

PALO VERDE COLLEGE

Proficiency Rubric Statement 1

- 1.1 Course outline of record, revised October 29, 2003, with subsequent revisions retaining the terms “Objectives and Learning Outcomes.” The current template, revised November 8, 2012, further distinguishes the two with separate categories: “Course Objectives” and Student Learning Outcomes.”
- 1.2 Flex Day Agenda, October 5, 2012; Course SLO Division Approval Form; Pilot SLOs—Fall 2012; Assessment Data—Fall 2012; Analysis & Action Plan—Spring 2013
- 1.3 Spreadsheet listing courses and SLO and assessment status
- 1.4 Degrees and Certs, by Sponsoring Division, Feb. 1, updated March 6
- 1.5 Program SLOs Report after Flex Day Feb. 1, updated March 6
- 1.6 Institutional Learning Outcomes, SLO Committee, April 2011
- 1.7 Email from S/P Denise Whittaker, February 20, 2013; link to PVC Accreditation website: from main page, click Accreditation at top left
- 1.8 Plan for Faculty and Staff Meeting, February 28, 2013
- 1.9 Alignment of Institutional SLOs with Program SLOs, February 28, 2013

COURSE OUTLINE OF RECORD



Palo Verde College
One College Drive, Blythe, CA 92225
(760) 921-5500

Course Control Number:

Course Outline Approval Dates		
	Curriculum Committee	Board of Trustees
Face-to-Face		
Correspondence Ed.		
Distance Ed.		

Course Information. Course Initiator:

Subject Area and Course Number:		Course Title:					
New Course <input type="checkbox"/>	Revised <input type="checkbox"/>	Updated <input type="checkbox"/>	Static ID	TOP Code	Credit Status Request Choose one:		
Classification Code Choose one:		SAM Code Choose one:		Course prior to college level Choose one:			
Noncredit category Choose one:		Meets a unique need: Yes <input type="checkbox"/> No <input type="checkbox"/>		Course duplicated: Yes <input type="checkbox"/> No <input type="checkbox"/>		Demand/Enrollment Potential: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Transfer request Choose one:		Articulation request: UC <input type="checkbox"/> CSU <input type="checkbox"/> CSU-GE <input type="checkbox"/> IGETC <input type="checkbox"/>					
Basic Skills Choose one:		Funding Agency Choose one:				Course Program Status Choose one:	
Co-Op Status Choose one:		Special Class Status Choose one:					

JUSTIFICATION FOR NEED:

(Briefly describe the primary method used to determine the need for this course. For example, Labor Market Projections from Employment Development Department, employer survey, community or student interest survey, state licensing requirements or mandated certification. A maximum of 4000 characters is allowed.)

CATALOG DESCRIPTION:

SEMESTER UNITS:

Course Length: Lecture: Laboratory: Clinic/Field:

PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:

If the course has pre-requisites, co-requisites or advisories, list them here and attach a completed Pre-requisite Justification form.

COURSE OBJECTIVES:

Upon successful completion of the course the student will be able to:

STUDENT LEARNING OUTCOMES:

COURSE OUTLINE AND SCOPE:

1. Outline of topics or content:
2. If a course contains laboratory or clinic/field hours, list examples of activities or topics:
3. Examples of reading assignments:
4. Examples of writing assignments:
5. Appropriate assignments to be completed outside of class:
6. Appropriate assignments that demonstrate critical thinking:
7. Other assignments (if applicable):



Palo Verde College

**One College Drive, Blythe, CA 92225
(760) 921-5500**

Course Control Number: CCC000408828

Course Outline Approval Dates		
	Curriculum Committee	Board of Trustees
Face-to-Face	5/10/12	5/22/12
Correspondence Ed.	12/8/11	1/24/12
Distance Ed.	12/8/11	1/24/12

1. Course Information. Course Initiator: Scott Peterson

Subject Area and Course Number: CIS 101		Course Title: Introduction to Computers and Information Systems	
New Course <input type="checkbox"/> Revised <input checked="" type="checkbox"/> Updated <input type="checkbox"/>	Static ID 110101	TOP Code 0701.00	Credit Status Request D=Credit Degree Applicable
Classification Code I=Occupational Education	SAM Code C=Clearly Occupational		Course prior to college level Y=Not Applicable
Noncredit category Y=Not Applicable; Credit Course	Meets a unique need: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Course duplicated: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Demand/Enrollment Potential: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Transfer request A=UC and CSU	Articulation request: UC <input checked="" type="checkbox"/> CSU <input checked="" type="checkbox"/> CSU-GE <input type="checkbox"/> IGETC <input type="checkbox"/>		
Basic Skills N=Not a Basic Skills Course	Funding Agency Y=Not Applicable		Course Program Status I=Program Applicable
Co-Op Status N=Not Part of a Co-Op Program	Special Class Status N=Course is Not a Special Course		

JUSTIFICATION FOR NEED:

Students in today's competitive job market need advanced computer skills to remain competitive. Individuals will be addressing current and emerging trends as they relate to today's computing environments. Students will learn through hands on applications that will provide them with a valuable service as they prepare to complete certificate and degree programs as well as enhancing their understanding of computing to apply to real-world settings. This course is part of three certificates of preparation offered by Palo Verde College in the Computer Information Systems Department.

CATALOG DESCRIPTION:

This is an introductory course that will provide students with a basic knowledge of computers and information systems. It will also include an extensive overview of state-of-the-art technology, structured design techniques, and the real-world environment of the computer industry, covering hardware, software, and concepts of information systems. This course is especially beneficial for students, teachers, and professionals who are using, or planning to use, microcomputers in personal or business environments.

SEMESTER UNITS: 3

Course Length: Lecture: 54 Laboratory: 0 Clinic/Field: 0

PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:

None

OBJECTIVES and LEARNING OUTCOMES:

Upon successful completion of the course the student will be able to:

1. Describe computer related career opportunities and relevant information such as education needed, condition of work, related careers, job outlook, and average pay through the use of labor statistics and the Occupational Outlook Handbook.
2. Describe a real-world outlook on computers and information systems and their effects on our society.

COURSE OUTLINE AND SCOPE:

1. Outline of topics or content:

<div>1. An Introduction to Computers<ol style="list-style-type: none">a. What is a computer?b. Hardware and softwarec. Information processing systemsd. Computer personnel</div> <div>2. The Internet and World Wide Web<ol style="list-style-type: none">a. How the Internet worksb. The World Wide Webc. Electronic commerced. Web publishing and internet services</div> <div>3. Applications Software<ol style="list-style-type: none">a. Developing a documentb. Graphics and multimedia softwarec. Software for home, personal, and educational used. Software for communications</div> <div>4. The System Unit<ol style="list-style-type: none">a. Functions of the processor unit and how data is storedb. Executing instructions on the computerc. Types of main computer memoryd. Expansion slots/expansion cards and buses</div> <div>5. Input Devices of the Computer<ol style="list-style-type: none">a. Types of input and input devicesb. Users interfaces and ergonomics</div> <div>6. Output Devices of the Computer<ol style="list-style-type: none">a. Types of output and output devicesb. Voice output and the physically challenged users</div>	<div>7. Storage Devices of the Computer<ol style="list-style-type: none">a. Floppy and hard disks devicesb. CD-ROMs and DVD-ROMsc. PC cards and microfilm</div> <div>8. Operating Systems and Utility Programs<ol style="list-style-type: none">a. Operating system functionb. Stand-alone operating systemsc. Network operating systemsd. Utility programs</div> <div>9. Communications and Networks<ol style="list-style-type: none">a. Use of communicationsb. Networksc. The telephone network and communications devicesd. Physical and wireless transmission media</div> <div>10. Computers and Society<ol style="list-style-type: none">a. Computer securityb. Information privacy</div> <div>11. Databases and Information Management<ol style="list-style-type: none">a. Maintaining datab. File processing versus databasesc. Database Management Systems (DBMS)</div> <div>12. Computer Careers and Certification<ol style="list-style-type: none">a. Preparing for a career in the computer industryb. Computer certification</div>
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2. If a course contains laboratory or clinic/field hours, list examples of activities or topics:

None

3. Examples of reading assignments:

Students will be expected to complete all reading assignments prior to lectures and/or completing assigned coursework. Reading assignments may include, but are not limited to, chapters from the textbook and articles from current periodicals and the Internet.

4. Examples of writing assignments:

Projects and writing assignments require students to produce written copy to demonstrate understanding of concepts. Writing assignments may include, but are not limited to, writing a two to three page paper based on a topic found in the textbook or an article from a current computer and/or Internet magazine.

COURSE OUTLINE OF RECORD



Palo Verde College

**One College Drive, Blythe, CA 92225
(760) 921-5500**

Course Control Number: 000409468

Course Outline Approval Dates		
	Curriculum Committee	Board of Trustees
Face-to-Face	5/10/12	5/22/12
Correspondence Ed.	5/10/12	5/22/12
Distance Ed.	5/10/12	5/22/12

1. Course Information. Course Initiator: Mike Gaubeca

Subject Area and Course Number: ACC 101		Course Title: Principles of Accounting I	
New Course <input type="checkbox"/> Revised <input checked="" type="checkbox"/> Updated <input type="checkbox"/>		Static ID I10002	TOP Code 0502.00
Classification Code I=Occupational Education		SAM Code C=Clearly occupational	Credit Status Request D=Credit-Degree Applicable
Noncredit category Y=Not Applicable; Credit Course		Meets a unique need: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Course duplicated: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Transfer request A=UC and CSU		Demand/Enrollment Potential: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Basic Skills N=Not a Basic Skills Course		Articulation request: UC <input checked="" type="checkbox"/> CSU <input checked="" type="checkbox"/> CSU-GE <input checked="" type="checkbox"/> IGETC <input checked="" type="checkbox"/>	
Co-Op Status N=Not Part of a Co-Op Program		Funding Agency Y=Not Applicable	
		Special Class Status N=Course is Not a Special Class	
		Course Program Status I=Program Applicable	

JUSTIFICATION FOR NEED:

Need for course determined primarily by Labor Market Projections from Employment Development Department. This course is designed to meet the needs of persons who intend to continue college level instruction in Accounting as well as of persons who only wish to acquire background literacy in Accounting for occupational purposes.

CATALOG DESCRIPTION:

This introductory financial accounting course provides instruction in the theory and practice of accounting applicable to recording, summarizing, and reporting of business transactions for external reporting and other external uses. Subject matter includes coverage of asset valuation, revenue and expense recognition, and appropriate accounting for various asset, liability, and capital accounts. This course is required for business majors preparing for, and planning to transfer to, a four-year college or university.

