31.19 442.04 Td (currently promoting Italian program to high school students through events such as "College Day" with the objective of high enrollment. The content of all courses support) Tj ET

0.268 Tw

28.35 436.54 m 28.35 419.53 I S 813.54 436.54 m 813.54 419.53 I S BT 31.19 425.03 Td (the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. After reviewing current assessment topics, it is recommended that we rewrite them) Tj ET

0.197 Tw

28.35 419.53 m 28.35 402.52 I S 813.54 419.53 m 813.54 402.52 I S BT 31.19 408.02 Td (for clarity, accuracy and cohesion. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next) Tj ET

0.712 Tw

28.35 402.52 m 28.35 385.51 I S 813.54 402.52 m 813.54 385.51 I S BT 31.19 391.02 Td (cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be) Tj ET

## DVC Instructional Program SLO Action Plans

0.142 Tw

28.35 385.51 m 28.35 368.50 I S 813.54 385.51 m 813.54 368.50 I S BT 31.19 374.01 Td (provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of) Tj ET

1.802 Tw

28.35 368.50 m 28.35 351.50 I S 813.54 368.50 m 813.54 351.50 I S BT 31.19 357.00 Td (top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills;) Tj ET

0 Tw

28.35 351.50 m 28.35

## DVC Instructional Program SLO Action Plans

### 170. Music Industry Studies [CA.MIS.D] belonging to Music [MUSX]

#### Overall Program Action Plan for 2017/18

Due to the evolving music industry and the needs of our students, new courses were added since the last assessment: MUSX-100 AV Essentials I, MUSX-120 Live Sound, MUSX-176 Introduction to Ableton Live, MUSX-183 Artist Development in the Music Industry, MUSX-200 AV Essentials II, MUSX-221 Orchestration and Arranging for Digital Instruments, MUSX-282 Songwriting II, and MUSIC-121 Introduction to Music Composition. Some of the courses added as electives are in-progress for non-sub changes to the degree. Starting in 2016 we became ALP (Avid Learning Partners) and our student now obtain Pro Tools 101, and 110 User Certification in MUSIC-174 and 175. All of the courses address the program's expected learning outcomes. Some of the newly added courses need to be added as electives on the non-sub change to degree form. Each X belongs where it should according to the COR. All SLO assessments are up to date and/or pending 2017/18 assessment. Yes, in future PR's for MUSX, we will discuss the newly added AV Technician degrees and yet-to-be added Commercial Music degrees. The PLO assessments in Music Industry Studies will inform how we measure success with the new degrees.

#### Overall Program Action Plan for 2014/15

Students completing the program will be able to produce recorded music projects. The matrix for this program SLO is not properly aligned. Steps have been taken to remove MUSX 270 from the outcome's matrix. This is because students taking the course have the option of several applied projects in music industry studies, and this includes the option of a recorded a music project but it is not a requirement. Other production projects may include podcasts or pre-recorded shows for our Internet radio station KDVC.org, preparation of a CD for commercial release, duplication of music CDs with printed text and graphics, concert organization and promotion, etc. This program topic has been successfully assessed. Nine of the twelve courses within the program have two course outcomes that directly assess a student's ability to produce recorded music projects. Four of the five required courses within the program have two course outcomes that directly assess a student's ability to produce recorded music projects. Typically this is demonstrated through an assessment method of a recorded music production assignment evaluated using an instructor developed rubric, and by objective exam items. Of the nine courses assessed it includes thirteen sections with an involvement of approximately 364 students. Based on our criteria that 75% of students completing the course will complete the assignment at a 75% level our analysis shows a remarkable consistency of excellence from class to class in our students recording projects. The assessment ranges from a low of 80% of students reaching the benchmark to 100%, with an average of 89%. We see this as an affirmation and reinforcement of the current applied curriculum. The objective exam items were more mixed. Based on our criteria that 75% of students completing the course will complete the objective exam items at a 75% level there is room for improvement. The assessment ranges from a low of 75% of students reaching the benchmark to 100%, with an average of 85%. We see this as an affirmation and reinforcement of the current applied curriculum but with the following caveat, the department will discuss methods to improve lower performing sections. In addition, and upon reflection, it is felt that the exam questions will need to be updated very soon as the software versions have outpaced the exams, texts and tutorials. It also to be noted that we have two course sequences that progress from beginning to advanced levels. These are MUSX 172 to 173 and MUSX 174 to 175. Our assessment demonstrates that students are successfully making the transition from beginning to advanced levels of recorded music. In particular this is reinforced by the high completion rate of 80% for the AVID, Inc. Pro Tools 101 industry certification exam we administer as part of MUSX 175. The wording of the topic is adequate but we will discuss with our Advisory Committee



## DVC Instructional Program SLO Action Plans

the need for a specific level of achievement in our student's recorded music projects. The assessment methods are adequate but we will discuss with our Advisory Committee the need for specific industry standard criteria in the instructor developed rubrics.

Students completing the program will be able to demonstrate professional behaviors required in the music industry. The matrix for this program SLO is properly aligned. This program topic has been successfully assessed. Twelve of the twelve courses within the program have a course outcome that directly assesses a student's ability to demonstrate professional behaviors required in the music industry. Five of the five required courses within the program have a course outcome that directly assesses a student's ability to demonstrate professional behaviors required in the music industry. Typically this is demonstrated through the assessment method of instructor tracking of professional behaviors including dependability, time management, work ethic, and participation. Of the twelve courses assessed it includes seventeen sections with an involvement of approximately 475 students. Based on our criteria that 75% of stud )S Ì ù 2 J

0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

4.578 Tw

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

0 Tw

BT 31.19 508.87 Td ([ENGTC]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

1.656 Tw

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

0.681 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

## DVC Instructional Program SLO Action Plans

0.774 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our) Tj ET

0.406 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (mTECH curriculum with regional manufacturing needs. New courses were added and replaced. within the certificate. The Engineering technical drawing class, Engin-120, was) Tj ET

1.072 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

0.406 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver. ) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses. The program has) Tj ET

0.174 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding. ) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S

## DVC Instructional Program SLO Action Plans

0.464 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications. A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues) Tj ET

0 Tw

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S 28.35 215.43 m 813.54 215.43 | S BT 31.19 220.94 Td (with machines and communicate with electrical technicians.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 261 of 453) Tj ET

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

0.720 Tw

BT 31.19 525.88 Td (152. Kinesiology - Sports and Recreation Management [AS.KINSM.D] belonging to Kinesiology, Athletics and Dance) Tj ET

0 Tw

BT 31.19 508.87 Td ([KINES]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2016/17) Tj ET

BT /F2 10.00 Tf ET

1.080 Tw

## DVC Instructional Program SLO Action Plans

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (The department decided to add a PLO specifically addresses a transfer pathways course, since this degree is only for transfer. There have been no changes to any of the) Tj ET

0.799 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (aligned courses CORs. The department is considering removing and replacing courses that no longer align to the transfer pathway. If example, replacing the Business Stats) Tj ET

0.618 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (class with the Math Statway classes. The department reviewed and adjusted the matrix alignment and mapping in preparation of DVC pathways initiative. This degree is only) Tj ET

0.212 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (for transfer, thus the department decided to add a PLO specifically addressing transfer pathways. The department will continue to monitor the five year enrollment trends in this) Tj ET

0 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S 28.35 402.52 m 813.54 402.52 | S BT 31.19 408.02 Td (degree. The depart will also monitor current industry trends to verify the alignment of our transfer degree to 4 year institutions.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 280 of 453) Tj ET

ts P á H H .00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

28.35 538.58 m 28.35 521.58 | S 813.54 538.58 m 813.54 521.58 | S BT 31.19 527.08 Td (0.406 Tw) Tj ET

0.996 Tw

28.35 521.58 m 28.35 504.57 | S 813.54 521.58 m 813.54 504.57 | S BT 31.19 510.07 Td (28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td \ (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer) Tj ET

0 Tw

28.35 504.57 m 28.35 487.56 | S 813.54 504.57 m 813.54 487.56 | S BT 31.19 493.06 Td (Aided Design and Drafting was also added to provide basi

## DVC Instructional Program SLO Action Plans

### Overall Program Action Plan for 2012/13

The Music Industry Studies Certificate of Achievement is a very successful CTE program with over 60 graduates during the three years of the assessment cycle. This success is also measured in our Course SLO Analysis with the majority of outcomes achieving or exceeding the benchmark criteria. SLO #1: Production of Recorded Music is a stated outcome in 10 of our 12 courses and shows a remarkable consistency of excellence from class to class. We see this as an affirmation and reinforcement of the current curriculum. But in order to sustain this excellence the program seeks to update 28 Digital Audio Workstations (DAW) necessary for students to learn modern recording production techniques. The current equipment is now in its fourth year of service and is in immediate need of refreshment. Manufacturer service agreements expire May of 2014. Without these new DAWs the demonstrated excellence of this outcome is in jeopardy. In addition to these concerns there has been discussion of raising the standards of our graduates to include advanced recording projects as an outcome. Advanced in this instance is defined as semi-pro to professional quality recorded music projects. One measure of this advanced status is the completion of our first level Pro Tools industry certification offered as part of our MUSIC 175 Advanced Pro Tools course work. Over three quarters of the completers successfully passed the industry certification and many of those completed our DVC certificate of achievement as well. In summary this expanded outcome seems to be well within the capabilities of our current graduates and is a worthy challenge. SLO #2: Demonstrated Professional Behaviors is a stated outcome in all 12 of our Music Industry Studies courses. We accomplished successful outcomes by achieving or exceeding benchmark criteria measuring dependability, time management, work ethic, and participation. But our faculty are of the opinion that professional behaviors must be improved. We need to raise the bar of our metrics in the next cycle and go beyond evaluating deadlines and attendance and address professional team work and other soft skills demanded by industry. SLO #3: Protection of Intellectual Property Rights is a stated outcome in 2 of our 12 courses and has met with success by achieving or exceeding benchmark criteria measuring the application of vocabulary and demonstrated processes used in the protection of these rights. This is an essential program SLO and our faculty think that it is worthy of additional time and training. The DVC Music Industry Studies program, on the recommendation of its Advisory Committee, advises the development of additional curriculum to support this outcome. We will submit a new course outline during the 2013-2014 academic year in support of this outcome.

## DVC Instructional Program SLO Action Plans

### 171. Natural Science [AS.NS.D] belonging to Biological Science [BIOSC]

#### Overall Program Action Plan for 2017/18

All PLOs have been assessed in at least one course. More importantly, the assessments occurred in both Life Science and Physical Science courses. In summary, the overall program assessment shows that the students will be able to meet the goal and objectives of this Associate in Science Degree with a Major in Natural Science. A particular action should be that the more general PLOs should be represented in the same language in the participating course SLOs to streamline assessment of this program, which is extremely cumbersome, due to the high amount of courses participating in this degree (56). As an example, the basic PLO 2: "understand and apply the method of scientific inquiry appropriate for this specific field of life or physical science" is very likely addressed in every Science course and should actually be represented as course SLO 1 in all Science courses. Similarly all participating courses should look at their matching course SLOs to particular program SLOs and modify the language and numbering to exactly that of program SLOs. That would be of great help for the future assessor(s). Divisions will request data to determine which program courses are being utilized by students achieving our A.S. Natural Science. It is highly recommended that any courses that have never been utilized be deleted from this degree/program to make future assessment less time-consuming/cumbersome. A number of courses (150s and 298s) should be removed from the Program depending on how regularly they are being offered. There are a total of 56 courses within this program, none of which are required. After thoroughly examining CORs and WebSLO information for all courses, it was clear that all of the courses supported two or more of the four listed Program Learning Outcomes. Divisions will request data to determine which program courses are being utilized by students achieving our A.S. Natural Science. It is highly recommended that any courses that have never been utilized be deleted from this degree/program to make future assessment less time-consuming and cumbersome. All courses appear to be up-to-date with the Title 5 update schedule but a number of courses (listed below) need to align their SLOs on the WebSLO program with their Objectives on the CORs. Although no courses were added or removed from the program, Xâ€™s were added to the matrix to align course SLOs with PLOs for the following courses: Astro 120: added PLO # 4; Astro 128: added PLO # 4; Astro 130: added PLO # 4; Biosc 101: added PLO # 1; Biosc 102: added PLOs #1, 3; Biosc 107: added PLO #5; Biosc 116: added PLOs 3 and 4; Biosc 117: added PLO #4; Biosc 119: added PLO #4; Biosc 171: added PLO #5; Geog 125 and 126: added PLO #4; Geog 140: added PLO #4; Geog 141: added PLO #4; Geog 160 and 162: added PLO #4; Geol 120: added PLO #5; Geol 122 and 124: added PLO #4; Geol 125: added PLO #5; Ocean 101 and 102: added PLO #4 and PLO #5; Phys 110 and 111: added PLO #4; Phys 120 and 121: added PLO #4; Physc 112: added PLO #1, #2, and #4. This was done when COR content showed an outcome was addressed that was not previously indicated on the PLO matrix.

In the event that COR content did not address an outcome, Xâ€™s were removed from the matrix to align course SLOs with PLOs for the following courses: Biosc 120: removed PLO #2; Biosc 139: removed PLO #2; Biosc 170: removed PLO #2; Geog 120: removed PLO #3; Geog 125 and 126: removed PLO #2; Geog 140: removed PLO #3; Geog 160 and 162: removed PLO #2; Geol 125: removed PLO #3; Nutri 160: removed PLO #2; Phys 110: removed PLO #3; Phys 113: removed PLO #3; Phys 124 and 125: removed PLO #2.

## DVC Instructional Program SLO Action Plans

Additionally, reviewers recommend the following alignments in the following courses:

Astro 110 and 128: Note need to align SLOs with Course Outline of Record; Biosc 107: Note need to align all course SLOs with PLOs and add an additional SLO to assess PLO #2 (Scientific Method); Biosc 116 and 119: Note need to align SLOs with Course Outline of Record; Biosc 126: Noted need to align PLOs with SLOs; Biosc 131: Reviewe )S Ì ù 2 J

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

4.578 Tw

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

0 Tw

BT 31.19 508.87 Td ([ENGTC]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

1.656 Tw

28.35 487.56 m 28.35 470.55 I S 28.35 487.56 m 813.54 487.56 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) T

### Overall Program Action Plan for 2014/15

All program SLOs have been assessed in at least one course. More importantly the assessments occurred in both the required Life Science and Physical Science courses.

## DVC Instructional Program SLO Action Plans

Many courses ( especially in the Life Sciences) were assessed in POL 2 just prior the last PLOs assessment in 2012/2013, therefore their outcomes are not listed. This is also true for other courses ( see list at the bottom). With the next assessment cycle more information on the less assessed PLOs 4 and 5 will hopefully be gathered and solidify the quality of the program. In summary the overall program assessment shows that the students taking the required courses will be able to meet the goal and objectives of this Associate in Science Degree with a Major in Natural Science. A particular action should be that the more general PSLOs should be represented in the same language in the participating course SLOs to streamline assessment of this program, which is extremely cumbersome, due to the high amount of courses participating in this degree. As an example the basic PSLO 2: "Understand and apply the scientific method of inquiry" which is very likely addressed in every Science course should actually be represented as a course SLO 1 in all Science courses. Similarly all participating courses should look at their matching course SLOs to particular program SLOs and modify the language and numbering to exactly that of program SLOs. That would be of great help for the future assessor. Courses which are no longer offered should be removed from the program and the matrix must be changed accordingly. These are : Chem 298, GEOG 298, GEOG 127, GEOL 298, PHYS 112, 298 During the analysis it became clear that ASTRO 298 fulfills also PSLO 4. And PSLO 5 .and BioSc 126 fulfill PSLO 5. Matrix should be changed. Program SLO 1: ASTRO110: A greater amount of stress given to the topic during lecture and reinforced with observation in the planetarium. ASTRO 128: The students meet the assessment criterion. ASTRO 130: The results were better than the goal set. BioSc 101,102, 130, Chem 109, not assessed for this SLO. BioSc 107 A lab quiz that includes identification of the traits may prove useful in the future to ensure all students can successfully identify the traits being studied. BioSc 116 and Biosc117: We clearly can do a better job on the terminology of the immune system. It will be suggested that worksheets or other homework assignments are shared among the multiple instructors to improve student performance. These will then be analyzed by quizzes. BioSc 131: Outcome was satisfactory but an increase in successful performance is desired, therefore the more in class assignments and homework to help the students retain the knowledge will be given. BioSc 140: The ultimate outcome exceeded our goal of 80% scoring a 3 or better, However it should be noted that more than one third of the students met the bare minimum or less on this criterion. Future teachings will focus on improving the outcome for the lower performing students. BioSc 161 SLO1 The methodology already in use is successful for a majority of the students for this topic. However, a deeper understanding for evolutionary relationships, requires improvement therefore it might be beneficial to spend more time on phylogenetic trees, and utilize active learning techniques. BioSc 162: We are satisfied with the results of this assessment. We will continue the teaching methods of this elaborate terminology this in the future. BioSc 170: This question is an important concept that students should get after this course. While the multiple choice question defining community had a good success rate, the short answer question only had a 73% success rate. We will add clicker questions, worksheets or case study to solidify the vocabulary. Chem 106: This outcome involves higher level problem solving skills because of the application process to various concepts. The question was multiple choice and therefore "correct or not correct". Perhaps the question needs assess the steps in the application to better inform us as to where the student )S ì ù 2 J

0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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



## DVC Instructional Program SLO Action Plans

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

4.578 Tw

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

0 Tw

BT 31.19 508.87 Td ([ENGTC]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

1.656 Tw

28.35 487.56 m 28.35 470.55 I S 28.35 487.56 m 813.54 487.56 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

0.681 Tw

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

0.774 Tw

28.35 453.54 m 28.35 436.54 I S 813.54 453.54 m 813.54 436.54 I S BT 31.19 442.04 Td (mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our) Tj ET

0.406 Tw

28.35 436.54 m 28.35 419.53 I S 813.54 436.54 m 813.54 419.53 I S BT 31.19 425.03 Td (mTECH curriculum with regional manufacturing needs. New courses were added and replaced. within the certificate. The Engineering technical drawing class, Engin-120, was) Tj ET

1.072 Tw

28.35 419.53 m 28.35 402.52 I S 813.54 419.53 m 813.54 402.52 I S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

0.406 Tw

28.35 402.52 m 28.35 385.51 I S 813.54 402.52 m 813.54 385.51 I S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

## DVC Instructional Program SLO Action Plans

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver. ) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (`COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses.`The program has) Tj ET

0.174 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding. ) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S

0.464 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications.`A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues) Tj ET

0 Tw

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S 28.35 215.43 m 813.54 215.43 | S BT 31.19 220.94 Td (with machines and communicate with electrical technicians.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 261 of 453) Tj ET

## DVC Instructional Program SLO Action Plans

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0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

0.720 Tw

BT 31.19 525.88 Td (152. Kinesiology - Sports and Recreation Management [AS.KINSM.D] belonging to Kinesiology, Athletics and Dance) Tj ET

0 Tw

BT 31.19 508.87 Td ([KINES]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2016/17) Tj ET

BT /F2 10.00 Tf ET

1.080 Tw

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (The department decided to add a PLO specifically addresses a transfer pathways course, since this degree is only for transfer. There have been no changes to any of the) Tj ET

0.799 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (aligned courses CORs. The department is considering removing and replacing courses that no longer align to the transfer pathway. If example, replacing the Business Stats) Tj ET

0.618 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (class with the Math Statway classes. The department reviewed and adjusted the matrix alignment and mapping in preparation of DVC pathways initiative. This degree is only) Tj ET

0.212 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (for transfer, thus the department decided to add a PLO specifically addressing transfer pathways. The department will continue to monitor the five year enrollment trends in this) Tj ET

0 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S 28.35 402.52 m 813.54 402.52 | S BT 31.19 408.02 Td (degree. The depart will also monitor current

## DVC Instructional Program SLO Action Plans

industry trends to verify the alignment of our transfer degree to 4 year institutions.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 280 of 453) Tj ET

ts P á H H .00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F1 12.00 Tf ET

BT 31.19 526.48 Td (Overall Program Action Plan for 2012/13) Tj ET

BT /F2 10.00 Tf ET

0.013 Tw

28.35 521.58 m 28.35 504.57 I S 28.35 521.58 m 813.54 521.58 I S 813.54 521.58 m 813.54 504.57 I S BT 31.19 510.07 Td (The Music Industry Studies Certificate of Achievement is a very successful CTE program with over 60 graduates during the three years of the assessment cycle. This success is) Tj ET

0.846 Tw

28.35 504.57 m 28.35 487.56 I S 813.54 504.57 m 813.54 487.56 I S BT 31.19 493.06 Td (also measured in our Course SLO Analysis with the majority of outcomes achieving or exceeding the benchmark criteria. SLO #1: Production of Recorded Music is a stated) Tj ET

