

## Summary of Mapping to ICCs

| Goal   | Program Level Outcome (PLO) Name | Program Level Outcome (PLO)   |
|--|----------------------------------|---|
| Adapt ideas and methods to new situations (5l) | Assessment_SSLO_4                | There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters.  |
|  | Cantonese PLO1                   | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|  | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|  | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|  | Database PLO 2                   | Design, code and debug SQL and PL/SQL programs  |
|  | Database PLO 3                   | Apply performance tuning techniques to tune large scale database applications.  |
|  | Database PLO 4                   | Create, design and debug intermediate level programs with basic C language.   |
|  | Database PLO 5                   | Create database that are optimized for defined technical requirements.  |
|  | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|  | Equity_AUO_1                     | Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.  |
|  | Geology PLO_1                    | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.   |
|  | Geology PLO_4                    | Understand the impact of the Earth and ocean systems on humanity, including natural hazards and the availability, use, and distribution of Earth and ocean resources.   |
|  | German PLO1                      | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues   |
|  | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
| Analyze arguments (5a)                         | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|  | Philosophy PLO_2                 | Students should be familiar with the basic figures, texts, theories, problems, and ideas within the discipline of philosophy.   |
|  | Cantonese PLO1                   | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|  | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young  |

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|  | Child Development PLO_1          | children.   |
|  | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|  | Database PLO 1                   | Prepare and review a database design including logical and system representations.  |
|  | Database PLO 2                   | Design, code and debug SQL and PL/SQL programs  |
|  | Database PLO 3                   | Apply performance tuning techniques to tune large scale database applications.  |
|  | Database PLO 4                   | Create, design and debug intermediate level programs with basic C language.   |
|  | Database PLO 5                   | Create database that are optimized for defined technical requirements.  |
|  | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|  | Equity_AUO_1                     | Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.  |
|  | Equity_AUO_2                     | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality. |
|  | Geology PLO_1                    | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.   |
|  | Geology PLO_4                    | Understand the impact of the Earth and ocean systems on humanity, including natural hazards and the availability, use, and distribution of Earth and ocean resources.   |
|  | German PLO1                      | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues           |
|  | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|  | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|  | Paralegal PLO_1                  | Students will be able to evaluate, critique and analyze legal and factual information.  |
|  | Philosophy PLO_1                 | Students should be able to critically analyze and evaluate the figures, texts, ideas, theories, and problems within philosophy.   |
|  | Philosophy PLO_2                 | Students should be familiar with the basic figures, texts, theories, problems, and ideas within the discipline of philosophy.   |
|  | PLO 1                            | Students will be able to collect and analyze a crime scene.   |
| Apply qualitative and quantitative analysis (5h) | Assessment_SSLO_1                | Students will make decisions about what placement test to take utilizing information from their educational history.  |
|  | Assessment_SSLO_2                | The percentage of students re-testing within six months will decrease.  |
|  | Assessment_SSLO_3                | There will be an increase in the percentage of students who prepare before retesting.   |
|  | Assessment_SSLO_4                | There will be an increase in the percentage of students who plan to enroll in a recommended class within  |

| Goal   | Program Level Outcome (PLO) Name | Program Level Outcome (PLO)   |
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| Appreciate the complexity of the physical world (4d) | Assessment_SSLO_4                | two quarters.   |
|  | Cantonese PLO1                   | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|  | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|  | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|  | Database PLO 2                   | Design, code and debug SQL and PL/SQL programs  |
|  | Database PLO 3                   | Apply performance tuning techniques to tune large scale database applications.  |
|  | Database PLO 4                   | Create, design and debug intermediate level programs with basic C language.   |
|  | Database PLO 5                   | Create database that are optimized for defined technical requirements.  |
|  | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|  | German PLO1                      | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues   |
|  | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|  | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|  | Philosophy PLO_2                 | Students should be familiar with the basic figures, texts, theories, problems, and ideas within the discipline of philosophy.   |
|  | Cantonese PLO3                   | Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.   |
|  | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|  | Geology PLO_2                    | Understand the dynamic Earth processes that act to shape the Earth's surface, lithosphere and oceans over time.   |
|  | Geology PLO_3                    | Appreciate the role of the crust, lithosphere, continents, and ocean basins as recorders of Earth history.  |
|  | Geology PLO_4                    | Understand the impact of the Earth and ocean systems on humanity, including natural hazards and the availability, use, and distribution of Earth and ocean resources.   |
|  | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|  | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |

| Goal  | Program Level Outcome (PLO) Name           | Program Level Outcome (PLO)  |
|---|--|--|
| Communicate information in various formats (2e) | Child Development PLO_2                    | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.  |
|   | Child Development PLO_3                    | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.  |
|   | DL_SSLO_1                                  | For Students: To be able to successfully use DLC resources to take technology-mediated courses.  |
|   | Equity_AUO_1                               | Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.   |
|   | Humanities PLO_1                           | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret  |
|   | Humanities PLO_2                           | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.   |
|   | Philosophy PLO_1                           | Students should be able to critically analyze and evaluate the figures, texts, ideas, theories, and problems within philosophy.  |
| Communicates clearly (1a)                       | CAD Mechanical Certificate PLO_2           | Apply the fundamentals of 2-D and 3-D CAD to well-established disciplines such as mechanical engineering and industrial design.  |
|   | Cad-Cam Mastercam/Skills Certificate PLO_4 | Create and maintain design drawings & specifications in accordance with commonly accepted industry standards, such as ASME Y14.x, ISO (International Standards Organization), JIS (Japanese Industry Standard), etc.   |
|   | Cantonese PLO2                             | Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.   |
|   | Child Development PLO_1                    | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.   |
|   | Child Development PLO_2                    | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.  |
|   | Child Development PLO_3                    | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.  |
|   | Computer-Aided Design AS Degree PLO_2      | Apply the fundamentals of CAD to well-established disciplines such as mechanical, electrical, and civil/structural engineering. Also in view are ?new? areas, from architectural design at one end of the scale, to just larger than nano-scale mechanisms on the other. |
|   | Computer-Aided Design AS Degree PLO_3      | Create and maintain design drawings & specifications in accordance with commonly accepted industry standards, such as ASME Y14.x, ISO (International Standards Organization), JIS (Japanese Industry Standard), etc.   |
|   | Creo Certificate PLO_2                     | Apply the fundamentals of parametric 3-D CAD to industry disciplines including but not limited to mechanical engineering and industrial design.  |
|   | Creo Certificate PLO_3                     | Create and maintain design drawings & specifications in accordance with commonly accepted industry standards, including ASME Y14.  |
|   | DL_SSLO_1                                  | For Students: To be able to successfully use DLC resources to take technology-mediated courses.  |

| Goal                        | Program Level Outcome (PLO) Name           | Program Level Outcome (PLO)   |
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|                             | Equity_AUO_2                               | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality.   |
|                             | French PLO1                                | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.   |
|                             | French PLO3                                | Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.   |
|                             | Humanities PLO_1                           | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|                             | Humanities PLO_2                           | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
| Create and test models (5b) | Administration of Justice PLO_3            | Students will construct a professional report of a crime utilizing report criteria.   |
|                             | CAD Mechanical Certificate PLO_1           | Solve basic and complex design problems using industry-standard 2-D and 3-D CAD (Computer-Aided Design) software.   |
|                             | Cad-Cam Mastercam/Skills Certificate PLO_5 | Employer Satisfaction: A CDI graduate's concurrent technical expertise in several CAD design tools meets or exceeds industry standards and employers expectations. The CDI Mechanical certificate holder has proficiency in three separate CAD programs. In addition, CDI Mechanical graduates will find their expertise commensurate with entry- to mid-level expertise in Industrial Design & Engineering functions.                                  |
|                             | Cantonese PLO1                             | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|                             | Computer-Aided Design AS Degree PLO_1      | Solve basic and complex design problems using industry-standard 2-D and 3-D CAD (Computer-Aided Design) software, and have knowledgeable expertise in GD&T design requirements for engineering documentation.   |
|                             | Corrections/Probation Degree PLO_3         | Students will analyze and evaluate the current theories and concepts that attribute social deviations to juvenile delinquency   |
|                             | Creo Certificate PLO_1                     | Solve basic and complex design problems using industry-standard parametric 3-D CAD (Computer-Aided Design) software (Creo   |
|                             | Database PLO 2                             | Design, code and debug SQL and PL/SQL programs  |
|                             | Database PLO 3                             | Apply performance tuning techniques to tune large scale database applications.  |
|                             | Database PLO 4                             | Create, design and debug intermediate level programs with basic C language.   |
|                             | Database PLO 5                             | Create database that are optimized for defined technical requirements.  |
|                             | DL_SSLO_1                                  | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|                             | Geology PLO_1                              | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.   |
|                             | Geology PLO_4                              | Understand the impact of the Earth and ocean systems on humanity, including natural hazards and the availability, use, and distribution of Earth and ocean resources.   |