SEMESTER UNITS: 4

Course Length: Lecture: 72 Laboratory: Clinic/Field:

PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:

ACC100: Basic Accounting

OBJECTIVES and LEARNING OUTCOMES:

Upon successful completion of the course the student will be able to:

1. Identify the sequential steps and procedures contained in the entire accounting cycle.
2. Demonstrate an applied knowledge of the entire accounting theories and concepts involved in the following areas from the corporate perspective by analyzing and responding to written and oral situations, problems, cases, and other accounting and finance written materials.
 - a. Cash and equivalents.
 - b. Receivables, payables, current and long-term debt and payroll and payroll tax liabilities.
 - c. Merchandising, inventory, and prepaid expenses.\Plant and equipment, intangibles, and natural resources.
 - d. Plant and equipment, intangibles, and natural resources.
 - e. Internal controls, accounting systems.
 - f. Present value applications.
 - g. Investments for control purposes.
 - h. International accounting and foreign currency transactions (optional).
 - i. Income taxes and business decisions.
 - j. Accounting for non-profit and government fund accounting (optional).
 - k. Accounting for the equity structure of various business entities.
3. Exhibit a knowledge of generally accepted accounting principles, theoretical and business entity alternatives, and alternative valuation approaches, cash flow and analysis of financial statements by analyzing and responding to written and oral situations, problems, cases and other accounting and finance written materials.
4. Demonstrate an ability to prepare basic financial statements and interpret financial statement communications. Explain the significance of professional judgment and ethical conduct.

COURSE OUTLINE AND SCOPE:

1. Outline of topics or content:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- a. Introduction/Accounting as an Information System
- b. Double entry Accounting System.
- c. The accounting Cycle: Journalizing and Posting Transactions.
- d. Financial Statements.
- e. Merchandising Operations.
- f. Manual and Electronic Accounting Systems.
- g. Cash and Short-term Investments.
- h. Receivables and Notes
- i. Inventories.
- j. Plant Assets and Depreciation.



COURSE OUTLINE
Palo Verde College
One College Drive, Blythe, CA 92225
(760) 921-5500

Latest Revision: 4/2/07

Board Approval: 5/22/07

1. Course Information. Course Initiator: Dr. Bruce Wallace

Subject Area and Course Number: CHD 110		Course Title: The Process of Parenting	
New Course <input type="checkbox"/>	Revised <input checked="" type="checkbox"/>	Updated <input type="checkbox"/>	Static ID H1097
Classification Code I=Occupational Education		SAM Code C=Clearly occupational	TOP Code 1305.10
Noncredit category Choose one:		Meets a unique need: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Course duplicated: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Transfer request B=CSU only		Demand/Enrollment Potential: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Articulation request: UC <input type="checkbox"/> CSU <input checked="" type="checkbox"/> CSU-GE <input type="checkbox"/> IGETC <input type="checkbox"/> CAN <input type="checkbox"/>		Credit Status Request For Credit-Degree applicable Course prior to college level Y=Not applicable	

2. Some or all aspects of this course may be delivered in a Distance Education mode: Yes ☐ No ☒
 If checked yes, all questions pertaining to Distance Education must be answered.
3. This course has laboratory or clinic/field hours: Yes ☐ No ☒
 If checked yes, this outline must include a list of laboratory or clinic/field activities or topics.
4. This course has prerequisites, co-requisites, or advisories: Yes ☐ No ☒
 If checked yes, please complete a Prerequisite Justification Form.
5. Curriculum Committee Approval Date: 4/19/07
6. After Curriculum Committee approval, the following is to be completed by the Office of Instruction:

TRANSFER APPROVAL STATUS	ARTICULATION APPROVAL STATUS					
Approval Pending		Not Requested	Date of Submission	Approval Pending	Approval Denied	Date Approved
	UC	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	CSU	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	CSU-GE	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	IGETC	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	CAN	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

CATALOG DESCRIPTION:

Information on strategies parents or students can use to deal with children's behavior and to enhance understanding and closeness among family members. This course meets all criteria for the Credentialing Board for the designation of a DS2 course.

UNITS:

FACE TO FACE: 3 Hours Per Week: Lecture: 2 Laboratory: 3 Clinic/Field:

DISTANCE EDUCATION:

ENTRY LEVEL SKILLS, PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:

None

OBJECTIVES and LEARNING OUTCOMES:

Upon successful completion of the course the student will be able to:

1. To show how parents and caregivers can translate their love and concern for children into effective parenting skills.
 2. To bring the world of the child, the experiences of parents, and the kinds of interactions between them that promote effective functioning and well being for all the partners in the process.
 3. To understand how children think, feel and act.
 4. Updated information on children's physical, intellectual, and personal-social development from birth to late adolescence.
 5. Develop self-esteem, confidence, and optimism in life.
-
-

COURSE OUTLINE AND SCOPE:

1. Outline of Topics or Content:

The student will be asked to deal with such principles as:

1. Establishing relationships with children.
2. Understanding children's behavior.
3. What it means to become a parent.
4. Birth through late adolescence.
5. Single parenting and step parenting, working parent.
6. What support groups are available to teen parents and single parents.

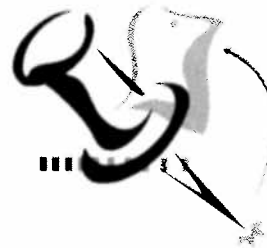
2. If a course contains laboratory or clinic/field hours, list activities or topics:

1. Parent modeling activities.

Flex Day Agenda

Oct. 5, 2012

1.2



8:25- 8:30 a.m.

Sign in

Auditorium

8:30 -9:00 am.

A few words from Dr. Kay Ragan

Auditorium

9:00 – 9:15 am.

June Turner

CQ Researcher and Gale Academic OneFile

Auditorium

9:15-10:30 am

Alfredo Huerta

The ABC's of Stress and Stress Reduction in The Work Place

Auditorium

10:30 -12 noon.

Irma Dagnino & Sarah Frid

AAT/AST Prep for Curriculum

Auditorium

12 noon -1 p.m.

Lunch (Den will be open until 2 p.m.)

On your own

1 p.m. – 3:30 p.m.

Sherri Jones

SLO's for PVC

Auditorium

3:30 p.m.

Close

Auditorium

THANK YOU FOR ATTENDING

COURSE SLO DIVISION APPROVAL FORM

Course department and number: _____

Course name: _____

☐ The SLOs selected by the SLO Coordinator are accepted, and will be assessed Fall 2012.

☐ The following SLOs have been identified by the Division, and will be assessed Fall 2012.

1. _____

2. _____

Reviewed and approved by : _____

Division Chair

Date: _____

**PVC Course SLOs
PILOT SLOs – FALL 2012**



Palo Verde College

**One College Drive, Blythe, CA 92225
(760) 921-5500**

Subject Area and Course Number:	Course Title:
SLO #1	
SLO #2	

SLO's will be assessed using one or more of the following:

- Exams/Tests
- Quizzes
- Portfolios
- Research Projects
- Oral Presentations
- Papers
- Field Trips
- Projects
- Class Participation
- Simulations
- Group Projects
- Class Work
- Home Projects
- Lab Work

**PVC Course SLOs
ASSESSMENT DATA – FALL 2012**



Palo Verde College

**One College Drive, Blythe, CA 92225
(760) 921-5500**

Subject Area and Course Number:	Course Title:
SLO #1:	
Method of Assessment:	
Results:	
SLO #2:	
Method of Assessment:	
Results:	

**PVC Course SLOs
ANALYSIS & ACTION PLAN – SPRING 2013**



Palo Verde College

**One College Drive, Blythe, CA 92225
(760) 921-5500**

Subject Area and Course Number:	Course Title:
Discussion of Findings	

Action Plan for Improvement:

- ☐ Provide clearer information to students about the goals or objectives of the relevant assignments or assessment methods
- ☐ Revise content of assignments or assessment methods
- ☐ Revise the scope or amount of writing/oral/visual/clinical or similar work in the assignments or assessment methods
- ☐ Revise activities leading up to and/or supporting assignments or assessment methods
- ☐ Increase class discussions and activities
- ☐ Increase student collaboration and/or peer review
- ☐ Provide more frequent or more detailed feedback on student progress
- ☐ Increase guidance for students
- ☐ Use methods of questions that encourage competency
- ☐ State criteria for grading more explicitly, for example, by distributing scoring rubrics
- ☐ Increase interaction with students outside of class
- ☐ Ask a colleague to critique assignments or assessment methods
- ☐ Collect more data
- ☐ Revise the stated SLO and/or objective for the course
- ☐ Nothing. Assessment indicates no improvement necessary

Division Approval Form for SLO's Received, Pending and Revised 03/13/13

1.3

Course Dept & #:	Course Name:	Received	Pending	Revised	Assessment
ABE 040	Computers Made Simple	X			X
ABE 055	Folk Music	X			X
ABE 064	Basic Principles of Sewing	X			X
ABE 099	Access Internet	X			X
ACC 100	Basic Accounting	X			X
ACC 101	Principles of Accounting I				X
ADS 101	Introduction to Addiction Studies		X	X	X
ADS 102	Pharmacology and Physiological Effects of Addiction	X			X
ADS 103	Case Management and Documentation	X			X
ADS 104	Addiction Prevention Education and Outreach/Referral	X			X
ADS 105	Dual Diagnosis and Mental Health Issues	X			X
ADS 107	Group and Family Processes	X			X
ADS 150	Pract Alco/Drug	X			X
ART 105	Digital Photography	X			X
ART 106	Advanced Digital Photography	X			X
ART 107	Intermediate Digital Photography	X			X
ART 110	Art History and Appreciation I	X			X
ART 125	Basic Drawing and Composition	X			X
AST 101	Introductory Astronomy	X			X
AUT 090	Automotive Fabrication and Set-Up	X			X
AUT 100	Introduction to Automotive Technology	X			X
AUT 101	Basic Technician Skills	X			X
AUT 110	Brake Systems	X			X
AUT 111	Automotive Electrical Systems	X			X
AUT 212	Automotive Air Conditioning	X			X
BCT 101	Rough Carpentry	X			X
BCT 110	Blueprint Reading	X			X
BCT 113	Basic Plumbing	X			X
BCT 200	Cabinetry I	X			X
BCT 201	Cabinetry II	X			X
BCT 202	Finish Cabetry	X			X
BIO 100	Introduction to Biology	X			X
BIO 111	Basic Microbiology	X			X
BIO 210	Human Anatomy	X			X
BUS 101	Introduction to Business	X			X

