
Program SLO assessment is meant to promote student learning and continuous improvement at the college. Its results can influence program requirements as published in the college catalog, and course content as they appear in the Title 5 course outlines. This document explains step-by-step the process for assessment and developing action plans, for entry into the online WebSLOs system.

To begin the process, retrieve the assessment history PDF from http://ipt.dvc.edu, using the “Committee Notes (U-drive)” link, and navigating to FacultySenate, SLOCommittee, Program Assessments. Refer to the “action plans” in column 5, for each SLO. Previous cycles’ action plans are included. The online “action reports” list the programs to be assessed and reported by the end of May in their year, by completing the process explained in one of the following:

**OPTION 1: For programs with an “incomplete” alignment matrix: what to say in its action plans**

1. If there are any empty columns in the alignment matrix, then the course represented by that column does not appear to contribute to any of the program-level SLOs. As stated in its PDF, its action plan may include:
   a. reconsider program-level SLO statements -- the course is probably there for a reason,
   b. reconsider program’s course requirements -- maybe the course should not be there, or
   c. reconsider WCS course outline -- objectives and/or content may need updating.

2. If there are any empty rows in the alignment matrix, then it appears that there are no required or elective courses that support the learning program-level SLO represented by that row. As stated in the program's PDF, its action plan may include:
   a. reconsider the program-level SLO statement -- maybe it is not really an SLO associated with this program,
   b. reconsider program's course requirements -- maybe there is a course missing, or
   c. reconsider WCS course outlines for the program’s required and elective courses -- objectives and/or content may need updating.

3. Complete these actions before the end of the current academic year, along with a new, “complete” matrix. The action plan for the next year, for each program-level SLO, will be to proceed with full assessment during the next academic year, with its “complete” matrix.

**OPTION 2: For programs with a “complete” alignment matrix: what to say in its action plans**

1. Locate and print the alignment matrix for the program. X’s indicate that a course is “aligned” with a program-level SLO. The X is there because the official course outline’s content supports the program-level SLO, whether or not its SLOs or course-level assessment topics do so.
   a. **Cross out X’s** if none of the course-level assessment topics is relevant to the program-level SLO.
   b. Otherwise **note** the sequence numbers of the course-level assessment topics relevant to the program-level SLO. For example, if course-level assessment topics #3 is relevant, write a 3 near the X in the printed matrix.

2. For each course left without an X, include in the action plan for next year to reconsider the course-level assessment topics and add, replace, or restate them so as to relate to at least one program-level SLO.

3. For each program SLO without an X in its row, include in the action plan for next year to reconsider the assessment topics of its aligned courses, and add, replace, or restate them to relate to that program-level SLO.

4. For each course with at least one X in its column, locate its assessment results. These are accessible as PDFs on the Committee Notes area of the U drive, under FacultySenate, SLOCommittee, Course Assessments.
5. Look in the course PDFs for actual assessment results for the course-level assessment topics notated in step 1. If none exist yet, cross out the X in the printed alignment matrix.
   a. If this process leaves any course’s column empty, include in the action plan for next year to assess that course as soon as is practical, perhaps including it in next year’s course assessments.
   b. If any program-level SLO’s row becomes empty, include in the action plan for next year to assess at least one of the aligned courses as soon as is practical.

6. For each program-level SLO that still has at least one X in the marked-up matrix, consider the assessment results in the aligned course PDFs. Use them to form conclusions about the level of achievement demonstrated. Action plan for next year may...
   a. ...apply to specific courses, if there is a common thread among the course-level assessment results in a column (E.g., all of the action plans for the COMSC-110 results mention that the current mix of face-to-face vs online sections of the course does not appear to affect achievement for the associated course-level topics, so that mix could be maintained without adversely affecting achievement of the course-level results. The program’s action plan therefore notes that since the same is true for all course-level results, the mix is to be maintained.),
   b. ...apply to the program as a whole, if there is a common thread among the course-level results in a row (E.g., many action plans note that better lab period attendance could help improve achievement levels. The program action plan is therefore to remove the notes from the schedule that inform students about the times for lab, and to encourage instructors to be more creative in their use of class time – it does not have to be 50/50 lecture/lab every day of the semester.), or
   c. ...copy and restate course-level action plans in the context of the program (E.g., COMSC-110’s assessment topic #3 for SP10 says in its action plan that higher achievement could be realized if the next edition of the DVC-faculty-written textbook’s chapter 5 contained more examples. That course result relates to the program-level SLO#1. A program action plan item therefore is the same as that for the course: to modify chapter 5 accordingly.)

How to report program SLO assessment results
Using any word-processor program, write up the action plans for each outcome. Then either (1) copy/paste them into the online “Submit program’s assessment” form in WebSLOs, or (2) email them to your division’s SLO Committee representative or to the college’s SLO Facilitator. Updates are due on an annual basis, by the end of May in the year they are scheduled, one per degree and certificate. In cases where a degree and certificate are identical except for the GE requirement, the action plan for one can apply to both.

Examples
All programs have already completed a first cycle of assessment, with action plans developed by the SLO Facilitator, with the consent of the departments. Find them as PDFs on the U drive under Committees, FacultySenate, SLOCommittee, Program Assessments. Some have already completed multiple cycles, per the process described in this document. They are AS.MSWSA.D and CAMSWSA.D, AS.COMSC.D, CA.MSSUP.D, and CA.COMIS.D. Note that the first 4 columns and part of the 5th are completed by the iSLOF, and the departments complete the 5th column per the procedure explained in this document.