| Goal  | Program Level Outcome (PLO) Name           | Program Level Outcome (PLO)   |
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|   | German PLO1                                | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues           |
|   | Law Enforcement PLO_3                      | Students will construct a professional report of a crime utilizing report criteria.   |
|   | Philosophy PLO_2                           | Students should be familiar with the basic figures, texts, theories, problems, and ideas within the discipline of philosophy.   |
|   | Private Security PLO_3                     | Students will construct a professional report of a crime utilizing report criteria.   |
| Critically evaluate information in various formats (2c) | Assessment_SSLO_1                          | Students will make decisions about what placement test to take utilizing information from their educational history.  |
|   | Assessment_SSLO_2                          | The percentage of students re-testing within six months will decrease.  |
|   | Assessment_SSLO_3                          | There will be an increase in the percentage of students who prepare before retesting.   |
|   | Assessment_SSLO_4                          | There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters.  |
|   | Business Department                        | Each student shall acquire the knowledge and skills described in the course level SLOs (Student Learning Outcomes) of the Business courses that student completed at De Anza College.   |
|   | Cad-Cam Mastercam/Skills Certificate PLO_4 | Create and maintain design drawings & specifications in accordance with commonly accepted industry standards, such as ASME Y14.x, ISO (International Standards Organization), JIS (Japanese Industry Standard), etc.  |
|   | Child Development PLO_2                    | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.   |
|   | Child Development PLO_3                    | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|   | Computer-Aided Design AS Degree PLO_3      | Create and maintain design drawings & specifications in accordance with commonly accepted industry standards, such as ASME Y14.x, ISO (International Standards Organization), JIS (Japanese Industry Standard), etc.  |
|   | Creo Certificate PLO_3                     | Create and maintain design drawings & specifications in accordance with commonly accepted industry standards, including ASME Y14.   |
|   | DL_SSLO_1                                  | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|   | Equity_AUO_2                               | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality. |
|   | Equity_AUO_3                               | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world's people.                           |
|   | Geology PLO_1                              | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.   |
|   | Humanities PLO_1                           | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|   | Humanities PLO_2                           | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |

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|   | Paralegal PLO_4                  | From diverse source materials, students will determine legally relevant facts.  |
|   | Philosophy PLO_1                 | Students should be able to critically analyze and evaluate the figures, texts, ideas, theories, and problems within philosophy.   |
| Demonstrate a commitment to ongoing learning (3e) | Athletic Services PLO 2010       | All student-athletes will develop and file an educational plan relevant to their academic and athletic goals, indicate that they received quick and adequate treatment for their injury from the athletic trainers that speeded their recovery, and recognize that they are receiving the appropriate equipment for their sport.  |
|   | Child Development PLO_2          | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.   |
|   | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|   | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|   | Equity_AUO_1                     | Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.  |
|   | Equity_AUO_2                     | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality.   |
| Empathize with differing perspectives (5k)        | Geology PLO_1                    | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.   |
|   | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|   | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|   | Cantonese PLO1                   | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|   | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|   | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|   | Database PLO 2                   | Design, code and debug SQL and PL/SQL programs  |
|   | Database PLO 3                   | Apply performance tuning techniques to tune large scale database applications.  |
|   | Database PLO 4                   | Create, design and debug intermediate level programs with basic C language.   |
|   | Database PLO 5                   | Create database that are optimized for defined technical requirements.  |
|   | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |

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| Engage actively in dialogue and discussion, while paying attention to audience, situation, and (inter) cultural context (1d) | Equity_AUO_2                     | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality. |
|  | Equity_AUO_3                     | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world's people.                           |
|  | French PLO4                      | Demonstrate a steady grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).  |
|  | German PLO1                      | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues           |
|  | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|  | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|  | Philosophy PLO_2                 | Students should be familiar with the basic figures, texts, theories, problems, and ideas within the discipline of philosophy.   |
|  | Cantonese PLO2                   | Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.  |
|  | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|  | Child Development PLO_2          | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.   |
|  | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|  | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|  | Equity_AUO_2                     | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality. |
|  | Equity_AUO_3                     | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world's people.                           |
|  | French PLO1                      | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.   |
|  | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|  | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create  |