1.579 Tw

28.35 487.56 m 28.35 470.55 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (outcome in 10 of our 12 courses and shows a remarkable consistency of excellence from class to class. We see this as an affirmation and reinforcement of the current) Tj ET

1.890 Tw

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0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

## DVC Instructional Program SLO Action Plans

BT 31.19 525.88 Td (144. Intermediate ESL Reading and Writing [CC.ESLIN.D] belonging to English [ESL]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2018/19) Tj ET

BT /F2 10.00 Tf ET

0.966 Tw

28.35 504.57 m 28.35 487.56 I S 28.35 504.57 m 813.54 504.57 I S 813.54 504.57 m 813.54 487.56 I S BT 31.19 493.06 Td (In the previous action plan, Learning Center Coordinators noted that perhaps it would be best to work on SLOs as a group. This has not happened yet mainly because the) Tj ET

0.584 Tw

28.35 487.56 m 28.35 470.55 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (majority of our ESL courses have been taught by adjuncts who have multiple jobs at different locations, so finding a time when all can meet has proven difficult. We still think) Tj ET

0.347 Tw

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (that working on the SLOs together is a far more productive and helpful way to use them; however, since itâ€™s proven so difficult, the LC Coordinators have instead gathered) Tj ET

0 Tw

28.35 453.54 m 28.35 436.54 I S 813.54 453.54 m 813.54 436.54 I S BT 31.19 442.04 Td (and completed the individual SLOs from instructors, created the SLO update, and then sent out the information to ESL instructors. ) Tj ET

28.35 436.54 m 28.35 419.53 I S 813.54 436.54 m 813.54 419.53 I S

0.374 Tw

28.35 419.53 m 28.35 402.52 I S 813.54 419.53 m 813.54 402.52 I S BT 31.19 408.02 Td (We hope now that we have more full-time ESL instructors that weâ€™ll be able to meet as a group to complete the SLOs and learn and grow together. We will, of course, still) Tj ET

0 Tw

28.35 402.52 m 28.35 385.51 I S 813.54 402.52 m 813.54 385.51 I S BT 31.19 391.02 Td (work to include as many adjuncts as we can.) Tj ET

28.35 385.51 m 28.35 368.50 I S 813.54 385.51 m 813.54 368.50 I S

0.244 Tw

28.35 368.50 m 28.35 351.50 I S 813.54 368.50 m 813.54 351.50 I S BT 31.19 357.00 Td (In this current PLO review, we noticed that the Intermediate Certificate PLOs are quite general. Sometimes, we struggled to differentiate between them, specifically in Outcome) Tj ET

0.910 Tw

28.35 351.50 m 28.35 334.49 I S 813.54 351.50 m 813.54 334.49 I S BT 31.19 339.99 Td (3 because critical-thinking skills pertain also to Outcomes 1 and 2. Also, for Outcome

## DVC Instructional Program SLO Action Plans

2, both 78 and 88 didn't have SLOs that supported it. Similarly, in Outcome 1, 86) Tj ET

0.804 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (didn't have SLOs that supported it. Perhaps, we need to make the PLOs more specific for this certificate. Or maybe we need to revise the SLOs for these courses.) Tj ET

0 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (These are at least worth looking into. ) Tj ET

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S

0.695 Tw

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S BT 31.19 271.96 Td (In doing this PLO review, we also realized that when we do Title 5 revisions for 76 and 78, we need to revise the SLOs particularly in their format but also in their content to) Tj ET

0.805 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (make them a little more distinct and specific and to connect them to the PLOs. Similar to the previous action plan, another small but important change includes writing more) Tj ET

0 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (meaningful SLO assessments. Still, some of the previous years' SLO assessments are too generic to be helpful. ) Tj ET

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S

0.135 Tw

28.35 215.43 m 28.35 198.43 | S 813.54 215.43 m 813.54 198.43 | S BT 31.19 203.93 Td (Despite the fact that two courses for Outcome 2 and one for Outcome 1 didn't really have a SLO to meet this program, the majority of courses meet each Outcome in many) Tj ET

0 Tw

28.35 198.43 m 28.35 181.42 | S 813.54 198.43 m 813.54 181.42 | S BT 31.19 186.92 Td (of the SLOs. ) Tj ET

28.35 181.42 m 28.35 164.41 | S 813.54 181.42 m 813.54 164.41 | S

0.090 Tw

28.35 164.41 m 28.35 147.40 | S 813.54 164.41 m 813.54 147.40 | S BT 31.19 152.91 Td (None`None`In this current PLO review, we noticed that the Intermediate Certificate PLOs are quite general. Sometimes, we struggled to differentiate between them, specifically) Tj ET

1.459 Tw

28.35 147.40 m 28.35 130.39 | S 813.54 147.40 m 813.54 130.39 | S BT 31.19 135.90 Td (in Outcome 3 because critical-thinking skills pertain also to Outcomes 1 and 2. Also,

## DVC Instructional Program SLO Action Plans

for Outcome 2, both 78 and 88 didn't have SLOs that supported it. Similarly, in) Tj ET

0.757 Tw

28.35 130.39 m 28.35 113.39 | S 813.54 130.39 m 813.54 113.39 | S BT 31.19 118.89 Td (Outcome 1, 86 didn't have SLOs that supported it. Perhaps, we need to make the PLOs more specific for this certificate. Or maybe we need to revise the SLOs for) Tj ET

0 Tw

28.35 113.39 m 28.35 96.38 | S 813.54 113.39 m 813.54 96.38 | S BT 31.19 101.88 Td (these courses. These are at least worth looking into. ) Tj ET

28.35 96.38 m 28.35 79.37 | S 813.54 96.38 m 813.54 79.37 | S

28.35 79.37 m 28.35 62.36 | S 813.54 79.37 m 813.54 62.36 | S

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 267 of 453) Tj ET

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0.57 w

BT /F1 14.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (146. Italian [CA.ITAL.D] belonging to Foreign Language [ITAL]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

0.872 Tw

28.35 504.57 m 28.35 487.56 | S 28.35 504.57 m 813.54 504.57 | S 813.54 504.57 m 813.54 487.56 | S BT 31.19 493.06 Td (We have modified and created new PLOs for the Italian Certificate of Achievement to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of) Tj ET

1.700 Tw

28.35 487.56 m 28.35 470.55 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course) Tj ET

## DVC Instructional Program SLO Action Plans

0.205 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (objectives for ITAL 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. Despite the recent combination of ITAL 121, 220, and 221, we are) Tj ET

0.097 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (currently promoting Italian program to high school students through events such as "College Day" with the objective of high enrollment. The content of all courses support) Tj ET

0.268 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. After reviewing current assessment topics, it is recommended that we rewrite them) Tj ET

0.197 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (for clarity, accuracy and cohesion. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next) Tj ET

0.712 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be) Tj ET

0.142 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of) Tj ET

1.802 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills;) Tj ET

0 Tw

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S 28.35 334.49 m 813.54 334.49 | S BT 31.19 339.99 Td (considering this, we need full-time positions for French, Italian, German and Russian.) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 322.39 Td (Overall Program Action Plan for 2014/15) Tj ET

BT /F2 10.00 Tf ET

1.501 Tw



## DVC Instructional Program SLO Action Plans

28.35 317.48 m 28.35 300.47 | S 28.35 317.48 m 813.54 317.48 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the) Tj ET

0.453 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results) Tj ET

0.194 Tw

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S BT 31.19 271.96 Td (across the languages. In the Italian program, we will revise the course objectives for ITAL 120, 121, 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing) Tj ET

0.248 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and Italian tutors at) Tj ET

0 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S 28.35 232.44 m 813.54 232.44 | S BT 31.1

### Overall Program Action Plan for 2012/13

All courses are aligned with this Program SLO ( the individual course SLOs however to not necessarily match in their numbers with this program SLO!)

Life Science courses

BioSC courses:

For BIOSC 101/102 SLO2 and 3 and BIOSC 116/117 SLO1 a handout was developed to improve the terminology of evolution and assure teaching quality among the vast number of adjunct faculty. BIOSC 116/117 SLO3 not evaluated yet. BIOSC 107 goals were met. BIOSC 119 SLO3 assessment needs to be modified to get a more accurate evaluation. BIOSC 120 SLO2 more time needs to be allotted for each student to have at least a 2 hours total to dissect the cadaver. BIOSC 126 was never evaluated. BIOSC 130 more practice time was allotted to improve genetic SLO. BIOSC 131 SLO1 not assessed, SLO2 goal met, SLO3 more in class assignments necessary to improve scores. BIOSC 139 SLO1 and 2 not assessed. BIOSC 149 SLO1,2 and 3 some assessment needs to be modified. BIOSC 161 SLO 1 more in class assignment necessary, SLO 2 goals were met. BIOSC 170/171 are new courses which have not been evaluated yet.

HORT courses:

HORT 110 SLO 3 and HORT 148L SLO 2 and 3 not assessed yet.

NUTRI courses:

NUTRI 160 SLO 1 emphasis on teaching terminology definitions required.

OCEAN courses:

## DVC Instructional Program SLO Action Plans

OCEAN 101 SLO 2 more time necessary to teach evolution terminology. OCEAN 102 SLO1 rewording of assessment questions needed. Latest evaluation of evolution terminology improved outcome.

Physical Science courses

Astro Courses:

ASTRO 110 , 128, 298 never assessed. ASTRO 120 SLO 4 more classwork needed. ASTRO 130 SLO goals generally met but more practice and feedback needed in some areas.

Chem Courses:

Chem 106/ 109 not assessed yet. CHEM 108 SLO 1 goals were met. SLO 3 change assessment method. Chem 120 SLO 2 goals were nearly met more practice and support needed. Chem 120 SLO 3 goals generally met but certain topics need more emphasis. Chem 121 SLO1 and 2 goals met. Chem 226 SLO 3, 4, 5 and 6 goals generally were met, new evaluation method for SLO 4 in the future. Chem 227 SLO 2, 3, 4 and 6 goals are met.

GEOG courses:

GEOG 120 SLO 1,2, and 3 goals are met. GEOG 121 SLO 1, 2 and 3 all SLOs require more hands-on practices. GEOG 125 SLO 1 goals were met. SLO 2 and 3 more hands-on practice is needed. GEOG 126 SLO 2 goals were met. SLO 1 and 3 more hands-on practice needed. GEOG 127 SLO 1 new teaching methods need to be developed to better emphasize concepts. SLO 2 and 3 goals were met. GEOG 128 SLO 1 and 2 goals were met. SLO 3 target goal not met better instructions needed. GEOG 140 SLO 1,2 and 3 additional homework assignments necessary. GEOG 141 SLO 1,2 and 3 lab activities will be restructured to assure better SLOs. GEOG 160 SLO 1 change of SLO in the future assessment cycle, because of technology change. SLO 2 change of time line in teaching schedule to assure better SLO. SLO 3 goals are met. GEOG 162 SLO 1 and 3 goals are met. SLO2 time schedule change necessary.

GEOL courses:

GEOL 120 SLO 1 and 2 goals are met. SLO 3 review needed. GEOL 122 SLO 1 and 2 goals are met. SLO 3 more time needs to be allotted. GEOL 124 SLO 1 more time needed to improve SLO.2 goals met. SLO3 never assessed. GEOL 125 SLO 1 and 2 goals are met. SLO 3 more in-class exercises.

PHYS courses:

PHYS 110 SLO 1,2 and 3 goals were met. PHYS 111 SLO1,2 and 3 never assessed. PHYS 113 SLO1,2 and 3 never assessed. PHYS 120 SLO 1,2 and 3 goals were met. PHYS 121 never assessed. PHYS 124 SLO 1,2 and 3 goals were met. PHYS 125 SLO1 goals were met. SLO 2 and 3 never assessed. PHYS 129 never assessed. PHYS 130 SLO 1, 2 and 3 goals were met. PHYS 230 SLO 1, 2 and 3 goals were met. PHYS 231 SLO 1,2 and 3 goals were met.

PHYSC courses:

PHYSC 112 never assessed.

## DVC Instructional Program SLO Action Plans

All courses are aligned with this Program SLO ( the individual course SLOs however to not necessarily match in their numbers with this program SLO!)

Life Science courses

BioSC courses:

BIOSC 101 /102 /107 SLO1 never assessed. BIOSC 119 SLO1 assessment method needs to be modified. BIOSC 120 SLO2 needs t )S ì ù 2 J

0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

4.578 Tw

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

0 Tw

BT 31.19 508.87 Td ([ENGTC]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

1.656 Tw

28.35 487.56 m 28.35 470.55 I S 28.35 487.56 m 813.54 487.56 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

0.681 Tw

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

0.774 Tw

28.35 453.54 m 28.35 436.54 I S 813.54 453.54 m 813.54 436.54 I S BT 31.19 442.04 Td (mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our) Tj ET

0.406 Tw

28.35 436.54 m 28.35 419.53 I S 813.54 436.54 m 813.54 419.53 I S BT 31.19 425.03 Td (mTECH curriculum with regional manufacturing needs.`New courses were added and

## DVC Instructional Program SLO Action Plans

replaced. within the certificate. The Engineering technical drawing class, Engin-120, was) Tj ET

1.072 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

0.406 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver. ) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (`COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses.` The program has) Tj ET

0.174 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding. ) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S

0.464 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications.`A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical

## DVC Instructional Program SLO Action Plans

requirements: Students completing this program will be able to identify common electrical issues) Tj ET

0 Tw

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S 28.35 215.43 m 813.54 215.43 | S BT 31.19 220.94 Td (with machines and communicate with electrical technicians.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 261 of 453) Tj ET

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0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

0.720 Tw

BT 31.19 525.88 Td (152. Kinesiology - Sports and Recreation Management [AS.KINSM.D] belonging to Kinesiology, Athletics and Dance) Tj ET

0 Tw

BT 31.19 508.87 Td ([KINES]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2016/17) Tj ET

BT /F2 10.00 Tf ET

1.080 Tw

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (The department decided to add a PLO specifically addresses a transfer pathways course, since this degree is only for transfer. There have been no changes to any of the) Tj ET

0.799 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (aligned courses CORs. The department is considering removing and replacing courses that no longer align to the transfer pathway. If example, replacing the Business Stats) Tj ET

## DVC Instructional Program SLO Action Plans

0.618 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (class with the Math Statway classes. The department reviewed and adjusted the matrix alignment and mapping in preparation of DVC pathways initiative. This degree is only) Tj ET

0.212 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (for transfer, thus the department decided to add a PLO specifically addressing transfer pathways. The department will continue to monitor the five year enrollment trends in this) Tj ET

0 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S 28.35 402.52 m 813.54 402.52 | S BT 31.19 408.02 Td (degree. The depart will also monitor current industry trends to verify the alignment of our transfer degree to 4 year institutions.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 280 of 453) Tj ET

ts P á H H .00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F1 12.00 Tf ET

BT 31.19 526.48 Td (Overall Program Action Plan for 2012/13) Tj ET

BT /F2 10.00 Tf ET

0.013 Tw

28.35 521.58 m 28.35 504.57 | S 28.35 521.58 m 813.54 521.58 | S 813.54 521.58 m 813.54 504.57 | S BT 31.19 510.07 Td (The Music Industry Studies Certificate of Achievement is a very successful CTE program with over 60 graduates during the three years of the assessment cycle. This success is) Tj ET

0.846 Tw

28.35 504.57 m 28.35 487.56 | S 813.54 504.57 m 813.54 487.56 | S BT 31.19 493.06 Td (also measured in our Course SLO Analysis with the majority of outcomes achieving or exceeding the benchmark criteria. SLO #1: Production of Recorded Music is a stated) Tj ET

1.579 Tw

28.35 487.56 m 28.35 470.55 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (outcome in 10 of our 12 courses and shows a remarkable consistency of excellence from class to class. We see this as an affirmation and reinforcement of the current) Tj ET

## DVC Instructional Program SLO Action Plans

1.890 Tw

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0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (144. Intermediate ESL Reading and Writing [CC.ESLIN.D] belonging to English [ESL]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2018/19) Tj ET

BT /F2 10.00 Tf ET

0.966 Tw

28.35 504.57 m 28.35 487.56 I S 28.35 504.57 m 813.54 504.57 I S 813.54 504.57 m 813.54 487.56 I S BT 31.19 493.06 Td (In the previous action plan, Learning Center Coordinators noted that perhaps it would be best to work on SLOs as a group. This has not happened yet mainly because the) Tj ET

0.584 Tw

28.35 487.56 m 28.35 470.55 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (majority of our ESL courses have been taught by adjuncts who have multiple jobs at different locations, so finding a time when all can meet has proven difficult. We still think) Tj ET

0.347 Tw

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (that working on the SLOs together is a far more productive and helpful way to use them; however, since itâ€™s proven so difficult, the LC Coordinators have instead gathered) Tj ET

0 Tw

28.35 453.54 m 28.35 436.54 I S 813.54 453.54 m 813.54 436.54 I S BT 31.19 442.04 Td (and completed the individual SLOs from instructors, created the SLO update, and then sent out the information to ESL instructors. ) Tj ET

28.35 436.54 m 28.35 419.53 I S 813.54 436.54 m 813.54 419.53 I S

0.374 Tw

28.35 419.53 m 28.35 402.52 I S 813.54 419.53 m 813.54 402.52 I S BT 31.19 408.02 Td (We hope now that we have more full-time ESL instructors that weâ€™ll be able to meet as a group to complete the SLOs and learn and grow together. We will, of course, still) Tj ET

## DVC Instructional Program SLO Action Plans

0 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (work to include as many adjuncts as we can.) Tj ET

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S

0.244 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (In this current PLO review, we noticed that the Intermediate Certificate PLOs are quite general. Sometimes, we struggled to differentiate between them, specifically in Outcome) Tj ET

0.910 Tw

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S BT 31.19 339.99 Td (3 because critical-thinking skills pertain also to Outcomes 1 and 2. Also, for Outcome 2, both 78 and 88 didn't have SLOs that supported it. Similarly, in Outcome 1, 86) Tj ET

0.804 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (didn't have SLOs that supported it. Perhaps, we need to make the PLOs more specific for this certificate. Or maybe we need to revise the SLOs for these courses.) Tj ET

0 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (These are at least worth looking into. ) Tj ET

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S

0.695 Tw

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S BT 31.19 271.96 Td (In doing this PLO review, we also realized that when we do Title 5 revisions for 76 and 78, we need to revise the SLOs particularly in their format but also in their content to) Tj ET

0.805 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (make them a little more distinct and specific and to connect them to the PLOs. Similar to the previous action plan, another small but important change includes writing more) Tj ET

0 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (meaningful SLO assessments. Still, some of the previous years' SLO assessments are too generic to be helpful. ) Tj ET

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S

0.135 Tw

28.35 215.43 m 28.35 198.43 | S 813.54 215.43 m 813.54 198.43 | S BT 31.19 203.93 Td (Despite the fact that two courses for Outcome 2 and one for Outcome 1 didn't really have a SLO to meet this program, the majority of courses meet each Outcome in many) Tj ET



## DVC Instructional Program SLO Action Plans

0 Tw

28.35 198.43 m 28.35 181.42 | S 813.54 198.43 m 813.54 181.42 | S BT 31.19 186.92 Td (of the SLOs. ) Tj ET

28.35 181.42 m 28.35 164.41 | S 813.54 181.42 m 813.54 164.41 | S

0.090 Tw

28.35 164.41 m 28.35 147.40 | S 813.54 164.41 m 813.54 147.40 | S BT 31.19 152.91 Td (None`None`In this current PLO review, we noticed that the Intermediate Certificate PLOs are quite general. Sometimes, we struggled to differentiate between them, specifically) Tj ET

1.459 Tw

28.35 147.40 m 28.35 130.39 | S 813.54 147.40 m 813.54 130.39 | S BT 31.19 135.90 Td (in Outcome 3 because critical-thinking skills pertain also to Outcomes 1 and 2. Also, for Outcome 2, both 78 and 88 didnâ€™t have SLOs that supported it. Similarly, in) Tj ET

0.757 Tw

28.35 130.39 m 28.35 113.39 | S 813.54 130.39 m 813.54 113.39 | S BT 31.19 118.89 Td (Outcome 1, 86 didnâ€™tâ€™ have SLOs that supported it. Perhaps, we need to make the PLOs more specific for this certificate. Or maybe we need to revise the SLOs for) Tj ET

0 Tw

28.35 113.39 m 28.35 96.38 | S 813.54 113.39 m 813.54 96.38 | S BT 31.19 101.88 Td (these courses. These are at least worth looking into. ) Tj ET

28.35 96.38 m 28.35 79.37 | S 813.54 96.38 m 813.54 79.37 | S

28.35 79.37 m 28.35 62.36 | S 813.54 79.37 m 813.54 62.36 | S

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 267 of 453) Tj ET

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BT /F1 14.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (146. Italian [CA.ITAL.D] belonging to Foreign Language [ITAL]) Tj ET

BT /F1 12.00 Tf ET

## DVC Instructional Program SLO Action Plans

BT 31.19 509.47 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

0.872 Tw

28.35 504.57 m 28.35 487.56 | S 28.35 504.57 m 813.54 504.57 | S 813.54 504.57 m 813.54 487.56 | S BT 31.19 493.06 Td (We have modified and created new PLOs for the Italian Certificate of Achievement to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of) Tj ET

1.700 Tw

28.35 487.56 m 28.35 470.55 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course) Tj ET

0.205 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (objectives for ITAL 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. Despite the recent combination of ITAL 121, 220, and 221, we are) Tj ET

0.097 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (currently promoting Italian program to high school students through events such as "College Day" with the objective of high enrollment. The content of all courses support) Tj ET

0.268 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. After reviewing current assessment topics, it is recommended that we rewrite them) Tj ET

0.197 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (for clarity, accuracy and cohesion. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next) Tj ET

0.712 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop f

## DVC Instructional Program SLO Action Plans

### 172. Network Cybersecurity [CA.ICTNC.D] belonging to Computer Science [CNT]

#### Overall Program Action Plan for 2017/18

No change to the program and its outcome is planned. Few courses within the program are to be accessed.