** Red X = Received SLO Form without Division Chair Approval/Signature **

Division Approval Form for SLO's Received, Pending and Revised 03/13/13

Course Dept & #:	Course Name:	Received	Pending	Revised	Assessment
ABE 040	Computers Made Simple	X			X
ABE 055	Folk Music	X			X
ABE 064	Basic Principles of Sewing	X			X
ABE 099	Access Internet	X			X
ACC 100	Basic Accounting	X			X
ACC 101	Principles of Accounting I				X
ADS 101	Introduction to Addiction Studies		X	X	X
ADS 102	Pharmacology and Physiological Effects of Addiction	X			X
ADS 103	Case Management and Documentation	X			X
ADS 104	Addiction Prevention Education and Outreach/Referral	X			X
ADS 105	Dual Diagnosis and Mental Health Issues	X			X
ADS 107	Group and Family Processes	X			X
ADS 150	Pract Alco/Drug	X			X
ART 105	Digital Photography	X			X
ART 106	Advanced Digital Photography	X			X
ART 107	Intermediate Digital Photography	X			X
ART 110	Art History and Appreciation Ii	X			X
ART 125	Basic Drawing and Composition	X			X
AST 101	Introductory Astronomy	X			X
AUT 090	Automotive Fabrication and Set-Up	X			X
AUT 100	Introduction to Automotive Technology	X			X
AUT 101	Basic Technician Skills	X			X
AUT 110	Brake Systems	X			X
AUT 111	Automotive Electrical Systems	X			X
AUT 212	Automotive Air Conditioning	X			X
BCT 101	Rough Carpentry	X			X
BCT 110	Blueprint Reading	X			X
BCT 113	Basic Plumbing	X			X
BCT 200	Cabinetry I	X			X
BCT 201	Cabinetry II	X			X
BCT 202	Finish Cabetry				X
BIO 100	Introduction to Biology	X			X
BIO 111	Basic Microbiology	X			X
BIO 210	Human Anatomy	X			X
BUS 101	Introduction to Business	X			X

**** Red X = Received SLO Form without Division Chair Approval/Signature ****

Division Approval Form for SLO's Received, Pending and Revised 03/13/13

BUS 105	Business Mathematics	X				X
BUS 135	Business Law	X				X
BUS 201	Principles of Organizational Leadership	X				X
BUS 202	Business Communication	X				X
BUS 206	Marketing	X				X
CHD 102	Child, Family and Community (formerly CHD 125)	X				X
CHD 103	Introduction to Curriculum (formerly CHD 140)	X				X
CHD 107	Teaching in a Diverse Society	X				X
CHD 150	Infants and Toddlers (formerly CHD 220)	X				X
CHD 227	Parenting Principles and Communications	X				X
CHE 101	Introduction to General Chemistry	X				X
CIS 101	Introduction to Computers and Information Systems	X				X
CIS 102	Personal Computer Applications	X				X
CIS 123	Web Page Design Using HTML	X				X
CIS 124	Web Page Design Tools	X				X
CIS 130	Introduction to 3D Computer Animation	X				X
CIS 131	Animation Principles and Production I	X				X
CIS 248	Systems Analysis and Design	X				X
CRJ 085	Police Exp AC I	x				X
CRJ 103	Criminal Law	X				X
CRJ 115	Introduction to Law Enforcement/Corrections			X		X
CRJ 125	Report Writing	X				X
CRJ 130	Alcohol, Narcotics and Drug Abuse	X				X
CRJ 135	Spanish For Emergency Services Personnel	X				X
CRJ 165	Arrest and Firearms	X				X
CRJ 220	Interviewing and Counseling			X		X
ECO 105	Principles of Macroeconomics	X				X
EDU 131	American Sign Language I			X		X
EDU 132	American Sign Language II			X		X
ENG 080	Introduction to Writing	X				X
ENG 081	Basic Writing I	X				X
ENG 082	Basic Writing II	X				X
ENG 087	Supplemental Instruction for Basic Writing I	X				X
ENG 088	Supplemental Instruction for Basic Writing II	X				X
ENG 089	Supplementary Instruction for Introduction to Writing	X				X
ENG 096	Writing Improvement II	X				X

** Red X = Received SLO Form without Division Chair Approval/Signature **

Division Approval Form for SLO's Received, Pending and Revised 03/13/13

ENG 099	Basic Composition	X				X
ENG 101	Reading and Composition	X				X
ENG 103	Critical Thinking and English Composition	X				X
FST 110	River and Flood Rescue Operations	X				X
FST 111	River and Flood Rescue Technician	X				X
FST 112	Personal Water Craft Rescue	X				X
FST 150	Haz Mat - First Responder Operations	X				X
FST 151	Haz Mat - First Responder Awareness	X				X
FST 152	Basic Chemistry, Module 1A, Haz-Mat Technician	X				X
FST 153	Applied Chemistry	X				X
FST 154	Incident Considerations, Module 1C, Haz-Mat Technician	X				X
FST 155	Tactical Field Operations	X				X
FST 157	Specialized Mitigation Techniques Module 1F, Haz-Mat Specialist	X				X
FST 158	Advanced Field Operations Module 1G, Haz-Mat Specialist	X				X
FST 161	Haz Mat - Incident Command Systems	X				X
FST 167	Confined Space III	X				X
FST 173	Rescue Systems 1: Basic Rescue Skills	X				X
FST 174	Rescue Systems 2: Advanced Rescue Skills	X				X
FST 175	Low Angle Rope Rescue Operational	X				X
FST 222	Hazardous Materials Technician For Industry	X				X
FST 229	Cert- Community Emergency Response Team	X				X
FST 250	Haz Mat - Technician/Specialist Refresher	X				X
FST 251	Haz Mat - Technician Specialist Refresher	X				X
FST 290	Trench Rescue Refresher	X				X
GEO 101	Physical Geography	X				X
GEO 103	World Geography	X				X
GES 101	Introduction to College Life	X				X
GES 115	The Master Student	X				X
HEA 128	Medical Terminology	X				X
HEA 130	Certified Phlebotomy Technician I (CPT1)	X				X
HEA 132	Certified Phlebotomy Technician I (CPT1) - Practical Experience	X				X
HEA 140	Health Education	X				X
HEA 160	Emergency Medical Technician I	X				X
HEA 161	EMT Refresher	X				X
HIS 110	World Civilization I	X				X
HIS 115	Current Events	X				X

** Red X = Received SLO Form without Division Chair Approval/Signature **

Division Approval Form for SLO's Received, Pending and Revised 03/13/13

HIS 125	California History	X				X
HIS 130	American History I	X				X
HIS 140	American History II	X				X
MAN 105	Principles of Management and Organizations	X				X
MAN 106	Personal Management	X				X
MAN 107	Small Business Management	X				X
MAN 145	Organizational Behavior	X				X
MAT 080	Basic Arithmetic Skills	X				X
MAT 081	Arithmetic Fundamentals	X				X
MAT 082	Arithmetic Fundamentals with Lab	X			X	X
MAT 083	Elementary Algebra	X				X
MAT 084	Elementary Algebra with Lab			X		X
MAT 086	Intermediate Algebra			X		X
MAT 088	Intermediate Algebra with Lab			X		X
MAT110	College Algebra	X				X
MUS 121	Music History and Appreciation	X				X
MUS 131	Classroom Piano					X
NBE 013	Quick Craft/Dec	X				X
NBE 017	Digital Photography	X				X
NBE 039	Sewing Sample	X				X
NBE 079	Quilting	X				X
NBE 084	Dev English	X				X
NBE 099	Life Skill Math	X				X
NUR 100	Certified Nursing Assistant - Lecture	X				X
NUR 102	Introduction to Anatomy and Physiology for Allied Health	X				X
NUR 103	Introduction to Pharmacology I	X				X
NUR 117	Nutrition for LVN Fast Track	X				X
NUR 118	Certified Nursing Assistant - Clinical	X				X
NUR 120	Fundamentals of Nursing - Lecture	X				X
NUR 121	Fundamentals of Nursing - Clinical	X				X
NUR 151	Introduction to Identifying and Understanding EKG's	X				X
NUR 250	IV Therapy Techniques for Nurses	X				X
PHE 100	Fitness Center	X			X	X
PHE 155	Basketball	X				X
PHE 180	Sport Psychology	X			X	X
PHE 184	Beginning Adaptive PE	X				X

** Red X = Received SLO Form without Division Chair Approval/Signature **

Division Approval Form for SLO's Received, Pending and Revised 03/13/13

PHI 100	Introduction to Philosophy	X				X
PHI 105	Comparative World Religions	X				X
POS 145	American Political Institutions	X				X
PSY 101	General Psychology	X				X
PSY 110	Personal and Social Adjustment I	X				X
PSY 210	Abnormal Psychology	X				X
PSY 220	Counseling	X				X
RDG 082	Basic Reading with Lab	X				X
RDG 084	Beginning Reading with Lab	X				X
RDG 086	Intermediate Reading with Lab	X				X
RDG 096	Intermediate Reading	X				X
SOC 101	Introduction to Sociology	X				X
SOC 111	Marriage and Family	X				X
SPA 101	Elementary Spanish I	X				X
SPE 101	Introduction to Speech	X				X
WEL 100	Oxyacetylene Gas Welding	X				X
WEL 101	Shielded Metal Arc Welding (SMAW)	X				X
WEL 102	Basic Gas Metal Arc Welding (GMAW)	X				X
WEL 200	Advanced Gas Metal Arc Welding (GMAW)	X				X
WEL 201	Advanced Gas Tungsten Arc Welding (GTAW)	X				X

** Red X = Received SLO Form without Division Chair Approval/Signature **

1.4

	Program	Partial Assessment	Allied	Bus	Comm	HSS	MAT-Sci	ProffTech	SASS
1	AS General Education (Option A)								
2	AA CSU General Education Breadth (Option B)	x			Comm	HSS	MAT-Sci		
3	AA IGETC (Option C)	x			Comm	HSS	MAT-Sci		
4	AA for Transfer in Psychology	x			Comm	HSS	MAT-Sci		
5	AA for Transfer in Sociology					HSS			
6	AA, Arts and Humanities				Comm				
7	AA, Business and Technology			Bus					
8	AA, Mathematics and Science						MATSci		
9	AA, Social and Behavioral Sciences					HSS			
10	AS, Automotive Technology							ProffTech	
11	AS, Building Construction Technology							ProffTech	
12	AS, Business Management			Bus					
13	AS, Child Development					HSS			
14	AS, Computer Information Systems			Bus					
15	AS, Criminal Justice		Allied						
16	AS, Hazardous Materials Specialist		Allied						
17	AS, Welding Technology							ProffTech	
18	Basic Skills-English				Comm		MAT-Sci		
19	Basic Skills-Mathematics				Comm				
20	Basic Skills-Reading								
21	Certificate of Achievement, Alcohol and Drug Studies					HSS			
22	Certificate of Achievement, Automotive Technology							ProffTech	
23	Certificate of Achievement, Building Construction Technology							ProffTech	
24	Certificate of Achievement, Business Management			Bus					
25	Certificate of Achievement, Child Development--Teacher					HSS			
26	Certificate of Achievement, Criminal Justice		Allied						
27	Certificate of Achievement, Fire Science Technician		Allied						
28	Certificate of Achievement, Hazardous Materials Specialist		Allied						
29	Certificate of Achievement, Traditional Vocational Nursing		Allied						
30	Certificate of Achievement, Welding Technology							ProffTech	
31	Certificate of Career Preparation, 3D Computer Animation			Bus					
32	Certificate of Career Preparation, ADS Specialist I					HSS			
33	Certificate of Career Preparation, ADS Specialist II					HSS			
34	Certificate of Career Preparation, Automotive Fabrication							ProffTech	
35	Certificate of Career Preparation, Business Literacy								
36	Certificate of Career Preparation, Certified Nursing Assistant		Allied	Bus				ProffTech	
37	Certificate of Career Preparation, Child Development--Assistant					HSS			