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| Engage in self- reflection and ethical decision-making (3b)   | Humanities PLO_2                 | deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.   |
|   | Athletic Services PLO 2010       | All student-athletes will develop and file an educational plan relevant to their academic and athletic goals, indicate that they received quick and adequate treatment for their injury from the athletic trainers that speeded their recovery, and recognize that they are receiving the appropriate equipment for their sport.  |
|   | Child Development PLO_2          | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.   |
|   | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|   | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|   | Equity_AUO_1                     | Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.  |
|   | Equity_AUO_2                     | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality.   |
| Estimate and predict outcomes based on underlying principles relative to a particular discipline (5e) | Equity_AUO_3                     | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world?s people.   |
|   | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|   | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|   | Business Department              | Each student shall acquire the knowledge and skills described in the course level SLOs (Student Learning Outcomes) of the Business courses that student completed at De Anza College.   |
|   | Cantonese PLO1                   | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|   | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|   | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|   | Database PLO 2                   | Design, code and debug SQL and PL/SQL programs  |
|   | Database PLO 3                   | Apply performance tuning techniques to tune large scale database applications.  |
|   | Database PLO 4                   | Create, design and debug intermediate level programs with basic C language.   |
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| Goal                | Program Level Outcome (PLO) Name   | Program Level Outcome (PLO)   |
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|                     | DL_SSLO_1                          | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|                     | Geology PLO_1                      | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.   |
|                     | Geology PLO_4                      | Understand the impact of the Earth and ocean systems on humanity, including natural hazards and the availability, use, and distribution of Earth and ocean resources.   |
|                     | German PLO1                        | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues   |
|                     | Humanities PLO_1                   | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|                     | Humanities PLO_2                   | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
| Evaluate ideas (5d) | Administration of Justice PLO_1    | Students will identify the responsibilities of each component of the criminal justice system.   |
|                     | Administration of Justice PLO_2    | Students will analyze the issues and theories of ethical standards and unethical conduct that are unique to the criminal justice field.   |
|                     | Assessment_SSLO_2                  | The percentage of students re-testing within six months will decrease.  |
|                     | Assessment_SSLO_3                  | There will be an increase in the percentage of students who prepare before retesting.   |
|                     | Assessment_SSLO_4                  | There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters.  |
|                     | Cantonese PLO1                     | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|                     | Child Development PLO_1            | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|                     | Child Development PLO_3            | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|                     | Corrections/Probation Degree PLO_1 | Students will identify and discuss the legal and sociological approaches to correctional theories and practices.  |
|                     | Corrections/Probation Degree PLO_2 | Students will analyze the current correctional system and alternative sentencing solutions.   |
|                     | Database PLO 2                     | Design, code and debug SQL and PL/SQL programs  |
|                     | Database PLO 3                     | Apply performance tuning techniques to tune large scale database applications.  |
|                     | Database PLO 4                     | Create, design and debug intermediate level programs with basic C language.   |
|                     | Database PLO 5                     | Create database that are optimized for defined technical requirements.  |
|                     | DL_SSLO_1                          | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |

| Goal                      | Program Level Outcome (PLO) Name | Program Level Outcome (PLO)   |
|---------------------------|----------------------------------|---|
|                           | Equity_AUO_1                     | Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.  |
|                           | Equity_AUO_2                     | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality.   |
|                           | Equity_AUO_3                     | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world's people.   |
|                           | Geology PLO_1                    | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.   |
|                           | Geology PLO_4                    | Understand the impact of the Earth and ocean systems on humanity, including natural hazards and the availability, use, and distribution of Earth and ocean resources.   |
|                           | German PLO1                      | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues   |
|                           | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|                           | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|                           | Law Enforcement PLO_1            | Students will identify the responsibilities of each component of the criminal justice system.   |
|                           | Law Enforcement PLO_2            | Students will analyze the issues and theories of ethical standards and unethical conduct that are unique to the criminal justice field.   |
|                           | Philosophy PLO_1                 | Students should be able to critically analyze and evaluate the figures, texts, ideas, theories, and problems within philosophy.   |
|                           | Private Security PLO_1           | Students will identify the components of the criminal justice system and how they are fundamental to the process.   |
|                           | Private Security PLO_2           | Students will identify the elements of a crime based on a factual situation.  |
| Explore alternatives (5j) | Assessment_SSLO_1                | Students will make decisions about what placement test to take utilizing information from their educational history.  |
|                           | Assessment_SSLO_2                | The percentage of students re-testing within six months will decrease.  |
|                           | Assessment_SSLO_4                | There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters.  |
|                           | Cantonese PLO1                   | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|                           | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |

| Goal                                       | Program Level Outcome (PLO) Name | Program Level Outcome (PLO)  |
|--|----------------------------------|--|
|  | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.  |
|  | Database PLO 2                   | Design, code and debug SQL and PL/SQL programs   |
|  | Database PLO 3                   | Apply performance tuning techniques to tune large scale database applications.   |
|  | Database PLO 4                   | Create, design and debug intermediate level programs with basic C language.  |
|  | Database PLO 5                   | Create database that are optimized for defined technical requirements.   |
|  | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.  |
|  | Equity_AUO_1                     | Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.   |
|  | Equity_AUO_2                     | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality.  |
|  | Equity_AUO_3                     | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world?s people.  |
|  | German PLO1                      | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues  |
|  | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret  |
|  | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.   |
| Explore career choices and life goals (3c) | Athletic Services PLO 2010       | All student-athletes will develop and file an educational plan relevant to their academic and athletic goals, indicate that they received quick and adequate treatment for their injury from the athletic trainers that speeded their recovery, and recognize that they are receiving the appropriate equipment for their sport. |
|  | Child Development PLO_2          | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.  |
|  | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.  |
|  | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.  |
|  | Honors_SSLO_1                    | Students feel satisfied that the Honors Program assisted them in transferring to a 4-year institution of their choice.   |
|  | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret  |
|  | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.   |