There is a typo in item #2: end-deices are to be replaced with end-devices.

CNT 106 as prerequisite for CNT 140 must be removed. CNT 106 is more advanced than CNT 140.

``No change is require. It is done already` CNT 106 and CNT 148 have been assessed.

CNT 120 has been canceled twice due to low enrollment. It will be assessed next time offered.

CNT 140 has been canceled 4 times due to low enrollment. It will be assessed next time offered. Currently, CNT 106 is a prerequisite for CNT 140. This is wrong. The Prerequisite for CNT 140 must change as such that it does not require CNT 106 as prerequisite.

CNT 146 and CNT 149 will be assessed next time offered. They have not been offered yet.

`There is a typo in item #2: end-deices are to be replaced with end-devices.

CNT 106 as prerequisite for CNT 140 must be removed. CNT 106 is more advanced than CNT 140.

## DVC Instructional Program SLO Action Plans

### 173. Network Technology Fundamentals [CA.ICTNF.D] belonging to Computer Science [CNT]

#### Overall Program Action Plan for 2017/18

No change to the program and its outcome is planned. Few courses within the program are to be accessed. There is a typo in item #5: end-deices must be replaced with end-devices. No action required. No action required. CNT 103 scheduled for SLO assessment in Fall 2018

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.

CNT 106 and CNT 104 and CNT 114 have been assessed.

There is a typo in item #5: end-deices must be replaced with end-devices.

## DVC Instructional Program SLO Action Plans

### 174. Nursery and Greenhouse [CA.HRTN.D] belonging to Biological Science [HORT]

#### Overall Program Action Plan for 2017/18

This certificate was rewritten in 2017, and the first cohort will be graduating in 2019. A Winter/Spring 164 section has been added, and the title 5 needs revision to reflect that class. All relevant courses have been aligned. The certificate will be assessed in the fall of 2021, when data from two cohorts is available.

Students in this certificates need updated greenhouse tools such as Hydroponic and Aquaponic systems to learn with.

#### Overall Program Action Plan for 2016/17

The proposed action plan for this program, based on recommendations from the advisory committee is to increase the student participation and control of plant sales. The plant sales are a good way for students to develop an understanding of the realities of managing a nursery and greenhouse business. This certificate has SLO data from the one cohort offered in 2014, which at this time stands alone. There is no other data to compare with. The prior action plan simply stated that courses were to be assessed.

#### Overall Program Action Plan for 2012/13

It was discovered that several of the assessment topics have not been assessed yet, so the plan is to assess these in the future. The data that was present indicated that, in general, students are doing well in the program. A few enhancements were suggested. These included: bringing in Spanish material for the Pest Management class and increased emphasis on soils topics. The plan for these courses is to evaluate how these enhancements work to improve student learning of the material.

## DVC Instructional Program SLO Action Plans

### 175. Nursery Technician [CC.HRTNT.D] belonging to Biological Science [HORT]

#### Overall Program Action Plan for 2017/18

This is a new abbreviated certificate, achievable in three semesters. It started in the spring of 2018. The first cohort able to complete the requirements will be finished in 2019. No changes are anticipated. All relevant classes have been aligned. The certificate program will be assessed in the fall of 2020 when we have data on several cohorts to compare. This certificate may need to have classes that cover hydro and aquaponics per recommendations from Advisory committee, student demand and industry trends.

## DVC Instructional Program SLO Action Plans

### 176. Nutrition and Dietetics for Transfer [AST.NUTRI.D] belonging to Health Science [NUTRI]

#### Overall Program Action Plan for 2017/18

The Nutrition program currently has 140 declared majors. The number of declared majors has increased since its introduction in Fall 2017. The program has also taken the initiative to directly contact students who have declared our AS-T degree as their major. We did this through email and as a result, we have helped students clarify the sequence of the courses, and the different career paths for our degree. We have also participated in completing our mapping and sequencing with the guided pathways. Finally, we changed the wording of one of our program outcomes, to allow us to utilize

a broader selection of software. We added an elective to our degree: Nutrition 130-- Food and Nutrition: Cross Cultural Perspectives. This elective was also approved for IGETC this year. Our program performed its first SLO assessment for the Nutrition 130 course. The alignment matrix was recently added to the system. Faculty members thoroughly aligned each course in our degree, along with the general education requirements, with the program learning outcomes. Faculty are now aware that they may utilize a broader choice of software for assignments that directly relate to the program learning outcome number four. Not only will faculty now have a broader choice of software to incorporate into their pedagogy, but major diet assignments utilizing software will be broken into segments to allow students an increased familiarity of it. Also, we did perform a post-evaluation (multiple choice) of our program learning outcomes this semester. We found that our online courses scored higher than our face-to-face courses.

Faculty will also incorporate more academic journals in research and assignments to help students gain knowledge and skills that directly relate to our program and course outcomes.

## DVC Instructional Program SLO Action Plans

### 177. Office Professional [CC.OPES.D] belonging to Business Administration [BUS]

#### Overall Program Action Plan for 2016/17

Through working with our Advisory Committee (currently 16 active members) and another group of employers, we identified the basic business and administrative skills that are expected of a successful entry-level office professional candidate.

This Certificate of Accomplishment (14 units) provides an entry-level office professional with the skills and experience (internship) to gain initial employment in an office setting.

We will update the courses for this program as the program evolves. The State Chancellor's Office initiated the Business Information Worker program, and our Office Professionals program is modeled after it.

Remove Bus 103 from this matrix. All BusMg and CIS courses are new to the matrix, and we have aligned the courses to the PLOs.

Bus 103 needs to be removed. We deleted PLO #3 and added a technology PLO as a new #3.

We revised PLO #2. The name of the program is now "Office Professional Certificate of Accomplishment"

#### Overall Program Action Plan for 2013/14

The Business Administration Department recognizes that all programs must be responsive to the changing needs of students and the community. With consistently low and continual declining enrollments, the BUSIM program (Office Professional) has entered a revitalization process. In conjunction with the Workforce Development Office, the program has initiated a dialog to assess the appropriateness of the BUSIM curriculum/certificates for career pathway preparation. The Business Education Advisory Committee has confirmed that employers want and need workers who know basic office procedures and current office technology. With revised curriculum, scheduling, accessibility and articulation/matriculation practices, increased student enrollments are expected. To date, articulation/matriculation discussions have occurred with two adult education programs, resulting in 14 articulated classes. Further, self-paced learning courses will be designed/piloted during the 14-15 academic year.

#### Overall Program Action Plan for 2011/12

The Business Administration Department SLO Action Committee carefully and thoroughly reviewed the alignment and mapping for Office Professional Essentials (CC.OPES.D) and has come to the following conclusion: Everything aligns, and for this review we recommend no changes. We will continue to monitor this certificate program.



## DVC Instructional Program SLO Action Plans

### 178. Office Professional - Business Information Worker [CA.OFFPR.D] belonging to Business Administration [BUS]

#### Overall Program Action Plan for 2016/17

Through working with our Advisory Committee (currently 16 active members) and another group of employers, we identified business and administrative skills that are expected of a successful office professional candidate. This Certificate of Achievement (29 units) provides an office professional with the skills and experience (internship) to gain employment in an office setting. N/A`N/A`The BusMg courses focus on human interaction and management skills rather than on analytical skills. We removed the intersections between the BusMg courses and PLO #4.`The title of this program is now "Office Professional - Business Information Worker Certificate of Achievement"

#### Overall Program Action Plan for 2013/14

The Business Administration Department recognizes that all programs must be responsive to the changing needs of students and the community. With consistently low and continual declining enrollments, the BUSIM program (Office Professional) has entered a revitalization process. In conjunction with the Workforce Development Office, the program has initiated a dialog to assess the appropriateness of the BUSIM curriculum/certificates for career pathway preparation. The Business Education Advisory Committee has confirmed that employers want and need workers who know basic office procedures and current office technology. With revised curriculum, scheduling, accessibility and articulation/matriculation practices, increased student enrollments are expected. To date, articulation/matriculation discussions have occurred with two adult education programs, resulting in 14 articulated classes. Further, self-paced learning courses will be designed/piloted during the 14-15 academic year.

## DVC Instructional Program SLO Action Plans

### 179. Painting and Drawing [CA.ARTPD.D] belonging to Art [ART]

#### Overall Program Action Plan for 2017/18

Action taken: Added the revised course outline for ART 103 Visual Theory and Practice - Color Theory. This course has been revised and submitted for Title V revisions and it is in the process of approval through the curriculum committee, Spring 2018. The course outline revision has requested IGETC approval. Also included in the course revision is a small portion of instruction online. Action taken: ART 103 Visual Theory and Practice - Color Theory has been submitted as a Title V revision with a request for IGETC status. ART 103 course revisions are being supported with staff development training workshops on best practices for incorporating CANVAS online learning into the course and ongoing discussions with faculty on designing new assignments. Course revisions to ART 103 will contribute to the alignment PLOs #3, 4, and 5

As this is the first time ART 103 will be offered using the new course outline, faculty will assess student success following completion of ART 103 in Fall 2019. Faculty have discussed assessment methods. We will use the student self-assessment surveys for this course. We will develop a shared pool of assignments for this course specially targeted to the SLO topics.

Faculty will review results and continue to improve the course materials. Not at the moment.

#### Overall Program Action Plan for 2014/15

Create a portfolio demonstrating ideas in a broad range of painting and drawing techniques. The painting and drawing certificate places emphasis on the creation of two-dimensional artworks that demonstrate competency in exit skills. Most of the courses in the program are geared toward the production of work that would ultimately be included in a student's portfolio. Action plan: continue to offer FLEX workshops for faculty to discuss best practices in areas of instruction such as observational drawing and linear perspective.

Identify the elements that define two-dimensional art The painting and drawing certificate requires that students identify and apply two-dimensional design elements in every assignment or project that involves the production of an original work of art. The Art Department as a whole has discussed this topic and has created and held "Best Practices" workshops on developing department-wide consistent formal vocabulary to improve teaching and student learning. Student responses to SLO survey questions regarding their confidence in this area have been very positive. Many instructors also rely on vocabulary tests to evaluate students' competency in this area. Action plan: continue FLEX workshops and...

...employ critical thinking to analyze two-dimensional art works in terms of historical context and cultural values. Every studio course in the certificate and certainly the art history course contain a large component that includes the discussion of a wide range of relevant artworks. In addition, students are shown slides in class and visit galleries and museums often with the purpose of writing a comparison essay or an analysis of an artwork. Action plan: We will continue to focus on critique skills as an area of emphasis in

## DVC Instructional Program SLO Action Plans

studio courses. We have been and will continue to implement a wider variety of methods and rubrics to further develop critical thinking and discussion skills in critiques.

Demonstrate basic drawing skills, color manipulation, and application of design principles. This SLO topic and the outcomes within are fundamental to all studio classes in the certificate with varying levels of emphasis and reflected by the course SLOs. Our new ART 106 Drawing II has expanded opportunities for students to apply knowledge of color theory to drawing projects. Action plan: The newer versions of ART 105 Drawing I and ART 106 Drawing II are included here in our current program assessment. As faculty we continue to discuss the content of these courses and best practices for transitioning from 105 to 106.

Apply the processes necessary to create drawings in various media and/or paintings in oil, acrylic, and alternative media. All of our studio classes have components that align with this SLO. Action plan: suggested edit: "apply the processes necessary to create completed drawings and paintings in various media as well as in alternative media such as digital images or performance." Summary/action plan This process has given the art department and specifically the 2D area faculty, an opportunity to review our SLOs for the certificate. The revised design and drawing courses that began in the fall of 2013 have indeed led to some positive trends. These include stronger fundamental drawing skills, better comprehension of color theory, improved fluency in visual art vocabulary and more constructive critique participation. Since SLOs were introduced the art department has made a concerted effort to comply and find value in the concepts and procedures. In most cases, our faculty members have been using Likert scale student self- evaluations to assess their courses. This method has been the most effective and convenient thus far. Our results have been consistently positive and confirm the efficacy of our pedagogy. We want to guard against student over-reporting of success, however, so we have refined our surveys. As an example, under the word "Disagree" in the Likert scale we added "While I have noticed improvement, I still struggle in this area". Since implementing these changes in our assessmen )S ì ù 2 J

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

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## DVC Instructional Program SLO Action Plans

### Overall Program Action Plan for 2012/13

Certificate of Achievement in Painting and Drawing CA.ARTPD.D May 2013 SLO Assessment Submitted by Jane Fisher Prelude: the current painting and drawing certificate As we assess our current certificate in painting and drawing it bears noting that some of the courses have since been rewritten and their content changed (e.g. ART 105 and ART 106). Also, ART 135 has yet to be offered. As a result, what we describe here will be informative but not completely reflective of our program as we imagine it moving forward.

SLO#1. create a portfolio demonstrating ideas in a broad range of painting and drawing techniques. The painting and drawing certificate places emphasis on the creation of two-dimensional artworks that demonstrate competency in exit skills. Most of the courses in the program are geared toward the production of work that would ultimately be included in a student's portfolio. Action plan: suggested edit: change "ideas" to "concepts executed".

SLO#2. identify the elements that define two-dimensional art The painting and drawing certificate requires that students identify and apply two-dimensional design elements in every assignment or project that involves the production of an original work of art. The Art Department as a whole has discussed this topic and plan to create "Best Practices" workshops on developing department-wide consistent formal vocabulary to improve teaching and student learning. Student responses to SLO survey questions regarding their confidence in this area have been very positive. Many instructors also rely on vocabulary tests to evaluate students' competency in this area. Action plan: suggested edit: change wording to "identify the formal elements".

SLO#3. employ critical thinking to analyze two-dimensional art works in terms of historical context and cultural values. Every studio course in the certificate and certainly the art history course contain a large component that includes the discussion of a wide range of relevant artworks. In addition, students are shown slides in class and visit galleries and museums often with the purpose of writing a comparison essay or an analysis of an artwork. Action plan: suggested edit: perhaps change wording to "analyze and critique". We will continue to focus on critique skills as an area of emphasis in studio courses. We will also commit to providing students with a wider variety of methods and rubrics to further develop critical thinking and discussion skills in critiques.

SLO#4. demonstrate basic drawing skills, color manipulation, and application of design principles. This SLO topic and the outcomes within are fundamental to all studio classes in the certificate with varying levels of emphasis and reflected by the course SLOs. Our new ART 106 Drawing II will expand opportunities for students to apply knowledge of color theory to drawing projects. Action plan: we will include the new versions of ART 105 Drawing I and ART 106 Drawing II in our next program assessment.

SLO#5. apply the processes necessary to create drawings in various media and/or paintings in oil, acrylic, and alternative media. All of our studio classes have components that align with this SLO. Action plan: suggested edit: "apply the processes necessary to create completed drawings and paintings in various media as well as in alternative media such as digital images or performance." Summary/action plan This process has given the art department and specifically the 2D area faculty, an opportunity to review our SLOs for the certificate. With the design and drawing courses coming in the fall of 2013 we anticipate some positive trends. These we hope will include stronger fundamental

## DVC Instructional Program SLO Action Plans

drawing skills, better comprehension of color theory, improved fluency in visual art vocabulary and more constructive critique participation. Since SLOs were introduced the art department has made a concerted effort to comply and find value in the concepts and procedures. In most cases, our faculty members have been using Likert scale student self- evaluations to assess their c )S ì ù 2 J

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BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

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28.35 487.56 m 28.35 470.55 I S 28.35 487.56 m 813.54 487.56 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

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28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

## DVC Instructional Program SLO Action Plans

### 180. Personal Training [CA.PFIT.D] belonging to Kinesiology, Athletics and Dance [KINES]

#### Overall Program Action Plan for 2017/18

PLO #4 will be deleted as it is an achievement, not a learning outcome. Currently there are no additional courses added to the certificate. It was previously discussed to add a sociology in sport course and a fitness and wellness course to the certificate, but we have decided to only add these courses to our degree program at this time. COR's have been reviewed by the certificate advisory board and there was one course (KINES 234) that they questioned whether or not it supported the program outcomes. The department and program leads will further discuss. Title 5 updates are currently up-to-date. Added an X to HSCI 230 #3 on matrix, as this course takes into account special population medical needs and how to treat and/or incorporate treatment into fitness plans. In reviewing the application and breath of SLO's per the program outcomes, all are currently being assessed per the breadth of the certificate program.

#### Overall Program Action Plan for 2014/15

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

#### Overall Program Action Plan for 2013/14

Currently the department has no plans to add or remove any of the core or optional courses associated with this certificate. In the coming academic year, the department will discuss, making KINES 234 and another course as student's choice to fulfill the core requirement. The additional course is in development so it can be presented to the curriculum committee in the fall term. Once this process is approved and complete, the course may be added to the certificate. These ideas will be discussed during our June advisory meeting. The department is affiliated with the National Academy of Sports Medicine-NASM and continues to stay a breast of new research and changing components within the fitness industry. Another advanced course being considered as an optional requirement for the certificate is the Corrective Exercise Specialist. This course expands upon the basic application of program design as related to special populations and muscle/flexibility imbalances.

## DVC Instructional Program SLO Action Plans

### 181. Philosophy [CA.PHILO.D] belonging to Humanities and Philosophy [PHILO]

#### Overall Program Action Plan for 2018/19

The most recent change to the PHILO Certificate degree includes the addition on a new course: PHILO 145-Introduction to Asian Philosophy. We added this course because of the growing need to bring diversity and variety to our course offerings. PHILO 145 is the first non-western Philosophy course to be offered at DVC. In Spring of 2019 we also added two PLOs to the PHILO AA and the PHILO AA-T to more carefully delineate them from the PHILO Certificate. The only change to degree has been the addition of one elective course, PHILO 145. This course is an elective for the PHILO AA, the PHILO AA-T and the PHILO Certificate. The alignment matrix has been checked for the PHILO AA and AA-T degrees, Certificate and all courses properly align with the official course outline of record. Since several PHILO courses are offered only once a year (224, 225, 170, 220, 141) we have decided to assess these courses each time they are offered instead of waiting until the official assessment deadline. This will allow our department to more effectively collect data on student success and work toward improving the efficiency of our program. This information was shared with other faculty in the department and determined to be the proper course of action. Note the addition of PHILO 145-Asian Philosophy and new PLOs for PHILO AA and PHILO AA-T.

#### Overall Program Action Plan for 2015/16

Assessment: this degree is a new one at DVC, three years old. We are just now beginning to experience new major declarations in philosophy from students, and we have just been approved for hiring a second fulltime instructor to expand the program.

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

Assessment: Student SLO surveys were taken from the PHILO-120, 122, 130, and 225 courses. These surveys indicate a pattern of general demonstrated success in fulfilling this objective (the total ratio listed here is that of passing/total number of students): 118/188.