	Program	Partial Assessment		Allied	Bus	Comm	HSS	MAT-Sci	ProTech	SASS
38	Certificate of Career Preparation, Child Development--Associate Teacher									
39	Certificate of Career Preparation, Computer Applications				Bus		HSS			
40	Certificate of Career Preparation, Emergency Medical Technician			Allied						
41	Certificate of Career Preparation, Fire Instructor I	x		Allied						
42	Certificate of Career Preparation, Fire Instructor II	x		Allied						
43	Certificate of Career Preparation, Firefighter I			Allied						
44	Certificate of Career Preparation, Graphic Design and Web Content				Bus					
45	Certificate of Career Preparation, Information Technology Literacy				Bus					
46	Certificate of Career Preparation, Management Information Systems				Bus					
47	Certificate of Career Preparation, Phlebotomy			Allied						
48	Admissions and Records		S. Hamilton							
49	Associated Student Government (ASG)		S. Lee							
50	Business Services		R.Egan							
51	CalWORKS		S. Lee							
52	Career and Transfer		T.Rivera							SASS
53	Child Development Center		M. Kehl							SASS
54	Counseling									SASS
55	Distance Learning Office		L. Lujano							SASS
56	DSPS/TRIO		T.Rivera							SASS
57	EOPS		M. Rivera							SASS
58	Financial Aid		S. Woods							
59	Informational Technology		A. Houston							
60	Institutional Research		B. Thiebaut							
61	Library--Information Literacy		J. Turner							SASS
62	Maintenance and Operations		A. Brambila							
63	Needles Center		P.Blake							
64	Outreach/Marketing		D.Whittaker							
65	Superintendent/President		D.Whittaker							
66	Educational Technologies		J. Martin							
67	Tutoring		L. Newton							
68	Vice-President Student Services/Instruction		S. Jones							

1.5

Program SLOs as of: February 1, 2013
Palo Verde College
Spring 2013
Updated March 6, 2013

Associate degrees each have two SLOs: one is for general education; the other is for the degree emphasis, or “major”. Certificates each have one SLO.

Program assessments and action plans are performed by faculty members of the division sponsoring the program. A “program assessment” describes how students are performing in achieving SLOs. An “action plan” describes steps to improve the program.

Program assessments and action plans for degree and certificates are based on the assessment findings and action plans of one or more key, representative courses required for the degree or certificate.

Learning support programs have SLOs that demonstrate what the program does to advance student learning in the support area. They have one or more SLOs, identified methods for assessment, and action plans to address assessment results. Learning support programs are listed starting with item #52, below.

Institutional learning outcomes, which will be discussed at the February 28 staff meeting, are derived from the assessments and action plans of PVC’s certificate, degree and learning support programs. Like courses and programs, institutional outcomes are assessed and have action plans for improvement.

1. AS General Education (Option A) **FEB 1 FLEX DAY**

Sponsoring Divisions: Communications, HSS, Math and Science

SLO #1 (AS General Education) (Aligned with all institutional learning outcomes): Acquire fundamental grounding in communications, science, mathematics, humanities, the social sciences and self-development.

Program assessment based on outcomes and assessments of these representative courses:

ENG 101: Read, discuss and meaningfully interpret college-level written materials.

MAT 086 or 088: Add, subtract, multiply, divide, exponential expressions involving integer and rational exponents.

BIO 100: Describe and compare plants as producers and animals as consumers.

POS 145: Compare and contrast the responsibilities of the federal government, state governments and local governments in the U.S.

GES 115: Distinguish and utilize programs, services and resources, both on campus and in the community that meet the individual’s needs.

Action Plan:

2. AA CSU General Education Breadth (Option B) **FEB 1 FLEX DAY**

Sponsoring Divisions: Communications, HSS, Math and Science

SLO #1 (CSU-GE and IGETC) (Aligned with all institutional learning outcomes): Acquire fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

Program assessment based on outcomes and assessments of these courses:

ENG 103: Employ sophisticated tools for interpretation, critique and contextualization in the active reading of texts.

ENG 101: Invent, develop, research, draft, rewrite and finish a college-level research paper.

SOC 101: Analyze society and social groups using a sociological perspective.

BIO 101/BIO 100: Describe and compare plants as producers and animals as consumers.

GES 115: Distinguish and utilize programs, services and resources, both on campus and in the community that meet the individual's needs.

Action Plan:

3. AA IGETC (Option C) **FEB 1 FLEX DAY**

Sponsoring Divisions: Communications, HSS, Math and Science

SLO #1 (CSU-GE and IGETC) (Aligned with all institutional learning outcomes): Acquire fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

Program assessment based on outcomes and assessments of these courses:

ENG 103: Employ sophisticated tools for interpretation, critique and contextualization in the active reading of texts.

ENG 101: Invent, develop, research, draft, rewrite and finish a college-level research paper.

SOC 101: Analyze society and social groups using a sociological perspective.

BIO 101/BIO 100: Describe and compare plants as producers and animals as consumers.

GES 115: Distinguish and utilize programs, services and resources, both on campus and in the community that meet the individual's needs.

Action Plan:

4. AA for Transfer in Psychology

K. REDWINE

Sponsoring Division: HSS

SLO #1: See SLO for CSU-GE and IGETC

SLO #2: Acquire an essential foundation and skills in concepts, principles, and research methods of psychology.

Program assessment based on assessments of these courses: PSY 155, PSY 150, PSY 101

Action Plan: Emphasize and reinforce the science of psychology (i.e., scientific method, statistics), and the physiology underlying psychological functions (both typical and atypical).

5. AA for Transfer in Sociology

C. MEDINA and L. ANDRADE

Sponsoring Division: HSS

SLO #1: See SLO for CSU-GE and IGETC

SLO #2: Explain and apply the major theoretical perspectives in sociology.

SLO #3: Interpret and communicate the "sociological perspective" and the diverse intersections of social categories, including race, class gender, sexuality, age, religion, and nationality.

Program assessment based on assessments of this course: SOC 101

Action Plan: As this program is relatively new, no changes are being considered at this time.

6. AA Liberal Arts, Arts and Humanities **FEB 1 FLEX DAY**

Sponsoring Division: Communications

SLO #1: See SLO for CSU-GE and IGETC

SLO #2: (Critical and Creative Thinking; Communication; Community and Global Awareness; Personal and Professional Growth and Awareness) Acquire a broad understanding and appreciation of the arts and humanities.

Program assessment based on outcomes and assessments of this course:

SPE 101:

or

ART 110:

Action Plan: Encourage more course work in the written and spoken expression of original thinking and analysis.

7. AA Liberal Arts, Business and Technology **FEB 1 FLEX DAY**

Sponsoring Division: Business

SLO #1: See SLO for CSU-GE and IGETC

SLO #2: Acquire fundamental knowledge of the operations and technical support requirements of a business organization.

Program assessment based on outcomes and assessments of these courses:

BUS 101: Identify management functions, styles, processes and the role of organized labor.

ACC 102: Demonstrate knowledge of accounting for corporations, limited liability corporations and partnerships.

CIS 101: Describe a real-world outlook on computers and information systems and their effects on society.

Action Plan: Encourage more writing exercises and opportunities for verbal expression on topics dealing with business organizations, practices and functions.

8. AA Liberal Arts, Mathematics and Sciences

FEB 1 FLEX DAY

Sponsoring Division: Mathematics and Science

SLO #1: See SLO for CSU-GE and IGETC

SLO #2: Understand the process of photosynthesis leading to formation of oxygen and carbohydrates.

Program assessment based on assessments of these courses: BIO 100, CHE 101 or MAT 083/084

Action Plan: Increase class participation and student performance in science and mathematics.

9. AA Liberal Arts, Social and Behavioral Sciences

K. EOFF

Sponsoring Division: HSS

SLO #1: See SLO for CSU-GE or IGETC

SLO #2: Acquire fundamental knowledge and skills in various disciplines constituting the social sciences.

Program assessment based on assessments of this course: POS 145

Action Plan: Improve students' abilities to evaluate and interpret data in its various forms, quantitative and qualitative, with emphasis on the social sciences.

10. AS Automotive Technology

H. RINALDI

Sponsoring Division: Professional Technologies

SLO #1: See SLO for AS General Education

SLO #2: Acquire knowledge and skills in AUT 200, demonstrating the proper procedure and techniques for diagnosing and rebuilding engines.

Program assessment based on assessments of this course: AUT 200

Assessment Methods and Results: The majority of students were successful in achieving the course SLOs. If a student did not achieve the goal, it was due to poor attendance.

Action Plan: Results can be improved by stressing the need for daily attendance and doing make-up work after class hours. Students will be more successful when reviewing the steps and procedures for rebuilding an engine on a regular interval.

11. AS Building Construction Technology

M. RHOADES

Sponsoring Division: Professional Technologies

SLO #1: See SLO for AS General Education

SLO # 2: (Technology) Acquire knowledge and skill in the organization for the trades of building construction projects.

Program assessment based on assessments of this course: BCT 100

Assessment Results:

90% of students were able to demonstrate the competencies of SLO #2

Action Plan: Results can be improved by giving students more time on projects. Additional instructor's guidance will assure student's success.

12. AS Business Management

FEB 1 FLEX DAY

Sponsoring Division: Business

SLO #1: See SLO for AS General Education

SLO # 2: (Global; Community) Acquire fundamental knowledge of the operations of business organizations.

Program assessment based on assessments of this course: BUS 101

Assessment results of SLO #2 indicated that 75% of students were able to express themselves verbally and in writing, at the college level, the key functions and responsibilities of a business manager.

Action Plan: Encourage more writing exercises and opportunities for verbal expression on topics dealing with business organizations, practices and functions.

13. AS Child Development

B. WALLACE

Sponsoring Division: HSS

SLO #1: See SLO for AS General Education

SLO # 2: Acquire knowledge and skill in the professional care of children.

Program assessment based on assessments of these courses: Core of 8 plus one CHD elective

Action Plan: No changes needed at this time.

14. AS Computer Information Systems **FEB 1 FLEX DAY**

Sponsoring Division: Business

SLO #1: See SLO for AS General Education

SLO # 2: (Technology; Global) Demonstrate knowledge of technology applicable to the field, and a proficiency in appropriate software; be competent evaluators and users of hardware; adapt to technological changes and select a current solution for a given problem.