| Goal  | Program Level Outcome (PLO) Name | Program Level Outcome (PLO)   |
|---|----------------------------------|---|
| Express themselves creatively (1b)                      | Outreach_SSLO_1                  | Application Workshop: Prospects will demonstrate the ability to complete the online college application.  |
|   | Cantonese PLO2                   | Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.  |
|   | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|   | Child Development PLO_2          | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.   |
|   | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
| Interpret literary, artistic, and scientific works (5f) | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|   | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|   | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|   | Cantonese PLO1                   | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|   | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|   | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|   | Database PLO 2                   | Design, code and debug SQL and PL/SQL programs  |
|   | Database PLO 3                   | Apply performance tuning techniques to tune large scale database applications.  |
|   | Database PLO 4                   | Create, design and debug intermediate level programs with basic C language.   |
|   | Database PLO 5                   | Create database that are optimized for defined technical requirements.  |
|   | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|   | Geology PLO_1                    | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.   |
|   | Geology PLO_4                    | Understand the impact of the Earth and ocean systems on humanity, including natural hazards and the availability, use, and distribution of Earth and ocean resources.   |
|   | German PLO1                      | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues   |
|   | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |

| Goal                                      | Program Level Outcome (PLO) Name           | Program Level Outcome (PLO)   |
|---|--|---|
| Interpret thoughtfully and logically (1c) | Humanities PLO_2                           | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.                          |
|   | Cad-Cam Mastercam/Skills Certificate PLO_4 | Create and maintain design drawings & specifications in accordance with commonly accepted industry standards, such as ASME Y14.x, ISO (International Standards Organization), JIS (Japanese Industry Standard), etc.                                    |
|   | Cantonese PLO2                             | Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.  |
|   | Child Development PLO_1                    | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|   | Child Development PLO_2                    | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.   |
|   | Child Development PLO_3                    | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|   | Computer-Aided Design AS Degree PLO_3      | Create and maintain design drawings & specifications in accordance with commonly accepted industry standards, such as ASME Y14.x, ISO (International Standards Organization), JIS (Japanese Industry Standard), etc.                                    |
|   | Creo Certificate PLO_3                     | Create and maintain design drawings & specifications in accordance with commonly accepted industry standards, including ASME Y14.   |
|   | DL_SSLO_1                                  | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|   | Equity_AUO_3                               | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world's people. |
|   | French PLO2                                | Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.  |
|   | Geology PLO_1                              | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.   |
|   | Humanities PLO_1                           | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|   | Humanities PLO_2                           | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.                          |
|   | Paralegal PLO_2                            | They will be able to synthesize and analyze such information effectively, both in writing and orally.   |
|   | Philosophy PLO_1                           | Students should be able to critically analyze and evaluate the figures, texts, ideas, theories, and problems within philosophy.   |
|   | PLO 1                                      | Demonstrate knowledge of the various systems of the body and pathologies of these systems that can contraindicate or benefit from massage.  |
| Locate information in various             | A&R/VETS_SSLO_1                            | Veteran students will be able to access VA-Once and adhere to deadlines and other certification   |

| Goal                                     | Program Level Outcome (PLO) Name      | Program Level Outcome (PLO)  |
|--|---------------------------------------|--|
| formats (2b)                             | A&R/VETS_SSLO_1                       | requirements for receiving benefits.   |
|  | A&R/Vets_SSLO_4                       | To determine if the Vets' handbook and intake checklist result in higher numbers of certification without error.   |
|  | Assessment_SSLO_1                     | Students will make decisions about what placement test to take utilizing information from their educational history.   |
|  | Assessment_SSLO_2                     | The percentage of students re-testing within six months will decrease.   |
|  | Assessment_SSLO_3                     | There will be an increase in the percentage of students who prepare before retesting.  |
|  | CAD Mechanical Certificate PLO_2      | Apply the fundamentals of 2-D and 3-D CAD to well-established disciplines such as mechanical engineering and industrial design.  |
|  | Child Development PLO_2               | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.  |
|  | Child Development PLO_3               | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.  |
|  | Computer-Aided Design AS Degree PLO_2 | Apply the fundamentals of CAD to well-established disciplines such as mechanical, electrical, and civil/structural engineering. Also in view are ?new? areas, from architectural design at one end of the scale, to just larger than nano-scale mechanisms on the other. |
|  | Creo Certificate PLO_2                | Apply the fundamentals of parametric 3-D CAD to industry disciplines including but not limited to mechanical engineering and industrial design.  |
|  | DL_SSLO_1                             | For Students: To be able to successfully use DLC resources to take technology-mediated courses.  |
|  | Geology PLO_1                         | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.  |
|  | Humanities PLO_1                      | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret  |
|  | Humanities PLO_2                      | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.   |
|  | Philosophy PLO_1                      | Students should be able to critically analyze and evaluate the figures, texts, ideas, theories, and problems within philosophy.  |
| Participate in a democratic process (4b) | Cantonese PLO3                        | Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.  |
|  | DL_SSLO_1                             | For Students: To be able to successfully use DLC resources to take technology-mediated courses.  |
|  | Equity_AUO_3                          | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world?s people.                  |
|  | Humanities PLO_1                      | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret  |
|  | Humanities PLO_2                      | Students build the perception of knowledge as a practice of freedom, in which they identify and create   |