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

## DVC Instructional Program SLO Action Plans

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

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

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

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

Assessment: Student SLO surveys from PHILO 120, 122, 130, 224, and 225 indicate better

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

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BT /F1 14.00 Tf ET

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BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

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## DVC Instructional Program SLO Action Plans

BT 31.19 508.87 Td ([ENGTC]) Tj ET

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BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

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28.35 487.56 m 28.35 470.55 I S 28.35 487.56 m 813.54 487.56 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

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28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (requirem

### Overall Program Action Plan for 2012/13

Philosophy Major: SLO Action Plan for 2013-14 There are two general categories of action that our department will focus on our program: SLO participation by adjunct faculty and students, and working to better match course SLO's with program SLO's. Each of these foci are deliberated below under Roman numerals. I. SLO Participation (by Adjunct Faculty and Students) For the past three semesters, participation in SLO assessment, by both adjunct faculty teaching philosophy, and by the students being assessed, has too low to chart a patterned response. Our action plan for this year was to increase both our communications to adjunct faculty about SLO assessment, and underscoring the importance of administering SLO's as a professional responsibility on their part. We have done this during the past school year (2012-13), so we will see the results of our efforts once the SLO reviews for this school year have been processed. Additionally, we have discussed additional methods of incentivizing student participation in the SLO process. However, no definitive conclusions or methods were reached. What has become clear to us in discussion is that the current method of incentiveâ€”a slight boost in extra credit points for their participation in the SLO review processâ€”has been clearly insufficient to interest students in participating. The conclusions reached were that, at the very least, instructors should provide more incentive points for students to participate in the SLO review process. This would be left up to the individual instructor, but more student incentivizing is clearly needed. II. Matching Program and Course SLO's Our investigation into this issue produced the following results: PHILO-120 1) Program SLO #1 is not included on the Course SLO's for this course, nor in the course content. It should be added. 2) The SLO's listed for this course do not precisely match the Program SLO's in wording, although the content matches. PHILO-122 1) Program SLO's #1 & #3 are not included on the Course SLO's for this course, nor in the course content. They should be added. 2) The SLO's listed for this course do not precisely match the Program SLO's in wording, although the content matches. PHILO-130 1) SLO #3 is checked off on the "Alignment of Course Objectivesâ€” page. It should not be, or an additional course SLO match this should be added. 2) Program SLO's #2 & 3 do not match the Course SLO's nor the content for this course. However, they don't need to, given that this is a course on the logistics of argumentation. PHILO-224 1) The Program and Course SLO's and content match. However, an addition should be made to Course SLO #4 to match it more closely with the "articulateâ€” part of Program SLO #4 2) Course Content should be aligned more closely with both sets of SLO's. PHILO-225 1) Program SLO's #3 & 4 are not really contained in the SLO's for this course, as listed. They should be. 2) Course Content should be aligned more closely with both sets of SLO's. PHILO-140 The Program and Course SLO's match. However, a phrase should be added to the Course SLO

## DVC Instructional Program SLO Action Plans

"Gâ?• to match it more closely with Program SLO #4. PHILO-141 The Program and Course SLO's match. However, a phrase should be added to the Course SLO "Gâ?• to match it more closely with Program SLO #4. PHILO-220 1) Program SLO's #2, 3, & 4 are vaguely represented in the Course SLO's here. The course SLO's should be clarified for matching purposes. 2) SLO's #1 & #4 is not directly referred to at all here, but should be.

## DVC Instructional Program SLO Action Plans

### 182. Philosophy [AA.PHILO.D] belonging to Humanities and Philosophy [PHILO]

#### Overall Program Action Plan for 2018/19

The most recent change to the PHILO AA degree includes the addition on a new course: PHILO 145-Introduction to Asian Philosophy. We added this course because of the growing need to bring diversity and variety to our course offerings. PHILO 145 is the first non-western Philosophy course to be offered at DVC. In Spring of 2019 we also added two PLOs to the PHILO AA and the PHILO AA-T to more carefully delineate them from the PHILO Certificate. The only change to degree has been the addition of one elective course, PHILO 145. This course is an elective for the PHILO AA, the PHILO AA-T and the PHILO Certificate. The alignment matrix has been checked for the PHILO AA and AA-T degrees, Certificate and all courses properly align with the official course outline of record. Since several PHILO courses are offered only once a year (224, 225, 170, 220, 141) we have decided to assess these courses each time they are offered instead of waiting until the official assessment deadline. This will allow our department to more effectively collect data on student success and work toward improving the efficiency of our program. This information was shared with other faculty in the department and determined to be the proper course of action. Note the addition of PHILO 145-Asian Philosophy and new PLOs for PHILO AA and PHILO AA-T.

#### Overall Program Action Plan for 2015/16

The department will be offering two new courses in 2016-17: Philo 160--Introduction to Social and Political Philosophy, and Philo 170--Symbolic Logic. While both of these courses are critical for students in the Philosophy for Transfer A.A. degree, they also offer additional options for students pursuing the Philosophy A.A. degree--and especially those students who might be considering moving into the transfer degree program.

#### Overall Program Action Plan for 2014/15

The matrix was properly aligned to map easily to Course SLO's. The methods of assessment by most of our instructors shows a remarkable consistency between course sections, and is likewise pedagogically appropriate: several mid-term exam questions; two homework assignments; one in-class project; one test. Demonstrated success totals of 118/188 shows that we are by and large successful, to varying degrees. It is a more exact measure of SLO's than was the Survey Minkey. Yet there is room for improvement. Hence, the action plan: These assessments revealed common patterns between these course sections: unprepared or underprepared students; student relativism (i.e. "All answers are right"); unmotivated students (i.e. don't read or turn in assignments; withdraw or stop attending when facing difficult reading or assignments). Solutions: more in-class discussion on the issues involved in a given SLO prior to graded work; toning down paper requirements; short, frequent assignments instead of larger ones. Withdrawals remain the biggest problem facing philosophy instructors. To ameliorate that, several strategies have been discussed in our department, including the ones heretofore mentioned. Most of all, we plan to test for SLO success earlier in the semester, after spending more "face time" with students, making sure that they know the material. Of course, the problem always remains, and is acutely suffered by philosophy, that if students refuse to read, then they cannot perform competently in class; thus they cannot successfully demonstrate mastery of the material that provides for a successful outcome.

There is a problem in mapping the Matrix to the Course Outline SLO's for Philosophy courses in this respect: while we do assess for certain things listed on the Matrix, that does not show up in the Course Outline SLO's. This occurs in the following courses: 122; 224; 225; 140; 141; and 220. This is easily rectified by a restatement of one SLO, in most

## DVC Instructional Program SLO Action Plans

cases, to make it clearer what is being assessed. That will be done for fall 2015. The previously stated action plan to drop the Survey Monkey in favor of a more direct, in-class SLO assessment has been completed for all courses during this school year. The results have so far proven to be a more accurate reflection of SLO assessment per course and by specific instructors. The most substantive result was that there is a better sample to use, since every student is counted in the SLO assessment results. Further, the adjunct faculty have been more cooperative in providing this data to the department, since it comes from them directly, and since they automatically test for SLO's anyway. The results from "a," "b," and "c" is that it will assist us to improve in coming years. Yet there is room for improvement. While Program SLO #1 is used heavily by philosophy instructors, Program SLO #2 is not as frequently engaged. By highlighting the need for using this SLO, future assessments should tell us something about student ability to "contrast and compare" as part of their critical thinking experience in philosophy. Withdrawals remain the biggest problem facing philosophy instructors. To ameliorate that, several strategies have been discussed in our department, including the ones heretofore mentioned. Most of all, we plan to test for SLO success earlier in the semester, after spending more "face time" with students, making sure that they know the material. Of course, the problem always remains, and is acutely suffered by philosophy, that if students refuse to read, then they cannot perform competently in class; thus they cannot successfully demonstrate mastery of the material that provides for a successful outcome.

PTThere is a problem in mapping the Matrix to the Course Outline SLO's for Philosophy courses in this respect: while we do assess for certain things listed on the Matrix, that does not show up in the Course Outline SLO's. This occurs in the following courses: 122; 224; 225; 140; 141; and 220. This is easily rectified by a restatement of one SLO, in most cases, to make it cle

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BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

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BT 31.19 508.87 Td ([ENGTC]) Tj ET

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BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

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## DVC Instructional Program SLO Action Plans

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28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

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28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our) Tj ET

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28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (mTECH curriculum with regional manufacturing needs. New courses were added and replaced. within the certificate. The Engineering technical drawing class, Engin-120, was) Tj ET

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28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

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28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver. ) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses. The program has) Tj ET

0.174 Tw

## DVC Instructional Program SLO Action Plans

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding. ) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S

0.464 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications. A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues) Tj ET

0 Tw

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S 28.35 215.43 m 813.54 215.43 | S BT 31.19 220.94 Td (with machines and communicate with electrical technicians.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 261 of 453) Tj ET

á ù 2 J

0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

0.720 Tw

BT 31.19 525.88 Td (152. Kinesiology - Sports and Recreation Management [AS.KINSM.D] belonging to Kinesiology, Athletics and Dance) Tj ET

0 Tw

## DVC Instructional Program SLO Action Plans

BT 31.19 508.87 Td ([KINES]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2016/17) Tj ET

BT /F2 10.00 Tf ET

1.080 Tw

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (The department decided to add a PLO specifically addresses a transfer pathways course, since this degree is only for transfer. There have been no changes to any of the) Tj ET

0.799 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (aligned courses CORs. The department is considering removing and replacing courses that no longer align to the transfer pathway. If example, replacing the Business Stats) Tj ET

0.618 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (class with the Math Statway classes. The department reviewed and adjusted the matrix alignment and mapping in preparation of DVC pathways initiative. This degree is only) Tj ET

0.212 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (for transfer, thus the department decided to add a PLO specifically addressing transfer pathways. The department will continue to monitor the five year enrollment trends in this) Tj ET

0 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S 28.35 402.52 m 813.54 402.52 | S BT 31.19 408.02 Td (degree. The depart will also monitor current industry trends to verify the alignment of our transfer degree to 4 year institutions.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 280 of 453) Tj ET

ts P á H H .00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

28.35 538.58 m 28.35 521.58 | S 813.54 538.58 m 813.54 521.58 | S BT 31.19 527.08 Td (BT 31.19 508.87 Td \([ENGTC]) Tj ET) Tj ET

## DVC Instructional Program SLO Action Plans

28.35 521.58 m 28.35 504.57 | S 813.54 521.58 m 813.54 504.57 | S BT 31.19 510.07 Td (BT /F1 12.00 Tf ET) Tj ET

28.35 504.57 m 28.35 487.56 | S 813.54 504.57 m 813.54 487.56 | S BT 31.19 493.06 Td (BT 31.19 492.46 Td \Overall Program Action Plan for 2017/18\ Tj ET) Tj ET

28.35 487.56 m 28.35 470.55 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (BT /F2 10.00 Tf ET) Tj ET

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (1.656 Tw) Tj ET

0.895 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (28.35 487.56 m 28.35 470.55 | S 28.35 48

### Overall Program Action Plan for 2012/13

Philosophy Major: SLO Action Plan for 2013-14 There are two general categories of action that our department will focus on our program: SLO participation by adjunct faculty and students, and working to better match course SLO's with program SLO's. Each of these foci are deliberated below under Roman numerals. I. SLO Participation (by Adjunct Faculty and Students) For the past three semesters, participation in SLO assessment, by both adjunct faculty teaching philosophy, and by the students being assessed, has too low to chart a patterned response. Our action plan for this year was to increase both our communications to adjunct faculty about SLO assessment, and underscoring the importance of administering SLO's as a professional responsibility on their part. We have done this during the past school year (2012-13), so we will see the results of our efforts once the SLO reviews for this school year have been processed. Additionally, we have discussed additional methods of incentivizing student participation in the SLO process. However, no definitive conclusions or methods were reached. What has become clear to us in discussion is that the current method of incentive "a slight boost in extra credit points for their participation in the SLO review process" has been clearly insufficient to interest students in participating. The conclusions reached were that, at the very least, instructors should provide more incentive points for students to participate in the SLO review process. This would be left up to the individual instructor, but more student incentivizing is clearly needed. II. Matching Program and Course SLO's Our investigation into this issue produced the following results: PHILO-120 1) Program SLO #1 is not included on the Course SLO's for this course, nor in the course content. It should be added. 2) The SLO's listed for this course do not precisely match the Program SLO's in wording, although the content matches. PHILO-122 1) Program SLO's #1 & #3 are not included on the Course SLO's for this course, nor in the course content. They should be added. 2) The SLO's listed for this course do not precisely match the Program SLO's in wording, although the content matches. PHILO-130 1) SLO #3 is checked off on the "Alignment of Course Objectives" page. It should not be, or an additional course SLO match this should be added. 2) Program SLO's #2 & 3 do not match the Course SLO's nor the content for this course. However, they don't need to, given that this is a course on the logistics of argumentation. PHILO-224 1) The Program and Course SLO's and content match. However, an addition should be made to Course SLO #4 to match it more closely with the "articulate" part of Program SLO #4 2) Course Content should be aligned more closely with both sets of SLO's. PHILO-225 1) Program SLO's #3 & 4 are not really contained in the SLO's for this course, as listed. They should be. 2) Course Content should be aligned more closely with both sets of SLO's. PHILO-140 The Program and Course SLO's match. However, a phrase should be added to the Course SLO "to" to match it more closely with Program SLO #4. PHILO-141 The Program and Course SLO's match. However, a phrase should be added to the Course SLO "to" to match it more closely with Program SLO #4. PHILO-220 1) Program SLO's #2, 3, & 4 are vaguely represented in the Course SLO's here. The course SLO's should be clarified for matching purposes. 2) SLO's #1 & #4 is not directly referred to at all here, but should be.



## DVC Instructional Program SLO Action Plans

### 183. Philosophy for Transfer [AAT.PHILO.D] belonging to Humanities and Philosophy [PHILO]

#### Overall Program Action Plan for 2018/19

The most recent change to the PHILO AA-T degree includes the addition on a new course: PHILO 145-Introduction to Asian Philosophy. We added this course because of the growing need to bring diversity and variety to our course offerings. PHILO 145 is the first non-western Philosophy course to be offered at DVC. In Spring of 2019 we also added two PLOs to the PHILO AA and the PHILO AA-T to more carefully delineate them from the PHILO Certificate. The only change to degree has been the addition of one elective course, PHILO 145. This course is an elective for the PHILO AA, the PHILO AA-T and the PHILO Certificate. The alignment matrix has been checked for the PHILO AA and AA-T degrees, Certificate and all courses properly align with the official course outline of record. Since several PHILO courses are offered only once a year (224, 225, 170, 220, 141) we have decided to assess these courses each time they are offered instead of waiting until the official assessment deadline. This will allow our department to more effectively collect data on student success and work toward improving the efficiency of our program. This information was shared with other faculty in the department and determined to be the proper course of action. Note the addition of PHILO 145-Asian Philosophy and new PLOs for PHILO AA and PHILO AA-T.

#### Overall Program Action Plan for 2015/16

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

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

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

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

## DVC Instructional Program SLO Action Plans

Additionally,

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

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

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

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

Action: We have abandoned Survey Monkey and instituted SLO assessment instructions to all faculty in our department regarding the need to test for this SLO.

0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT

## DVC Instructional Program SLO Action Plans

### 184. Physical Geography [AS.PGEO.D] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]

#### Overall Program Action Plan for 2018/19

Program alignment has been reviewed to evaluate that they address the program outcome. All Geography courses are up to date per the Title V schedule. GEOG 129 has been added and aligned with the matrix. Based on the assessment outcomes of the core courses appropriate changes will be made in the program outcomes. Program performance and relevant data will be reported in the program review of 2019.

#### Overall Program Action Plan for 2017/18

New outcome has been added to assess students' understanding of how the different components of the geosystem interrelate and interact. Courses GEOG 120, GEOG 121, and GEOG 124 are updated to meet the curriculum standards. Other courses will be updated according to the schedule. No changes were made in the alignment matrix during 2017-18. Course assessment is current according to the recommended assessment cycle. Course outline update will be reported in the next IUPR.

#### Overall Program Action Plan for 2016/17

Program learning outcome #2 has been modified to align with the course objectives. The course outlines of courses, both core and electives, are current and updates are done per schedule. The alignment matrix has been updated to include GEOG 124. This will be an elective course, that serves program outcome #3 related to modern technical skills of geography as a discipline. GEOG 127 is replaced with GEOG 129 since GEOG 127 is no longer an active course. The replacement - GEOG 129, serves program outcome #3 pertaining to Global Positioning System. Based on these changes, the program requirements will be modified in Fall 2017 for the catalog. The course assessments within this program are current and on schedule. New course assessment topics are included in GEOG 120, GEOG 125, and GEOG 135.

The next IPR will report the changes made in the program alignment as regards addition and deletion of courses.

#### Overall Program Action Plan for 2013/14

The program assessment has been conducted through at least one course on the alignment matrix and appropriate action plan has been reported at the course-level assessment. The alignment matrix is complete. In the next cycle two core courses - GEOG-127 (Introduction to GPS) will be replaced with GEOG-129 (Field Data Acquisition and Management). The program alignment matrix will be updated accordingly. GEOG-124 (Thinking and Communicating Geospatially) is a new course that will be added as an elective to the program. It will be assessed as determined by the SLO calendar.

## DVC Instructional Program SLO Action Plans

### 185. Physics for Transfer [AST.PHYS.D] belonging to Physical Science/Physics/Astronomy/Geology/Geography [PHYS]

#### Overall Program Action Plan for 2018/19

All aligned courses and program learning outcomes have been reviewed by the discipline faculty. There are no suggested revisions to the current PLOs. There currently are no courses that need to be added or removed from this program. All the listed "X" in the matrix have been reviewed and vetted. There currently are no courses that need to be added or removed from this program. All the listed "X" in the matrix have been reviewed and vetted as being accurate. We are on a regular cycle of Title 5 updates. After our review, we determined that the matrix is currently has no blank rows of the required or elective courses that addresses the outcome. We did not find a course with missing assessment results. We did not find any data or information that needs to be tracked or is relevant to the Program Review.

#### Overall Program Action Plan for 2015/16

All aligned courses have been assessed to date and all program learning outcomes have been addressed in the course level assessment topics. The following changes have been made to the alignment matrix for physics courses: remove the "x" from outcomes 2-6 for physics 130, and remove the "x" from outcomes 4-6 from physics 230. The prior reasoning for including these courses for the outcomes was that they were prerequisites for courses in the sequence, however the outcomes specify topics that pertain to the latter coursework only. The following changes have been made to the alignment matrix for math courses: remove the "x" from outcomes 4 and 5 under Math 193, and remove the "x" from outcomes 2, 4, and 5 under Math 292. All three math courses in the program are part of the calculus sequence, but not all of the skills in the sequence apply to every program SLO. Now the matrix more accurately represents the calculus used in each program SLO.

Physics has recognized a need for more detailed action plans at the course level, and began implementing that with the assessment cycle for the 14/15 academic year. Students have assessed above the goal of 70% for the selected course topics. Where the outcomes are near 70% plans include continuing current instruction approach for the topic and expanding in-class practice during lab time. Where outcomes are significantly more than 70% the department plans to choose another topic for assessment in the next cycle.

Math has noted the intent to change the method of assessment from online survey to in-class problem format. The percentage of students with successful completion of assessed topics is generally at or above 70%, with the exception of "understanding the meaning of the limit and its use in differentiation" for Math 192. The two questions directed at this topic assessed between 50% and 60% successful completion. The math department viewed these results as encouraging to adequate.

This action plan has been reviewed and approved at the 8/2016 Physics meeting.

## DVC Instructional Program SLO Action Plans

### 186. Plant Science and Horticulture [CA.HRTFD.D] belonging to Biological Science [HORT]

#### Overall Program Action Plan for 2017/18

This is a new certificate of achievement, that started in the the spring of 2018. The First cohort of students will graduate in 2020. several classes are being eliminated due to low enrollment: 130 and 133. A title 5 rewrite deleting those and adding in 125 is recommended by both faculty and the advisory committee. A title 5 rewrite deleting 130 and 133, and adding 125 is recommended by both faculty and the advisory committee. This should be done the summer of 2018. All relevant courses have been aligned.

add 121 171,170 for alignment

delete 120L, 130,133,134,137L,141,143 In 2022 this certificate program will be evaluated, when the second cohort completes classes and data can be compared.

#### Overall Program Action Plan for 2012/13

It was discovered that several of the assessment topics have not been assessed yet, so the plan is to assess these in the future. The data that was present indicated that, in general, students are doing well in the program. A few enhancements were suggested. These included: bringing in Spanish material for the Pest Management class and more incorporating aspects of landscape design into the scrub identification class to make learned plant species more relevant. The plan for these courses is to evaluate how these enhancements work to improve student learning of the material.

#### Overall Program Action Plan for 2010/11

Plan is to gather course SLO data as soon as possible since courses have not yet been assessed. Plan is to remove this SLO since SLO is not reflected in course content.

Only one course has been assessed so far. Students in this introduction to horticulture class exceeded expectations, so plan is to maintain curriculum and gather data for other courses as soon as possible. Plan is to remove this SLO since SLO is not reflected in course content.

Plan is to gather course SLO data as soon as possible since courses have not yet been assessed. Plan is to remove this SLO since SLO is not reflected in course content.

## DVC Instructional Program SLO Action Plans

### 187. Plumbing [CA.PLUMB.D] belonging to Architecture/Engineering [PLUMB]

#### Overall Program Action Plan for 2018/19

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Plumbing program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider to add new courses in green technology for Plumbing. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2015/16

When the 15/16 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Plumbing program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2016 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for Plumbing.

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

#### Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses support the successful completion of the program SLOs. The program will continue to gather SLO assessment data based on the SLO Committees requirements. We are currently offering courses at off campus facilities that are designed to support this career technical vocation. With the development of new energy requirements in the industry, the program has decided to add 3 new courses in this particular area to the certificate/degree. These courses will be developed during the next several academic years with guidance from industry partners. Further, after the first cycle of SLO assessments the department felt that our individual SLOs were on target and tracked the areas we need to monitor. This certificate will be revised in conjunction with the development of the new courses.