Program assessment based on assessments of this course: CIS 101

Action Plan: Provide clearer information to student about the goals or objectives of the relevant assignment or assessment methods, increase in-class discussion and activities, increase student collaboration and/or peer review, and increase guidance for student.

15. AS Criminal Justice

W. SMITH

Sponsoring Division: Allied Health

SLO #1: See SLO for AS General Education

SLO # 2: Acquire theoretical knowledge and practical skills in law enforcement and corrections.
Or: Students will demonstrate skill in advising suspects of their Miranda rights.

Program assessment based on assessments of this course: CRJ 103 and CRJ 220

Action Plan: Encourage students to improve communication and report-writing skills.

16. AS Hazardous Materials Specialist

S. PETERSON

Sponsoring Division: Allied Health

SLO #1: See SLO for AS General Education

SLO # 2: Demonstrate knowledge of fire-fighting equipment, operation and maintenance, principles of fire science and combustible substances, methods of controlling different types of fires, hazardous material handling, fire rescue procedures, public relations and applicable laws and regulations.

Program assessment based on assessments of this course: FST 150

Assessment Results: All students successfully achieved this SLO.

Action Plan: No change is considered at this time.

17. AS Welding Technology

J. BOIRE

Sponsoring Division: Professional Technologies

SLO #1: See SLO for AS General Education

SLO # 2: Acquire knowledge and skills in WEL 201, demonstrating the proper procedure and techniques for welding mild steel plates and tubing.

Program assessment based on assessments of this course: WEL 201

Assessment Results: The majority of students were successful in achieving the course SLOs. If a student did not achieve the goal, it was due to poor attendance.

Action Plan: Results can be improved by stressing the need for daily attendance and doing make-up work after class hours. Students will be more successful with more practice on the new virtual welding machines.

18. Basic Skills-English

FEB 1 FLEX DAY

Sponsoring Division: Communications

SLO: Demonstrate skill in writing at the college level.

Program assessment based on assessments of this course: ENG 099

Action Plan: Need more emphasis on oral and written interpretation of texts.

19. Basic Skills-Mathematics

FEB 1 FLEX DAY

Sponsoring Division: Mathematics and Science

SLO #1: Be able to do simple calculations, including percents, decimals, and fractions.

SLO #2: Improve student competency in solving application programs.

Program assessment based on assessments of this course: MAT 080, MAT 081/082

Assessment Results: Based on exams and quizzes

Action Plan: Improve student study skills and retention.

20. Basic Skills-Reading

TM BROWN

Sponsoring Division: Communications

SLO: Demonstrate skill in reading and comprehending level-appropriate texts.

Program assessment based on assessments of this course: RDG 086

Action Plan: To improve the student's ability to read, write and think better. By reading professional writers closely and critically, the student will understand how they organize, develop and support ideas and will bring the knowledge to bear on his/her own writing. By learning how professional writers lay out an argument, the student will learn to become a better thinker.

21. Certificate of Achievement, Alcohol and Drug Studies

L. ANDRADE

Sponsoring Division: HSS

SLO: Obtain competencies of knowledge and skill in alcohol and drug treatment.

Program assessment based on assessments of these courses: ADS 103, ADS 109

Action Plan: Revise activities leading up to and/or supporting assignments or assessment methods and increase student collaboration and/or peer review.

Program assessment based on assessments of this course: AUT 101

Action Plan: Students can improve their results by allocating more time to complete lab assignments. Students will obtain more experience by concentrating their efforts on lab and reading assignments, resulting in better successes.

22. Certificate of Achievement, Automotive Technology **H. RINALDI**

SLO: Acquire fundamental understanding of the principles and practices of automotive technology.

Assessment Methods and Results: 80 percent of students were successful in achieving the class goal through lab work, class participation and quizzes in AUT 101.

Program assessment based on assessment of this course: AUT 101

Action Plan: Students can improve their results by allocating more time to complete lab assignments. Students will obtain more experience by concentrating their efforts on lab and reading assignments, resulting in better successes.

23. Certificate of Achievement, Building Construction Technology **M. RHOADES**

Sponsoring Division: Professional Technologies

SLO: Acquire fundamental understanding of the principles and practices of building construction technology.

Assessment Results:

90% of students were able to demonstrate the competencies of the SLO.

Program assessment based on assessments of this course: BCT 100

Action Plan: Results can be improved by giving students more time on projects. Additional instructor's guidance will assure student's success and will increase class discussions on each of their activities.

24. Certificate of Achievement, Business Management **FEB 1 FLEX DAY**

Sponsoring Division: Business

SLO: (Global; Community) Acquire fundamental understanding of the principles and practices of business management.

Program assessment based on assessments of this course: BUS 202

Action Plan: Increase number of written assignments.

25. Certificate of Achievement, Child Development—Teacher

B. WALLACE

Sponsoring Division: HSS

SLO: Meet the course requirements for the Child Development Permit Matrix.

Program assessment based on assessments of these courses: Core of 8 plus selected general education courses

Action Plan: No changes needed at this time

26. Certificate of Achievement, Criminal Justice

W. SMITH

Sponsoring Division: Allied Health

SLO: Students will be able to recognize the key differences between felony and manslaughter, and will be able to explain the reasoning behind them.

Program assessment based on assessments of this course: CRJ 115

Action Plan: Students need to have better report-writing and other communication skills.

27. Certificate of Achievement, Fire Science Technician

Sponsoring Division: Allied Health

S. PETERSON

SLO: Acquire understanding of the theory and practice of fire management in urban, suburban and rural settings.

Program assessment based on assessments of this course: FST 150

Assessment Results: All students achieved this SLO

Action Plan: No changes are contemplated at this time.

28. Certificate of Achievement, Hazardous Materials Specialist **S. PETERSON**

Sponsoring Division: Allied Health

SLO: Acquire understanding of basic principles and procedures for operations at hazardous materials incidents where personal protective equipment (PPE) Levels A, B and C are required.

Program assessment based on assessments of this course: FST 150

Assessment Results: All students successfully achieved this SLO.

Action Plan: No changes are being considered at this time.

29. Certificate of Achievement, Traditional Vocational Nursing **FEB 1 FLEX DAY**

Sponsoring Division: Allied Health

SLO #1: Graduate a multicultural group of students demonstrating successful accomplishment of the stated program objectives, validated by successful passage of the NCLEX licensure exam, according to California standards.

SLO #2: Students will be able to find employment as an LVN in the areas of nursing found in our community.

Program assessment based on successful completion of required courses and successful passage of the NCLEX licensure exam.

Action Plan: Provide additional opportunities for students to remediate skills and theory concepts in a laboratory setting.

30. Certificate of Achievement, Welding Technology **J. BOIRE**

Sponsoring Division: Professional Technologies

SLO: Describe the health and safety practices used in Gas Metal Arc Welding and Flux Core Arc Welding processes.

Assessment Methods: 80 percent of students were successful in achieving the class goal through lab work, class participation, and quizzes in WEL 102.

Program assessment based on assessments of this course: WEL 102

Action Plan: Students can improve their results by allocating more time to complete lab assignments. Students will obtain more practice with the new virtual welding technology being installed in the welding classroom, resulting in better successes.

31. Certificate of Career Preparation, 3D Computer Animation

S. PETERSON

Sponsoring Division: Business

SLO: (Information Competency) Students will demonstrate understanding of 3D animation principles in 3d production.

Program assessment based on assessments of these courses: CIS 133

Action Plan: Provide clearer information to student about goals or objectives of the relevant assignment or assessment methods and revise activities leading up to and/or supporting assignments or assessment methods.

32. Certificate of Career Preparation, ADS Specialist I

L. ANDRADE

Sponsoring Division: HSS

SLO: Obtain basic knowledge of the principles and practices of the field of alcohol and drug treatment.

Program assessment based on assessments of this course: ADS 101

Action Plan: Provide clearer information to student about goals or objectives of the relevant assignment or assessment methods and revise activities leading up to and/or support assignments or assessment methods.

33. Certificate of Career Preparation, ADS Specialist II

L. ANDRADE

Sponsoring Division: HSS

SLO: Obtain fundamental skill and knowledge in the principles and practices in alcohol and drug treatment.

Program assessment based on assessments of this course: ADS 105

Action Plan: Provide clearer information to student about goals or objectives of the relevant assignment or assessment methods and revise activities leading up to and/or support assignments or assessment methods.

34. Certificate of Career Preparation, Automotive Fabrication

H. RINALDI

Sponsoring Division: Professional Technologies

SLO: Acquire basic understanding of the rules and regulations of sanctioned stock car racing. Safety, fabrication, and suspension setup will be taught in this two-unit class.

Program Assessment and Results: 80 percent of students were successful in achieving the class goal through lab work, class participation, and quizzes in AUT 090.

Program assessment based on assessments of this course: AUT 090

Action Plan: Students can improve their results by allocating more time on and off the track. Students will obtain more experience by concentrating their efforts on lab and reading assignments.

35. Certificate of Career Preparation, Business Literacy

S. PETERSON

Sponsoring Division: Business

SLO: Acquire fundamental understanding of the principles and practices of business.

Program assessment based on assessments of this course: BUS 101

Action Plan: Identify management functions, styles and processes and the role of organized labor.

36. Certificate of Career Preparation, Certified Nursing Assistant **FEB 1 FLEX DAY**

Sponsoring Division: Allied Health

SLO #1: Demonstrate compliance with the established federal and state standards of practice for the nursing assistant, measured by successful completion of the California written and skill certification exam.

SLO #2 Demonstrate ethical behaviors of a nursing assistant

Program assessment based on assessments of this course: NUR 100

Action Plan: Provide additional opportunities for students to remediate skills and theory concepts in a laboratory setting

37. Certificate of Career Preparation, Child Development—Assistant **B WALLACE**

Sponsoring Division: HSS

SLO: Acquire competency to qualify for the Child Development Permit Matrix: Assistant Permit.

Program assessment based on assessments of these courses: First two courses from the core of 8

Action Plan: No changes needed at this time

38. Certificate of Career Preparation, Child Development—Associate Teacher **B. WALLACE**

Sponsoring Division: HSS

SLO: Acquire competency to quality for the Child Development Associate Teacher Certificate

Program assessment based on assessments of these four courses: CHD 101, 102, 103 and 104 from the Core of 8

Action Plan: No changes needed at this time

39. Certificate of Career Preparation, Computer Applications **FEB 1 FLEX DAY**

Sponsoring Division: Business

SLO: (Information Competency; Technological Competency) Students will demonstrate understanding of the basics of computers and applications, including web page design and desktop publishing.

Program assessment based on assessments of this course: CIS 124

Action Plan: Increase student collaboration and/or peer review, provide more frequent or more detailed feedback on student progress, increase guidance for student, and increase interaction with students outside of class.