| Goal   | Program Level Outcome (PLO) Name      | Program Level Outcome (PLO)   |
|--|---------------------------------------|---|
| Practice effective individual and collaborative work habits (3d) | Humanities PLO_2                      | deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.   |
|  | Athletic Services PLO 2010            | All student-athletes will develop and file an educational plan relevant to their academic and athletic goals, indicate that they received quick and adequate treatment for their injury from the athletic trainers that speeded their recovery, and recognize that they are receiving the appropriate equipment for their sport.  |
|  | Child Development PLO_2               | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.   |
|  | Child Development PLO_3               | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|  | Computer-Aided Design AS Degree PLO_4 | Employer Satisfaction: A CDI graduate?s concurrent technical expertise in several CAD design tools meets or exceeds industry standards and employers expectations. The CDI Associate Graduate has expertise with at least three separate CAD programs. In addition, CDI Associate graduates will find their expertise commensurate with entry- to mid-level expertise in Industrial Design & Engineering functions. |
| Recognize lifestyles that promote mental well-being (3a2)        | Creo Certificate PLO_4                | Employer Satisfaction: CDI Creo graduate?s technical expertise meets or exceeds industry and employers requirements. In addition, CDI Creo certificate holders will find their job skills commensurate with entry- to mid-level expertise in Industrial Design & Engineering functions.   |
|  | DL_SSLO_1                             | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|  | Equity_AUO_1                          | Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.  |
|  | Humanities PLO_1                      | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|  | Humanities PLO_2                      | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|  | APE_PLO_1                             | Within the context of a student's disability and with appropriate accommodations, the student will be able to demonstrate that his/her physical and psycho-social well-being has been positively affected through their full and effective participation in the Adapted Physical Education program.   |
|  | Athletic Services PLO 2010            | All student-athletes will develop and file an educational plan relevant to their academic and athletic goals, indicate that they received quick and adequate treatment for their injury from the athletic trainers that speeded their recovery, and recognize that they are receiving the appropriate equipment for their sport.  |
|  | Child Development PLO_3               | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|  | DL_SSLO_1                             | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|  | Humanities PLO_1                      | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|  | Humanities PLO_2                      | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|  | PE_PLO1                               | Demonstrate the knowledge, skills and ability to understand and use core fitness concepts in the pursuit of life long health and wellness.  |



| Goal  | Program Level Outcome (PLO) Name | Program Level Outcome (PLO)  |
|---|----------------------------------|--|
| Recognize lifestyles that promote physical well-being (3a1)       | APE_PLO_1                        | Within the context of a student's disability and with appropriate accommodations, the student will be able to demonstrate that his/her physical and psycho-social well-being has been positively affected through their full and effective participation in the Adapted Physical Education program.                              |
|   | Athletic Services PLO 2010       | All student-athletes will develop and file an educational plan relevant to their academic and athletic goals, indicate that they received quick and adequate treatment for their injury from the athletic trainers that speeded their recovery, and recognize that they are receiving the appropriate equipment for their sport. |
|   | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.  |
|   | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.  |
| Recognize their role as local, national, and global citizens (4a) | PE_PLO1                          | Demonstrate the knowledge, skills and ability to understand and use core fitness concepts in the pursuit of life long health and wellness.   |
|   | Cantonese PLO3                   | Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.  |
|   | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.   |
|   | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.  |
|   | Equity_AUO_3                     | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world's people.  |
|   | Geology PLO_4                    | Understand the impact of the Earth and ocean systems on humanity, including natural hazards and the availability, use, and distribution of Earth and ocean resources.  |
|   | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret  |
|   | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.   |
| Recognize when information is needed (2a)                         | Paralegal PLO_3                  | Students will be able to compare and contrast the American and California legal systems, demonstrating how they are situated in the global legal environment.  |
|   | A&R/VETS_SSLO_1                  | Veteran students will be able to access VA-Once and adhere to deadlines and other certification requirements for receiving benefits.   |
|   | A&R/VETS_SSLO_2                  | Students will be able to identify and access additional on-campus and Vet-related resources.   |
|   | A&R/Vets_SSLO_4                  | To determine if the Vets' handbook and intake checklist result in higher numbers of certification without error.   |
|   | Assessment_SSLO_1                | Students will make decisions about what placement test to take utilizing information from their educational history.   |
|   | Assessment_SSLO_2                | The percentage of students re-testing within six months will decrease.   |
|   | Assessment_SSLO_3                | There will be an increase in the percentage of students who prepare before retesting.  |
|   | Child Development PLO_2          | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.  |