## DVC Instructional Program SLO Action Plans

### 188. Plumbing [CC.PLUMB.D] belonging to Architecture/Engineering [PLUMB]

#### Overall Program Action Plan for 2017/18

All courses were confirmed on the alignment matrix for the AS Degree, the courses support the successful completion of the program SLOs.

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#### Overall Program Action Plan for 2014/15

All courses were confirmed on the alignment matrix for the AS Degree, the courses support the successful completion of the program SLOs.

#### Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses support the successful completion of the program SLOs. The program will continue to gather SLO assessment data based on the SLO Committees requirements. We are currently offering courses at off campus facilities that are designed to support this career technical vocation. With the development of new energy requirements in the industry, the program has decided to add 3 new courses in this particular area to the certificate/degree. These courses will be developed during the next several academic years with guidance from industry partners. Further, after the first cycle of SLO assessments the department felt that our individual SLOs were on target and tracked the areas we need to monitor. This certificate will be revised in conjunction with the development of the new courses.

## DVC Instructional Program SLO Action Plans

### 189. Plumbing [AS.PLUMB.D] belonging to Architecture/Engineering [PLUMB]

#### Overall Program Action Plan for 2017/18

The Plumbing program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation in the California State Apprenticeship Curriculum. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for plumbing.````

#### Overall Program Action Plan for 2014/15

The Plumbing program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation in the California State Apprenticeship Curriculum. The student learning outcomes were reviewed in spring 2015 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for plumbing

#### Overall Program Action Plan for 2011/12

This degree has been available for almost 3 years and the program has been increasing in the number of students each academic year. The program has developed a flow chart that allows students to complete their GE requirements for the AS degree online since this degree is based at off campus facilities. All courses were confirmed on the alignment matrix, in that, the content or the course SLO for the courses support the successful completion of the program SLOs. The program will continue to gather SLO assessment data based on the SLO Committees requirements. We are currently offering courses at off campus facilities that are designed to support this career technical vocation. With the development of new energy requirements in the industry, the program has decided to add 3 new courses in this particular area to the certificate/degree. These courses will be developed during the next several academic years with guidance from industry partners. Further, after the first cycle of SLO assessments the department felt that our individual SLOs were on target and tracked the areas we need to monitor. This certificate will be revised in conjunction with the development of the new courses.



## DVC Instructional Program SLO Action Plans

### 190. Political Science for Transfer [AAT.POLSC.D] belonging to Social Science [POLSC]

#### Overall Program Action Plan for 2017/18

Development of new courses to align with the values outlined in DVC Educational Master Plan is an ongoing collaborative effort in our department. POLSC 122 Latinx Politics and American Government and POLSC 123 Black Politics and American Government are examples of expanding the scope of offerings to meet the need of our students. These courses are alternative options for core requirement of POLSC 121 American Government. POLSC 127 Law and Democracy is another course added to the degree program. No changes were made to course SLO's, rather new course developments will meet and align outcomes across SLO/PLO's. New courses which have been developed will substitute for previous course electives of ANTHR 130, BUS 240, HIST 140, HIST 141 in order to better align course student learning outcomes and PLO's. In conducting specific course SLO's this term we have reexamined the alignment with PLO's. Envisioning future student success while reflecting on past and current measures, program is developing practices toward meeting all of our students needs. Thinking in line with the core values in our EMP we are strategically working to reach our most disadvantaged students. While most students have met and exceeded standards within our program, we seek to construct successful pathways for all our students. Also, to achieve more meaningful data will necessitate an intersectional analysis of our students. This will allow program to continually assess measures and ensure we are providing meaningful and relevant curriculum for our students. reflect on process on new courses and if need be reshape SLO/PLO's.

#### Overall Program Action Plan for 2014/15

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

## DVC Instructional Program SLO Action Plans

### 191. Pre-Apprenticeship [AS.CONPA.D] belonging to Architecture/Engineering [CONST]

#### Overall Program Action Plan for 2018/19

When the 18/19 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Construction program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2019 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: to add new courses in green technology for Construction. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

## DVC Instructional Program SLO Action Plans

### 192. Pre-Apprenticeship [CA.CONPA.D] belonging to Architecture/Engineering [CONST]

#### Overall Program Action Plan for 2018/19

When the 18/19 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Pre-Apprenticeship program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2019 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider to add new courses in green technology. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2015/16

New Program - This program was added to the catalog in the addendum for DVC Catalog 2016-2017

## DVC Instructional Program SLO Action Plans

### 193. Pre-Apprenticeship [CC.CONPA.D] belonging to Architecture/Engineering [CONST]

#### Overall Program Action Plan for 2018/19

When the 18/19 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Pre-Apprenticeship program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2019 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology.

1. The program intends to look over outcomes for aligned courses, and evaluating the results of those course-level assessments in the context of this program. 2. We further determined that our program SLO's actually represent our intended program outcomes. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

#### Overall Program Action Plan for 2015/16

New Program - This program was added to the catalog in the addendum for DVC Catalog 2016-2017

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## DVC Instructional Program SLO Action Plans

### 194. Pre-engineering technology [CC.PREET.D] belonging to Architecture/Engineering [ENGIN]

#### Overall Program Action Plan for 2018/19

``New, lone full-time faculty member in this department, in consultation with SLOAC, devised a three-year assessment cycle for all courses in this area. This course will be assessed in 2020.`

#### Overall Program Action Plan for 2017/18

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DVC Instructional Program SLO Action Plans

195. Printmaking [CA.ARTPR.D] belonging to Art [ART]

Overall Program Action Plan for 2017/18

SLO#1. Create a portfolio demonstrating ideas in a broad range of printmaking techniques.

Aligned course: ART110

ART110 SLO student surveys have been showing strong result in this area. Both Fall 2016 and Fall 2017 semester ART110 course SLO topic #3 & #4 were assessed. In both semester 100% of students felt confidence they learned wide range of printmaking including relief, intaglio, stencil, color registration to express personal ideas and aesthetics (drawing and composition skills). Due to Toru Sugita's sabbatical leave, ART110 was taught by Anthony Ryan in FA16. He introduced Xerox transfer techniques instead of monotype, yet covered other conventional areas.

Action: Stencil method was experimented in various semesters in ART101 (2D Design), ART 109, ART110, and ART116. In ART110 we will try printing of cut stencil through screen, which has been experimented in ART101 and ART116, because it presents the stencil printing concept more effectively. We have acquired additional screen press in Summer 17. We will have to acquire additional ten screen frames for this practice in ART110.

SLO#2. Create and produce edition art prints from various print media.

Aligned courses: ART110, 111, 112, 114, 116

Each of aligned courses assigned edition (multiple impressions) projects. At the end of semester, all students understand the concept of edition prints and produce theirs by going through print exchange projects, especially students in ART110, 111, 112, and 114. Last two years 90% of students were able to complete print edition for exchange. ART116 has not given print exchange assignment but students created edition prints in final projects in Summer 2016 and 2017.

Action: For ART111 & 112, the simple bound prints project with simplified book cover has enabled students focus on edition printing during busy final weeks of the semester. During 2016 sabbatical leave Toru Sugita studied various book formats and applied accordion book to ART109 final project in SP2018, and it was successful. Either accordion book or clamshell box may be applied to print edition projects rather than bound prints in future semesters.

DVC Instructional Program SLO Action Plans

SLO#3. Employ critical thinking to analyze art prints in terms of historical content and cultural values.

Aligned courses: ART109, 110, 111, 112, 114, 116

Since Summer14, ART109 and ART116 started to include historical content of the medium by lectures and assignments. The student SLO survey of ART116 from both Summer 2014 and 2017 show 100% students agree that they can apply knowledge of history of stencil and screen printing and on own work. ART110, 111, 112, 114 students have been lectured on history of print as a part of curriculum. In SP14, ART111 & 112 students were assigned to emulate etching styles of historical master artists of their choice. Since 2015 ART110, 111, 112, 114 students were assigned to look for master works at ANNEX Gallery website. This has lead students to be engaged to history of the medium. This practice also exposed students to high-quality prints, which raised the quality of students work. ART 110, 111, 112, & 114 students are assigned to make images along with semester-long themes, which have been giving opportunities to think of content related to current culture. In SP2018 semester I taught ART109 and 111 together in same time slot. I included in slide lecture how Monotype and Etching were separated and developed own mediums. Also in SP18, I composed a lecture "History of Printmaking as Social Art" to cover socially engaged images to emphasize cultural and historical value of printmaking, which was well received and would like to present more to each printmaking classes.

Action: I will continue using ANNEX Gallery website research for ART110, 111, 112, 114, and 116.

In SP2018 I started break into smaller segment of lecture on history of print. Since I gathered more socially engaged images for History Printmaking as Social Art lecture, I will incorporate these to my lecture to give more content on top of developm)S Ì ù 2 J

0.57 w

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

4.578 Tw

DVC Instructional Program SLO Action Plans

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

0 Tw

BT 31.19 508.87 Td ([ENGTC]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

1.656 Tw

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

0.681 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

0.774 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our) Tj ET

0.406 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (mTECH curriculum with regional manufacturing needs. New courses were added and replaced. within the certificate. The Engineering technical drawing class, Engin-120, was) Tj ET

1.072 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

0.406 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

DVC Instructional Program SLO Action Plans

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver.) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (`COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses.`The program has) Tj ET

0.174 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding.) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S

0.464 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications.`A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues) Tj ET

0 Tw

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S 28.35 215.43 m 813.54 215.43 | S BT 31.19 220.94 Td (with machines and communicate with electrical technicians.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 261 of 453) Tj ET

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BT /F2 10.00 Tf ET

DVC Instructional Program SLO Action Plans

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

0.720 Tw

BT 31.19 525.88 Td (152. Kinesiology - Sports and Recreation Management [AS.KINSM.D] belonging to Kinesiology, Athletics and Dance) Tj ET

0 Tw

BT 31.19 508.87 Td ([KINES]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2016/17) Tj ET

BT /F2 10.00 Tf ET

1.080 Tw

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (The department decided to add a PLO specifically addresses a transfer pathways course, since this degree is only for transfer. There have been no changes to any of the) Tj ET

0.799 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (aligned courses CORs. The department is considering removing and replacing courses that no longer align to the transfer pathway. If example, replacing the Business Stats) Tj ET

0.618 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (class with the Math Statway classes. The department reviewed and adjusted the matrix alignment and mapping in preparation of DVC pathways initiative. This degree is only) Tj ET

0.212 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (for transfer, thus the department decided to add a PLO specifically addressing transfer pathways. The department will continue to monitor the five year enrollment trends in this) Tj ET

0 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S 28.35 402.52 m 813.54 402.52 | S BT 31.19 408.02 Td (degree. The depart will also monitor current industry trends to verify the alignment of our transfer degree to 4 year institutions.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

DVC Instructional Program SLO Action Plans

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 280 of 453) Tj ET

ts P á H H 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Plumbing program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2016 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions is to add new courses in green technology for Plumbing

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

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Overall Program Action Plan for 2014/15

Create a portfolio demonstrating ideas in a broad range of printmaking techniques. Aligned course: ART110 ART110 SLO student surveys (item A) have been showing strong result in this area. Fall 2013 92% of students felt confidence they learned wide range of printmaking including relief, intaglio, stencil, color registration to express personal ideas and aesthetics (drawing and composition skills). Action: Stencil method was experimented with combination of collagraph in Fall 2013. Stencil was further experimented in ART109 and ART116 during Summer2014. We will continue searching for effective assignments to incorporate stencil concept for ART110.

Create and produce edition art prints from various print media. Aligned courses: ART110, 111, 112, 114, 116 Each of aligned courses assigned edition (multiple impressions) projects. At the end of semester, all students understand the concept of edition prints and produce theirs by going through print exchange projects, especially students in ART110, 111, 112, and 114. Except SP14, only 85% students produced edition prints in time for exchange. Even though ART109 and 116 are taught as combined classes, edition print project was successfully applied to ART116 in Summer 2014. Action: For ART111 & 112, as a part of edition project, book cover was simplified to make in order to make students focus on edition printing during busy final weeks of the semester. I will continue look for other formats such as box making as options for edition print projects during my sabbatical leave during SP16 and FA16.

Employ critical thinking to analyze art prints in terms of historical content and cultural values. Aligned courses: ART109, 110, 111, 112, 114, 116 Since Summer14, ART109 and ART116 started to have history of medium by lectures and assignments. The student SLO survey of Summer 14 shows 100% students agree that they can apply knowledge of

DVC Instructional Program SLO Action Plans

history of stencil and screen printing to own work. ART110, 111, 112, 114 students have been lectured of history of print as a part of curriculum. In SP14, ART111 & 112 students were assigned to emulate etching styles of historical master artists of their choice, and SP15, ART111 & 112 students were assigned to look for master etchers works at ANNEX Gallery website. This lead students to connect history of medium. This research also exposed students to high-quality prints, which raised the quality of students work. ART 110, 111, 112, & 114 students are assigned to make images along with semester-long themes, which have been giving opportunities to think of content related to current culture. Action: ANNEX Gallery website research for ART111 & 112 was inspiring to students, since it is complex list of historical and modern prints. I will develop the research projects to apply to other printmaking classes including Art110 & 114. Lecture on history of print are given two times during semester, it may have been too short for some of students to understand. I started to break down to smaller segments throughout semester. Student research assignments may be collaborated with lecture on history and technique.

Demonstrate ability to create prints independently and to present professionally. Aligned courses: ART109, 110, 111, 112, 114, 116 After receiving safety orientation, if student wish to work outside of class time, students are requested to sign safety consent form and requested to sign in to log-in sheet when work in printmaking studio outside of class time. This system effected on students to become responsible studio user. Group chore system started Spring 2013 has been practiced every semester since then. Every semester returning students lead the group for assigning chores and foster new leaders in the group. Number of prints in DVC Students exhibition have increased last few years. This year we had 9 works presented professionally. Action: We continue modify the group chore system to be efficient and effective, since not everyone shares equal amount of choirs and we still rely on a small group of students every semester. Encouraging stude)S ì ù 2 J

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

4.578 Tw

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

0 Tw

BT 31.19 508.87 Td ([ENGTC]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

DVC Instructional Program SLO Action Plans

1.656 Tw

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

0.681 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

0.774 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our) Tj ET

0.406 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (mTECH curriculum with regional manufacturing needs. New courses were added and replaced. within the certificate. The Engineering technical drawing class, Engin-120, was) Tj ET

1.072 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

0.406 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver.) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses. The program has) Tj ET

DVC Instructional Program SLO Action Plans

0.174 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding.) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S

0.464 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications. A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues) Tj ET

0 Tw

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S 28.35 215.43 m 813.54 215.43 | S BT 31.19 220.94 Td (with machines and communicate with electrical technicians.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 261 of 453) Tj ET

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /

Overall Program Action Plan for 2012/13

Create a portfolio demonstrating ideas in a broad range of printmaking techniques. Aligned course: ART110 ART110 SLO student surveys (item A) have been showing strong result in this area. 90% of students feel confidence they learned wide range of printmaking including relief, intaglio, stencil, color registration to express personal ideas and

DVC Instructional Program SLO Action Plans

aesthetics (drawing and composition skills). Action: No specific action planned, although there is some room to find more approaches to stencil assignment as introductory level.

OR

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OR code|rburns|yy/yy|1, followed by col5 entry...

Create and produce edition art prints from various print media. Aligned courses: ART110, 111, 112, 114, 116 Each of aligned courses assigned edition (multiple impressions) projects. Around 75% of students comprehend the concept of edition prints around mid-term, but by the end of semester, all students understand and produce edition prints by going through print exchange projects, especially students in ART110, 111, 112, and 114. Action: Since ART109 (Monotype) and 116 (Stencil & Screen print) are taught concurrently, it is not as easy to give print exchange projects to ART116 students. I would like to seek possibility of offering Art109 and ART116 separately. For ART111 & 112, only book binding has been the format of edition print. I will look for other formats such as box making as options for edition print projects. I will take workshops from art organizations such as SF Center for the Book.

employ critical thinking to analyze art prints in terms of historical content and cultural values. Aligned courses: ART109, 110, 111, 112, 114, 116 ART110, 111, 112, 114 students have been lectured of history of print as a part of curriculum. In addition, they have been assigned to go to museum exhibitions by both traditional and contemporary printmakers to write a paper of print of their choice. ART 110, 111, 112, & 114 students are assigned to make images along with semester-long themes, which have been giving opportunities to think of content related to current culture. Spring 2013 semester, ART109 and 116 did not go to a field trip to museum exhibition since they were evening classes. Action: ART109/116 Instructor will plan field trips and writing assignment to engage students to have dialogues on historical and cultural content, starting Summer 2013 semester. Lecture on history of print are given two times during semester, it may have been too short for some of students to understand. Instructor may be giving more short lectures on more frequent bases throughout semester. Also I will look for collaboration with art history lecture which will enhance the effectiveness on this area.

Demonstrate ability to create prints independently and to present professionally. Aligned courses: ART109, 110, 111, 112, 114, 116 After receiving safety orientation, students are requested to sign in to log-in sheet when work in printmaking studio outside of class time. Starting Spring 2013 semester ART111 & 112 students are assigned to group chores for studio needs. They are ways to keep students be responsible studio user instead of depending on instructors or teaching assistant students. Many ART109 & 116 students exhibited their works professionally in DVC Printmaking Current (DVC Library Spring 2012) and 2013 DVC Student Art Exhibit, by using frames donated by Anthony Ryan. Number of participating students to DVC Student Art Exhibit is growing every year. 2013 Exhibit presented more than 10 print works. Action: the group choir system has to improve. It was started SP 2013 but most of choirs are relied on all responsible repeating students. We will have less of these students because they will no longer be able to take same family classes.

DVC Instructional Program SLO Action Plans

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28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

0.406 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver.) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (`COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses.`The program has) Tj ET

0.174 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding.) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S

0.464 Tw

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications.`A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues) Tj ET

DVC Instructional Program SLO Action Plans

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DVC Instructional Program SLO Action Plans

196. Psychology for Transfer [AAT.PSY.D] belonging to Social Science [PSYCH]

Overall Program Action Plan for 2018/19

Our assessment of our SLO success data as well as our annual PR's indicate that the Psychology Program continues to very successful. Since our last Program Assessment, we continue to have high course success rates as well as some of the highest award AA-T's at our college. We have also increased the success rates of African American students above 70%.

For Fall 2019, there will be changes to the Psychology Program with the addition of Psychology Statistics and Psychology of Aging. As part of our Guided Pathways work, we are also preparing to offer a Student Success Course and a Service Learning Course with a local agency that works with Autistic children. We believe the additions of these new courses will add to the variety of learning experiences already offered by the Psychology Area and help improve student's connection with the field as well as provide opportunities for them to consider careers in psychology related fields of study. N/A For Fall 2019, we will be adding (3) new courses that will need to be incorporated in our assessment cycle (Psychology Statistics and the Psychology of Aging). These new courses will be needed to be added to our SLO cycle as well as aligned with the program SLO's as part of the future program assessment as well as our Program Review. The Psychology Area plans to begin new SLO cycles for these new courses in Fall 2019. PSYCHOLOGY 141- Psychology of Latinos/Chicano's in the US has been a difficult class for us to systematically offer and assess because of difficulties finding qualified faculty to deliver the class. We recently hired a new PT Professor with the background and expertise to teach the class starting in Fall 2019. We will begin re-assessing the SLO's for the 141 class as part of the Fall 2019 SLO cycle. The additions of our new courses will need to be added as part of the overall assessment of the overall Psychology PR. With these new courses, the Psychology Area will need to re-assess the course SLO's and their alignment with Program Outcomes. Currently are course alignment with our Program is as follows:

1. Relate the basic concepts of psychology, such as motivation, emotion, perception, learning, cognitive processes and physiological processes to social processes of everyday life.(115; 101; 22; 140; 141; 160; 190; 200; 220; 230; 240).
2. Utilize critical thinking skills to analyze, evaluate, and make decisions concerning complex contemporary issues in psychology. (145; 215).
3. Demonstrate knowledge of research methods & ethical considerations in research (101; 215; 225).
4. Demonstrate technological and verbal literacy in presenting information, including the effective use of the American Psychological Association (APA) style (145; 215).
5. Describe physical, social, and cognitive changes throughout the lifespan (140; 141; 160; 190; 200).