40. Certificate of Career Preparation, Emergency Medical Technician **S. BURGESSON**

Sponsoring Division: Allied Health

SLO #1: Demonstrates successful completion of the EMS program objectives and skills competencies, validated by passing the NREMT licensure exam and skills checklist required by the State of California.

SLO #2: Discuss and demonstrate professionalism and medical ethics.

Action Plan: Provide additional opportunities for students to demonstrate skills competency in the laboratory setting.

41. Certificate of Career Preparation, Fire Instructor I

S. PETERSON

Sponsoring Division: Allied Health

SLO: Acquire skills and knowledge to perform certain fire and EMS training and education

Program assessment based on assessments of these courses: FST 178 and FST 179

Action Plan:

42. Certificate of Career Preparation, Fire Instructor II

S. PETERSON

Sponsoring Division: Allied Health

SLO: Acquire skills and knowledge in fire technology instruction to perform the technique of evaluation, course writing and media uses.

Program assessment based on assessments of this course: FST 216

Action Plan:

43. Certificate of Career Preparation, Firefighter I

S. PETERSON

Sponsoring Division: Allied Health

SLO: Acquire skills and knowledge to perform the work of a firefighter

Program assessment based on assessments of this course: FST 150

Assessment Results: All students successfully achieved the SLO.

Action Plan: No changes are being considered at this time.

44. Certificate of Career Preparation, Graphic Design and Web Content S. PETERSON

Sponsoring Division: Business

SLO: Demonstrate knowledge of technology applicable to the field, and a proficiency in appropriate software; adapt to technological changes and select a current solution for a given problem.

Program assessment based on assessments of this course: CIS 265

Action Plan: Revise activities leading up to and/or supporting assignments or assessment methods and increase student collaboration and/or peer review.

45. Certificate of Career Preparation, Information Technology Literacy S. PETERSON

Sponsoring Division: Business

SLO: (Information Competency) Acquire and validate resources to solve technical problems; use information resources to gather discipline specific information or materials.

Program assessment based on assessments of this course: CIS 102

Action Plan: Increase in-class discussions and activities and increase student collaboration and/or peer review.

46. Certificate of Career Preparation, Management Information Systems S. PETERSON

Sponsoring Division: Business

SLO: (Technology) Demonstrate knowledge of technology applicable to the field, and a proficiency in appropriate software related to managing information systems; adapt to technological changes and select a current solution for a given problem in today's business environment.

Program assessment based on assessments of this course: CIS 101

Action Plan: Provide clearer information to student about the goals or objectives of the relevant assignment or assessment methods, increase in-class discussions and activities, increase student collaboration and/or peer review, and increase guidance for students.

47. Certificate of Career Preparation, Phlebotomy

FEB 1 FLEX DAY

Sponsoring Division: Allied Health

SLO: (Technology) Demonstrate compliance with state and federal standards of practice for certified phlebotomy technicians, measured by successful completion of clinical training and written exam.

Action Plan: No change is considered at this time

LEARNING SUPPORT PROGRAMS

48. Admissions and Records

S. HAMILTON

SLO #1: Students will understand the process for requesting transcripts and forwarding them to other colleges.

Assessment method: Track the number of transcripts requested using online technology. Track the number of transcripts sent and received electronically.

Results: Will enable A&R to make decisions on training and advertising of online transcript ordering, sending and receiving technology.

SLO #2: Provide students with complete and accurate transcripts.

Assessment method: Work with DataTel consultant to correct known programming errors for repeated courses with the aim to increase student transfer rates.

Results: Will assist in identifying needed improvements and corrections to transcripts. Student suggestions will be considered in making improvements.

SLO #3: Increase number of students that complete the online application (CCC Apply).

Assessment method: Track the number of students completing the online admissions application.

Results: Will enable A&R to make adjustments to advertising and training efforts. Student suggestions will be considered in making improvements.

49. Associated Student Government (ASG)

S. LEE

SLO #1: As a result of participation in Student Activities, students will be able to understand and identify effective leadership skills.

SLO #2: As a result of participating in Student Activities, students will be able to understand basic Roberts' Rules of Order and parliamentary procedures.

SLO #3: As a result of participation in student clubs and organizations, students will be able to organize and design programs in response to their organizational needs.

Assessment Methods:

SLO #1 Observations and casual interviews throughout the semester, ongoing each semester

SLO #2 Observations and casual interviews; observations and minutes from Associated Student Body meetings, ongoing each semester

SLO #3 Number of approved clubs on campus; observation of events, ongoing each semester

Action Plan: No change changes considered at this time

50. Business Services

R. EGAN

The Business Services Department contributes to Institutional learning outcomes by providing service and support for all areas of instruction, student services, human resources, and institutional research and planning. All of these areas directly or indirectly affect student development and success.

Human Resources consisting of qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and stresses that the institution's personnel are treated equitably, are evaluated regularly and systematically, and are provided with opportunities for professional development.

Measurable by:

- Recruitment by local, state and national agencies including internet based companies. Assessment results: 100%
- All staff meeting minimum qualifications as stated in district negotiated job description and/or meeting minimum qualifications as mandated by Minimum Qualifications for Faculty and Administrator in California Community Colleges. Assessment results: 85%
- Meeting EEO guidelines. Assessment results: 100%

- Following evaluation procedures per CSEA and CTA agreements, the Classified Management/Confidential Handbook and Board Policies and Procedures. Assessment results: 80%
- Allowing all staff to participate in professional development activities, such as Flex days, trainings and taking classes as part of their approved professional growth plan. Assessment results: 100%

Accounts Payable/Purchasing consists of qualified personnel to evaluate purchases for appropriateness and pricing as well as make payments in a timely manner; so the college can promote high quality educational programs for our students and the community.

Measurable by:

- Evaluate each payment made throughout the year to make sure they are made in a timely manner. (Purchase order log and warrant registers with payment and purchasing logs sent to the Board of Trustees to evaluate and approve.) Assessment results: 95%
- Evaluate each purchase order or make sure the institution is getting the best possible price, to including indirect costs and instructional supplies. (Comparing previous years to current year's payment prices.) Assessment results: 80%

Payroll: The primary function of Payroll is to process data to produce accurate and timely payment of salary/wages of employees in accordance with District policy, federal and state laws, Education Code, and contractual agreements. Also to ensure that all payroll services of PVC are managed and accounted for with integrity and in an effective and efficient manner. Utilizing the highest standards and the best available technologies, all payroll records are presented in a timely, accurate, complete and meaningful format in support of the District's educational mission and the Colleges' educational master plans for Area Learning Outcomes. Working in coordination with the Human Resources Department, all payroll related processing for permanent employees and Part-time faculty and overload are handled in this department. The payroll office is located in Business Services.

Measurable by:

- Faculty, staff and students receiving their paychecks in a timely manner and without error each payroll period. Assessment results: 100%
- Federal and state taxes are reported correctly via W-2 forms. Assessment results: 100%
- Payroll changes take place per negotiations and new contract agreements. Assessment results: 90%
- Special payroll processing takes place when necessary to ensure an employee is paid money owed due to new assignments, promotions, stipend changes, etc. 90%

- Vacation/sick leave are posted in a timely manner to ensure employees are up to date on availability at all times. Assessment results: [...]

51. CalWORKS

S. LEE

SLO #1: As a result of participating in the CalWORKS program, the student will be able to identify, locate and utilize resources both on and off campus.

SLO #2: As a result of participating in the CalWORKS program, the student will understand his/her educational plan, career choices, and options for future advancement.

SLO #3: As a result of interactions with the CalWORKS staff, a student will gain understanding of the requirements of the CalWORKS program.

Assessment Methods:

SLO #1: Coordinator's observation of students, Fall and Spring ongoing

SLO #2: Annual review of certificates and degrees completed, Fall and Spring ongoing

SLO #3: Pre- and post-test, beginning of each semester and end of each semester

Action Plan: No changes considered at this time

52. Career and Transfer

T. RIVERA

SLO#1: Acquire learning about possible careers to pursue

SLO#2: Acquire learning about potential for transfer to four-year colleges

Assessment Methods: Student learning evaluated during orientation and counseling sessions

Results: It is estimated that about 70% of students have a full understanding of the various career options available to them. It is estimated that about 80% of students who seek to transfer have a full understanding of the process involved in applying for transfer.

Action Plan: The career and transfer process has worked well but could be improved by: 1) having a full- or part-time position dedicated to these services; having a career and transfer center physical location on campus; and having students prepare a career portfolio as part of their studies in courses such as GES 115.

53. Child Development Center

M. KEHL

SLO #1: Students who utilize the services of the Child Development Center derive the educational benefit of being able to attend PVC courses while their children are looked after by child care professionals.

SLO #2: Students enrolled in PVC nursing and child development programs benefit from the learning experience of working and interacting with small children ages three to five years and developing lesson plans that are age-appropriate.

Assessment Methods: Effectiveness of the utilization of child care services by students enrolled in PVC courses; review of grades earned at PVC; coordination between parents and CHD director and parents.

Action Plan: For PVC students whose children are enrolled at the CHD, instructors, through daily, face-to-face communication, continue to keep them apprised of their child's growth and development.

54. Counseling

D. SILVA

SLO #1: Students will formulate an educational plan to help them achieve their educational goal.

Assessment Methods: Group and one-on-one counseling, group and one-on-one orientation, GES 101 or 115 and classroom presentations.

Action Plan: Counselors and students will devote time in formulating and reviewing the educational plans by using the following resources: DataTel, Program Evaluation, Degree Audit and Image Now, and hard copies.

55. Distance Learning Office

L. LUJANO

SLO #1 Acquire understanding of the services, policies and procedures of distance learning.

SLO #2: Acquire understanding of the personal requirements needed to be successful in distance learning classes.

Assessment Methods: Student learning evaluated during orientation and counseling sessions

Action Plan: Utilize ongoing contacts with students to help them understand better what is expected of them and how they might benefit from distance learning.

56. DSPS/TRIO

T. RIVERA

SLO #1: In orientation, students will learn about services available from the DSPS department

SLO #2 in orientation, students will learn whether they should utilize DSPS services

Assessment Methods: Student learning is evaluated during orientation and counseling sessions

Findings: During orientation approximately 200 students are surveyed as to their needs for DSPS services; 100% reply to the survey, and the results indicate students are with various requests for services.

Action Plan: The assessment process is working well, but might be improved by devoting more time explaining in detail the DSPS services provided and how the process works.

57. EOPS

M. RIVERA

SLO #1: Students will understand the basic requirements of the EOPS program.

SLO #2: Students will understand how they can plan their semester in order to comply with EOPS requirements.

Assessment methods: Student learning evaluated during orientation and counseling sessions

Action Plan: Continue workshops and one-on-one counseling, resulting in an understanding and clarification of EOPS requirements.