| Goal                                       | Program Level Outcome (PLO) Name | Program Level Outcome (PLO)   |
|--|----------------------------------|---|
|  | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|  | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|  | Equity_AUO_3                     | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world?s people.                           |
|  | Geology PLO_1                    | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.   |
|  | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|  | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|  | Paralegal PLO_5                  | Students shall be able to assess whether given information is sufficient or insufficient to evaluate a legal issue and utilize appropriate resources to obtain relevant needed information.   |
|  | Philosophy PLO_1                 | Students should be able to critically analyze and evaluate the figures, texts, ideas, theories, and problems within philosophy.   |
|  | PLO 1                            | Demonstrate knowledge of the various systems of the body and pathologies of these systems that can contraindicate or benefit from massage.  |
|  | PLO 2                            | Utilize the results of health intake forms and physical assessments to formulate and administer effective individualized massage treatments.  |
| Respect social and cultural diversity (4c) | Cantonese PLO3                   | Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.   |
|  | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|  | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|  | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|  | Equity_AUO_1                     | Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.  |
|  | Equity_AUO_2                     | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality. |
|  | Equity_AUO_3                     | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world?s people.                           |

| Goal                | Program Level Outcome (PLO) Name           | Program Level Outcome (PLO)   |
|---------------------|--|---|
|                     | Equity_SLO_1                               | Students will persist and succeed at rates with no more than a 5% difference between racial and ethnic categories.  |
|                     | Humanities PLO_1                           | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|                     | Humanities PLO_2                           | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
| Solve problems (5c) | Assessment_SSLO_3                          | There will be an increase in the percentage of students who prepare before retesting.   |
|                     | CAD Mechanical Certificate PLO_1           | Solve basic and complex design problems using industry-standard 2-D and 3-D CAD (Computer-Aided Design) software.   |
|                     | Cad-Cam Mastercam/Skills Certificate PLO_5 | Employer Satisfaction: A CDI graduate?s concurrent technical expertise in several CAD design tools meets or exceeds industry standards and employers expectations. The CDI Mechanical certificate holder has proficiency in three separate CAD programs. In addition, CDI Mechanical graduates will find their expertise commensurate with entry- to mid-level expertise in Industrial Design & Engineering functions.                                  |
|                     | Cantonese PLO1                             | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|                     | Child Development PLO_1                    | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|                     | Child Development PLO_3                    | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|                     | Computer-Aided Design AS Degree PLO_1      | Solve basic and complex design problems using industry-standard 2-D and 3-D CAD (Computer-Aided Design) software, and have knowledgeble expertise in GD&T design requirements for engineering documentation.  |
|                     | Creo Certificate PLO_1                     | Solve basic and complex design problems using industry-standard parametric 3-D CAD (Computer-Aided Design) software (Creo   |
|                     | Database PLO 2                             | Design, code and debug SQL and PL/SQL programs  |
|                     | Database PLO 3                             | Apply performance tuning techniques to tune large scale database applications.  |
|                     | Database PLO 4                             | Create, design and debug intermediate level programs with basic C language.   |
|                     | Database PLO 5                             | Create database that are optimized for defined technical requirements.  |
|                     | DL_SSLO_1                                  | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|                     | Equity_AUO_1                               | Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories.  |
|                     | Equity_AUO_2                               | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality.   |
|                     | Geology PLO_1                              | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated   |