DVC Instructional Program SLO Action Plans

6. Identify major personality theories in psychology (Psych 122; 220; 230; 240).
7. Identify ways in which other individuals (and groups) affect thoughts, feelings and behavior (122; 140; 141; 160 220; 225; 230; 240).
8. Describe the biological basis of behavior and mental processes (101; 130; 200; 230).
9. Describe alternative theoretical explanations for what causes of psychopathology (101; 230).
10. Recognize the complexity of social, cultural, and international diversity (115; 101; 122; 140; 141; 160; 190; 200; 220; 230; 240)

Overall Program Action Plan for 2015/16

The DVC Psychology AA-T continues to be a popular draw for students. For the 2014-2015 academic year, we awarded 149 Psychology AA-T's. Although the data for this academic year has not been published, we are confident our numbers will stay above 100+ students. Two major barriers to our program have been our psychology 215 (research methods) and Math 142/Business 240 (statistics). To address these barriers, we have hired 2 new professors. Chris Capozzo, a well respected PT faculty member, was hired as a full-time Tenure Track professor in 2014-2015 to teach our research methods course. This academic year, we have hired Dr. Daniel Catterson to teach a new Psychology-Statistics course we are currently developing. Because students were having difficulties passing the statistics requirement outside our area, after multiple discussions in the department, we decided it would be in our student's best interests to offer a statistics course in Psychology. With these major changes, we are hoping to see more students choose psychology as their major as well as award more Psychology AA-T degrees in the near future.

Program Level Outcome #1 was assessed at the course level in the last 3 years and met the area's overall 70% criteria: 101; 122; 130, 140, 141, 160, 190, 200, 220, 225, 230, 240

Courses to be assessed 16/17: 101; 122; 130, 140, 141, 160, 200, 220, 240

Courses to be assessed 17/18: 101; 141; 190; 225; 230

Program Level Outcome #2 was assessed at the course level in the last 3 years and met the area's overall 70% criteria: 215

DVC Instructional Program SLO Action Plans

Courses to be assessed 16/17: 215

Program Level Outcome #3 was assessed at the course level in the last 3 years and met the area's overall 70% criteria: 145; 215

Courses to be assessed 16/17: 145; 215

Program Level Outcome #4 was assessed at the course level in the last 3 years and met the area's overall 70% criteria: 140, 141, 160, 225

Courses to be assessed 16/17: 140, 141, 160

Courses to be assessed 17/18: 225

Program Level Outcome #5 was assessed at the course level in the last 3 years and met the area's overall 70% criteria: 140, 141

Courses to be assessed 16/17: 140

Courses to be assessed 16/17: 141

Program Level Outcome #6 was assessed at the course level in the last 3 years and met the area's overall 70% criteria: 101; 122; 130, 140, 141, 145, 160, 190, 200, 215, 220, 225, 230, 240

Courses to be assessed 16/17: 101; 122; 130, 140, 160, 200, 215, 220, 240

Courses to be assessed 17/18: 101; 141; 190; 225; 230

Program Level Outcome #1 was assessed at the course level in the last 3 years and met the area's overall 70% criteria: 215

Courses to be assessed 16/17: 215

DVC Instructional Program SLO Action Plans

Program Level Outcome #8 was assessed at the course level in the last 3 years and met the area's overall 70% criteria: 101; 130

Courses to be assessed 16/17: 101;130

Overall Program Action Plan for 2014/15

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

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

DVC Instructional Program SLO Action Plans

9. Describe alternative theoretical explanations for what causes of psychopathology (101; 230).

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

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

Overall Program Action Plan for 2012/13

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

DVC Instructional Program SLO Action Plans

course level SLO's. Other potential future program level SLO concerns that will be discussed are the assessment/ meeting of the satisfactory performance criteria set by other departments/divisions and how this may impact our majors.

DVC Instructional Program SLO Action Plans

197. Public Health Science for Transfer [AST.HSCI.D] belonging to Health Science [HSCI]

Overall Program Action Plan for 2017/18

This program was approved in spring 18. No students are currently declared. Once we have students declared in this major. We will watch and track students starting fall 18``

DVC Instructional Program SLO Action Plans

198. Real Estate [CA.REAL.D] belonging to Business Administration [BUS]

Overall Program Action Plan for 2016/17

This certificate needs a rewrite. Forms have been requested for that with the intent of making all Real Estate courses RE 160 through 167 required, with the exception of making RE 166, RE Escrow Procedures, optional, and making Bus 294 optional and deleting Bus 109, Bus 250, and BusMg 120 from the certificate.``Changes in Alignment Matrix of courses currently in Matrix. Bus 109 No Changes, Bus 250 Ax under PLO #1, Delete x under PLO #2, Add x under PLO # 3. Bus 294 No changes. BusMg 120 Delete PLO # 1, Recommend deletion of course from certificate.

RE 160 Delete PLO #2. RE 161 Add PLO #4. RE 162, RE 163, RE 164, RE 165 No Changes. RE 166 Delete PLO #2. RE 167 No Change.

Overall The current alignment does not make sense for a Real Estate Certificate. There are several non Real Estate courses required and only 2 specifically required Real Estate courses, the rest are optional. This certificate needs a rewrite. Forms have been requested for that with the intent of making all Real Estate courses RE 160 through 167 required, with the exception of making RE 166, RE Escrow Procedures, optional, and making Bus 294 optional and deleting Bus 109, Bus 250, and BusMg 120 from the certificate.

Overall Program Action Plan for 2013/14

Aligned with this Outcome: Bus 109, Bus 294, Busmg 120, RE 160, RE 161, RE 162, RE 163, RE 164, RE 165, RE 166, RE 167 Bus 109 scheduled 2013/14, results not yet posted. Bus 294 assessed Dec 2013, relevant objectives not assessed. Busmg 120 Assessed Spring, 2013. Students achieved objective. RE 160 Fall 2010 SLO #1 & #3 assessed, students met objective. RE 161 FA 2010, SLO #2 assessed. Students met objective. RE 162 SLO relevant SLOs not assessed. RE 163 Assessed SP 2010. Relevant SLO's not assessed. RE 164 FA 2010 SLO #3 assessed Students achieved objective. RE 165 RE coordinator believes this course has been assessed but U drive records show

DVC Instructional Program SLO Action Plans

not assessed. RE166 not assessed because we have not been able to offer this course in a viable format for several years. RE 167 Assessed SP 2009 SLO #3 assessed, students achieved objective. Program SLO #1. Where course SLOs have been assessed, students have achieved the goals. RE 162 & RE 163 need to assess the relevant SLOs when next assessed. If it truly hasn't yet been assessed, we need to assess RE 165 soon or get last assessment posted. We need to offer RE 166 so we can assess it.

Where course SLOs have been assessed, students have achieved the goals. RE 167 needs to assess the relevant SLOs when next assessed. If it truly hasn't yet been assessed, we need to assess RE 165 soon or get last assessment posted. We need to offer RE 166 so we can assess it.

Where course SLOs have been assessed, students have achieved the goals. RE 163 needs to assess the relevant SLOs when next assessed. If it truly hasn't yet been assessed, we need to assess RE 165 soon or get last assessment posted. We need to offer RE 166 so we can assess it. In general, it seems that several of the Real Estate courses must be coming due for new assessments because the Course SLO data seems dated. On the Course SLOs that have been assessed our students are meeting the goals well. We need to keep in mind the Program SLO's when deciding which Course SLOs to assess next time.

Overall Program Action Plan for 2010/11

9 of 9 courses have Xs for this Program SLO

Assessed by RE 160, RE161,RE164,RE 167

Satisfactory results for SLOs in courses already assessed. RE 162 (FA 10) and RE 163 (SP 10) were assessed but did not get recorded in eSLOs. Forwarded the results to Robert Burns for recording those 2 assessments toward this Program. Also, get the other courses on the schedule for assessment

7 of 9 courses have Xs for this Program SLO

Assessed by RE 160, RE164, & RE 167

Satisfactory results for SLOs in courses already assessed. RE 162 (FA 10) and RE 163 (SP 10) were assessed but did not get recorded in eSLOs. Forwarded the results to Robert Burns for recording those 2 assessments toward this Program. Also, get the other courses on the schedule for assessment.

8 of 9 courses have Xs for this Program SLO

Assessed by RE 160, RE164, & RE 167

Satisfactory results for SLOs in courses already assessed. RE 162 (FA 10) and RE 163 (SP 10) were assessed but did not get recorded in eSLOs. Forwarded the results to Robert Burns for recording those 2 assessments toward this Program. Also, get the other courses on the schedule for assessment.

7 of 9 courses have Xs for this Program SLO

DVC Instructional Program SLO Action Plans

Assessed by RE 160, RE164, & RE 167

Satisfactory results for SLOs in courses already assessed. RE 162 (FA 10) and RE 163 (SP 10) were assessed but did not get recorded in eSLOs. Forwarded the results to Robert Burns for recording those 2 assessments toward this Program. Also, get the other courses on the schedule for assessment.

DVC Instructional Program SLO Action Plans

199. Restaurant Management [CA.RSTMG.D] belonging to Culinary Arts [CULN]

Overall Program Action Plan for 2016/17

To accommodate the changes in the new program format and to meet the current required competencies of our accrediting body (American Culinary Federation), some of the COR's have been updated and changed. The department also implemented an electronic survey for all lab classes for students to complete the last week of class. These surveys convey excellent data for instructors to see if we are meeting the SLO's as required for student learning outcomes in each class. For Restaurant Management program student surveys for the past three semesters have been reflected in the following statistical data for SLO outcomes in: Outcome #2: 95-97% of the students stated they learned and applied the different styles of service banquet, buffet, and full service; Outcome #3: 95-97% of the students stated they learned how to plan, organize, and set up large parties. Since the last assessment 2014-2015 the program has gone through significant changes. The program adjusted Baking and Pastry certificate schedule and contact hours to match the same 12 week lab format as Culinary Arts and Restaurant Management certificates. Hopefully this change will improve enrollments in all certificate programs. These changes are in line with the college changing the semester length from an 18 week semester to a 16 weeks semester effective 2018. These changes is to hopefully increase student learning productivity with less time in college and increase enrollments. The college also changed from a 5 day work week to 4 day week. Our department changed years ago as many of our students work full and part time during the semester, especially Friday-Sunday. The department has eliminated all Culn 150 (experiment) courses required and realigned the classes according to required electives for each area. This reduced the units required for each certificate, thus a significant increase in students applying for A.S. Degrees in addition to certificates of achievements. The change streamlined the graduation rate for students and increased student graduation rates. Although enrollments have been low for the college and our department. The current Alignment matrix is consistent with the current changes at this time. Overall, the program is meeting its goal at this point. The Restaurant Management program is currently operating a restaurant 3 days a week for 12 weeks which is operated by students in a rotating format. SLO skill sets are met in a rotating format which currently is effective. This gives students the opportunity to actually operate a restaurant and to learn skills such as POS systems cash handling, busser, runner, food server arm and tray service, dishwasher, manager, assistant manager, barista, coffee and tea service, dining room set up, and critical thinking via problem solving. Overall, the program is meeting its goals: Outcome #1: Students completing the program will be able to explain factors that determine quality food. This is demonstrated in the purchasing lab where students receive hands on receiving and procurement regarding food grades and quality factors; Outcome #2 & 3: 95-97% of the student surveys stated that the class demonstrated team cooperation, planning, set up, organization and applied proper service techniques for special events and large parties in the dining room and banquet area; Outcome #4: students calculate cost of product, menu and ingredient cost in Culn 115 Culinary math class. They also plan, organize, cost, determine selling prices for all items as a required project. 80-90% of the students are successful. The department will continue to provide different strategies to improve outcome assessment in the next IPR. Overall, the program is meeting its goals: Outcome #1: Students completing the program will be able to demonstrate proper service techniques used in the culinary industry. 95-99% of the student surveys completed for fall 2017 reflected learned and mastered; Outcome #2: 95-97% of the student surveys stated that the class demonstrated team cooperation, planning and applied proper service techniques.

Overall Program Action Plan for 2014/15

Students are given an assignment to Set up for a Catered Special Event for 100 to 150 guests. Starting with the reserving of the room. Inspection of room, designing of layout for

DVC Instructional Program SLO Action Plans

the room, noting any special requirements (equipment, decorations, lighting for the event,etc.), setting up packing lists, prep lists, ordering food , labor requirements, Job assignments, staff attire requirements, establishing timeline for all of this to happen,actual setup, initiating the event, closing/clean procedures. Students completing this assignment successfully can keep this as a reference for other events that they will be exposed to.

Overall Program Action Plan for 2013/14

Restructuring Baking and Pastry Culn 180 and 280 to teach concurrently under 150 R (180) fundamentals of Baking and 150 T (280) Advanced Baking. In addition to meet the requirements for ACFEF standards for baking contact hours for Restaurant Management will re-institute Culn 180 (150 R) taught at night. This class will be taught in the evening for students who only want to complete baking for Restaurant Management Certificate. There was non-substantial changes made to the certificate and will be updated in the Catalogue Addendum 14/15. In reviewing the course level actions plans we feel that moving to the new facilities will help meet some of our concerns noted in those plans. All title 5 rewrites have been completed 2014 for course requirements as assigned. Moving from our old facility will upgrade our program to new technologies such as POS (point of sale systems), computers for all students in all classes. This will enhance instructor student learning by using PowerPoint lectures, hands on learning by doing, and upgrade SLO's by using iPads to record all student learning outcomes daily. In working with the counseling department we have been assigned a dedicated counselor for our students to help them navigate our certificates and degrees. We met with our Advisory committee and informed them of these changes in the certificate.

DVC Instructional Program SLO Action Plans

200. Russian [CA.RUSS.D] belonging to Foreign Language [RUSS]

Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the Russian Certificate of Achievement to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for RUSS 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. We successfully added a new course objective that includes non-Roman alphabet writing systems. We continue to offer one section of combined course for RUSS 121, 220, and 221. We are currently promoting Russian program to high school students through events such as "College Day" and "Welcome Day" with the objective of higher enrollment. The content of all courses support the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. We added an assessment topic to address the verbal component of PLO #1 in Russian 121 and 220. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Russian program, we will revise the course objectives for RUSS 120, 121, 220, and 221 during the next Title 5 rewrite cycle. In addition, we will add a new course objective to include non-roman alphabet writing systems such as Arabic, Chinese, Persian, Japanese and Russian. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. The department has been offering a RUSS 120 in the fall semester and a combined course for RUSS 121, 220, and 221 in the spring due to the low enrollment. The department is holding a FLEX meeting and discuss with a Russian instructor about how to promote Russian courses in order to get more sufficient data for these advanced courses.

Overall Program Action Plan for 2012/13

Russian SLO program Action Plan #1 The matrix is properly aligned. However the department is planning to examine the wording of this program SLO to determine if it can be reworded to be more inclusive. We plan to assess RUSS 220 of the course SLOs. Very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to the students' achievement of this SLO. #2 The matrix is properly aligned. However the department is planning to change the wording of this program SLO because it is too specific to be matched with different language courses. Considering the very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to students' achievement of this SLO. #3 The matrix is properly aligned, and we plan to assess the RUSS 220 course SLOs. Very satisfactory results of each course assessment, we confirm that our extensive use of language and tutorial labs contributes to the students' achievement of this

DVC Instructional Program SLO Action Plans

SLO.

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

201. Russian [AA.RUSS.D] belonging to Foreign Language [RUSS]

Overall Program Action Plan for 2018/19

``This is a New Degree. This program will be accessed at its next cycle.`

DVC Instructional Program SLO Action Plans

202. Small Business Management/Entrepreneurship [CA.BUSBE.D] belonging to Business Administration [BUS]

Overall Program Action Plan for 2018/19

Updated the alignment matrix to reflect linkage between spreadsheet and data applications and the creation of a startup business plan; include specific language in courses to target Veteran-specific business startup support and resources to the entrepreneurship course and course sections. The CORs within the programs have not changed in terms of SLOs or course goals and objectives. In latest round of SLOs the course content of courses in small business management and entrepreneurship were updated to include course content that helps with the processes of planning and strategizing needed in starting up a business (BUSMG 192) ... for example, content was added on the matter of logistic and financial resources Veterans have to their avail in starting up a new business. Added alignment of BUS 145 and Business Plan construction linkage to reflect the importance of managing workflow in setting up a business and in the creation of well organized data and information in support of starting a new business using spreadsheet and database tools. No changes to SLOs are necessary to track or tackle the impact of this revamped program; course content in different entrepreneurship related courses were made but neither course objectives nor learning outcomes had to be changed or revised to measure the impact of the program changes. Courses and program will be evaluated as always. Evaluate the performance of the additions to course content and focus on target student populations (esp. Veterans) in IPR and in WFD reports that funded the program's design.

Overall Program Action Plan for 2014/15

All courses align with at least one outcome. The Business Department finds that the Certificate of Achievement in Small Business Management and Entrepreneurship continues to be successful in its learning outcomes. Three course SLOs have not been assessed and will be given priority in the next cycle. While the end of the Great Recession opens new opportunities for employment, a large number of business students also want to explore what it means to create and run a small business. The department found that students performed better if they had the opportunity in classes to practice new concepts. This is especially revealed by the low percentage of CA.BUSBE.D students who complete a full business plan, the capstone of BusMg 191 and BusMg 192. We therefore will recommend to increase the time spend on case studies and other application exercises, as well as reviewing sample documents. At this time, no changes to the courses that are part of this certificate should be changed or deleted.

DVC Instructional Program SLO Action Plans

203. Social Justice Studies for Transfer [AAT.SOCSC.D] belonging to Social Science [SOCSC]

Overall Program Action Plan for 2018/19

The social justice program has not made changes to the existing program learning outcomes. All of the courses in the program support the following outcomes: demonstrate a basic understanding of social injustices and inequities; analyze the processes through which communities attempt to overcome and heal from problems associated with inequality, stigma, prejudice and discrimination; demonstrate analytical writing ability that effectively integrates theoretical frameworks, research findings and experiential knowledge about social justice and be empowered through their participation in community engagement projects to be civically engaged participants in college and community life. No COR changes were made by the program this year. No changes were made to the alignment matrix by the program. In the upcoming year, the program plans to reassess its PLOs and SLOs, Since new courses are being developed for the program, it is important to make sure that the program, and all courses, reflect the values and goals of the Ed. Master Plan. We will continue to incorporate content and assessment tools that achieve and measure student equity. This includes incorporating learning and program objectives that encourage our students to be mindful of issues of social justice and that create a mindset that encourages students to use sociological concepts, ideas and theories society for the betterment of society.

DVC Instructional Program SLO Action Plans

204. Social/Cultural Geography [AA.SGEO.D] belonging to Physical Science/Physics/Astronomy/Geology/Geography [GEOG]

Overall Program Action Plan for 2018/19

Program learning outcomes remained consistent with the 2017-18 cycle. All courses are up to date with Title 5 revision. Any required changes will be made in the next cycle. Alignment matrix was reviewed and no changes were made during this cycle. This is to be determined during year 2019-20. Program performance and relevant data will be reported in the next program review

Overall Program Action Plan for 2017/18

Outcome #2 will be modified to include the geographic regions of the world. The courses included in this program have up to date course outlines and revisions are on schedule. Program alignment matrix has been updated to align GEOG 135 with Program outcome #4. Course assessment is on schedule per recommended timeline. Any updates on the course outline of record will be recorded in the next IUPR.

Overall Program Action Plan for 2016/17

Program learning outcome #2 has been modified to include the physical environment. A new outcome #4, has been added to assess students understanding of the impact of human activities on the physical environment. Both of these outcomes are aligned with the course objectives of GEOG 120. The course outlines of records are up-to-date and needed revisions are per schedule. The alignment matrix is updated. GEOG 120 has been aligned to match with outcome #2 and #4. GEOG 130 also aligns with outcome #2. New assessment topics have been added to GEOG 120. During next assessment cycle of GEOG 130 a new outcome will be added to assess students understanding of human activities on the physical environment. Updates to the program alignment matrix will be reported in the next IUPR.

Overall Program Action Plan for 2013/14

SLO matrix for the program is complete. The outcomes are assessed by respective courses according to the SLO calendar and recorded on the course-level report along with course-specific action plan.

Overall Program Action Plan for 2011/12

This is to confirm that the placement of 'X' in the alignment matrix is supported by the course content.

This will be reviewed again at the next title5 rewrite or when changes are reported in the course outline of the aligned courses

DVC Instructional Program SLO Action Plans

205. Sociology for Transfer [AAT.SOC.D] belonging to Social Science [SOCIO]

Overall Program Action Plan for 2017/18

The sociology program has not made changes to the existing program learning outcomes. All of the sociology courses in the program support the outcomes of defining and applying core concepts to analyze social issues. Students in our classes must develop a sociological imagination and use critical thinking to examine the evidence on complex arguments. In the upcoming year, the program plans to reassess its PLOs and SLOs with the goal of making sure that they reflect the values and goals of the Ed. Master Plan. No COR changes were made by the program. No changes were made to the alignment matrix by the program. In the upcoming year, the program plans to reassess its PLOs and SLOs with the goal of making sure that they reflect the values and goals of the Ed. Master Plan. We will continue to incorporate content and assessment tools that achieve and measure student equity. This includes incorporating learning and program objectives that encourage our students to be mindful of issues of social justice and that create a mindset that encourages students to use sociological concepts, ideas and theories society for the betterment of society.