58. Financial Aid

S. WOODS

SLO #1: During the Financial Award Letter Orientation, students will learn the rules and guidelines in order to receive Federal Financial Aid.

SLO #2: Students will gain an understanding of Student Academic Progress for eligibility.

Assessment methods: Students completed a pre-survey card before orientation and a post-survey card after the orientation to assess their understanding of financial aid rules and eligibility requirements.

Action Plan: No changes is considered at this time

59. Information Technology

A. HOUSTON

SLO: Students acquire the educational benefit of being able to use technology hardware and software that is current and in good repair

Assessment Methods: Help desk requests and reports from teachers and students

Action Plan: Update the Technology Plan, encompassing equipment replacement, support services, tracking help desk requests, strategies for dealing with budget and staffing constraints and future technology needs.

60. Institutional Research

B. THIEBAUX

SLO: Students derive educational benefits from the assessment and improvement of PVC'S programs and services

Assessment Methods: Implementation of changes in programs and services to improve effectiveness

Action Plan: Use PVC website to expand dissemination of research findings.

61. Library

J. TURNER

SLO #1: Students will distinguish the library's online catalog from other online library resources, understand the purpose of the catalog and utilize the catalog by applying effective search strategies to identify and locate library resources.

Assessment methods: Pre- and post-tests, and hands-on activities requiring visual checks from the librarian.

Results: Pre and post-tests assess a student's understanding of the purpose of the library's online catalog; pre-test, 55% correct, post-test 100% correct. Student understanding of a call number; pre-test, 77% correct, post-test 100% correct.

Hands-on activity involves students searching the online catalog, identifying an item and its corresponding call number and locating and retrieving the correct item within the library. Visual checks by librarian include viewing call numbers and titles written on pieces of paper and then checking the call numbers and titles against the items the students have retrieved. Result: 77% success rate for students who identified both the correct call number and matching item.

Action Plan: Increase the information literacy skills of students and increase the number of students who receive information literacy training.

SLO #2: Students will recognize the difference between the library's subscription resources and the open web, and utilize appropriate search techniques to retrieve a relevant article from a subscription resource.

Assessment methods: Pre and post tests and hands-on activities.

Results: Pre and post-tests to assess understanding of library subscription databases. Pre-test: 77% correct, post-test: 100% correct. Visual check is done by librarian to ensure each student is able to retrieve a relevant article by using one or more search techniques using at least one subscription resource. Initial attempt: 66% were able to formulate search queries and retrieve articles on their own. With librarian intervention, all students successfully completed the task.

Action Plan: Increase the information literacy skills of students and increase the number of students who receive information literacy training.

SLO #3: Students will identify the bibliographic elements to properly cite an article or book and/or complete a citation.

Assessment methods: Exercises and hands-on activities.

Results: To assess a student's understanding of the bibliographic items of a book, each student selected a physical book and completed a written exercise identifying components to be used in a print citation, and gave both the book and exercise to the librarian for grading (72% listed all main components correctly). To assess a student's knowledge of the bibliographic elements of an online periodical, librarian uses exercises with students to order the elements or identify them individually.

Action Plan: Increase the information literacy skills of students and increase the number of students who receive information literacy training.

SLO #4: Students will be able to identify reliable sources of information on the Internet and use advanced search techniques to order results.

Assessment methods: Exercises and pre & post-tests.

Results: Question on ordering results by domain using Google; pre-test, 64% correct, post-test, 92% correct. Also, pair and group exercises have been used to assess reliability of internet sites.

Action Plan: Increase the information literacy skills of students and increase the number of students who receive information literacy training.

62. Maintenance and Operations

A. BRAMBILA

SLO: Students derive the educational benefit of studying and taking classes in a clean, safe, well-lighted and aesthetically appealing campus environment

Assessment Methods: Work order analysis, inspections, maintenance and repair schedules

Action Plan: Continue current efforts

63. Needles Center

L. PARKER and P. BLAKE

SLO: Students residing in Needles and surrounding areas derive the educational benefit of taking college courses and earning degrees and certificates under the auspices of the main PVC campus in Blythe

Assessment Methods: The SLO will be assessed by a combination of factors, including but not limited to successful completions of courses and awards, research findings, counselor and staff reports, student surveys, program review and the like. Assessment is ongoing.

Action Plan: Continue current efforts in assessing students' educational needs in Needles and surrounding areas, and providing quality instruction and support services.

64. Outreach/Marketing

D. WHITTAKER

SLO #1: Potential PVC students acquire understanding of the educational programs and services available at PVC

SLO #2: Potential PVC students learn to assess whether they themselves are ready to take classes at PVC, and whether PVC is appropriate for their continuing education

Assessment Methods: Career Day surveys and comments from students and participants

Action Plan: 1) Obtain sample SLOs from other colleges; 2) Review Career Day data and dialogue with constituencies regarding students' understanding of PVC educational programs and services; and 3) Update outreach and marketing plan

65. Superintendent/President

D. WHITTAKER

SLO #1: The Superintendent/President and support staff promote communication among the Board of Trustees, college personnel and the community

Assessment Method: 1) Survey Monkey; 2) Input from constituencies

Evidence: 1) Survey results; 2) Minutes and disseminated communications

Action Plan: Continue progress on communication efforts, revising methods to effectively and efficiently reach constituencies.

SLO #2: The Superintendent/President provides leadership for ongoing accreditation re-affirmation.

Assessment Method: Accreditation Status: Regained full affirmation February 13, 2013

Evidence: ACCJC Letter of removal of sanction

Action Plan: 1) Maintain efforts to satisfactorily meet Accreditation Standards; 2) Meet April 1, 2013 Special Report deadline regarding financial matters; 3) Meet October 15, 2013 Follow-Up Report deadline

SLO #3: The Superintendent/President provides leadership for instructional, student support services and operational integrity through transparent and shared decision-making processes

Assessment Method: 1) Survey Monkey; 2) Input from constituencies via College Council agenda dialogue; 3) CEO evaluation

Evidence: 1) Survey results; 2) Staff meeting agendas, College Council agendas and minutes; 3) Board evaluation; 4) CEO goals

Action Plan: Make progress on achieving CEO goals

66. Educational Technologies **J. MARTIN**

SLO #1: Students derive educational benefits from the diverse instructional approaches afforded by the Bridge, Starboard and other instructional support tools

SLO #2: Through online tutorials and face-to-face training, students learn the use of the Bridge and other online instructional tools

SLO #3: Students derive benefits in determining their preparedness for online courses

Assessment Methods: Evaluations and recommendations from students and from faculty, and number of requests for support and training

Action Plan: Consistently improve the availability and content of training tools and other support services.

67. Tutoring

L. NEWTON

SLO#1: Acquire basic mathematical skills sufficient to make normal progress in specific courses in which math skills are required

Assessment Methods: Tutor's assessment of student's individual needs

Action Plan: For courses requiring math skills, review math pre-requisites and co-requisites to help improve chances for student success.

68. Vice-President Student Services/Instruction

S. JONES

SLO#1: Students attain their educational goals as a result of appropriately scheduled courses, taught by highly qualified faculty.

Assessment Methods for SLO #1: Learning Outcome #1 will be assessed by various quantitative and qualitative measures including but not limited to completion rates, counselor and staff reports, research studies, student surveys and the like. Assessment is ongoing.

Action Plan for SLO #1: Develop a two-year plan.

SLO#2: Students' educational goals are facilitated by a variety of effective learning support services.

Assessment Methods for SLO #2: Learning Outcome #2 will be assessed by a combination of factors, including but not limited to student surveys of services, staff reports, research studies, assessments of the quality and effectiveness of the support services, student need and the like. Assessment is ongoing.

Action Plan for SLO #2: Enhance tutoring availability; reactivate the Transfer Center.

Palo Verde College Institutional Learning Outcomes
April 21, 2011

1. Critical and Creative Thinking

Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific and mathematical problems.

2. Communication

Students will communicate effectively and interactively in written, spoken or signed, and artistic forms.

3. Community and Global Awareness

Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.

4. Personal and Professional Growth and Development

Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental, and social well-being.

5. Information Competency

Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.

6. Technological Competency

Students will effectively use contemporary technology relevant to their personal and career choices.

From: Denise Whittaker
Sent: Wednesday, February 20, 2013 11:03 AM
To: Pvc-Everyone
Subject: All Staff Meeting - Thursday, Feb. 28 at 3pm in the CL101 (auditorium)
Attachments: PVC Institutional Learning Outcomes April 21 2011 (2).docx

Dear Faculty, Staff, and Managers,

I wanted to remind everyone that we changed ALL STAFF meetings to the 4th Thursday at 3pm to accommodate the request from faculty to hold the meetings during the open meeting time they had previously agreed to. Our next ALL STAFF meeting is Thursday, February 28, 2013, CL 101 (auditorium).

This a particularly important meeting as it will be devoted to a single subject, namely, completing the final component of an important accreditation report due in to the ACCJC by March 15. That report, as you probably know, has to do with PVC's progress in developing and assessing institutional SLOs.

Brian Thiebaut will be conducting the meeting. He will first give a brief overview of what is expected of us, and where we stand at this point.

As a requirement in the report, he will then lead a discussion on how the College can integrate, or align, program SLOs with institutional SLOs, and from that, develop institutional action plans.

It is important that you review and be familiar with the institutional SLOs as attached. Brian will be emailing everyone additional material for the meeting as we get closer to February 28.

Your attendance and participation at the staff meeting is critical, as this represents a valuable opportunity for dialogue on a matter that has significant impact on our accreditation standing.

Deni

Denise Whittaker
Interim Superintendent/President
Palo Verde College
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(760)921-5510 or (760)921-5440
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Overall Objectives:

1. Agree on a plan mapping, or aligning, program-level (degrees, certificates, learning support) outcomes with institutional outcomes (Brian will have prepared such a plan and distributed it in advance)

Brian reviews ACCJC report requirements and due date; reviews progress to date on course, program/learning support, and institutional SLOs; explains what is meant by mapping or aligning and how it was done to derive program outcomes from course outcomes; demonstrates the proposed plan mapping program outcomes to institutional outcomes; obtains concurrence with the institutional learning outcomes and with the plan to align them with program outcomes (15-20 minutes)

2. Assess each institutional outcome in the light of the program-level outcomes and formulate an action plan for both (see example, below)

Brian reviews each institutional outcome in the light of the programs to which each is to be aligned using the proposed mapping plan as a guide (30-40 minutes)

EXAMPLE

ALIGNMENT OF INSTITUTIONAL LEARNING OUTCOMES WITH PROGRAM OUTCOMES

Institutional Student Learning Outcome #1: Critical and Creative Thinking: Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific and mathematical problems

Applicable Program Outcomes:

Encourage more course work in the written and spoken expression of original thinking and analysis (AA Liberal Arts, Arts and Humanities)

Encourage more writing exercises and opportunities for verbal expression on topics dealing with business organizations, practices and functions. (AA Liberal Arts, Business and Technology)

ACTION PLAN: Promote the development of critical thinking and problem-solving skills across the curriculum.