| Goal   | Program Level Outcome (PLO) Name      | Program Level Outcome (PLO)  |
|--|---------------------------------------|--|
| Synthesize information in various formats (2d)   | Geology PLO_1                         | system.  |
|  | German PLO1                           | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues  |
|  | Humanities PLO_1                      | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret  |
|  | Humanities PLO_2                      | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.   |
|  | Philosophy PLO_2                      | Students should be familiar with the basic figures, texts, theories, problems, and ideas within the discipline of philosophy.  |
|  | CAD Mechanical Certificate PLO_2      | Apply the fundamentals of 2-D and 3-D CAD to well-established disciplines such as mechanical engineering and industrial design.  |
|  | Child Development PLO_2               | Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.  |
|  | Child Development PLO_3               | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.  |
|  | Computer-Aided Design AS Degree PLO_2 | Apply the fundamentals of CAD to well-established disciplines such as mechanical, electrical, and civil/structural engineering. Also in view are ?new? areas, from architectural design at one end of the scale, to just larger than nano-scale mechanisms on the other. |
|  | Creo Certificate PLO_2                | Apply the fundamentals of parametric 3-D CAD to industry disciplines including but not limited to mechanical engineering and industrial design.  |
|  | DL_SSLO_1                             | For Students: To be able to successfully use DLC resources to take technology-mediated courses.  |
|  | Geology PLO_1                         | Apply the principles of scientific methodology to test hypotheses on how the Earth works as an integrated system.  |
|  | History PLO_1                         | Using secondary and primary sources, students will critically analyze the human condition within the context of various cultures, civilizations, and time periods.   |
|  | Humanities PLO_1                      | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret  |
|  | Humanities PLO_2                      | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.   |
|  | Philosophy PLO_1                      | Students should be able to critically analyze and evaluate the figures, texts, ideas, theories, and problems within philosophy.  |
| Understand the significance of both environmental sustainability and social justice (4e) | Cantonese PLO3                        | Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.  |
|  | DL_SSLO_1                             | For Students: To be able to successfully use DLC resources to take technology-mediated courses.  |

| Goal                                      | Program Level Outcome (PLO) Name           | Program Level Outcome (PLO)   |
|---|--|---|
|   | Equity_AUO_2                               | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality.   |
|   | Equity_AUO_3                               | Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world's people.   |
|   | Humanities PLO_1                           | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|   | Humanities PLO_2                           | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
| Utilize symbols and symbolic systems (5g) | CAD Mechanical Certificate PLO_1           | Solve basic and complex design problems using industry-standard 2-D and 3-D CAD (Computer-Aided Design) software.   |
|   | Cad-Cam Mastercam/Skills Certificate PLO_5 | Employer Satisfaction: A CDI graduate's concurrent technical expertise in several CAD design tools meets or exceeds industry standards and employers expectations. The CDI Mechanical certificate holder has proficiency in three separate CAD programs. In addition, CDI Mechanical graduates will find their expertise commensurate with entry- to mid-level expertise in Industrial Design & Engineering functions.                                  |
|   | Cantonese PLO1                             | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|   | Child Development PLO_1                    | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|   | Child Development PLO_3                    | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|   | Computer-Aided Design AS Degree PLO_1      | Solve basic and complex design problems using industry-standard 2-D and 3-D CAD (Computer-Aided Design) software, and have knowledgeable expertise in GD&T design requirements for engineering documentation.   |
|   | Creo Certificate PLO_1                     | Solve basic and complex design problems using industry-standard parametric 3-D CAD (Computer-Aided Design) software (Creo   |
|   | Database PLO 2                             | Design, code and debug SQL and PL/SQL programs  |
|   | Database PLO 3                             | Apply performance tuning techniques to tune large scale database applications.  |
|   | Database PLO 4                             | Create, design and debug intermediate level programs with basic C language.   |
|   | Database PLO 5                             | Create database that are optimized for defined technical requirements.  |
|   | DL_SSLO_1                                  | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|   | Equity_AUO_2                               | Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality.   |
|   | German PLO1                                | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously  |

| Goal  | Program Level Outcome (PLO) Name | Program Level Outcome (PLO)   |
|---|----------------------------------|---|
|   | German PLO1                      | and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues  |
|   | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|   | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|   | Philosophy PLO_2                 | Students should be familiar with the basic figures, texts, theories, problems, and ideas within the discipline of philosophy.   |
| Verify the reasonableness of conclusions (5i) | Assessment_SSLO_2                | The percentage of students re-testing within six months will decrease.  |
|   | Cantonese PLO1                   | Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as ordering food, the weather, the clothes we wear, traveling experiences and on the telephone. |
|   | Child Development PLO_1          | Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.  |
|   | Child Development PLO_3          | Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.   |
|   | Database PLO 2                   | Design, code and debug SQL and PL/SQL programs  |
|   | Database PLO 3                   | Apply performance tuning techniques to tune large scale database applications.  |
|   | Database PLO 4                   | Create, design and debug intermediate level programs with basic C language.   |
|   | Database PLO 5                   | Create database that are optimized for defined technical requirements.  |
|   | DL_SSLO_1                        | For Students: To be able to successfully use DLC resources to take technology-mediated courses.   |
|   | German PLO1                      | Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as German tradition, holidays, sports, music, family issues   |
|   | Humanities PLO_1                 | Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret   |
|   | Humanities PLO_2                 | Students build the perception of knowledge as a practice of freedom, in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  |
|   | Philosophy PLO_2                 | Students should be familiar with the basic figures, texts, theories, problems, and ideas within the discipline of philosophy.   |