Overall Program Action Plan for 2014/15

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

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

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

Our program is guided by the college's strategic goal of inclusive excellence and equity. We are focused on integrating the student equity plan into our program review process. Program review is the most effective and useful existing process in which to include an assessment of equity measures and promote change. We perceive non-traditional students as valuable and equal collaborators in producing knowledge. The sociology program must ultimately be a pathway to give historically marginalized students a critical

DVC Instructional Program SLO Action Plans

voice. We will continue to incorporate content and assessment tools that achieve and measure student equity. Finally, our main goal is to identify and assess the at-risk students in our classes. We plan to gather data early in the semester and then compare that with data gathered at other crucial junctures such as the midterm and final exam, to be able to gauge the factors affecting retention. Throughout we will use the equity lens to be mindful of adverse impact on historically marginalized groups to be able to create opportunities to improve student success in dramatic ways.

Overall Program Action Plan for 2012/13

All the course SLOs have been assessed and overall has met the stated objectives. Continued assessment of course SLO is expected. All courses are being offered and will be assessed as per the calendar. For the future, some course SLOs need to be brought into alignment with program SLOs as follows: Program SLO #2, needs to be added to SOCIO 120 and SOCIO 125. Program SLO#3 needs to be added to SOCIO 122. Program SLO #6 should be added to SOCIO 122 and SOCIO 124. Program SLO #7 should be added to SOCIO 135. This is the first year of having the program in place and courses will be continued to be assessed in a coordinated way.

DVC Instructional Program SLO Action Plans

206. Spanish [AA.SPAN.D] belonging to Foreign Language [SPAN]

Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the Spanish AA degree to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for SPAN 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. With the recent FT hire, we continue to discuss the diverse approaches and classroom materials for the advanced levels. With the reformatting of the PLOs, this enables greater future dialogues of teaching materials that support these objectives. The content of all courses support the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. In our review of course level SLOs we determined that we needed to modify an assessment topic in Spanish 230 to better align with PLO #6 in regards to analysis and critical thinking. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Spanish program, we have already unified the course objectives for SPAN 120 and 121 and will revise the course objectives for SPAN 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. For Spanish 230 and 231, it has been difficult to select appropriate and interesting classroom materials. We will have a FLEX meeting in August to discuss about possible options of anthologies and literatures for these advanced courses with Spanish instructors.

DVC Instructional Program SLO Action Plans

207. Spanish [CA.SPAN.D] belonging to Foreign Language [SPAN]

Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the Spanish Certificate of Achievement to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. The content of all courses support the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

Overall Program Action Plan for 2014/15

The Foreign Language Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Spanish program, we have already unified the course objectives for SPAN 120 and 121 and will revise the course objectives for SPAN 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. For Spanish 230 and 231, it has been difficult to select appropriate and interesting classroom materials. We will have a FLEX meeting in August to discuss about possible options of anthologies and literatures for these advanced courses with Spanish instructors.

Overall Program Action Plan for 2012/13

Alignment of Course Objectives to Program SLOS:(CA.SPAN.D) SLO # 1 Comprehend a spoken dialogue in the target language Most of our courses are directly aligned with their course content. The SLO assessments are fine. The usage of language and tutorial labs to support our methods of instruction are helping students in language acquisition. Action plan: We will review/ re write the course content in Span 155, 156, 157 and Span 231. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. Plan to expand assessment to all sections. SLO #2 Identify the present, past and future tenses in a written paragraph All of our courses are directly aligned with their course content. The SLO assessments are fine. The usage of language and tutorial labs to support our methods of instruction are helping students in language acquisition. Action plan: We will review/ rewrite the wording in the Program Learning Outcome in in Program SLO: Identify various verb tenses in a written paragraph. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. Plan to expand assessment to all sections. SLO # 3 interpret cultural behavior. Most of our courses are directly aligned with their course content. The SLO assessments are fine. Action plan: : We will review/ re write the course content in Span 221, 111, 155 and Span 231. We will continue using audiovisual materials in the classroom. We plan to continue with the extensive use of language and tutorial labs to support our methods of instruction. Plan to expand assessment to all sections.

DVC Instructional Program SLO Action Plans

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

208. Spanish for Transfer [AAT.SPAN.D] belonging to Foreign Language [SPAN]

Overall Program Action Plan for 2017/18

We have modified and created new PLOs for the Spanish AAT degree to more closely align the PLOs to the course SLOs. In fall 2018 we received approval of these submissions. Based on the SLOs and the previous PLOs, the department decided to articulate uniformity in more detail. We completed the revision of the course objectives for SPAN 120 and 121 and will continue to revise other courses during the next title 5 rewrite cycle. With the recent FT hire, we continue to discuss the diverse approaches and classroom materials for the advanced levels. With the reformatting of the PLOs, this enables greater future dialogues of teaching materials that support these objectives. The content of all courses support the new PLOs. Scheduled Title 5 updates are currently being worked on by the department. To align with new PLOs we have reviewed and updated the new matrix. We will continue to use the current assessment process for the next cycle to help determine possible modifications. In our review of course level SLOs we determined that we needed to modify an assessment topic in Spanish 230 to better align with PLO #6 in regards to analysis and critical thinking. Because the new PLOs demonstrate the various abilities needed to develop for each level of advancement, students must be provided with adequate resources that match not only their needs, but that also enable a strong level of excellence. With this, the financial investment of the tutoring center is of top priority. To more accurately address assessments and the ever-developing programs, it is important to have the appropriate faculty with the focused linguistic skills; considering this, we need full-time positions for French, Italian, German and Russian.

Overall Program Action Plan for 2016/17

After evaluating the current PLOs, the department is in the process of updating the PLOs.````

DVC Instructional Program SLO Action Plans

209. Special Education Paraeducator/Instructional Assistant [AA.SPEDP.D] belonging to DSS [SPEDU]

Overall Program Action Plan for 2018/19

Three programmatic elements will be pursued. 1) Piloting SPEDU 101 at Acalanes Adult School in Fall 2019; 2) consideration and discussion of developing SPEDU 102 into an online format; 3) Creating a 14-unit Certificate of Accomplishment for SPEDU.

``No changes in the alignment matrix.``

Overall Program Action Plan for 2014/15

The Special Education (SpEdu) program at DVC offers a Special Education Paraeducator/Instructional Assistant certificate and Associate of Arts degree to prepare students for entry-level employment assisting students and individuals with disabilities in education and rehabilitation settings. The SpEdu AA degree is designed as a 2-year pathway that offers students a broad general education as well as the skills and knowledge required to work with people with various disabilities in a variety of educational and rehabilitation settings. There is no AA-T being developed at the state level at this time. However, SpEdu faculty may explore articulation of SpEdu 101, 102 and 103 with comparable lower division CSU coursework. The SpEdu certificate of achievement is designed as a 1-year pathway with a 23-unit sequence of courses which provides students with the practical knowledge needed to work successfully as a special education paraprofessional in local special education classrooms and rehabilitation centers. SpEdu has an Advisory Committee which meets annually. At the last meeting, the SpEdu department shared its SLO data. At that time, the Advisory Committee recommended that SpEdu courses (101, 102, 103) highlight the following areas: 1. the necessity of confidentiality regarding special education records and the FERPA laws which govern this, 2. knowledge regarding cultural diversity and strategies that work well with students from diverse cultural backgrounds, 3. effective teamwork, communication, and personal/professional boundaries in the workplace, 4. positive behavior support strategies that work well with special education students. SpEdu faculty have determined that assessment tools are already in place to measure areas 1, 2, and 4 of the above. However, we plan to add an assessment tool for area #3 above. Additionally, we plan to remove Math 124 from the ??optional coursework??? requirements of the SpEdu certificate and AA degree, since this course no longer seems relevant to the SpEdu program. To address the need for our students to learn about teamwork, communication, and personal/professional boundaries (area 3 above), we plan to replace Math 124 with Communication Studies 128 (Interpersonal Communication).

Overall Program Action Plan for 2010/11

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

DVC Instructional Program SLO Action Plans

210. Special Education Paraeducator/Instructional Assistant [CA.SPEDP.D] belonging to DSS [SPEDU]

Overall Program Action Plan for 2018/19

Three programmatic elements will be pursued. 1) Piloting SPEDU 101 at Acalanes Adult School in Fall 2019; 2) consideration and discussion of developing SPEDU 102 into an online format; 3) Creating a 14-unit Certificate of Accomplishment for SPEDU.

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Overall Program Action Plan for 2014/15

The SpEdu certificate of achievement is designed as a 1-year pathway with a 23-unit sequence of courses which provides students with the practical knowledge needed to work successfully as a special education paraprofessional in local special education classrooms and rehabilitation centers. SpEdu has an Advisory Committee which meets annually. At the last meeting, the SpEdu department shared its SLO data. At that time, the Advisory Committee recommended that SpEdu courses (101, 102, 103) highlight the following areas: 1. the necessity of confidentiality regarding special education records and the FERPA laws which govern this, 2. knowledge regarding cultural diversity and strategies that work well with students from diverse cultural backgrounds, 3. effective teamwork, communication, and personal/professional boundaries in the workplace, 4. positive behavior support strategies that work well with special education students. SpEdu faculty have determined that assessment tools are already in place to measure areas 1, 2, and 4 of the above. However, we plan to add an assessment tool for area #3 above. Additionally, we plan to remove Math 124 from the ??optional coursework??? requirements of the SpEdu certificate and AA degree, since this course no longer seems relevant to the SpEdu program. To address the need for our students to learn about teamwork, communication, and personal/professional boundaries (area 3 above), we plan to replace Math 124 with Communication Studies 128 (Interpersonal Communication).

Overall Program Action Plan for 2010/11

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

DVC Instructional Program SLO Action Plans

211. Sports Medicine/Athletic Training [AS.PESPM.D] belonging to Kinesiology, Athletics and Dance [KINES]

Overall Program Action Plan for 2018/19

Two small changes were made to the program. Chem-107, a new course was added as an option to the list of chemistry courses in the restricted elective chemistry section of the degree and for some students this is a good alternative to CHEM-108 or CHEM-120. We also added KINES-248 to the requirements, This course is also a GE course in the social science area, so this essentially becomes a required GE course in that is contextualized for our students to help facilitate success upon transfer. Will be looking to make changes to accommodate change in entry level professional degree.

`No significant changes to COR made, just the standard title 5 updates to deal with new standards and to make more logical and assessable.

`We added a new outcome (#4) to more directly the rationale for non-kinesiology courses in the degree, These courses are either prerequisites of other courses (eg chemistry for physiology) and/or are

prerequisites for transfer programs (eg anatomy, physiology, psychology). We also realigned those courses into this new outcome. Also added the new courses (CHEM-107 and KINES-248) into the matrix. Made a couple of other minor changes for accuracy. Finally, HSCI-124 is in bold as a required course, but it isn't a required course and so should be unbolded.

`Course assessment have been consistently positive. We are considering modifying some of the assessment topics and/or methods in a couple of course (eg KINES-235 and KINES-240), in which we have gotten very high results two assessments in a row.`The changes necessitated by the change of the professional athletic training degree from a bachelors' to a masters' degree and our pursuit of 2+1+2 articulation agreements for our students may necessitate changes in curriculum as well as modify content. This in turn my require assistance with equipment, supplies, curriculum development and work on transfer agreements.

Overall Program Action Plan for 2015/16

Spring 2016 - Currently working with SLO Co-Chair to Rewrite PLOs for entire program. The current PLOs are not aligned correctly and will be updated during Summer 2016. The Program Lead and SLO Co-Chair will update this PLO action plan when the new PLOs are posted Summer 2016.

DVC Instructional Program SLO Action Plans

Overall Program Action Plan for 2014/15

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

Overall Program Action Plan for 2010/11

1. The phase I action plan is to consider these possible actions for BIOSC-101, 102, 116, 117, 130: (1) none of the program outcomes deal with the course's reason for being included, and the program outcome statements need revising, or (2) the course really does support one or more of the outcomes, but its course outline does not reflect this, and needs revision the next time there's a Title 5 rewrite.

DVC Instructional Program SLO Action Plans

212. Steamfitting [AS.STMFT.D] belonging to Architecture/Engineering [STMFT]

Overall Program Action Plan for 2017/18

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Steamfitting program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation in the California State Apprenticeship Curriculum. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO.

The phase I action plan is to consider these possible actions is to add new courses in green technology.````

Overall Program Action Plan for 2014/15

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

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix for the AS Degree, the courses support the successful completion of the program SLOs. The supporting courses are geared to prepare the students to apply to the Department of Apprentice for their Journey Person certificate. We will continue to monitor changes to that program and keep our AS degree aligned for success completion by our students. Upon review of the course SLO assessments and the review of the course action plans the department feels that they would like to complete another SLO cycle then review the wording of the course Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

213. Steamfitting [CA.STMFT.D] belonging to Architecture/Engineering [STMFT]

Overall Program Action Plan for 2018/19

When the 17/18 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The Steamfitting program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: to add new courses in green technology for Steamfitting. No revisions necessary. No changes needed. We further determined that our program SLO's actually represent our intended program outcomes.

Overall Program Action Plan for 2015/16

When the 15/16 Title 5 rewrites are done, we will confirm that the placement of X's in the alignment matrix is supported by the "content" sections of the course outlines. Any changes to the "content" sections that may be required to support such confirmation will be made in the Title 5 course revisions. The STMFT program has stacked certificates that build upon each other. All Title 5 rewrites are current. Student learning outcomes were adjusted as part of the program participation. The student learning outcomes were reviewed in spring 2016 and an adjustment was determined to include an additional advanced curriculum student learning SLO. The phase I action plan is to consider these possible actions: to add new courses in green technology for STMFT.

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

Overall Program Action Plan for 2011/12

All courses were confirmed on the alignment matrix for the AS Degree, the courses support the successful completion of the program SLOs. The supporting courses are geared to prepare the students to apply to the Department of Apprentice for their Journey Person certificate. We will continue to monitor changes to that program and keep our AS degree aligned for successful completion by our students. Upon review of the course SLO assessments and the review of the course action plans, the department feels that they would like to complete another SLO cycle then review the wording of the course Student Learning Outcomes.

DVC Instructional Program SLO Action Plans

214. Steamfitting [CC.STMFT.D] belonging to Architecture/Engineering [STMFT]

Overall Program Action Plan for 2018/19

All courses are part of a 5 year program and were confirmed on the alignment matrix for the for the Certificate of Accomplishment this then leads into our AS Degree, the courses

support the successful completion of the program SLOs.

The 18/19 Title 5 rewrites are done, we confirmed that the placement of X's in the alignment matrix are supported by the "content" sections of the course outlines.

The student learning outcomes were reviewed in spring 2018 and an adjustment was determined to include an additional advanced curriculum student learning SLO.

The phase I action plan identified in our previous PLO action plan has been completed.

Thees courses are geared to prepare the students to apply to the Department of Apprentice for their Journey Person certificate. We will continue to monitor changes to that program

and keep our AS degree aligned for successful completion by our students.

This information was shared with our department, advisory council and industry partners.`No revisions necessary.`No changes needed.``We further determined that our program SLO's actually represent our intended program outcomes.

Overall Program Action Plan for 2015/16

All courses are part of a 5 year program and were confirmed on the alignment matrix for the for the Certificate of Accomplishment this then leads into our AS Degree, the courses support the successful completion of the program SLOs.

The 15/16 Title 5 rewrites are done, we confirmed that the placement of X's in the alignment matrix are supported by the "content" sections of the course outlines.

DVC Instructional Program SLO Action Plans

The student learning outcomes were reviewed in spring 2016 and an adjustment was determined to include an additional advanced curriculum student learning SLO.

The phase I action plan identified in our previous PLO action plan has been completed and we added new courses in green technology for STMFT. In addition, we added an additional courses in HydroTesting and Rigging.

These courses are geared to prepare the students to apply to the Department of Apprenticeship for their Journey Person certificate. We will continue to monitor changes to that program and keep our AS degree aligned for successful completion by our students.

This information was shared with our department, advisory council and industry partners.``

DVC Instructional Program SLO Action Plans

215. Studio Arts for Transfer [AAT.ART.D] belonging to Art [ART]

Overall Program Action Plan for 2017/18

Previous Action Plan:

1. All COR edits and curriculum development outlined in 15-16 Action Plan have been carried out, and have had a chance to settle down and become the "new normal."

2. The action items and plan for PLO #4 (peer critique) outlined in the 15-16 action plan have been carried out as described.

Workshops are ongoing and anecdotally faculty see student improvement, but this has been hard to quantify in SLO assessment results.

3. Department-wide glossary of terms: created, but is not being used as effectively as possible. Further actions: 1) create Canvas module of glossary to share with department faculty; 2) edit glossary for distribution with course offers or other appropriate time.

Current Actions:

1. Delete PLO #5 and #6 as they are redundant in language to PLOs #3 and #4

2. PLO #4 change wording to better define critique: "Apply critical thinking skills to the critique and evaluation of their artwork and the artwork of others."

DVC Instructional Program SLO Action Plans

3. PLO #1: change wording to "demonstrate proficiency in basic skills and techniques related to two-dimensional media, and apply the elements and principles of design in visual problem solving, the creation of art, and projects in selected areas of emphasis."
4. Department discussion of degrees: the AA-T grants a much smaller number of degrees per year than our Fine Arts AA. Action plan: 1) design and conduct research project on our AA-T and AA students, to see what differences in course-taking and degree eligibility we might discover; 2) Create a plan to identify students transferring without a degree and encourage them to apply for a degree if they meet the program requirements.
5. Action plan: Create and carry out professional development program to support faculty in online instructional design for our hybrid studio courses.
6. Action plan: Request data on course taking patters within "families" of courses to determine the effect of the course families on students. Scheduling and enrollment management implications may result.
7. Plan to continue effective practices workshops and FLEX activities as opportunities to collaborate and share within and across the areas/disciplines.
8. Action Plan: Update CORs to align with the wording of PLO 4 on critique. CORs will be updated on Title 5 revision schedule.

DVC Instructional Program SLO Action Plans

2. Update CORs of courses aligned with PLO #4 that do not mention critique in their SLOs or course content. CORs will be updated on Title 5 revision schedule. 1. Included ART-103 as a degree elective and align with PLOs 1 and 4 in matrix.

2. Corrected alignment of ART-120 to PLOs 1 and 4, not 3 and 4. All SLO assessments have been reviewed and are satisfactory at this time. Continue to develop and implement effective assessment practices for SLOs.