Palo Verde College Institutional Learning Outcomes
April 21, 2011

1. Critical and Creative Thinking

Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific and mathematical problems.

2. Communication

Students will communicate effectively and interactively in written, spoken or signed, and artistic forms.

3. Community and Global Awareness

Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.

4. Personal and Professional Growth and Development

Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental, and social well-being.

5. Information Competency

Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.

6. Technological Competency

Students will effectively use contemporary technology relevant to their personal and career choices.

1.9

PROPOSED ALIGNMENT OF INSTITUTIONAL LEARNING OUTCOMES WITH
PROGRAM OUTCOMES, AND PROPOSED INSTITUTIONAL ACTION PLANS

Brian Thiebaut, Accreditation Liaison Officer

February 28, 2013

MISSION STATEMENT

Institutional SLOs aligned with the Palo Verde College Mission Statement

Institutional level SLOs

- Critical and Creative Thinking
- Communication
- Community and Global Awareness
- Personal and Professional Growth and Development
- Information Competency
- Technological Competency

Program SLOs aligned with institutional SLOs

Program level SLOs

Degrees, certificates, learning support services, and basic
skills: assessments and action plans

Selected course SLOs aligned with program SLOs

Course level SLOs

Assessments and action plans

1. Critical and Creative Thinking

SLO: Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific and mathematical problems.

Applicable Program Outcomes and Action Plans:

Encourage more course work in the **written and spoken expression of original thinking and analysis** (Action Plan, AA Liberal Arts, Arts and Humanities)

Encourage more **writing exercises and opportunities for verbal expression** on topics dealing with business organizations, practices and functions. (Action Plan, AA Liberal Arts, Business and Technology)

Emphasize and reinforce the science of psychology (i.e., **scientific method, statistics**), and the physiology underlying psychological functions (both typical and atypical). (AA for Transfer in Psychology)

Increase **class participation and student performance in science and mathematics**. (Action Plan, AA Liberal Arts, Mathematics and Science)

To improve the student's ability **to read, write and think better**. By reading professional writers **closely and critically**, the student will understand how they organize, develop and support ideas and will bring the knowledge to bear on his/her own writing. By learning how, professional writers lay out an argument, the student will learn to **become a better thinker**. (Action Plan Basic Skills—Reading)

For courses **requiring math skills, review math pre-requisites and co-requisites** to help improve chances for student success. (Action Plan, Tutoring)

Improve students' **abilities to evaluate and interpret data in its various forms, quantitative and qualitative**, with emphasis on the social sciences. (Action Plan, AA Liberal Arts, Social and Behavioral Sciences)

Proposed Institutional Action Plan:

Across the curriculum and in applicable support services, promote the development of critical thinking and problem-solving skills.

2. Communication

SLO: Students will communicate effectively and interactively in written, spoken or signed, and artistic forms.

Applicable Program Outcomes and Action Plans:

Encourage more course work in the written and spoken expression of original thinking and analysis. (Action Plan, AA Liberal Arts, Arts and Humanities)

Encourage more writing exercises and opportunities for verbal expression on topics dealing with business organizations, practices and functions. Action Plan, (AA Liberal Arts, Business and Technology)

Encourage students to improve communication and report-writing skills. (Action Plan, AS Criminal Justice)

Need more emphasis on oral and written interpretation of texts. (Action Plan, Basic Skills—English)

To improve the student's ability to read, write and think better. By reading professional writers closely and critically, the student will understand how they organize, develop and support ideas and will bring the knowledge to bear on his/her own writing. By learning how professional writers lay out an argument, the student will learn to become a better thinker. (Action Plan, Basic Skills—Reading)

Increase number of written assignments. (Action Plan, Certificate of Achievement, Business Management)

Students need to have better report-writing and other communication skills. (Action Plan, Certificate of Achievement, Criminal Justice)

Continue progress on communication efforts, revising methods to effectively and efficiently reach constituencies. (Action Plan, Superintendent/President)

Proposed Institutional Action Plan:

Across the curriculum and in support services, promote the improvement of writing, speaking and other communication skills.

3. Community and Global Awareness

SLO: Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.

Applicable Program Outcomes and Action Plans:

Provide clearer information to student about the goals or objectives of the relevant assignment or assessment methods, increase in-class discussion and activities, increase student collaboration and/or peer review, and increase guidance for student. (Action Plan, AS Computer Information Systems)

Acquire fundamental knowledge of the operations and technical support requirements of a business organization. (SLO #2, AA Liberal Arts, Business and Technology)

Improve students' abilities to evaluate and interpret data in its various forms, quantitative and qualitative, with emphasis on the social sciences. (Action Plan, AA Liberal Arts, Social and Behavioral Sciences)

For PVC students whose children are enrolled at the CHD, instructors, through daily, face-to-face communication, continue to keep them apprised of their child's growth and development. (Action Plan, Child Development Center)

The career and transfer process has worked well but could be improved by: 1) having a full- or part-time position dedicated to these services; having a career and transfer center physical location on campus; and having students prepare a career portfolio as part of their studies in courses such as GES 115. (Action Plan, Career and Transfer)

As a result of participation in Student Activities, students will be able to understand and identify effective leadership skills. As a result of participating in Student Activities, students will be able to understand basic Roberts' Rules of Order and parliamentary procedures. As a result of participation in student clubs and organizations, students will be able to organize and design programs in response to their organizational needs. (SLOs #1, #2, #3, Associated Student Government)

Proposed Institutional Action Plan:

Encourage in curriculum, and in applicable support services and student activities, appreciation and understanding of cultural, social, religious and linguistic diversity.

4. Personal and Professional Growth and Development

SLO: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental and social well-being.

Applicable Program Outcomes and Action Plans:

Provide clearer information to student about the goals or objectives of the relevant assignment or assessment methods, increase in-class discussion and activities, increase student **collaboration and/or peer review**, and increase guidance for student. (Action Plan, AS Computer Information Systems)

Improve student study skills and retention. (Action Plan, Basic Skills—Mathematics)

Results can be improved by giving students **more time on projects**. **Additional instructor's guidance** will assure student's success and will increase class discussions on each of their activities. (Action Plan, Certificate of Achievement, Building Construction Technology)

Increase **student collaboration and/or peer review**, provide more frequent or more detailed feedback on student progress, increase guidance for student, and **increase interaction with students outside of class**. (Action Plan, Certificate of Career Preparation, Computer Applications)

The career and transfer process has worked well but could be improved by: 1) having a full- or part-time position dedicated to these services; having a career and transfer center physical location on campus; and having **students prepare a career portfolio as part of their studies** in courses such as GES 115. (Action Plan, Career and Transfer)

Counselors and students will devote time **in formulating and reviewing the educational plans** by using the following resources: DataTel, Program Evaluation, Degree Audit and Image Now, and hard copies. (Action Plan, Counseling)

Utilize ongoing contacts with students to help them understand better what is expected of them and how they might benefit from distance learning. (Action Plan, Distance Learning)

The assessment process is working well, but might be improved by **devoting more time explaining in detail the DSPS services provided and how the process works**. (Action Plan, DSPS)

Continue workshops and one-on-one counseling, **resulting in an understanding and clarification of EOPS requirements**. (Action Plan, EOPS)

1) Obtain sample SLOs from other colleges; 2) Review Career Day data and **dialogue with constituencies regarding students' understanding of PVC educational programs and services**; and 3) Update outreach and marketing plan (Action Plan, Outreach and Marketing)

For PVC students whose children are enrolled at the CHD, instructors, through daily, face-to-face communication, continue **to keep them apprised of their child's growth and development.** (Child Development Center)

The career and transfer process has worked well but could be improved by: 1) having a full- or part-time position dedicated to these services; having a career and transfer center physical location on campus; and having students **prepare a career portfolio as part of their studies** in courses such as GES 115. (Action Plan, Career and Transfer)

Results can be improved by stressing the need for daily attendance and doing make-up work after class hours. (Action Plans, AS, Automotive Technology and AS, Welding Technology)

Proposed Institutional Action Plan:

Provide opportunities for students to grow and mature intellectually, emotionally and socially, and to become independent thinkers and productive citizens.

5. Information Competency

SLO: *Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information effectively.*

Applicable Program Outcomes and Action Plans:

Increase the information literacy skills of students and increase the number of students who receive **information literacy training**. (Action Plan, Library)

Use PVC website to expand **dissemination of research findings**. (Action Plan, Institutional Research)

Improve students' abilities **to evaluate and interpret data** in its various forms, quantitative and qualitative, with emphasis on the social sciences. (Action Plan, AA Liberal Arts, Social and Behavioral Sciences)

The career and transfer process has worked well but could be improved by: 1) having a full- or part-time position dedicated to these services; having a career and transfer center physical location on campus; and **having students prepare a career portfolio** as part of their studies in courses such as GES 115. (Action Plan, Career and Transfer)

To improve the student's ability to read, write and think better. By reading professional writers closely and critically, the student will understand how **they organize, develop and support ideas and will bring the knowledge to bear on his/her own writing**. By learning how, professional writers lay out an argument, the student will learn to become a better thinker. (Action Plan Basic Skills—Reading)

Proposed Institutional Action Plan:

Across the curriculum and in applicable support services, encourage the development of research skills and the assessment and interpretation of information and data.

6. Technological Competency

SLO: Students will effectively use contemporary technology relevant to their personal and career choices.

Applicable Program Outcomes and Action Plans:

Update the Technology Plan, encompassing equipment replacement, support services, tracking help desk requests, strategies for dealing with budget and staffing constraints and future technology needs. (Action Plan, Information Technology)

Consistently improve the availability and content of training tools and other support services. (Action Plan, Educational Technologies)

Acquire fundamental knowledge of the operations and technical support requirements of a business organization. (SLO #2, AA Liberal Arts, Business and Technology)

Demonstrate compliance with the established federal and state standards of practice for the nursing assistant, measured by successful completion of the California written and skill certification exam. (SLO, Certified Nursing Assistant)

Demonstrates successful completion of the EMS program objectives and skills competencies, validated by passing the NREMT licensure exam and skills checklist required by the State of California. (SLO, Emergency Medical Technician)

Demonstrate knowledge of technology applicable to the field, and a proficiency in appropriate software; adapt to technological changes and select a current solution for a given problem. (SLO, Certificate of Career Preparation, Graphic Design and Web Content)

Proposed Institutional Action Plan:

Encourage the use of technology as a tool to enhance learning.

Palo Verde College
MISSION STATEMENT 2013

Palo Verde College is a California community college that supports an exemplary learning environment with high quality educational programs and services. The College promotes student success and lifelong learning for a diverse community of learners.