Overall Program Action Plan for 2014/15

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

Demonstrate proficiency in basic skills and techniques related to three-dimensional media, and apply the elements and principles of design in the creation of forms in selected areas of emphasis. Actions recently completed: ART-140 was rewritten as ART-102 to emphasize it as a foundation/design course. A title change was implemented to respond

DVC Instructional Program SLO Action Plans

to incorrect student perceptions of the course. Actions in progress: Created art terms and elements and principles of design glossary to ensure a common vocabulary. This glossary has been available and promoted at flex workshops and department meetings for the past two years. Begun a tradition of FLEX workshops over the past year to address learning outcomes and promote best practices, with plans to continue these workshops during each FLEX week. Standardized the pre-requisites for our classes department-wide. Due to delay and backlog in curriculum committee, these changes will take effect in FA15. Changes in ceramics curriculum and course outlines are completed. Actions planned: We would like to get our flow chart included in the catalog. This flow chart/graphic is a representation of department courses and pathways similar to the math department's graphic representation in the catalog. This will allow students to have a clearer picture of the curriculum and a suggested sequence of courses. Continue to respond to new curriculum legislation, such as the restrictions applied to courses related in content. New curriculum development or changes to degree)S Ì ù 2

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

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4.578 Tw

BT 31.19 525.88 Td (141. Industrial Maintenance Machinist/Mechanic \ (mTECH) [CA.MTECH.D] belonging to Architecture/Engineering) Tj ET

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BT 31.19 508.87 Td ([ENGTC]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2017/18) Tj ET

BT /F2 10.00 Tf ET

1.656 Tw

28.35 487.56 m 28.35 470.55 I S 28.35 487.56 m 813.54 487.56 I S 813.54 487.56 m 813.54 470.55 I S BT 31.19 476.06 Td (An additional program learning outcome was developed. PLO 8 closely aligns and more accurately reflects the purpose of learning electronics within the elective course) Tj ET

0.681 Tw

28.35 470.55 m 28.35 453.54 I S 813.54 470.55 m 813.54 453.54 I S BT 31.19 459.05 Td (requirements. An effort to more closely integrate our mTECH program with industry is underway. We have also sought input and guidance from program managers of similar) Tj ET

0.774 Tw

DVC Instructional Program SLO Action Plans

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (mTECH programs at other colleges. Additionally, we are also working with the Regional Director, Advanced Manufacturing Workforce Development officer to closer align our) Tj ET

0.406 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (mTECH curriculum with regional manufacturing needs. New courses were added and replaced. within the certificate. The Engineering technical drawing class, Engin-120, was) Tj ET

1.072 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S BT 31.19 408.02 Td (replaced with the Engineering Technology class, Engtc-119. Engtc-119 is more appropriate for Industrial Maintenance Machinist/Mechanic, as parts related to the machine) Tj ET

0.406 Tw

28.35 402.52 m 28.35 385.51 | S 813.54 402.52 m 813.54 385.51 | S BT 31.19 391.02 Td (shop are analyzed and incorporated into the curriculum. ENGTC-126 Computer Aided Design and Drafting was also added to provide basic technical drawing skills as needed) Tj ET

0.801 Tw

28.35 385.51 m 28.35 368.50 | S 813.54 385.51 m 813.54 368.50 | S BT 31.19 374.01 Td (by employers. ENGTC-111 Mathematics for Technicians was moved out of the major requirement and in with other elective math courses. By moving the Engtc-111 course,) Tj ET

0 Tw

28.35 368.50 m 28.35 351.50 | S 813.54 368.50 m 813.54 351.50 | S BT 31.19 357.00 Td (students could take more advanced math classes, rather than be required to take a basic math course or seek a waiver.) Tj ET

28.35 351.50 m 28.35 334.49 | S 813.54 351.50 m 813.54 334.49 | S

0.690 Tw

28.35 334.49 m 28.35 317.48 | S 813.54 334.49 m 813.54 317.48 | S BT 31.19 322.99 Td (COR changes will better reflect how the courses align to the PLOs. The alignment matrix has been modified to match both the new and modified courses. The program has) Tj ET

0.174 Tw

28.35 317.48 m 28.35 300.47 | S 813.54 317.48 m 813.54 300.47 | S BT 31.19 305.98 Td (reached out to local industry to better assess the overall curriculum and student learning outcomes. Feedback has been positive, but curricula will need to be updated as newer) Tj ET

0 Tw

28.35 300.47 m 28.35 283.47 | S 813.54 300.47 m 813.54 283.47 | S BT 31.19 288.97 Td (equipment becomes available through Strong Workforce funding.) Tj ET

28.35 283.47 m 28.35 266.46 | S 813.54 283.47 m 813.54 266.46 | S

0.464 Tw

DVC Instructional Program SLO Action Plans

28.35 266.46 m 28.35 249.45 | S 813.54 266.46 m 813.54 249.45 | S BT 31.19 254.95 Td (We will also develop our own surveys that can provide an assessment of the courses by students who are being sent from industry for certifications. A new Program Learning) Tj ET

0.454 Tw

28.35 249.45 m 28.35 232.44 | S 813.54 249.45 m 813.54 232.44 | S BT 31.19 237.95 Td (Outcome was created with the electronics program lead to align the electrical requirements: Students completing this program will be able to identify common electrical issues) Tj ET

0 Tw

28.35 232.44 m 28.35 215.43 | S 813.54 232.44 m 813.54 215.43 | S 28.35 215.43 m 813.54 215.43 | S BT 31.19 220.94 Td (with machines and communicate with electrical technicians.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 261 of 453) Tj ET

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

0.720 Tw

BT 31.19 525.88 Td (152. Kinesiology - Sports and Recreation Management [AS.KINSM.D] belonging to Kinesiology, Athletics and Dance) Tj ET

0 Tw

BT 31.19 508.87 Td ([KINES]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 492.46 Td (Overall Program Action Plan for 2016/17) Tj ET

BT /F2 10.00 Tf ET

1.080 Tw

28.35 487.56 m 28.35 470.55 | S 28.35 487.56 m 813.54 487.56 | S 813.54 487.56 m 813.54 470.55 | S BT 31.19 476.06 Td (The department decided to add a PLO specifically

DVC Instructional Program SLO Action Plans

addresses a transfer pathways course, since this degree is only for transfer. There have been no changes to any of the) Tj ET

0.799 Tw

28.35 470.55 m 28.35 453.54 | S 813.54 470.55 m 813.54 453.54 | S BT 31.19 459.05 Td (aligned courses CORs. The department is considering removing and replacing courses that no longer align to the transfer pathway. If example, replacing the Business Stats) Tj ET

0.618 Tw

28.35 453.54 m 28.35 436.54 | S 813.54 453.54 m 813.54 436.54 | S BT 31.19 442.04 Td (class with the Math Statway classes. The department reviewed and adjusted the matrix alignment and mapping in preparation of DVC pathways initiative. This degree is only) Tj ET

0.212 Tw

28.35 436.54 m 28.35 419.53 | S 813.54 436.54 m 813.54 419.53 | S BT 31.19 425.03 Td (for transfer, thus the department decided to add a PLO specifically addressing transfer pathways. The department will continue to monitor the five year enrollment trends in this) Tj ET

0 Tw

28.35 419.53 m 28.35 402.52 | S 813.54 419.53 m 813.54 402.52 | S 28.35 402.52 m 813.54 402.52 | S BT 31.19 408.02 Td (degree. The depart will also monitor current industry trends to verify the alignment of our transfer degree to 4 year institutions.) Tj ET

BT /F2 10.00 Tf ET

BT 31.19 39.52 Td (Program Action Plans) Tj ET

BT 355.10 39.52 Td (Outcome Assessment History) Tj ET

BT 736.20 39.52 Td (Page 280 of 453) Tj ET

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Øû. Department has begun to unify the course objectives across all languages, and rewrite the program-level SLOs in order to more closely align the objectives for all languages. Once the course objectives are changed, the department will implement new assessment methods in order to more effectively analyze the results across the languages. In the Spanish program, we have already unified the course objectives for SPAN 120 and 121 and will revise the course objectives for SPAN 220, 221, 230, and 231 during the next Title 5 rewrite cycle. After reviewing the course assessment data, we are happy to see a consistently high level of achievement. We strongly believe that it comes from highly qualified teachers and a tradition of supporting students with in-class teaching assistants and outside class tutors. For Spanish 230 and 231, it has been difficult to select appropriate and interesting classroom materials. We will have a FLEX meeting in August to discuss about possible options of anthologies and literatures for these advanced courses with Spanish instructors. ÀŽ É P 2 J

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BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

DVC Instructional Program SLO Action Plans

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

BT /F2 10.00 Tf ET

BT /F1 14.00 Tf ET

BT 31.19 525.88 Td (144. Intermediate ESL Reading and Writing [CC.ESLIN.D] belonging to English [ESL]) Tj ET

BT /F1 12.00 Tf ET

BT 31.19 509.47 Td (Overall Program Action Plan for 2018/19) Tj ET

BT /F2 10.00 Tf ET

0.966 Tw

28.35 504.57 m 28.35 487.56 I S 28.35 504.57 m 813.54 504.57 I S 813.54 504.57 m 813.54 487.56 I S BT 31.19 493.06 Td (In the previous action pla

DVC Instructional Program SLO Action Plans

216. Technical Theater [AA.TECTH.D] belonging to Performing Arts [DRAMA]

Overall Program Action Plan for 2018/19

The Department added the following courses to the list of electives: Drama 295 & 296 and FTVE 120 & 160. The Department also removed Drama 141, 180, and 181 from the list of electives. These courses have been removed from our current course offerings. The Department reviewed all the courses associated with this degree and have determined that the content of the courses are mapped to the PLO's. The Department reviewed the alignment matrix and added Drama 295 & 296 and FTVE 120 & 160. The Department also deleted Drama 141, 180, and 181 from the alignment matrix. These courses have been removed from our course offerings. The Department reviewed course level SLO's and found that the course SLO's map to one or more of the PLO's. We will continue to review recommendations from the Tech Advisory Committee, the Theater Staging Specialist, and the instructors for the tech theater courses. Recommendations for new equipment or equipment maintenance will be included in Program Review.

Overall Program Action Plan for 2017/18

After reviewing the current PLO's and courses the Department has determined that no action required at this time. The Department will continue to review, assess, and revise program learning outcomes and curriculum as needed. The Department reviewed and determined that FTVE 120 and 160 and Drama 295 and 296 meet the criteria for inclusion with this degree. The Department verifies the placement of "x's" in the course columns and updated the matrix for FTVE 120 and 160 and Drama 295 and 296. The Tech Advisory Committee recommended Drama 295 and 296 to address the interest in providing our students with internships and occupational opportunities to further their educational experiences. We just completed a Comprehensive Program Review and will continue to review recommendations from the Tech Advisory Committee, the Theater Staging Specialist, and the instructors for the tech theater courses.

Overall Program Action Plan for 2014/15

Students completing the program will be able to exhibit the unique collaborative skills necessary to participate in a theater community. Analysis: Analysis: All courses align with at least one outcome. Aligned with this outcome: BCA-120, 125, COOP-170, 180, DRAMA-111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 298, FILM-292. Aligned courses due for Title 5 rewrite in 15/16: DRAMA-111, Drama 112, Drama 113, Drama 260, and Drama 270. All aligned course have been assessed. An additional new topics course is being offered in Fall 15: Costume Rendering for the Theater. The course is designed to increase students ability to collaborate professionally in the theater community as both artists and designers. The Department has determined that additional curriculum in lighting and new curriculum stage management, design, and scenic painting, would assist with the continued successful completion of this outcome. There has been a significant increase (from one student in 2008 to nine students in 2013 per Program Review data) in the number of students receiving the A.A. and C.A. in Technical Theater -additional courses will continue to increase the number of students completing the program and the successful completion of Outcome #1. SLOAC plan: Write and review new curriculum to increase the successful completion of this outcome. The department will review all curriculum and SLO outcomes, and add and possibly revise SLO Outcomes to the degree and certificate as needed.

Overall Program Action Plan for 2012/13

Overall assessment: all content portions of Title V's align with at least one or more outcomes for all courses on the Certificate of Achievement. The Drama area will continue to assess, evaluate, and implement improved methods of assessing all courses that are part of the A.A. In addition, a new course or courses will be added to the A.A. in Fall of

DVC Instructional Program SLO Action Plans

2013; Drama will update and align Matrix in Fall 2013 as well. Outcome #1 (same as previous) Assessment method(same as previous) Criteria (same as previous) Analysis: All courses align with at least one outcome. Aligned with this outcome: BCA- 120, 125, COOP-170, 180, DRAMA-111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 298, FILM- 292. No aligned course due for title 5 rewrite in 12/13. SLOAC plan: all courses Title V content match mapping - no action required. New course(s) will be added to the A.A. and Matrix in 2013-2014 All aligned course have been assessed Outcome #2 same as previous Assessment method (same as previous) Criteria (same as previous) Analysis No empty rows or columns in the alignment matrix. DRAMA 111, 112, 113, 122, 139, 200, and 201 align with this outcome. ARCHI 130 aligns with this outcome. ART 105, 106, and 108 align with this outcome. BCA 120 and 125 align with this outcome. ENGIN 119 and 126 align with this outcome. FILM 292 aligns with this outcome. MUSIC 172 aligns with this outcome All Title V's are current SLOAC plan : all courses Title V content match mapping - no action required. New course(s) will be added to the A.A. and Matrix in 2013-2014 All aligned course have been assessed Outcome #3 (same as previous) Assessment method (same as previous) Criteria (same as previous) Analysis: All courses align with at least one outcome. Aligned with this outcome: ARCHI-130, ART-105, 106, 108, ARTDM-130, 149, 160, BCA-120, 125, COOP-170, 180, DRAMA- 111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 230, 260, 270, 298, ENGIN-119, 126, FILM-292, MUSIC-172. All Title V's are current SLOAC plan : all courses Title V content match mapping - no action required. New course(s) will be added to the A.A. and Matrix in 2013-2014 All aligned course have been assessed

DVC Instructional Program SLO Action Plans

217. Technical Theater [CA.TECTH.D] belonging to Performing Arts [DRAMA]

Overall Program Action Plan for 2017/18

The certificate degree includes the same courses as our Technical Theater AA degree and works as a ladder to that degree. After reviewing the current PLO's and courses the Department has determined that no action required at this time. The Department will continue to review, assess, and revise program learning outcomes and curriculum as needed. The Department reviewed and determined that FTVE 120 and 160 and Drama 295 and 296 meet the criteria for inclusion with this degree. The Department verifies the placement of "x's" in the course columns and updated the matrix for FTVE 120 and 160 and Drama 295 and 296. The Tech Advisory Committee recommended Drama 295 and 296 to address the interest in providing our students with internships and occupational opportunities to further their educational experiences. We just completed a Comprehensive Program Review and will continue to review recommendations from the Tech Advisory Committee, the Theater Staging Specialist, and the instructors for the tech theater courses.

Overall Program Action Plan for 2014/15

Students completing the program will be able to exhibit the unique collaborative skills necessary to participate in a theater community. Analysis: Analysis: All courses align with at least one outcome. Aligned with this outcome: BCA-120, 125, COOP-170, 180, DRAMA-111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 298, FILM-292. Aligned courses due for Title 5 rewrite in 15/16: DRAMA-111, Drama 112, Drama 113, Drama 260, and Drama 270. All aligned course have been assessed. An additional new topics course is being offered in Fall 15: Costume Rendering for the Theater. The course is designed to increase students ability to collaborate professionally in the theater community as both artists and designers. The Department has determined that additional curriculum in lighting and new curriculum stage management, design, and scenic painting, would assist with the continued successful completion of this outcome. There has been a significant increase (from one student in 2008 to nine students in 2013 per Program Review data) in the number of students receiving the A.A. and C.A. in Technical Theater -additional courses will continue to increase the number of students completing the program and the successful completion of Outcome #1. SLOAC plan: Write and review new curriculum to increase the successful completion of this outcome. The department will review all curriculum and SLO outcomes, and add and possibly revise SLO Outcomes to the degree and certificate as needed.

Overall Program Action Plan for 2012/13

Overall assessment: all content portions of Title V's align with at least one or more outcomes for all courses on the Certificate of Achievement. The Drama area will continue to assess, evaluate, and implement improved methods of assessing all courses that are part of the C.A. In addition, a new course or courses will be added to the C.A. in Fall of 2013; Drama will update and align Matrix in Fall 2013 as well. Outcome #1 (same as previous) Assessment method (same as previous) Criteria (same as previous) Analysis: All courses align with at least one outcome. Aligned with this outcome: BCA- 120, 125, COOP-170, 180, DRAMA-111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 298, FILM- 292. No aligned course due for title 5 rewrite in 12/13. SLOAC plan: all courses Title V content match mapping - no action required. New course(s) will be added to the C.A. and Matrix in 2013-2014 All aligned course have been assessed Outcome #2 same as previous Assessment method (same as previous) Criteria (same as previous) Analysis No empty rows or columns in the alignment matrix. DRAMA 111, 112, 113, 122, 139, 200, and 201 align with this outcome. ARCHI 130 aligns with this outcome. ART 105, 106, and 108 align with this outcome. BCA 120 and 125 align with this outcome. ENGIN 119 and 126 align with this outcome. FILM 292 aligns with this

DVC Instructional Program SLO Action Plans

outcome. MUSIC 172 aligns with this outcome All Title V's are current SLOAC plan : all courses Title V content match mapping - no action required. New course(s) will be added to the C.A. and Matrix in 2013-2014 All aligned course have been assessed Outcome #3 (same as previous) Assessment method (same as previous) Criteria (same as previous) Analysis: All courses align with at least one outcome. Aligned with this outcome: ARCHI-130, ART-105, 106, 108, ARTDM-130, 149, 160, BCA-120, 125, COOP-170, 180, DRAMA- 111, 112, 113, 122, 123, 124, 127, 130, 139, 140, 141, 180, 181, 200, 201, 230, 260, 270, 298, ENGIN-119, 126, FILM-292, MUSIC-172. All Title V's are current SLOAC plan : all courses Title V content match mapping - no action required. New course(s) will be added to the C.A. and Matrix in 2013-2014 All aligned course have been assessed

DVC Instructional Program SLO Action Plans

218. Television Arts [AA.BROCA.D] belonging to Media Studies [FTVE]

Overall Program Action Plan for 2018/19

No changes at this time.`No changes at this time.`No changes at this time.`No changes at this time.`Will be part of program review.

Overall Program Action Plan for 2015/16

Many of the classes for this degree will be assessed in Fall 16. The individual classes will change from Film or BCA to FTVE in Fall to match the new state film/BCA transfer courses. ARTDM 105 will replace ARTDM 110&111 in the Fall catalog.

Overall Program Action Plan for 2012/13

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

DVC Instructional Program SLO Action Plans

219. Television Arts [CA.BROCA.D] belonging to Media Studies [FTVE]

Overall Program Action Plan for 2018/19

No changes at this time.`No changes at this time.` No changes at this time.` No changes at this time.` Will be part of program review.

Overall Program Action Plan for 2015/16

Many of the classes for this certificate will be assessed in Fall 16. The individual classes will change from Film or BCA to FTVE in Fall to match the new state film/BCA transfer courses. ARTDM 105 will replace ARTDM 110&111 in the Fall catalog.

Overall Program Action Plan for 2012/13

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

DVC Instructional Program SLO Action Plans

220. Television Arts - Basic Digital Field Production [CC.BCADF.D] belonging to Media Studies [FTVE]

Overall Program Action Plan for 2018/19

No changes at this time.`No changes at this time.`No changes at this time.`No changes at this time.`Will be part of program review.

Overall Program Action Plan for 2015/16

Many of the classes for this certificate will be assessed in Fall 16. The individual classes will change from Film or BCA to FTVE in Fall to match the new state film/BCA transfer courses. ARTDM 105 will replace ARTDM 110&111 in the Fall catalog.

Overall Program Action Plan for 2012/13

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

DVC Instructional Program SLO Action Plans

221. Television Arts - Basic Studio Production [CC.BCASP.D] belonging to Media Studies [FTVE]

Overall Program Action Plan for 2018/19

No changes at this time.`No changes at this time.`No changes at this time.`No changes at this time.`Will be part of program review.

Overall Program Action Plan for 2015/16

Many of the classes for this certificate will be assessed in Fall 16. The individual classes will change from Film or BCA to FTVE in Fall to match the new state film/BCA transfer courses. ARTDM 105 will replace ARTDM 110&111 in the Fall catalog.

Overall Program Action Plan for 2012/13

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

DVC Instructional Program SLO Action Plans

222. Television Arts - Basic Writing for Digital Medium [CC.BCAWD.D] belonging to Media Studies [FTVE]

Overall Program Action Plan for 2018/19

No changes at this time.`No changes at this time.`No changes at this time.`No changes at this time.`Will be part of program review.

Overall Program Action Plan for 2015/16

Many of the classes for this certificate will be assessed in Fall 16. The individual classes will change from Film or BCA to FTVE in Fall to match the new state film/BCA transfer courses. ARTDM 105 will replace ARTDM 110&111 in the Fall catalog.

Overall Program Action Plan for 2012/13

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

Overall Program Action Plan for 2009/10

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

DVC Instructional Program SLO Action Plans

223. Theater Arts for Transfer [AAT.DRAMA.D] belonging to Performing Arts [DRAMA]

Overall Program Action Plan for 2018/19

The Department added the following courses to the list of electives: Drama 295 & 296 and FTVE 120 & 160. The Department also removed Drama 141, 180, and 181 from the list of electives. These courses have been removed from our current course offerings. The Department reviewed all the courses associated with this degree and have determined that the content of the courses are mapped to the PLO's. The Department reviewed the alignment matrix and added Drama 295 & 296 and FTVE 120 & 160. The Department also deleted Drama 141, 180, and 181 from the alignment matrix. These courses have been removed from our course offerings. The Department reviewed course level SLO's and found that the course SLO's map to one or more of the PLO's. We will continue to review recommendations from the Tech Advisory Committee, the Theater Staging Specialist, and the instructors for the tech theater courses. Recommendations for new equipment or equipment maintenance will be included in Program Review.

Overall Program Action Plan for 2017/18

We continue to maintain our alignment with the state degree courses. After reviewing the current PLO's and courses the Department has determined that no action is required at this time. The Department will continue to review and assess the state COR. At this current time there have been no changes and we are in current alignment with the state mandated transfer degree. We are currently in alignment with the state mandated transfer degree. These course are all in compliance and there is no action needed at this time. We just completed a Comprehensive Program Review and will continue to review recommendations from the Tech Advisory Committee, the Theater Staging Specialist, and the instructors for the tech theater courses.

Overall Program Action Plan for 2014/15

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

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

DVC Instructional Program SLO Action Plans

224. Tree Technician [CC.HRTTT.D] belonging to Biological Science [HORT]

Overall Program Action Plan for 2017/18

Changes will be made when the second cohort completes certificates and we can evaluate program efficacy. This is a new nested certificate for the Horticulture program. In 2020, when we have data to evaluate, changes may be made to title 5's if indicated. The alignment courses need to be updated online; once that is done, courses will be aligned. This is a new certificate. Our courses are offered once every two years. The first cohort will complete certificates fall of 2018. The second will complete certificates in 2020, then we will be able to compare data.